



COMMISSION ON  
TEACHER CREDENTIALING

*Ensuring Educator Excellence*

**Annual Report Card on  
California Teacher Preparation Programs  
for the Academic Year 2008-2009**

**as Required by Title II of the Higher Education Act**

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October 2010

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## Vision Statement

Ensuring high quality educators for California's diverse students, schools and communities.

## Mission Statement

The mission of the Commission on Teacher Credentialing is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California's public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices.

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# **Annual Report Card on California Teacher Preparation Programs for the Academic Year 2008-2009 as Required by Title II of the Higher Education Act**

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## **Introduction**

This agenda item presents the *Annual Report Card on California Teacher Preparation Programs for the Academic Year 2008-2009* as required by Title II of the Higher Education Act. In 2008, the law was reauthorized and substantial changes were made to the Title II data collection and reporting requirements. The 2008-09 reporting year was the pilot year in which states were asked to implement the changes and the 2009-2010 reporting year will begin full implementation of the new requirements. This is the tenth annual report and it includes the pass-rate data for all examinations used for teacher credentialing purposes in California in addition to data for the new reporting requirements.

## **Background**

Section 207 of Title II requires institutions to submit annual reports to states on the quality of the teacher preparation programs. States are required to collect the information contained in these institutional reports and submit an annual report to the United States Department of Education (USDOE) that reports on the success of teacher preparation programs and describes efforts to improve teacher quality. These report cards are also intended to inform the public of the status of teacher preparation programs. Title II's new reporting requirements impact (1) the sponsors of all teacher preparation programs; (2) the state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the USDOE.

## **Reauthorization of the Higher Education Opportunity Act and Title II Requirements**

The Higher Education Opportunity Act (HEOA) legislation was reauthorized in August 2008 and while some of the changes were implemented beginning with last year's state report, such as the elimination of the quartile rankings as well as the elimination of the requirement to report on waivers, full reporting through the new system will not be in place until the 2010-2011 data collection and reporting cycle for both states and program sponsors. Some of the modified requirements include scaled scores for each assessment, statewide average scaled scores, and two separate reports (traditional and alternative routes) for program sponsors.

Commission staff has been working with the testing contractors and USDOE to implement the new requirements. The USDOE held public meetings in September-October 2008. New data collection forms were drafted in December 2008 and feedback was gathered from states and preparation program sponsors in January-February 2009. Final versions of the forms were submitted to Office of Management and Budget (OMB) in March 2009 and forms were finalized in September 2009. The Commission has been and is continuing to offer technical assistance meetings and webinars to provide information to California's program sponsors for the new reporting system.



### **Institutional and Program Report Cards for 2008-2009**

Westat, the USDOE's contractor, developed a web-based data entry tool called the Institutional and Program Report Card (IPRC) and states were given the option to either develop their own system or use Westat's IPRC. CTC elected to use Westat's system because it is free to the states and the data will be collected uniformly across many states. Forty-five states are using the IPRC developed by Westat for the 2008-2009 reporting year. All 91 of California's program sponsors who have approved Multiple Subject, Single Subject, and Education Specialist credential programs submitted their institutional and program report card data to the Westat on or before April 30, 2010, in compliance with federal reporting deadlines set forth in Title II.

The IPRC web system collected information in seven sections:

- Section I: Admission Requirements; Program Enrollment; Supervised Clinical Experience; Certification; and Program Completer
- Section II: Annual Goals; Assurances
- Section III: Institutional Pass Rates
- Section IV: Low Performing Teacher Preparation Programs
- Section V: Use of Technology
- Section VI: Teacher Training
- Section VII: Contextual Information (Optional)

### **The State Report Card for 2008-09**

Sections 205 through 208 of the *Title II of the Higher Education Act (HEA)*, as amended in 2008 (PL 110-315) call for increased or different types of accountability for programs that prepare teachers. Section 205 of the Title II requires annual reports from each institution of higher education (IHE) that conducts a traditional teacher preparation program or an alternative route program to state certification or that enrolls students receiving federal assistance under HEA (e.g., Title IV).

States are responsible for coordinating the IHE and non-IHE-based alternative route data collection. There are many common data reporting elements in the IHE and state Title II data collections. Much of the data that the IHEs and non-IHE-based alternative routes report to the state will be included in the state report to the USDOE. State Title II reporting is a paperless process. This data collection is mandatory and provides a national database on teacher preparation in all states. States report through a Web-based reporting system called the State Report Card System (STRC). The STRC is an online tool, developed and maintained by Westat, used by states to meet the annual reporting requirements on teacher preparation, certification, and licensing mandated by Title II. States must use the STRC to report their Title II data to the USDOE.

Title II data are intended to inform students and aspiring teachers, the educational community, institutions of higher education, Congress, researchers, policymakers and the public about the quality of teacher preparation in the U.S. Title II reporting is intended to encourage transparency and accountability and to encourage a national conversation on teacher quality. The Title II report submitted by each state will be available at <http://title2.ed.gov/>.

Section 205(b) of Title II requires each state to report annually on:

- Basic aspects of each of its teacher preparation programs, such as admission requirements; number of students enrolled by gender, ethnicity and race; information about supervised clinical experience; the number of students who have been certified or licensed as teachers; and the number of program completers;
- The reliability and validity of teacher certification or licensure assessments and requirements;
- Teacher certification or licensure requirements;
- State teacher standards and criteria for certification or licensure;
- How well groups of students perform on initial state licensing and certification assessments;
- Alternative routes to teacher certification or licensure;
- Criteria for assessing the performance of teacher preparation programs and which teacher preparation program are under a designation of “low-performing” or “at-risk of being low-performing,”
- Information about addressing shortages of highly qualified teachers and preparing teachers to use technology, to participate as a member of individualized education program teams and to teach students with disabilities or who are limited English proficient; and
- State efforts to improve teacher quality.

Pass rate information by assessment for each of the program sponsors for both traditional and alternate routes are presented in Appendix A. The Institutional and Program Report cards are presented in Appendix B.

This year’s report contains a new section entitled, “Teacher Shortage, Use of Technology, and Teacher Training,” pursuant to provisions of the reauthorized Act.

If approved, the final version of the report will be available on the Commission website for public access in accordance with federal reporting guidelines. In order to meet the federal reporting deadlines, submission of the report to the USDOE will be completed via the web-based Title II Data Collection System by October 31, 2010.

#### **Staff Recommendation**

Staff recommends that the Commission approve the *2008-2009 Annual Report Card on California Teacher Preparation Programs*, so staff may transmit the reformatted web-based version of the report to the USDOE on or before October 31, 2010.

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## **Introduction**

In October 1998, Congress passed and President Clinton signed the Higher Education Reauthorization Act, which contained many provisions affecting different aspects of higher education. Title II of the Act included federal grant programs that advanced efforts to improve recruitment, preparation, and support of new teachers and mandated certain reporting requirements for institutions and states regarding teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide greater accountability for ensuring teacher quality.

Title II established new reporting requirements for: (1) the sponsors of teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education (USDOE). Section 207 of Title II requires institutions to submit annual reports to state agencies addressing the quality of their teacher preparation programs. States are required to collect the information contained in these institutional reports and submit annual reports each October to the USDOE that includes information about teacher certification requirements, accountability and performance information about preparation programs, and a description of efforts to improve teacher quality.

Title II requires that, annually, the U.S. Secretary of Education compile all state reports into a single national report for submission to Congress. The national report provides comprehensive national data on the manner in which institutions prepare teachers, including pass rate data on assessments required for certification or licensure. The report also describes what states require of individuals before they are allowed to teach, and how institutions and states are raising standards for the teaching profession. This report contains the information that will be submitted to the USDOE in October 2010 in compliance with the Title II reporting requirements for states.

### **The California Context**

In recent years, education in California has undergone a number of important changes. The challenges of enrollment changes, expanding diversity, legislative action, and pending retirements of many K-12 teachers have prompted California to refine its capacity to train educators while undertaking extensive efforts aimed at improving the recruitment, retention, and preparation of K-12 teachers.

During the first half of the 1990s, California's K-12 population soared and with that explosive growth came the need for more highly qualified teachers. During the latter half of the decade, student enrollment leveled off, but the rate of teacher retirements increased, creating a continuing demand for prepared educators. Policymakers and educators sought to address California's significant teacher shortage by enacting a number of new programs to encourage individuals from all backgrounds to consider teaching in California's public schools. A number of recruitment programs were funded and unnecessary barriers to teaching were lowered by enacting multiple routes to the teaching profession, including internships and examination routes. State funds had been allocated to support intern programs, and the state has fully funded an induction program for all beginning teachers. In more recent years, state budget issues have overshadowed some reform efforts.

Of equal, if not greater concern to policymakers and educators were issues of quality. Academic content standards for K-12 students that reflect what students should know and be able to do at each grade level in each content area are well established. Statewide K-12 student assessments aligned with these standards are implemented. Alongside reforms in K-12 education came, arguably, the most comprehensive reform in educator preparation in California's history. Subject matter preparation standards for prospective teachers and teacher preparation standards were aligned with what is expected to be taught in the public schools. A learning-to-teach continuum that recognizes the importance and interconnectedness of subject matter preparation, instruction in effective pedagogy, and a system of mentoring and formative assessment, or induction, during the critical first two years of teaching, forms the basis of California's approach to ensuring high quality teacher preparation.

Efforts to reform California's credential system began in 1992 when the Governor and Legislature enacted SB 1422, (Chap. 1245, Stats. 1992) calling for the Commission to complete a comprehensive review of the requirements for earning and renewing teaching credentials. The Commission conducted a systematic study that included the appointment of an advisory panel to examine credential requirements and make recommendations for reform and restructuring.

As a result of the recommendations of the SB 1422 advisory panel, the Commission sponsored omnibus legislation, SB 2042, in 1998 (Chap. 548, Stats. 1998) that called for:

- The implementation of new standards to govern all aspects of teacher development, including subject matter studies, professional preparation, induction, and continuing growth;
- The alignment of all teacher preparation standards with California's K-12 academic content standards for students and the *California Standards for the Teaching Profession*;
- The creation of a two-tiered teaching credential that would establish the completion of a standards-based induction program as a path to the Level II or Clear credential;
- Increased accountability by building a teaching performance assessment into initial teacher preparation; and
- The establishment of multiple routes into teaching that meets the same high standards, including programs that blend pedagogy and subject matter courses into a single program.

Passage of SB 2042 served as the impetus for the extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teacher candidates. Pursuant to statute, standards are aligned with the Academic Content Standards for California Public Schools K-12, the Curriculum Frameworks, and the *California Standards for the Teaching Profession*. This alignment extends to subject-matter exams, creating stronger linkages between the content of the undergraduate subject matter programs and the subject-matter examinations that candidates may take in lieu of those programs.

Aligning every educator credential and certificate program with SB 2042 was a multi-year, multi-stage process during which approved (Ryan) programs were permitted to operate. As every set of credential program standards was revised and adopted, institutions offering those programs

were required to submit documents demonstrating how their program satisfied the new standards.

### *Implementation of the No Child Left Behind Act*

In the midst of the SB 2042 implementation, Federal Public Law 107-110: No Child Left behind (NCLB) Act was signed into legislation. While most of the highly qualified teacher requirements were consistent with the 2042 focus on subject matter competence and the alignment of teacher preparation standards with student content standards, some Highly Qualified Teachers (HQT) requirements did initiate revisions to some of California's teacher recruitment and preparation programs. The California State Board of Education (CSBE), the California Department of Education (CDE), and the Commission continue to work cooperatively to align State regulations and certification requirements with the requirements of NCLB. Where appropriate for Title II purposes, this report discusses those efforts.

California has worked hard to maintain its progress in improving teacher quality and student achievement despite the worst fiscal situation in recent state history. Some of the educational programs implemented early in the decade have been eliminated or reduced while discussions about finding resources to support other programs continue. The state's economy has continued to struggle leaving the state, postsecondary institutions, and local school districts facing significant fiscal constraints while attempting to address the needs of its student population.

The state's policymakers persist in attempting to address these very difficult statewide issues against a backdrop of continued change at the local level. During the 2008-2009 school year, the CDE reports that there were about 6.3 million children enrolled in California's 9,821 public schools.<sup>1</sup> The California Department of Finance reported that no single racial or ethnic group constitutes a majority of California's population. The composition of the state's population is reflected in its public school enrollments. Indeed, California schools are among the most culturally and linguistically diverse in the nation.

According to the CDE, approximately 49.0 percent of California children enrolled in kindergarten through 12th grade are Hispanic or Latino, 27.9 percent are white, 11.7 percent are Asian, Filipino or Pacific Islander, 7.3 percent are African American, and 0.7 percent are Native Americans. Together, these students speak more than 56 different languages and nearly 24 percent or 1.5 million, are English language learners. Sixty-eight percent (68%) of English learners are enrolled in the state's elementary grades, kindergarten through sixth. The diversity in languages and learners has created a need for teachers who possess a deep knowledge of the subjects they teach and an ability to adapt instructional strategies to meet student needs. Therefore, California requires all teachers (elementary, secondary, and special education) to receive instruction in English language development and specially designed academic instruction in English as part of the initial teacher preparation program.

### *Enrollment in Teacher Education*

California's numerous efforts to prepare a sufficient number of teachers to educate the state's K-12 student population resulted in a significant increase in enrollment in teacher preparation programs. During the first three years of Title II reporting beginning with the academic year

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<sup>1</sup> *Fact Book 2009 Handbook of Education Information*, California Department of Education, 2009

1999-2000, enrollment in teacher preparation programs increased by 47 percent to a total of 77,705 in 2001-02.

Since then, however, Title II enrollment data indicates a steady decline in the past few years. In the past five years, enrollment declined by about 23,000 or 35 percent. As the table indicates, total enrollment declined by 18.4 percent between 2007-08 and 2008-09.

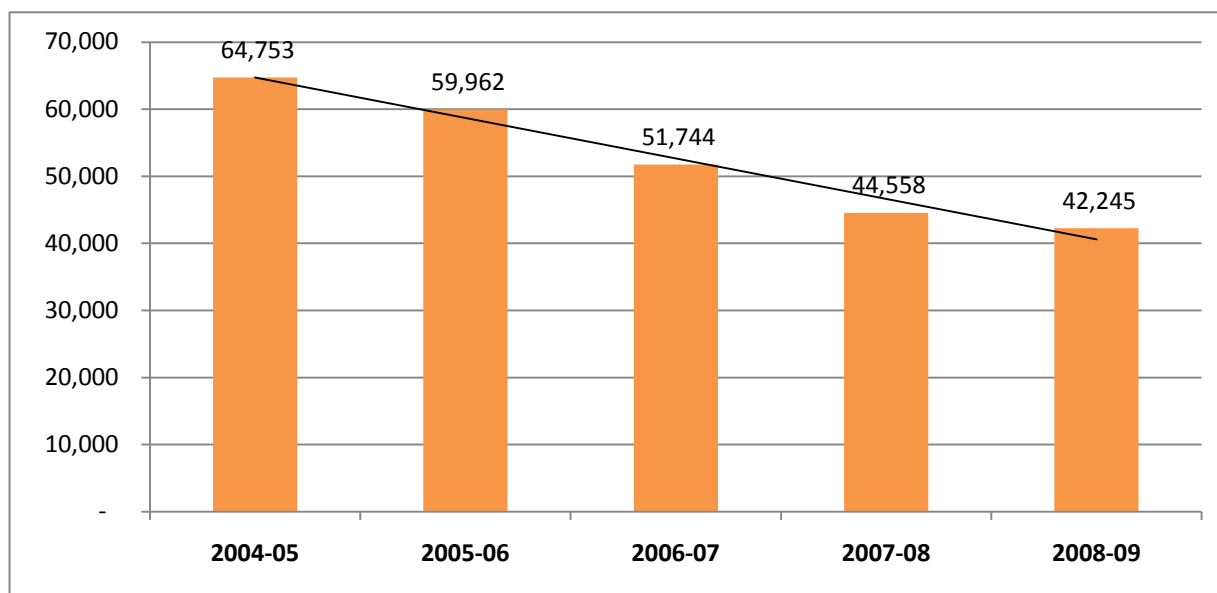
**Table 1: Teacher Preparation Program Enrollment**

	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009*	One year change
Multiple Subject	34,176	28,200	23,428	19,071		
Single Subject	20,073	19,910	17,276	15,383		
Education Specialist	10,504	11,852	11,040	10,104		
Total	64,753	59,962	51,744	44,558	42,245	-18.4%

*\*Note: Due to new federal Title II data processes, enrollment data not available by credential type for 2008-2009.*

This declining trend is also illustrated in Figure 1, which follows.

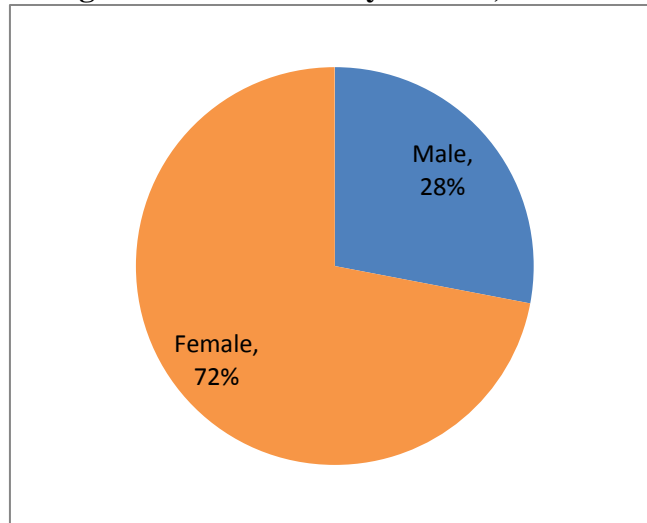
**Figure 1: Teacher Preparation Program Enrollment, 2004-05 to 2008-09**



Starting with the 2008-2009 reporting year, enrollment by gender and race/ethnicity is collected through the Institutional and Program Report Card.

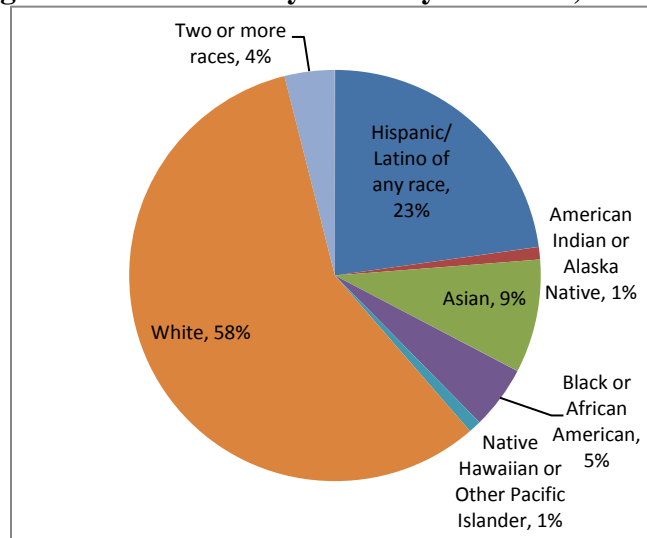


**Figure 2: Enrollment by Gender, 2008-09**



Overall, about three-fourths (72 percent) enrolled in the teacher preparation program were female and less than one-third (28 percent) was male.

**Figure 3: Enrollment by Ethnicity and Race, 2008-09**



Teacher preparation programs were asked to report the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino are reported in one of the race categories. More than half (58 percent) identified themselves as white and almost one-fourth (23 percent) as Hispanic/Latino of any race. Asian consisted of 9 percent, Black or African American 5 percent, another 1 percent Native Hawaiian or Other Pacific Islander, and another 1 percent as American Indian or Alaska Native. Individuals can belong to one or more racial groups and they are reported under “two or more races” category. This category consisted of the remaining 4 percent of the enrollment. *Please note: race and ethnicity information is optional. Teacher Preparation*

*programs were asked to report whatever data they had collected. So the total number reported by race and ethnicity may not necessarily add up to total number of students enrolled.*

## **Teacher Certification in California**

In order to be employed in a public school district, teachers must be certified by the Commission. California's credential structure is organized by subject matter and classroom setting. Within this structure, the state has established certification requirements that ensure candidates are prepared for their initial teaching credential and then satisfy additional requirements before advancing to the second level or clear teaching credential.

There are four basic credentials that authorize individuals to teach in public school settings: the Multiple Subject Teaching Credential, the Single Subject Teaching Credential, the Education Specialist Instruction Credential, and the Designated Subjects Teaching Credential. The Commission also issues credentials for other educational service occupations requiring state certification, such as child development teachers and school counselors, psychologists, nurses, librarians, and administrators. The Title II legislation does not require reporting of data related to Designated Subject credentials, child development permits, or the services credentials.

### **Subject Matter and Classroom Setting**

California's teaching credential structure emphasizes both content knowledge and pedagogical competence. Candidates pursuing a Multiple Subject, Single Subject, or Education Specialist credential must hold a bachelor's degree in a subject other than education from a regionally accredited college or university. Candidates must also acquire knowledge and demonstrate preparation to teach by completing a Commission-approved teacher preparation program. A formal recommendation to the Commission from the California college, university, or local educational agency where candidates completed the program is made. The State offers multiple routes to teaching certification, including traditional one-year post baccalaureate programs at institutions of higher education, district or university sponsored intern programs, and four-to five-year "blended" programs that allow for the concurrent completion of a baccalaureate degree (including subject matter requirements) and professional preparation. All credential programs, *no matter the delivery mode*, are held to the same standards of quality and effectiveness, and all programs include instruction in pedagogy and supervised teaching experience.

The credential most often held by those teaching in an elementary school classroom is the Multiple Subject Teaching Credential. This credential authorizes individuals to teach a variety of subjects in a self-contained classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

The appropriate credential to teach a specific subject such as mathematics or English in a departmentalized (single subject) classroom at the middle or high school level is the Single Subject Teaching Credential. This credential authorizes public school teaching in a departmentalized classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

A Single Subject Teaching Credential authorizes an individual to teach in one of the specific content areas listed below.

Agriculture	Health Science
Art	Home Economics
Biological Sciences	Industrial and Technology Education
Biological Sciences (Specialized)	Languages other than English
Business	Mathematics
Chemistry	Mathematics (Foundational-Level)
Chemistry (Specialized)	Music
English	Physical Education
General Science (Foundational-Level)	Physics
Geosciences	Physics (Specialized)
Geosciences (Specialized)	Social Science

The Education Specialist Instruction Credential authorizes individuals to teach students with disabilities. This credential is separated into six distinct authorizations: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, and Early Childhood Special Education. The Early Childhood Special Education Credential is not included in the Title II report since it is not a credential that authorizes service in K-12 classrooms. Individuals seeking the Education Specialist Instruction Credential complete a special education preparation program that includes student teaching in the area of their chosen specialization plus verify subject matter competency.

### **Requirements for Initial Certification**

Multiple Subject and Single Subject preliminary credentials are issued to beginning teachers for a maximum of five years and are non-renewable. Candidates are expected to complete additional requirements to earn the clear credential within the five-year period of the preliminary credential. Credentials governed by the Ryan Act and SB 2042 have the same requirements for earning the Level I (preliminary) credentials. However, the ancillary requirements differ for individuals pursuing a credential under the Ryan Act versus those who are pursuing the SB 2042 credential.

For Ryan candidates these requirements were: 1) a 5<sup>th</sup> year of academic study including 30 semester units and coursework in health education, special education, advanced computer education, and, beginning July 1, 2005, advanced preparation for teaching English Language learners, or 2) for candidates who received their preliminary credential on or after January 1, 1999, completion of a Commission-approved induction program.

For individuals pursuing the SB 2042 credential, options to complete the clear credential are a Commission-approved:

- Induction program offered by a school district, county office, or consortia;
- Teacher Induction Program offered by a college or university; or

- Clear Credential program only when there is no induction program available to the candidate.

Although completion of an induction program is the required route to a clear SB 2042 credential, current law allows candidates who obtained their preliminary credential before August 29, 2004 to satisfy the Level II requirements by completing the equivalent of one academic year of post-baccalaureate coursework, including work that meets the statutory requirements for health, special education, and advanced computer technology, plus either coursework or an examination to demonstrate an advanced preparation for teaching English language learners as required by AB 1059. AB 2210 (Chap. 343, Stats. 2004), signed by the Governor, eliminated the coursework option and deemed induction as the primary route to the clear SB 2042 credential for candidates issued their preliminary on or after August 29, 2004. The Commission adopted regulations to implement the provisions of the law.

National Board Certification also satisfies Level II requirements for both Ryan and SB 2042 credentials. California preliminary Education Specialist Credentials are issued to beginning teachers for a maximum of five years and are not renewable. Holders of these credentials must complete an approved program including an individualized induction plan to satisfy the Level II Education Specialist Credential. The Clear Multiple or Single Subject Teaching Credential and the Clear Level II Education Specialist Credential are issued for a maximum of five years and may be renewed for 5-year periods.

### **Specific Assessment Requirements**

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. Over the past several years, policy changes have been enacted related to the assessment of teacher candidates in California. As such, this section discusses (1) the assessment requirements for the reporting period 2008-2009; (2) the transition to a new subject matter examination program, the California Subject Examination for Teachers (CSET); and (3) changes in assessment requirements to align with the federal Public Law 107-110: No Child Left Behind Act (NCLB).

#### *Requirements for 2008-2009 Reporting Period*

The Commission operates one of the largest educator-testing systems in the country with over 200,000 individual examinations administered each year. Multiple subject, single subject, and education specialist teacher candidates are required to pass basic skills assessment in order to obtain a preliminary or clear teaching credential. During the reporting period, California law required candidates to demonstrate subject matter knowledge by passage of a Commission-approved subject-matter assessment or by completing a Commission-approved subject-matter program of coursework in the field in which they will be teaching. Additionally, the State requires new Multiple Subject and Education Specialist Credential candidates to pass an examination assessing professional knowledge and competency in reading instruction prior to obtaining a preliminary credential.

For initial teacher certification or licensure, California uses the following written tests or performance assessments

- \* Assessment of Basic Skills
- \* Assessment of Subject Matter Knowledge

- \* Assessment of the Methods for Teaching Reading
- \* Assessment of Professional Knowledge and Pedagogy

The California Basic Educational Skills Test (CBEST) provides an assessment of a candidate’s basic knowledge and skills in reading, writing, and mathematics. These skills are usually acquired through academic experience in high school and during the completion of baccalaureate degree requirements. The reading and math sections of the CBEST consist entirely of multiple-choice questions while the writing section requires examinees to construct two brief essays in response to specific topics. The test is delivered in English and all responses must be in English.

**Table 3: Assessment of Basic Skills\***

<b>Test Name</b>	<b>State Cut Score</b>	<b>Test Score Range</b>
California Basic Educational Skills Test (CBEST) in three sections: <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Reading</li> <li>• Writing</li> </ul>	41 in each of three sections (Scores as low as 37 are acceptable if the total score is at least 123)	20-80 for each section
CSU Placement exams <ul style="list-style-type: none"> <li>• English Placement Test (EPT)</li> <li>• Entry Level Mathematics Test (ELM)</li> </ul>	EPT = 151 ELM = 50 (March 2003 and after) 550 (before March 2003)	EPT = 120-180 ELM = 0-80 (for cut score 50) ELM = 100-700 (for cut score 550)
CSU Early Assessment Program in English and Mathematics	College Ready (exempt) in each of the two sections	“Not College Ready (not Exempt)” to “College Ready (Exempt)”

*\*As per SB 1209, out-of-state basic skills tests are accepted in lieu of CBEST starting 1/1/07.*

*Passing CSET: Writing plus the 3 subtests of CSET: Multiple Subject is also accepted to fulfill the basic skills requirement.*

While California Education Code Section 44252 (f) requires candidates to take CBEST prior to admission to a program of professional preparation for diagnostic purposes, if they have not yet met this requirement. Programs are required to assure that candidates demonstrate proficiency in basic skills before advancing them to daily student teaching responsibilities. Candidates admitted to university or district internship programs are required to satisfy the basic skills requirement prior to assuming their intern teaching responsibilities (California Education Code Section 44252 (b)). All candidates must pass the CBEST before they can be recommended for the initial credential. In 2006 and again in 2008, legislation was passed to allow alternate means of demonstrating basic skills [(California Education Code Section 44252 (b)].

*Assessment of Subject Matter Knowledge*

Since the Ryan Act of 1970, California has required candidates to demonstrate competency in the content area they will teach. Historically, candidates have had two options to demonstrate subject matter competence; passage of a subject matter examination or completion of an approved subject matter preparation program. Candidates who will teach individual subjects in departmentalized classrooms are required to demonstrate subject matter competency in one of 41 specific content areas. Content knowledge is almost always assessed prior to a candidate’s entry into a program of professional preparation, and verification of subject matter competency is required prior to the commencement of student teaching.

In response to NCLB highly qualified teacher requirements, the Commission, the State Board of Education, and the Department of Education worked to identify any teacher preparation requirements that were not aligned with federal requirements. Upon review, it was determined that California’s multiple subject credential subject matter preparation program option (that waived the examination requirement) was not consistent with NCLB requirements. As a consequence, beginning July 1 2004, every multiple subject credential candidate was required to pass the CSET for Multiple Subjects. Multiple subject teachers who had gained certification between July 1, 2001 and July 1, 2004, were also required to pass the CSET in order to continue teaching in California schools.

California verifies a single subject candidate’s knowledge of an academic content area by one of two methods: achievement of a passing score on an appropriate subject matter examination or completion of a Commission-approved subject-matter program or its equivalent. In 2008-09, fifty-nine percent of Single Subject credential candidates used the subject matter examination option to demonstrate subject matter expertise. All other single subject candidates satisfied this requirement by completion of a Commission-approved subject matter program. All teacher candidates satisfying subject matter requirements for California certification by examination are now required to take the CSET.

*Reading Instruction Competence Assessment (RICA)*

The RICA is designed specifically for testing professional knowledge in the area of teaching reading acquired through a program of professional preparation. All multiple subject and special education programs are required to include instruction in the teaching of reading in their methodology courses. Their candidates must pass the RICA to obtain certification.

**Table 4: Performance Assessment of Professional Knowledge and Pedagogy**

Test Name	State Cut Score	Test Score Range
<b>Reading Instruction Competence Assessment (RICA)</b>		
Written Examination	81	10-120
Video Performance Assessment	17	6-24

The purpose of the RICA is to ensure that candidates earning the initial Multiple Subject Teaching Credentials or Education Specialist Instruction Credentials (Preliminary Level I or Clear Level II) possess the necessary knowledge and skills to provide effective reading instruction to students. Candidates are required to demonstrate competence in each of the following domains:

- Planning and organizing reading instruction based on ongoing assessment,
- Developing phonological and other linguistic processes related to reading,
- Developing reading comprehension and promoting independent reading, and
- Supporting reading through oral and written language development.

The RICA consists of two assessment options: the RICA Written Examination and the RICA Video Performance Assessment. Candidates are required to pass one of these assessments; candidates choose the format. The Written Examination is a pencil and paper assessment that consists of multiple-choice and constructed-response questions. The Video Performance Assessment centers on a set of three candidate-created videotape packets that show the candidate

teaching reading in a variety of settings: whole class, small group, and individual. Additionally, each video packet must include the videotaped instruction, a written instructional context form, and a written reflection form. Only about 1 percent of candidates utilize the video performance option when taking the RICA.

These candidates must pass RICA before they can be recommended for an initial credential, but passage is not required for candidates to complete a teacher preparation program. The Title II reports require institutions to provide pass rate information on all program completers. An individual may be a 'program completer' but not yet have passed the RICA examination. California Education Code Section 44283 requires that candidates for an initial Preliminary Multiple Subject Teaching Credential and candidates for the initial Preliminary Level I Education Specialist Instruction Credentials pass the RICA prior to receiving their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential or for the Education Specialist in Early Childhood Special Education (ECSE).

#### *Performance Assessment Requirements*

California State law requires that teacher preparation programs include a performance assessment of each preliminary multiple and single subject credential candidate's teaching ability. The Commission completed the development of a model teaching performance assessment, the California Teaching Performance Assessment (Cal TPA) that program sponsors may choose to embed in their programs. The model includes both formative assessment data as well as summative assessment data for each credential candidate and pilot testing and field review have been conducted. The assessment system contains a set of performance tasks and task-specific rubrics, assessor training, and administrator training. Alternatively, program sponsors may choose to develop their own teaching performance assessments or select other Commission approved assessments that meet the same standards as the Cal TPA. Pursuant to SB 1209 (Chap. 517, Stats. 2006), each teacher preparation program is required to embed a teaching performance assessment (TPA) into the preparation program by July 1, 2008 and candidates enrolling then or after in the program will be required to satisfy this.

As of July 2008, California statute (Chap. 517, Stats. 2006) requires all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass an assessment of their teaching performance with K-12 public school students as part of the requirements for earning a teaching credential. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs), including demonstrating his/her ability to appropriately instruct all K-12 students in the Student Academic Content Standards. Each of the three approved teaching performance assessment models (CalTPA, FAST, PACT) requires a candidate to complete defined tasks relating to subject-specific pedagogy, designing and implementing instruction and student assessment, and a culminating teaching experience or event. When taken as a whole, teaching performance assessment tasks/activities multiply measure the TPEs. Candidate performances are scored by trained assessors against one or more rubrics that describe levels of performance relative to each task/activity. Each model must also meet and maintain specified standards of assessment reliability, validity, and fairness to candidates.

### *Assessments' Reliability and Validity Requirements*

The process used to develop and implement California examinations follows a standardized, rigorous set of procedures in order to assure the validity, reliability, and legal defensibility of the examination. This process makes certain that teacher candidates ultimately have the required knowledge, skills and abilities to provide effective instruction for K-12 students in accordance with California's student academic content standards. The development process and associated activities include the formation of a panel of K-16 California educators who are experts in the particular area of the examination and represent the demographics of California. These panel members review the most current K-12 standards, curriculum frameworks, advisories, literature, and research in the area when drafting the content specifications. National experts and focus groups consisting of California K-12 practitioners as well as the Commission's Bias Review Committee (BRC) then review those specifications. Next, as a job analysis activity, the specifications are reviewed by a wide range of California K-16 practitioners with background in the examination field, who rate specific knowledge, skills and abilities that would be expected of beginning teachers of that area. The Commission then presents the specifications in a public forum to seek additional stakeholder's input before final adoption. Then the test items are developed, based specifically on the finalized content specifications, and field tested by individuals who have the same background as potential examinees. An analysis of the item performance is then carried out to determine which items accurately test the needed knowledge, skills, and abilities. A new panel of K-16 California educators then reviews the items used on the first administration to recommend a score appropriate for a beginning teacher, which is then presented to the Commission in a public forum for their review and adoption. The examination is reviewed periodically and if changes are made to the California's student academic content standards so the examination maintains its validity, reliability, and legal defensibility.

## **Alignment of Standards and Assessments**

This section of the report provides a brief background of California's recent teacher preparation reform efforts including a description of state standards for programs and teachers.

### **Standards and Criteria for General Education Teacher Certification**

After extensive input from California educators, administrators, and policymakers, the Commission adopted three sets of SB 2042 standards.<sup>2</sup> They are as follows:

- *Standards of Quality and Effectiveness for Elementary Subject Matter Preparation*, adopted September 2001.
- *Standards of Quality and Effectiveness for Teacher Preparation Programs*, adopted September 2001, updated March 2007, April 2008, and January 2009.
- *Standards of Quality and Effectiveness for Teacher Induction Programs*, adopted March 2002, revised and updated June 2008.

Pursuant to SB 1209 (Chap. 527, Stats. 2006), the professional teacher induction program standards were reviewed, revised, and adopted by the Commission in June 2008. The review and

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<sup>2</sup> Information about the Commission's SB 2042 standards may be found at <http://www.ctc.ca.gov/educator-prep/program-standards.html>.



revision were focused on areas of redundancy and duplication with the preliminary preparation programs.

Through its accreditation review process (described below), the Commission holds institutions accountable for ensuring that programs meet standards of quality and effectiveness and for ensuring that candidates meet prescribed competence standards.

In addition to the requirements identified in the *Teacher Certification in California* section of this report, the Commission has established Teaching Performance Expectations (TPEs) that describe what beginning teachers should know and be able to do regardless of pupil level or content area. These expectations define the levels of pedagogical competence and performance the Commission expects all candidates to attain as a condition of earning an initial teaching credential. The Commission expects institutions and districts preparing prospective teachers to verify individual attainment of the performance expectations prior to recommending a candidate for a teaching credential:

### **The Teaching Performance Expectations (TPEs)**

- A. Making Subject Matter Comprehensible to Students  
TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction
- B. Assessing Student Learning  
TPE 2 – Monitoring Student Learning During Instruction  
TPE 3 – Interpretation and Use of Assessments
- C. Engaging and Supporting Students in Learning  
TPE 4 – Making Content Accessible  
TPE 5 – Student Engagement  
TPE 6 – Developmentally Appropriate Teaching Practices  
TPE 7 – Teaching English Learners
- D. Planning Instruction and Designing Learning Experiences for Students  
TPE 8 – Learning about Students  
TPE 9 – Instructional Planning
- E. Creating and Maintaining Effective Environments for Student Learning  
TPE 10 – Instructional Time  
TPE 11 – Social Environment
- F. Developing as a Professional Educator  
TPE 12 – Professional, Legal, and Ethical Obligations  
TPE 13 – Professional Growth

Effective July 1, 2008, SB 2042 requires that the performance assessments be embedded in multiple and single subject preparation programs. Consistent with California law, teacher preparation programs may develop their own assessment or may use the Commission developed model, the California Teacher Performance Assessment (Cal TPA). The Commission must review and approve each TPA assessment model before it can be used to document candidates' readiness for a credential. To date, three performance assessments have been approved for use by the Commission.

The Cal TPA provides teacher candidates with both formative and summative assessment data. The formative data consists of detailed feedback that assists candidates in documenting the quality of their teaching and focusing on those aspects of teaching in which they need further development and support. The summative data indicates the degree to which candidates have successfully accomplished the performance tasks that comprise the Cal TPA. All candidates need to pass a performance assessment in order to be recommended for a preliminary credential.

*The Standards of Quality and Effectiveness for Teacher Preparation Programs* include standards related to: program design, governance, and qualities; preparation to teach curriculum to all students in California schools; preparation to teach all students in California schools; and supervised field work. These standards cover critical areas such as classroom management, reading instruction, child development, assessing students in relation to the K-12 academic content standards, intervening to help students meet the K-12 standards, computer skills, students with special needs, and English learners. Credential-specific *Standards of Quality and Effectiveness* have been adopted for all teaching credentials in California and describe the qualities that must be met by all teacher preparation programs in California.

Teachers of English learners must hold an appropriate authorization for English language development, specially designed academic instruction delivered in English, or content instruction delivered in the primary language. Pursuant to AB 1059 (Chap. 711, Stats. 1999), all California Ryan Multiple and Single Subject Credential teacher preparation programs were required to satisfy the standard established by the Commission for the preparation of teachers to serve English learners. These AB 1059 coursework requirements--and an English learner credential authorization--are now embedded in Multiple and Single Subject programs that have received SB 2042 approval from the Commission on Teacher Credentialing. For credential holders who did not complete AB 1059/SB 2042 approved coursework, or who have not yet earned an equivalent authorization to teach English learners, several options are available including the California Teachers of English Learners (CTEL) program or examination.

### **Standards and Criteria for Special Education Teacher Certification**

A standards design team was appointed by the Executive Director of the Commission in 2006 to review the credential requirements and program standards for preparing special education teachers. Draft standards were developed by the Design Team and adopted by the Commission in December 2008. Currently the programs are transitioning to the updated standards. In addition, Teaching Performance Expectations (TPEs) for Special Educators are being reviewed by the field and will return to the Commission for adoption in Fall 2009.

### **Standards and Criteria for Subject Matter Preparation Programs**

*The Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential* include standards related to the substance of subject matter program curriculum, qualities of the subject matter program curriculum, leadership and implementation of the subject matter programs, and content specifications for the subject matter requirement for the multiple subject teaching credential. Completion of this subject matter preparation prepares multiple subject candidates for the CSET: Multiple Subjects examination but does not waive candidates from the requirement to pass the examination.

In June 2002, the Commission adopted new subject matter requirements for mathematics, science, social science, and English. In January 2004, the Commission adopted new subject matter requirements and standards in four additional subject areas – art, languages other than English, music, and physical education. The requirements for these eight subject matter areas are aligned with the state student content standards as well as standards established by national teacher associations in each subject area (i.e., National Council of Teachers of Mathematics, National Council for the Social Sciences, National Art Education Association, National Council of Teaching of Foreign Language.) The teacher certification standards for these subject areas have been completed and assessments for teacher candidates in those subject areas are now fully aligned with the new subject matter requirements. In addition, the Commission developed new subject matter requirements and standards in five additional subject areas – agriculture, business, health science, home economics, industrial and technology education, and LOTE in American Sign Language (ASL). They were approved by the Commission at their January-February 2005 meeting. Since then, LOTE in Filipino was approved in 2006 and LOTE in Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer were approved in 2007. The CSET content specifications in all of these subject areas have also been aligned with the state student content standards.

### **Standards for Practicing Teachers**

In 1997, the Commission adopted, the State Board of Education endorsed, and the Superintendent of Public Instruction approved the *California Standards for the Teaching Profession* (CSTP) setting forth the standards for professional teaching practice in California. The standards were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a vision of the scope and complexity of teaching. The CSTP guide teachers as they define and develop their practice.<sup>3</sup> In October 2009, the Commission adopted revised CSTP. The Superintendent of Public Instruction approved and the State Board of Education endorsed the revised CSTP.

Under SB 2042, the two-tiered credentialing system includes a two-year induction period as a path to earn the clear credential. Teachers who hold a preliminary credential and are pursuing this path to the clear credential must complete the two-year teacher induction program of support and formative assessment during their first two years of teaching.

In June 2008, the Commission adopted revised *Standards of Quality and Effectiveness for Teacher Induction Programs*. These standards establish the expectations of the Commission and the Superintendent of Public Instruction for new teacher induction. By design, these standards, coupled with standards for subject matter preparation and standards for professional teacher preparation reflect a learning to teach continuum. Only induction programs that meet these standards may recommend candidates for a clear (Type B) teaching credential.

In California, induction programs may be offered by public K-12 school districts, county offices of education, and/or institutions of higher education. Local educational agencies may apply for and receive state funding to support induction programs through the Beginning Teacher Support and Assessment Program (BTSA), a program administered jointly by the Commission and the California Department of Education.

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<sup>3</sup> Additional information about the *California Standards for the Teaching Profession* may be found at the following website: <http://www.btsa.ca.gov/ba/pubs/pdf/cstpreport.pdf>

As of August 2010, the Commission had approved 169 BTSA programs as induction programs that are aligned with SB 2042 and the Commission's adopted standards for teacher induction programs. On July 1, 2009 the approved BTSA Induction programs were integrated into the Commission's accreditation system. The Commission will consider any new proposals for SB 2042 induction programs as they are submitted.

### **Alignment of Teacher Credential Standards with California Student Content Standards**

Pursuant to subdivision (a) of California Education Code §60605, SB 2042 requires that each candidate recommended for a credential demonstrate satisfactory ability to assist students to meet or exceed state content and performance standards for pupils. The standards-based credential system is intended to hold programs and candidates accountable for teaching and learning and reflect congruence with California's K-12 academic content standards. Each of the various pathways for earning a preliminary credential – integrated programs of subject matter preparation and professional preparation, post baccalaureate programs of professional preparation, and internship programs of professional preparation – reflect this requirement.

## **Statewide and Institutional Pass Rates**

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 2008-2009 academic year and information about the performance of those candidates who took any assessments required for initial certification in California. The performance data are based on the institutional report card data submitted by the 91 postsecondary institutions and school districts that were approved by the Commission to offer Multiple Subject, Single Subject, and Education Specialist credential programs in California for the 2008-2009 academic year.

### **Statewide Assessments Used for Certification**

In accordance with the federal reporting guidelines of the Higher Education Act, this report provides pass rates for the CBEST, subject matter content examinations, and the RICA. Table 5 on the next page indicates the specific California examinations used in the reporting of the assessment categories and a description of the State requirements for those examinations.

***Important Note:** The knowledge assessed by the CBEST and subject matter examinations is not typically acquired through the teacher preparation program. Verification of basic skills is required prior to recommendation for the credential while subject matter knowledge is required before advancement to the supervised classroom teaching portion of a teacher preparation program. The RICA is currently the only assessment required for certification that is designed to test a portion of the professional knowledge acquired through a program of professional preparation. Since passage of this exam is not a requirement for the Single Subject Teaching Credential, the RICA performance data in this report are specific to candidates completing Multiple Subject and Education Specialist credential programs only.*

**Table 5: Description of the Assessments Used**

<b>Assessment Categories</b>		<b>Description of the Examination</b>	<b>Who must take the Examination(s)</b>	<b>When passage of the examination(s) is required</b>
Basic Skills		CBEST – the assessment of basic skills in reading, writing, and math	Multiple subject, single subject, and education specialist credential candidates	Before recommendation for the credential
Content Knowledge	Academic Content Areas	Assessment of subject matter content knowledge (as specified by federal guidelines) for art, English, languages other than English, math, music, social science, and sciences	Any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions
	Other Content Areas	Assessment of subject matter content knowledge (as specified by federal guidelines) for multiple subject, agriculture, business, health science, home economics, industrial technology education, and physical education	Any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers, and, all multiple subject credential candidates	
Professional Knowledge/ Pedagogy		RICA – the assessment of the skills and knowledge necessary for the effective teaching of K-8 reading	Multiple subject and education specialist credential candidates	Before recommendation for the credential
Pedagogical Knowledge		TPA – assesses pedagogical performance of prospective teachers	Multiple and single subject credential candidates	Before recommendation for the credential

### **Institutional Pass-Rate Data for Academic Year 2008-2009**

For purposes of federal reporting, a distinction is made between candidates who completed programs of teacher preparation and those recommended for credentials. Program completers are defined as candidates who completed all the academic requirements of a Commission-approved teacher preparation program. These program requirements do not include any of the following California requirements:

- Possession of a baccalaureate degree or higher degree from a regionally-accredited institution of postsecondary education;
- Passage of a basic skills examination before student teaching;
- Completion of subject matter requirement either by passing a subject matter examination or completing an approved program;
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution;
- A criminal background check as specified by the Commission;
- Passage of the RICA as a state requirement for the Multiple Subject Teaching Credential and the Education Specialist Credential.

Pass rate information in Appendix A represents aggregate data for candidates who have completed a teacher preparation program in California and have taken examinations to fulfill any of their credential requirements. Although California considers California's university and district intern programs to be equivalent to traditional programs associated with institutions of higher education, Title II reporting requirements mandate that pass rate data for alternative routes to certification be reported separately from those of "traditional" programs. Pass rate information for programs and subject areas with less than ten program completers is not included.

**Caution should be exercised when interpreting aggregate pass-rate data for the summary and individual assessment categories.** Also, not all "program completers" are required to take all the assessments reported and the assessments are taken in various stages of their preparation.

Pass rates may be influenced by a number of variables including program size. One candidate's performance has a larger impact on smaller programs than on larger programs. For example, a program with 20 program completers would have a 100% overall pass rate if all of its program completers passed all the assessments they took for credentialing purposes (e.g., CBEST, subject matter tests, and RICA). But if one program completer did not pass all assessments, the institutional pass rate would be 95%. If the same situation occurred in a program with 200 program completers, the overall pass rate would be 99.5%

Overall program quality is determined by a variety of factors, including the extent to which programs meet standards of quality and effectiveness. Institutional reports included in Appendix B provide the necessary context for analyzing the merits and features of an individual teacher preparation program.

Overall summary pass rates for traditional teacher preparation program sponsors for the 2008-2009 academic year are high, from 82 percent to 100 percent. Overall summary pass rates for alternative preparation programs ranged from 93 percent to 100 percent. It is critical to note that

pass rates at or near 100 percent are not uncommon as assessments used in the reporting are requirements for the credentialing of teachers, and “program completers” by definition have completed the academic coursework portion of their teacher preparation programs.

Pass rates for the RICA for both traditional preparation programs and alternative routes to certification range from 80’s to 100 percent. Because the content of the RICA is taught during program coursework for Multiple Subject and Education Specialist credentials, pass rates for this exam are high. As noted earlier, the content knowledge assessed by basic skills and subject matter examinations is not acquired through the teacher preparation program. Due to the nature of the CBEST and subject matter examinations, the expected pass rate was 100 percent. However, slight variances were found primarily due to administrative errors and/or reporting responsibilities.

The following figure provides total number of persons who received initial certification in the state and persons who completed their teacher preparation outside of California during the 2008-2009 academic year.

**Figure 4: Statewide Certification Data for 2008-2009**

**18,196** Total number of persons who received initial certification or licensure in the state during the 2008-2009 academic year. This number includes individuals who completed programs of professional preparation through traditional and alternate routes:

<b>Credential Type</b>	<b>Number</b>
Multiple Subject	8,400
Single Subject	6,657
Education Specialist	3,139

**3,554** Total number of persons who completed their teacher preparation outside of California and received initial certification or licensure in California during the 2008-2009 academic year.

<b>Credential Type</b>	<b>Number</b>
Multiple Subject	1,176
Single Subject	1,750
Education Specialist	628

## **Assessing the Performance of Preparation Programs**

Since the Ryan Act of 1970, the Commission has been responsible for oversight of programs that prepare future educators. The Commission’s accreditation system holds *all* teacher preparation programs to the same standards of quality and effectiveness. Since the adoption of the first *Accreditation Framework* in 1993, the Commission has maintained a comprehensive

accreditation system that includes regular, rigorous reviews of the colleges and universities, school districts, county offices of education, and other entities.

Recommendations for revisions to the accreditation system were made through a process that included a work group representing all stakeholders in teacher preparation. The Commission has approved the revised accreditation system and adopted a revised *Accreditation Framework* in 2007. Implementation of the revised system began in the 2008-2009 academic year.

The significant shift in the system was to distribute the accreditation activities over a seven year cycle rather than cluster activities in a site visit that occurs once every seven years. A second significant shift in the system is the reporting of candidate competence data for all educator preparation programs to the Commission. This is accomplished by completion and submission of Biennial Reports. There is an expectation that all programs engage in regular data collection and use the analysis of the data to make programmatic improvements.

### **Procedures for Assessing the Performance of Teacher Preparation Programs**

California's accreditation system is governed by a revised *Accreditation Framework* adopted by the Commission in December 2007. Under the Commission's accreditation system, institutions are required to meet nine Common Standards of program quality and effectiveness that apply to all credential programs, as well as specific program standards of quality and effectiveness that apply to each educator preparation program offered by the institution.<sup>4</sup>

In order to determine the quality of teacher preparation programs, three different activities provide insight into an accreditation decision. The activities are Biennial Reports, Program Assessment, and Site Visits. Each of the activities is explained below.

### **Biennial Reports**

Biennial Reports focus on candidate data. Every credential preparation program reports to the Commission how it utilizes data to guide on-going program improvement activities. Biennial reports move accreditation away from a "snapshot" approach to an on-going cycle of data collection and analysis. The Biennial Report process recognizes that effective practice means program personnel are engaged constantly in the process of evaluation and program improvement.

The Biennial Report includes a section in which the institution briefly describes its credential preparation programs, summarizes the number of candidates and completers in each program, and provides a brief update on changes made to the programs since the last Biennial Report was submitted. The report also includes a section in which institution leadership identifies trends observed across educator preparation programs and describes institutional plans for remedying

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<sup>4</sup> Additional information about the Commission's standards for educator preparation programs may be found in the following documents: *Standards of Quality and Effectiveness for Teacher Preparation Programs for Multiple and Single Subject Credentials*. Available online at <http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>

*Accreditation Framework*, California Commission on Teacher Credentialing. Available online at: [http://www.ctc.ca.gov/educator-prep/PDF/accreditation\\_framework.pdf](http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf).



concerns identified by the data. Program-specific improvement efforts must align to appropriate Common or Program standards.

#### *Review Process*

Staff reviews Biennial Reports to ensure 1) completion of the report by each approved credential program, 2) inclusion of candidate data, 3) analyses of candidate and program data, and 4) articulation of the next steps or action plan that reflects the data analyses and is aligned with Program and/or Common Standards. Staff summarizes the information for the Committee on Accreditation (COA).

Institutions are notified of receipt and review of the Biennial Report. It is possible that information provided by an institution in a Biennial Report could reveal a significant concern with the operation or efficacy of a credential program. In such cases, the COA could request additional information from the institution, directing staff to hold a technical assistance meeting with the institution to address the concerns, or scheduling a focused site visit to be conducted by members of the Board of Institutional Reviewers (BIR), which would be different from the regularly scheduled accreditation site visit. However, only after a site visit by members of the BIR would the institution be subject to stipulations or denial of accreditation.

#### *Use by Review Teams*

When an institution submits documents for Program Assessment (year 4 of the accreditation cycle) and when preparing for a Site Visit (year 6 of the cycle), Biennial Reports are sent to the appropriate review team to provide them with a more comprehensive representation of the institution's activities over time. Reports are used by these review teams as another source of information upon which standards findings and accreditation recommendations are based. Findings on standards and accreditation recommendations may not be based solely on information provided in Biennial Reports.

### **Program Assessment**

Program Assessment takes place in year four of the accreditation cycle and examines each approved program individually. It is the feature of the accreditation system that asks institutions to report on how the approved program meets the standards—either approved California program standards, experimental program standards, or national or professional program standards. Institutions also submit in-depth information about the assessments the program uses to determine candidate competence. Program Assessment informs the Site Visit, which takes place in year 6 of the accreditation cycle.

#### *Review Process*

The Program Assessment document is reviewed by trained members of the BIR who have expertise in the specific program area. The reviewers have access to the Biennial Reports that have been submitted.

Teams of two trained BIR members read each Program Assessment document. They read to determine if the standard can be deemed preliminary aligned prior to the collecting evidence at the site visit. Programs receive feedback on the review and may submit additional information. The Program Assessment completed by BIR readers is forwarded to the COA six months to a

year before the scheduled Site Visit. Readers submit any outstanding questions or areas of concern to the COA and the Committee ensures that the site review team investigates the issue(s). The COA reviews the program reports, preliminary findings, and questions/areas of concern to determine the size and composition of the accreditation site review team. If reviewers find no issues or concerns through program assessment, it may be determined that it is unnecessary to review any program in detail at the site visit. If reviewers identify issues that warrant further review or if questions remain unanswered at the conclusion of the Program Assessment, the 6th year site visit may include a more detailed review of such programs.

### **Site Visits**

An accreditation team visits each institution in the sixth year of the accreditation cycle. The institution prepares for a site visit that focuses mainly on the Common Standards, but may include any program areas identified in advance by the COA as a result of the program assessment process. Biennial Reports, Program Assessment documents, including the Preliminary Report of Findings are made available to the site review team. The site visit results in an accreditation recommendation for consideration and action by the COA.

### *Review Process*

The accreditation site visit team is composed of 3 to 7 BIR members, responsible for reviewing evidence that substantiates and confirms, or contradicts, the preliminary findings of Program Assessment. The team also reviews evidence to determine if the educational unit meets the Common Standards. Evidence comes from a variety of sources representing the full range of stakeholders, including written documents and interviews with representative samples of significant stakeholders. Each program in operation participates fully in the interview schedule. The COA may add additional members to the team with expertise in specific program areas(s) identified as needing additional study during the site visit. The site visit team makes an accreditation recommendation to the COA who has the responsibility for making the accreditation decision, as described below.

### *Commission Review*

Summary information about each of the accreditation activities is included in the Annual Report on Accreditation submitted by the COA to the Commission. The report can be found at [http://www.ctc.ca.gov/reports/coa\\_2007\\_08\\_annual\\_report.pdf](http://www.ctc.ca.gov/reports/coa_2007_08_annual_report.pdf)

### **Procedures for Determining Teacher Preparation Program Accreditation**

After reviewing the recommendation of a site visit team that includes information from all the accreditation activities, the COA makes a decision about the accreditation of educator preparation programs at an institution. The *Accreditation Framework*, which guides the accreditation process, calls for three categories of accreditation decisions: Accreditation, Accreditation with Stipulations, and Denial of Accreditation. Within that rubric, the COA makes one of five decisions pertaining to each institution:

*Accreditation* – The institution has demonstrated that, when judged as a whole, it meets or exceeds the Common and Program Standards. The institution is judged to be effective in preparing educators and demonstrates overall quality in its programs and general operations.

*Accreditation with Stipulations* – The institution has been found to have some Common Standards or Program Standards not met or not fully met. The deficiencies are primarily technical in nature and generally relate to operational, administrative, or procedural concerns. The institution is judged to be effective overall in preparing educators and general operations.

*Accreditation with Major Stipulations* – The institution has been found to have significant deficiencies in Common Standards or Program Standards. Areas of concern are tied to matters of curriculum, field experience, or candidate competence. The institution demonstrates quality and effectiveness in some of its credential programs and general operations, but effectiveness is reduced by the identified areas of concern.

*Accreditation with Probationary Stipulations* – The institution has been found to have serious deficiencies in Common Standards or Program Standards. Significant areas of concern tied to matters of curriculum, field experience, or candidate competence in one or more programs have been identified. A probationary stipulation may require that severely deficient programs be discontinued. The institution may demonstrate quality and effectiveness in some of its credential programs and general operations, but the effectiveness is overshadowed by the identified areas of concern.

*Denial of Accreditation* – The institution has been found to routinely ignore or violate the Common Standards or Program Standards. The institution does not have minimal quality and effectiveness in its credential programs and operations and the level of the competence of the individuals being recommended for credentials is in serious question. The denial of accreditation results in the removal of the authority for operating credential programs in California.

Institutions accredited with stipulations are required to address the stipulations within one calendar year. Institutions are required to prepare a written report with appropriate documentation that they have taken action to address the stipulations. In the case of major or probationary stipulations, institutions are also required to prepare for a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit. Throughout this process, institutions receive technical assistance from Commission staff in developing responses and preparing for re-visits.

An institution receiving Denial of Accreditation is required to take immediate steps to close all credential programs at the end of the semester or quarter in which the COA decision took place. The institution is required to file a plan of discontinuation within 60 days of the Committee's decision, which outlines the institution's effort to place enrolled students in other programs or provide adequate assistance to permit students to complete their particular programs. The institution is prohibited from re-applying for accreditation for two years and is required to make a formal application to the COA that includes the submission of a complete institutional self-

study report. The self-study must clearly indicate how the institution has attended to all problems noted in the accreditation team report that recommended Denial of Accreditation.

### **Criteria Used to Classify Low Performing Preparation Programs**

The COA monitors the quality of educator preparation programs through its accreditation system. Accreditation is granted to those institutions that meet the Commission's standards of quality and effectiveness. Institutions that do not meet Commission standards are precluded from offering educator preparation programs in California.

The State uses its accreditation procedures to identify and assist low-performing institutions and those at risk of becoming low performing programs of teacher preparation. For the purpose of meeting the requirements of Title II, section 208(a) of the Higher Education Act, California uses the following procedures and criteria concerning low-performing institutions:

*Low-Performing Institutions* - An institution that is determined by an accreditation review team and the COA to have failed to meet the Commission's standards of quality and effectiveness would be designated as low-performing and would be denied accreditation. An institution denied accreditation is prohibited from offering teacher preparation programs in California for a minimum of two years. At the end of such time, the institution can reapply and is required to submit a formal application and demonstrate that the problems identified in the original institutional review have been addressed.

*At Risk of Becoming Low-Performing* – An institution that is determined by an accreditation review team and the COA to receive Accreditation with Probationary Stipulations is at risk of becoming a low-performing institution. Such an institution is required to respond to the stipulations and provide evidence within one calendar year that the concerns noted by the review team have been addressed. Institutions receiving Accreditation with Probationary Stipulations are required to have a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit.

Currently, California has one teacher preparation institutions (Alliant International University) which has been identified as *At Risk of Becoming Low-Performing*. The institution has had stipulations identified and placed upon them. Commission staff is closely monitoring activities at this institution, action plans to address the stipulations are due in the coming months, and a revisit will take place within one year.

## **Alternative Routes to Certification**

Within the California context, it is critical to distinguish between alternative certification and alternative routes to certification. While California has *alternative routes* to the teaching credential, it does not have *alternative credentials*. As previously discussed, there are four types of teaching credentials in California: (1) Multiple Subject; (2) Single Subject; (3) Education Specialist; and (4) Designated Subjects Credential. Regardless of whether an individual has met all the necessary requirements for one of the four types of teaching credentials through the traditional means, a one-year post-baccalaureate program at an institution of higher education, a four- to five-year “blended” program that allows for the concurrent completion of subject matter and professional preparation, or a district or university sponsored intern program, the resulting credentials issued are identical. Further, all programs, including intern programs, are required to

meet uniform standards of program quality and effectiveness established by the Commission. All programs include instruction in pedagogy and supervised teaching experiences. All programs are required to ensure that prospective teachers meet the teaching performance expectations prior to completing the program.

The most frequently used alternative route to teaching in California is enrollment in an intern program. Intern programs are designed to provide formal teacher preparation to qualifying individuals concurrent with their first year or two of paid teaching. Interns benefit from a close linkage between their teacher preparation and classroom experience, as they are able to immediately put newly acquired skills and knowledge into practice in the classroom. California offers two types of internship programs, those offered by universities and those offered by local education agencies.

University intern programs provide one- or two-year internships leading to basic teaching credentials, specialist teaching credentials, and service credentials. School districts and county offices of education collaborate with local universities in the planning and implementation of professional instruction, support, supervision, and assessment of interns.

District intern programs are two or three-year programs operated by local school districts or county offices of education in consultation with accredited colleges and universities. These interns acquire basic teaching credential and specialist teaching credentials by completing on-the-job training coupled with intensive professional development. District Intern programs are required to provide each intern with the support and assistance of a mentor teacher or other experienced educator, and to create a professional development plan for the interns in the program.

In December 2007, the Commission took action to require confirmation that multiple subject, single subject, and education specialist interns completed 120 clock hours (or the semester and quarter unit equivalent) of initial teacher preparation prior to issuance of an Internship Credential. The pre-service component must include foundational preparation in pedagogy, including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

Legislation enacted in 2001, SB 57 (Scott, Chap. 269, Stats. 2001), allows qualified people to become multiple and single subject teachers by entering an internship program and successfully completing the Teaching Foundations Examination (TFE) in their field and performance assessment in lieu of traditional teacher preparation course work and student teaching. Under SB 57, credential candidates still need to meet the existing requirements of a bachelor's degree, subject matter competence, US Constitution, computer technology, basic skills, and character fitness to qualify for a credential. Those seeking the Multiple Subject credential also need to pass the RICA. Individuals then have the opportunity to "challenge" traditional teacher preparation course work by taking a test, scored in a manner consistent with California requirements, that covers topics such as teaching methods, learning development, diagnosis and intervention, classroom management and reading instruction. Individuals who pass this test may enter a state-funded teacher intern program, and be eligible for early completion of the program by passing the teaching performance assessment on their initial try, and being observed in a classroom

setting. Observations by trained assessors will measure the candidate's skills in classroom management, instructional strategies, and assisting all students to learn. Individuals that are recommended by the programs would be awarded a preliminary teaching credential. Candidates have an early completion option to earn a clear credential by completing the requirements of a state-approved induction program at a faster pace than traditionally required of the two-year program.

## **Teacher Shortage, Use of Technology, Teacher Training**

The reauthorization of the Higher Education Act in 2008 included new provisions addressing teacher shortage, use of technology, and teacher training. Beginning with the 2008-09 reporting year, all preparation programs and each state are required to respond to these new provisions. This section addresses these new requirements.

### **Teacher Shortages**

The 2008 Reauthorized Higher Education Act states the following:

*Each institution of higher education that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.*

Detailed responses by each program sponsor to annual goals for shortage areas such as mathematics, science, and special education are included in *Appendix B: Institutional and Program Reports Card – Section II: Annual Goals*.

In addition, the state has taken action to address shortage areas this past year through several initiatives described below.

To address shortages in the area of the sciences, the Commission on Teacher Credentialing approved a Foundational-Level General Science authorization for Single Subject Credentials on August 8, 2008. The new Foundational-Level General Science Credential authorizes instruction in general and introductory science in grades K-12, and integrated science grades K-8. Teachers holding this authorization are also considered “Highly Qualified” for the purpose of the federal No Child Left Behind Act. The process to amend the regulations for the single subject teaching credential has been completed.

Additionally, two bills were passed, AB 131 (Chap. 487, Stats. 2008) and AB 2302 (Chap. 41, Stats. 2008), that provides additional flexibility for individuals holding special education credentials to provide services to students with autism spectrum disorder. New Commission standards and program options will also address this high need area.

SBX5 1 (Steinberg) was signed by Governor Schwarzenegger that required the Commission to develop a process by June 1, 2010 that authorizes additional high quality alternative route educator preparation programs in the areas of science, mathematics, technology, and career technical education, provided by school districts, county offices of education, community-based organizations (CBO) and nongovernmental organizations (NGO). The Commission has adopted such a process and work continues on the implementation of that process. Additional information on this topic is available at <http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-06/2010-06-item-18.pdf>

### **Use of Technology**

The 2008 Reauthorized Higher Education Act requires the following:

*Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Indicate a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place: (i) integrate technology effectively into curricula and instruction; (ii) use technology effectively to collect data to improve teaching and learning; (iii) use technology effectively to manage data to improve teaching and learning; and (iv) use technology effectively to analyze data to improve teaching and learning.*

Detailed responses by each program sponsor to use of technology are included in *Appendix B: Institutional and Program Reports Card – Section V: Use of Technology*.

### **Teacher Training**

The 2008 Reauthorized Higher Education Act requires the following:

*Provide information about the preparation of both general and special education teachers to teach students with disabilities and students who are limited English proficient. Include planning activities and timelines if these activities are not currently in place. Include both traditional and alternative routes to teacher certification or licensure, as applicable.*

The preparation of educators to teach students with special needs and students who are limited English proficient is of paramount importance in California. The Commission's adopted program standards address the issues of teaching English learners and teaching students with special needs in all general and special education preparation programs.

- SB 2042 Multiple and Single Subject Preliminary Credential Program Standards.  
<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>
  - Standard 12: Preparation to Teach English Learners
  - Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

- Education Specialist Teaching and Other Related Services Credential Program Standards. <http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf>
  - Program Standard 10: Preparation to Teach English Language Learners
- Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Programs Leading to CLAD Certification. <http://www.ctc.ca.gov/educator-prep/standards/EPPS-Handbook-CTEL.pdf>

Programs that prepare general education and special education teachers are now required to indicate how they (i) teach students with disabilities effectively; (ii) participate as a member of individualized education program teams; (iii) teach students who are limited English proficient effectively.

Detailed responses by each program sponsor to teacher training in general education and special education are listed in *Appendix B: Institutional and Program Reports Card – Section VI: Teacher Training*.

## **Improving Teacher Quality**

This section of the report describes steps taken during the past years to improve teacher quality. Recognizing that teacher quality and student achievement are inextricably linked, policy makers have initiated a number of programs and reforms aimed at significantly improving the preparation of K-12 teachers.

### **Implementation of SB 2042**

SB 2042, discussed at length earlier in this report, is arguably the most comprehensive teacher education reform effort aimed at improving the quality of California in decades. The Commission’s extensive efforts over the past few years to develop, adopt, and implement new standards for teacher preparation, elementary subject matter preparation for the multiple subject credential, for blended programs, and induction programs, has been an enormous, yet critical undertaking for the future of education in California. It has involved a broad spectrum of educators from throughout the state, impacts all accredited teacher education programs in California, and has culminated in the adoption of new program standards aligned with the state’s academic content standards for its K-12 pupils and new and more effective assessments for teacher education candidates. Ensuring that prospective teachers are prepared to teach to California’s rigorous academic content standards is a central, and perhaps the most critical, component to improving academic achievement of all students in California.

All teacher preparation programs in the state and 169 professional teacher induction programs have now been approved by the Commission as aligned with SB 2042.

A comprehensive evaluation of SB 2042’s effects by the California State University Chancellor’s Office showed that assessments of first-year teacher readiness to teach all students effectively improved substantially as a direct result of SB 2042. Principals of K-12 public schools throughout California assessed the readiness of more than 3,200 new teachers prepared before the SB 2042 standards took effect and more than 3,750 other new teachers afterwards. Their



assessments demonstrated that millions of California's diverse students have substantially better opportunities to learn math, science, reading-language arts and history in elementary, middle and high schools when they are taught by first-year teachers from the 22 CSU campuses, all as a result of university program improvements that were prompted by lawmakers in SB 2042 (Alpert 1998).

### **Alignment of State Requirements with Public Law 107-110: No Child Left Behind Act (NCLB)**

The Commission and the California State Board of Education worked diligently to ensure compliance with the requirements in the federal Public Law 107-110: No Child Left Behind Act (NCLB). In 2003, the State Board of Education adopted the State Plan for NCLB and the Commission took action to align California's teacher certification requirements with the State Board adopted plan.

Two major actions taken by the Commission related to NCLB Act are

- (1) changes in requirements for subject matter verification for Multiple Subject Teacher Credentialing candidates; and
- (2) the phase out of emergency permits, pre-intern certificates, and individualized internship certificates.

#### *Verification of Subject Matter Competence*

The State Board's NCLB State Plan clarifies that elementary teachers who are "new to the profession" are required by federal statute to demonstrate their subject matter competence by passing an examination. The Commission acted to adopt a requirement that all candidates enrolled in a multiple subject teacher preparation program on or after July 1, 2004, must meet the subject matter requirement by passing a Commission-approved examination. The currently approved examination is the CSET: Multiple Subjects.

#### *Phasing out Emergency Permits and Certificates*

Overall, there is a declining trend in the total number of permits issued. No emergency permits (with term Long Term) were issued in 2008-09. Two new documents began to be issued in 2005-06, the STSP and the PIP. The STSP allows an employing agency to fill an acute staffing need when local recruitment efforts have been made but a fully credentialed teacher could not be found. The PIP allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an internship program. The PIP and STSP documents were issued to individuals that previously might have been issued an Individualized Intern Certificate. Overall, there is a decrease in permits by 34 percent between 2007-08 and 2008-09; with a decrease of 24 percent in the STSP and about 54 percent in the PIP. Less than 3,000 permits were issued in 2008-09.

Other actions taken by the Commission to realign certification programs and processes to the State Board's Plan and the new federal law were outlined in last year's Title II report. They include the development of a new Degree Authorization in NCLB core academic subjects. This authorization meets the NCLB requirements for teachers in middle schools by either requiring a major in the subject to be taught or 32 semester units. The Commission also voted to phase out the Pre-Intern Program by 2005-06 for teachers of record. Funding was provided for this

program for 2004-2005 and 2005-06 in order to accommodate second year pre-interns and those with a need for accelerated subject matter preparation, but no new first year pre-interns will be admitted into the program.

### **Other Recent Efforts**

Laws that were passed during the 2009 legislative session that impact teacher preparation:

**AB 239** (Brownley, Chap316, Stats. 2009) 1. Authorizes the Commission to issue an English Learner (EL) authorization to an applicant who possesses a valid teaching credential and who holds specified EL certificates issued by the National Board of Professional Teaching Standards (NBPTS). 2. Allows District Intern Programs to continue to offer Education Specialist Credentials in all areas of special education by deleting a January 1, 2010 sunset date. 3. Requires the Commission to issue a clear teaching or services credential authorizing service in the area in which the person has received NBPTS certification rather than limiting credential areas to multiple subject, single subject and education specialist teaching credentials.

**AB 544** (Coto, Chap. 324, Stats. 2009) Requires the Commission, upon recommendation by a tribal government of a federally recognized Indian tribe in California, to issue an American Indian Languages Credential to a candidate who has demonstrated fluency in that tribal language, and who meets other requirements. Authorizes the holder of an American Indian Languages Credential to teach the American Indian language for which the credential was issued in California public schools and makes the holder of that credential eligible for a clear teaching credential upon completion of a specified period of time and application and consultation, as specified.

**AB 794** (Hagman, Chap. 125, Stats. 2009) Requires the Commission to waive all application and processing fees for the initial issuance of a teaching credential to an out-of-state applicant who relocates to California due to orders received from a branch of the United States Armed Forces that requires the applicant's spouse to relocate to California.

**AB 1025** (Conway, Chap. 379, Stats. 2009) Commencing July 1, 2010, requires a non-certificated candidate, prior to assuming a paid or volunteer position to supervise, direct, or coach a pupil activity program sponsored by, or affiliated with, a school district, to obtain from the Commission an Activity Supervisor Clearance Certificate upon verification of the candidate's personal identification and verification that he or she meets specified requirements. Requires that each certificate be issued initially for a period of 5 years and provides that it may be renewed. Requires the Commission to submit specified information relating to applicants to the Department of Justice to obtain state and federal criminal history information prior to the issuance of a certificate, as specified, and requires the Commission to make the information available to the Department of Justice or the Federal Bureau of Investigation, upon request. It requires the Commission to provide a copy of an individual's criminal history record search response if an application for a certificate is denied on the basis of that record.

**SB 19** (Simitian, Chap. 159, Stats. 2009) Requires that data elements and codes included in the California Education Information System be maintained in compliance with any other applicable federal or state law that can be interpreted as protecting the privacy and confidentiality of

individual pupils or certificated personnel. Contains other provisions not related to teacher certification.

## **Overview of Institutional and Program Report Card**

### **Appendix A**

Pass rate information can be found in Appendix A. This appendix includes the following:

- A-1: Pass Rate for Traditional Teacher Preparation Programs, Academic Year 2008-2009
- A-2: Pass Rate for Alternative Route to Teacher Certification, Academic Year 2008-2009
- A-3: Pass Rate by Assessment for Traditional Teacher Preparation Programs, Academic Year 2008-2009
- A-4: Pass Rate by Assessment for Alternative Route to Teacher Preparation Programs, Academic Year 2008-2009

### **Appendix B**

Institutional and Program Report Cards (IPRC) can be found in Appendix B. It contains information on

- Admission requirements
  - Program Enrollment
  - Supervised experience
  - Annual goals
  - Assurances
  - Use of Technology, and
  - Teacher Training.
- 
- B-1: IPRC for Traditional Teacher Preparation Programs, Academic Year 2008-2009
  - B-2: IPRC for Alternative Route to Teacher Certification, Academic Year 2008-2009

**Appendix A-1**  
**State-Level Aggregate and Summary Assessment Pass-Rate Data for Traditional Teacher Preparation Programs**  
**2008-2009**

Legend: T=Program completers who took any required exam  
P=Program completers who passed any required exam  
%=Percent passed

Institution	Program Completers	Summary			Basic Skills			Professional Knowledge / Pedagogy			Academic Content Areas <sup>1</sup>			Other Content Areas <sup>2</sup>		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Alliant International University	37	37	36	97	37	37	100	17	17	100	16	15	94	20	20	100
Antioch University Los Angeles	7	7			7			7						7		
Antioch University Santa Barbara	17	17	14	82	17	17	100	17	14	82				17	17	100
Argosy University	16	16	15	94	16	16	100	9								
Azusa Pacific University	291	291	280	96	290	290	100	205	195	95	63	63	100	209	208	100
Bethany College - Santa Cruz	10	10	10	100	10	10	100	5			4			5		
Biola University	69	69	69	100	69	69	100	40	40	100	9			40	40	100
Brandman University	369	369	365	99	369	369	100	250	247	99	94	93	99	251	250	100
CA State Polytechnic Univ.-Pomona	147	147	145	99	147	147	100	91	89	98	18	18	100	97	97	100
California Baptist University	48	48	47	98	48	48	100	32	32	100	8			39	39	100
California Lutheran University	87	87	87	100	86	86	100	46	46	100	20	20	100	50	50	100
California Polytechnic State Univ.-SLO	188	188	186	99	187	187	100	102	100	98	30	30	100	102	102	100
CALState Teach	263	263	252	96	262	261	100	259	249	96				263	263	100
Chapman University	66	66	66	100	66	66	100	36	36	100	26	26	100	38	38	100
Concordia University	66	66	66	100	66	66	100	46	46	100	14	14	100	48	48	100
CSU Bakersfield	328	328	322	98	327	327	100	194	191	98	55	53	96	204	203	100
CSU Channel Islands	72	72	70	97	72	72	100	57	55	96	11	11	100	57	57	100
CSU Chico	261	259	259	100	259	259	100	155	155	100	19	19	100	156	156	100
CSU Dominguez Hills	185	184	183	99	182	182	100	141	141	100	22	22	100	141	140	99
CSU East Bay	195	195	192	98	195	194	99	129	127	98	41	41	100	130	130	100
CSU Fresno	366	366	356	97	366	366	100	202	196	97	20	20	100	214	210	98
CSU Fullerton	874	873	866	99	872	872	100	502	498	99	96	94	98	469	468	100

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Institution	Program Completers	Summary			Basic Skills			Professional Knowledge / Pedagogy			Academic Content Areas <sup>1</sup>			Other Content Areas <sup>2</sup>		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
CSU Long Beach	673	673	666	99	672	672	100	383	376	98	90	90	100	395	395	100
CSU Los Angeles	317	317	304	96	316	316	100	178	165	93	77	77	100	186	186	100
CSU Monterey Bay	159	155	151	97	155	155	100	81	78	96	26	26	100	66	65	98
CSU Northridge	446	446	444	100	446	446	100	312	310	99	60	60	100	319	319	100
CSU Sacramento	430	429	428	100	429	429	100	262	261	100	67	67	100	267	267	100
CSU San Bernardino	342	342	326	95	342	342	100	246	230	93	52	52	100	246	246	100
CSU San Marcos	296	295	289	98	294	294	100	255	250	98	29	28	97	254	254	100
CSU Stanislaus	313	313	305	97	313	313	100	225	217	96	33	33	100	238	238	100
Dominican University of California	86	86	86	100	86	86	100	57	57	100	21	21	100	56	56	100
Fresno Pacific University	86	86	86	100	86	86	100	67	67	100	11	11	100	67	67	100
Hebrew Union College	13	13	13	100	12	12	100	13	13	100				13	13	100
Holy Names University	12	12	11	92	12	12	100	6			3			6		
Hope International University	24	23	23	100	23	23	100	23	23	100				23	23	100
Humboldt State University	94	94	94	100	94	94	100	65	65	100	16	16	100	65	65	100
InterAmerican College	2	2			2			2						2		
John F. Kennedy University	7	7			6			4			2			4		
La Sierra University	29	29	27	93	29	28	97	18	17	94	6			22	21	95
Loyola Marymount University	146	146	143	98	145	143	99	87	86	99	45	45	100	86	86	100
Mills College	31	28	28	100	27	27	100	11	11	100						
Mount Saint Mary's College	26	26	26	100	26	26	100	16	16	100	9			16	16	100
National Hispanic University	6	6			6			3			3			3		
National University	1112	1111	1066	96	1104	1104	100	618	573	93	321	321	100	710	710	100

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		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Notre Dame de Namur University	67	67	66	99	66	66	100	39	39	100	17	16	94	36	36	100
Occidental College	13	13	13	100	13	13	100	8			5			8		
Pacific Oaks College	13	13	13	100	13	13	100	12	12	100				13	13	100
Pacific Union College	11	11	11	100	11	11	100	7			2			6		
Patten University	7	6			6			4						4		
Pepperdine University	106	106	106	100	106	106	100	72	72	100	31	31	100	72	72	100
Point Loma Nazarene University	109	109	106	97	106	106	100	68	66	97	21	20	95	70	70	100
Saint Mary's College of California	79	79	76	96	79	79	100	57	54	95	18	18	100	59	59	100
San Diego Christian College	17	17	17	100	16	16	100	15	15	100	1			16	16	100
San Diego State University	457	457	451	99	456	456	100	286	280	98	85	85	100	292	292	100
San Francisco State University	916	907	900	99	902	899	100	351	346	99	81	81	100	71	71	100
San Jose State University	307	306	303	99	305	305	100	199	197	99	40	40	100	203	202	100
Santa Clara University	48	48	48	100	48	48	100	27	27	100	16	16	100	26	26	100
Simpson University	56	56	53	95	56	56	100	38	35	92	11	11	100	40	40	100
Sonoma State University	194	194	192	99	194	194	100	136	134	99	21	21	100	139	139	100
Stanford University	83	83	82	99	82	82	100	22	22	100	58	57	98	22	22	100
The Master's College and Seminary	15	15	14	93	15	15	100	6			8			6		
Touro University-CA College of Education	7	7			7			6			1			6		
UC Berkeley	48	48	48	100	48	48	100	20	20	100	25	25	100	21	21	100
UC Davis	123	123	123	100	121	121	100	59	59	100	54	54	100	63	63	100
UC Irvine	189	189	189	100	188	188	100	82	82	100	93	93	100	82	82	100
UC Los Angeles	136	136	134	99	136	136	100	62	62	100	47	45	96	62	62	100

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		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
UC Riverside	73	73	72	99	73	73	100	52	51	98	17	17	100	52	52	100
UC San Diego	47	47	46	98	47	46	98	45	44	98	2			45	45	100
UC Santa Barbara	82	82	82	100	82	82	100	44	44	100	34	34	100	44	44	100
UC Santa Cruz	99	99	99	100	99	99	100	48	48	100	40	40	100	48	48	100
University of LaVerne	176	176	175	99	176	176	100	121	121	100	36	35	97	129	129	100
University of Phoenix	379	379	357	94	377	375	99	217	205	94	75	68	91	179	178	99
University of Redlands	137	137	132	96	137	137	100	73	69	95	36	35	97	79	79	100
University of San Diego	67	67	67	100	67	67	100	35	35	100	22	22	100	35	35	100
University of San Francisco	63	63	61	97	63	63	100	45	44	98	15	14	93	45	45	100
University of Southern California	70	68	66	97	67	66	99	30	30	100	32	31	97	31	31	100
University of the Pacific	31	31	30	97	31	31	100	15	14	93	3			14	14	100
Vanguard Univ of Southern California	47	47	47	100	47	47	100	29	29	100	11	11	100	30	30	100
Western Governors University	68	65	65	100	63	63	100	34	34	100						
Westmont College	15	15	15	100	11	11	100	9								
Whittier College	39	39	39	100	39	39	100	23	23	100	9			24	24	100
William Jessup University	11	11	11	100	11	11	100	11	11	100				11	11	100
<b>Statewide Total</b>	<b>13017</b>	<b>12986</b>	<b>12745</b>	<b>98</b>	<b>12939</b>	<b>12927</b>	<b>100</b>	<b>7881</b>	<b>7686</b>	<b>98</b>	<b>2404</b>	<b>2379</b>	<b>99</b>	<b>7684</b>	<b>7671</b>	<b>100</b>

<sup>1</sup> Academic Content Areas - Art, English, Languages Other Than English, Math, Music, Social Science, and Science

<sup>2</sup> Other Content Areas - Multiple Subject, Agriculture, Business, Health Science, Home Economics, Industrial & Technology Education, Physical Education

Note-Pass-rates are not calculated for programs with less than ten candidates.

**Appendix A-2**  
**State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Route Teacher Preparation Programs**  
**2008-2009**

Legend: T=Program completers who took any required exam  
P=Program completers who passed any required exam  
%=Percent passed

Program	Program Completers	Overall Summary			Basic Skills			Professional Knowledge / Pedagogy			Academic Content Areas <sup>1</sup>			Other Content Areas <sup>2</sup>		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Alliant International University	65	65	64	98	54	54	100	29	29	100	35	34	97	29	29	100
Azusa Pacific University	177	177	176	99	177	177	100	95	94	99	56	56	100	99	99	100
Biola University	1	1			1			1						1		
Brandman University	341	340	332	98	338	338	100	179	173	97	109	107	98	183	183	100
CA State Polytechnic Univ.-Pomona	60	60	58	97	60	60	100	30	28	93	14	14	100	28	28	100
California Baptist University	34	34	33	97	34	34	100	14	13	93	11	11	100	16	16	100
California Lutheran University	28	28	28	100	28	28	100	21	21	100	6			20	20	100
CALState Teach	127	127	121	95	127	127	100	123	117	95				124	124	100
CCTC Alt Cert	131	131	130	99	130	130	100	46	45	98	53	53	100	50	50	100
Chapman University	18	18	18	100	18	18	100	16	16	100	3			15	15	100
Claremont Graduate University	112	112	112	100	112	112	100	58	58	100	52	52	100	52	52	100
Concordia University	1	1			1						1					
CSU Bakersfield	84	84	80	95	83	83	100	45	41	91	22	22	100	41	41	100
CSU Channel Islands	10	10	10	100	10	10	100	7			1			6		
CSU Chico	28	28	27	96	28	28	100	12	11	92	4			14	14	100
CSU Dominguez Hills	214	214	207	97	210	209	100	67	66	99	91	90	99	61	57	93
CSU East Bay	88	88	87	99	85	85	100	38	38	100	29	29	100	44	43	98
CSU Fresno	71	71	69	97	71	71	100	26	24	92	7			32	32	100
CSU Fullerton	43	43	42	98	43	43	100	17	16	94				22	22	100
CSU Long Beach	59	59	59	100	59	59	100	21	21	100	26	26	100	22	22	100
CSU Los Angeles	98	98	96	98	98	98	100	58	56	97	22	22	100	44	44	100
CSU Monterey Bay	46	46	45	98	46	46	100	27	26	96	7			19	19	100
CSU Northridge	130	130	128	98	130	130	100	51	49	96	46	46	100	54	54	100
CSU Sacramento	44	44	44	100	44	44	100	38	38	100	3			37	37	100
CSU San Bernardino	131	131	131	100	131	131	100	69	69	100	35	35	100	67	67	100



**Appendix A-2**  
**State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Route Teacher Preparation Programs**  
**2008-2009**

Legend: T=Program completers who took any required exam  
P=Program completers who passed any required exam  
%=Percent passed

Program	Program Completers	Overall Summary			Basic Skills			Professional Knowledge / Pedagogy			Academic Content Areas <sup>1</sup>			Other Content Areas <sup>2</sup>		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
CSU San Marcos	6	6			6			6						6		
CSU Stanislaus	78	78	75	96	78	78	100	29	26	90	29	29	100	32	32	100
Dominican University of California	17	17	17	100	17	17	100	7			6			6		
Fresno Pacific University	21	21	21	100	21	21	100	18	18	100	1			18	18	100
High Tech High Communities	21	21	21	100	21	21	100				12	12	100			
Holy Names University	8	8			7			6			1			7		
Humboldt State University	4	4			4			2						2		
IMPACT	218	216	212	98	216	216	100	119	115	97	57	57	100	115	115	100
John F. Kennedy University	5	5			5						4					
La Sierra University	7	7			7			2			4			2		
Los Angeles USD	153	152	145	95	151	151	100	66	61	92	69	67	97	63	63	100
Loyola Marymount University	175	175	174	99	167	167	100	83	82	99	83	83	100	84	84	100
Mount Saint Mary's College	5	5			5			4			2			3		
National Hispanic University	22	22	22	100	22	22	100	14	14	100	6			14	14	100
National University	613	612	586	96	609	609	100	338	312	92	204	204	100	353	353	100
Notre Dame de Namur University	18	17	16	94	16	16	100	6			3			10	10	100
Orange County Department of Education	24	24	23	96	24	24	100	21	20	95						
Pacific Oaks College	1	1			1			1						1		
Patten University	2	2			2						2					
Pepperdine University	10	10	9	90	10	10	100	4			4			5		
Point Loma Nazarene University	96	95	91	96	95	95	100	65	61	94	20	20	100	62	62	100
Project Pipeline	131	129	129	100	129	129	100	34	34	100	70	70	100	33	33	100
Saint Mary's College of California	15	15	14	93	15	15	100	9			5			9		
San Diego City USD	38	37	37	100	37	37	100	20	20	100						
San Diego State University	32	32	31	97	32	32	100	15	14	93	4			14	14	100

**Appendix A-2**  
**State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Route Teacher Preparation Programs**  
**2008-2009**

Legend: T=Program completers who took any required exam  
P=Program completers who passed any required exam  
%=Percent passed

Program	Program Completers	Overall Summary			Basic Skills			Professional Knowledge / Pedagogy			Academic Content Areas <sup>1</sup>			Other Content Areas <sup>2</sup>		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
San Francisco State University	142	132	127	96	128	127	99	42	37	88	19	19	100	14	14	100
San Jose State University	84	84	82	98	84	84	100	61	60	98	7			61	60	98
Santa Clara University	6	6			6			3			3			3		
Sonoma State University	44	44	43	98	43	43	100	23	22	96	13	13	100	22	22	100
Stanislaus County Office of Education	10	10	9	90	10	10	100	10	9	90				10	10	100
Touro University-CA College of Education	16	16	16	100	16	16	100	12	12	100	2			12	12	100
UC Irvine	15	15	15	100	15	15	100				13	13	100			
UC Los Angeles	16	16	15	94	16	16	100				13	12	92	1		
UC Riverside	23	23	23	100	23	23	100	5			5			4		
UC San Diego	18	18	18	100	18	18	100				10	10	100			
University of LaVerne	50	50	49	98	50	50	100	26	26	100	17	17	100	28	27	96
University of Phoenix	44	44	44	100	44	44	100	3			19	19	100	5		
University of Redlands	31	31	30	97	31	31	100	6			17	17	100	10	10	100
University of San Francisco	15	14	14	100	14	14	100	11	11	100	1			11	11	100
University of the Pacific	7	7			7			6			1			6		
Whittier College	8	8			8			1			5			2		
<b>Statewide Total</b>	<b>4390</b>	<b>4369</b>	<b>4265</b>	<b>98</b>	<b>4328</b>	<b>4326</b>	<b>100</b>	<b>2166</b>	<b>2078</b>	<b>96</b>	<b>1364</b>	<b>1357</b>	<b>99</b>	<b>2108</b>	<b>2100</b>	<b>100</b>

<sup>1</sup> Academic Content Areas - Art, English, Languages Other Than English, Math, Music, Social Science, and Science

<sup>2</sup> Other Content Areas - Multiple Subject, Agriculture, Business, Health Science, Home Economics, Industrial & Technology Education, Physical Education

Note-Pass-rates are not calculated for programs with less than ten candidates.

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Alliant International University	Traditional	CBEST	37	37	100
Alliant International University	Traditional	CSET English I	4		
Alliant International University	Traditional	CSET English II	4		
Alliant International University	Traditional	CSET English III	4		
Alliant International University	Traditional	CSET English IV	4		
Alliant International University	Traditional	CSET Filipino Subtest I	1		
Alliant International University	Traditional	CSET Filipino Subtest II	1		
Alliant International University	Traditional	CSET Ind/Tech Educ Subtest I	1		
Alliant International University	Traditional	CSET Ind/Tech Educ Subtest II	1		
Alliant International University	Traditional	CSET Math I	4		
Alliant International University	Traditional	CSET Math II	4		
Alliant International University	Traditional	CSET Math III	2		
Alliant International University	Traditional	CSET MSE I	17	17	100
Alliant International University	Traditional	CSET MSE II	17	17	100
Alliant International University	Traditional	CSET MSE III	17	17	100
Alliant International University	Traditional	CSET Music Subtest I	1		
Alliant International University	Traditional	CSET Music Subtest II	1		
Alliant International University	Traditional	CSET Music Subtest III	1		
Alliant International University	Traditional	CSET Physical Education Subtest I	2		
Alliant International University	Traditional	CSET Physical Education Subtest II	2		
Alliant International University	Traditional	CSET Physical Education Subtest III	2		
Alliant International University	Traditional	CSET Sci III Bio/Life	3		
Alliant International University	Traditional	CSET Science I	3		
Alliant International University	Traditional	CSET Science II	3		
Alliant International University	Traditional	CSET Social Sci I	1		
Alliant International University	Traditional	CSET Social Sci II	1		
Alliant International University	Traditional	CSET Social Sci III	1		
Alliant International University	Traditional	CSET Spanish Subtest I	2		
Alliant International University	Traditional	CSET Spanish Subtest II	2		
Alliant International University	Traditional	CSET Spanish Subtest III	2		
Alliant International University	Traditional	CSET: Business Test I	1		
Alliant International University	Traditional	CSET: Business Test II	1		
Alliant International University	Traditional	CSET: Business Test III	1		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Alliant International University	Traditional	CSET: English Test I	1		
Alliant International University	Traditional	CSET: English Test II	1		
Alliant International University	Traditional	CSET: English Test III	1		
Alliant International University	Traditional	CSET: English Test IV	1		
Alliant International University	Traditional	CSET: Multiple Subject Test I	3		
Alliant International University	Traditional	CSET: Multiple Subject Test II	3		
Alliant International University	Traditional	CSET: Multiple Subject Test III	3		
Alliant International University	Traditional	CSET: Social Science Test I	1		
Alliant International University	Traditional	CSET: Social Science Test II	1		
Alliant International University	Traditional	CSET: Social Science Test III	1		
Alliant International University	Traditional	CSET: Spanish Test I	1		
Alliant International University	Traditional	CSET: Spanish Test II	1		
Alliant International University	Traditional	CSET: Spanish Test III	1		
Alliant International University	Traditional	RICA	17	17	100
Antioch University Los Angeles	Traditional	CBEST	7		
Antioch University Los Angeles	Traditional	CSET MSE I	7		
Antioch University Los Angeles	Traditional	CSET MSE II	7		
Antioch University Los Angeles	Traditional	CSET MSE III	7		
Antioch University Los Angeles	Traditional	CSET: Multiple Subject Test I	10	10	100
Antioch University Los Angeles	Traditional	CSET: Multiple Subject Test II	10	10	100
Antioch University Los Angeles	Traditional	CSET: Multiple Subject Test III	10	10	100
Antioch University Los Angeles	Traditional	RICA	7		
Antioch University Santa Barbara	Traditional	CBEST	17	17	100
Antioch University Santa Barbara	Traditional	CSET MSE I	17	17	100
Antioch University Santa Barbara	Traditional	CSET MSE II	17	17	100
Antioch University Santa Barbara	Traditional	CSET MSE III	17	17	100
Antioch University Santa Barbara	Traditional	RICA	17	14	82
Argosy University	Traditional	CBEST	16	16	100
Argosy University	Traditional	CSET: Art Test I	1		
Argosy University	Traditional	CSET: Art Test II	1		
Argosy University	Traditional	CSET: Mathematics Test I	1		
Argosy University	Traditional	CSET: Mathematics Test II	1		
Argosy University	Traditional	CSET: Mathematics Test III	1		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Argosy University	Traditional	RICA	9		
Azusa Pacific University	Traditional	CBEST	290	290	100
Azusa Pacific University	Traditional	CSET Art Subtest I	6		
Azusa Pacific University	Traditional	CSET Art Subtest II	6		
Azusa Pacific University	Traditional	CSET English I	21	21	100
Azusa Pacific University	Traditional	CSET English II	21	21	100
Azusa Pacific University	Traditional	CSET English III	21	21	100
Azusa Pacific University	Traditional	CSET English IV	21	21	100
Azusa Pacific University	Traditional	CSET Health Subtest I	1		
Azusa Pacific University	Traditional	CSET Health Subtest II	1		
Azusa Pacific University	Traditional	CSET Health Subtest III	1		
Azusa Pacific University	Traditional	CSET Mandarin Subtest I	1		
Azusa Pacific University	Traditional	CSET Mandarin Subtest II	1		
Azusa Pacific University	Traditional	CSET Mandarin Subtest III	1		
Azusa Pacific University	Traditional	CSET Math I	9		
Azusa Pacific University	Traditional	CSET Math II	9		
Azusa Pacific University	Traditional	CSET Math III	2		
Azusa Pacific University	Traditional	CSET MSE I	201	201	100
Azusa Pacific University	Traditional	CSET MSE II	201	201	100
Azusa Pacific University	Traditional	CSET MSE III	201	201	100
Azusa Pacific University	Traditional	CSET Music Subtest I	5		
Azusa Pacific University	Traditional	CSET Music Subtest II	5		
Azusa Pacific University	Traditional	CSET Music Subtest III	5		
Azusa Pacific University	Traditional	CSET Physical Education Subtest I	7		
Azusa Pacific University	Traditional	CSET Physical Education Subtest II	7		
Azusa Pacific University	Traditional	CSET Physical Education Subtest III	7		
Azusa Pacific University	Traditional	CSET Sci III Bio/Life	4		
Azusa Pacific University	Traditional	CSET Sci III Chemistry	1		
Azusa Pacific University	Traditional	CSET Science I	5		
Azusa Pacific University	Traditional	CSET Science II	5		
Azusa Pacific University	Traditional	CSET Social Sci I	12	12	100
Azusa Pacific University	Traditional	CSET Social Sci II	11	11	100
Azusa Pacific University	Traditional	CSET Social Sci III	12	12	100

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Azusa Pacific University	Traditional	CSET Spanish Subtest I	4		
Azusa Pacific University	Traditional	CSET Spanish Subtest II	4		
Azusa Pacific University	Traditional	CSET Spanish Subtest III	4		
Azusa Pacific University	Traditional	CSET: Art Test I	2		
Azusa Pacific University	Traditional	CSET: Art Test II	2		
Azusa Pacific University	Traditional	CSET: Business Test I	1		
Azusa Pacific University	Traditional	CSET: Business Test II	1		
Azusa Pacific University	Traditional	CSET: Business Test III	1		
Azusa Pacific University	Traditional	CSET: English Test I	9		
Azusa Pacific University	Traditional	CSET: English Test II	9		
Azusa Pacific University	Traditional	CSET: English Test III	9		
Azusa Pacific University	Traditional	CSET: English Test IV	9		
Azusa Pacific University	Traditional	CSET: Health Subtest I	1		
Azusa Pacific University	Traditional	CSET: Health Subtest II	1		
Azusa Pacific University	Traditional	CSET: Health Subtest III	1		
Azusa Pacific University	Traditional	CSET: Mathematics Test I	1		
Azusa Pacific University	Traditional	CSET: Mathematics Test II	1		
Azusa Pacific University	Traditional	CSET: Multiple Subject Test I	208	208	100
Azusa Pacific University	Traditional	CSET: Multiple Subject Test II	208	208	100
Azusa Pacific University	Traditional	CSET: Multiple Subject Test III	208	208	100
Azusa Pacific University	Traditional	CSET: Music Test I	3		
Azusa Pacific University	Traditional	CSET: Music Test II	3		
Azusa Pacific University	Traditional	CSET: Music Test III	3		
Azusa Pacific University	Traditional	CSET: Physical Education Subtest I	1		
Azusa Pacific University	Traditional	CSET: Physical Education Subtest II	1		
Azusa Pacific University	Traditional	CSET: Physical Education Subtest III	1		
Azusa Pacific University	Traditional	CSET: Science Test I	4		
Azusa Pacific University	Traditional	CSET: Science Test II	4		
Azusa Pacific University	Traditional	CSET: Science Test III Biology/Life Science	3		
Azusa Pacific University	Traditional	CSET: Science Test III Chemistry	1		
Azusa Pacific University	Traditional	CSET: Science Test III Earth/Planetary	1		
Azusa Pacific University	Traditional	CSET: Science Test III Physics	1		
Azusa Pacific University	Traditional	CSET: Science Test IV Biology/Life Science	1		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Azusa Pacific University	Traditional	CSET: Science Test IV Chemistry	1		
Azusa Pacific University	Traditional	CSET: Social Science Test I	15	15	100
Azusa Pacific University	Traditional	CSET: Social Science Test II	15	15	100
Azusa Pacific University	Traditional	CSET: Social Science Test III	15	15	100
Azusa Pacific University	Traditional	CSET: Spanish Test I	2		
Azusa Pacific University	Traditional	CSET: Spanish Test II	2		
Azusa Pacific University	Traditional	CSET: Spanish Test III	2		
Azusa Pacific University	Traditional	RICA	205	195	95
Azusa Pacific University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: BU	1		
Azusa Pacific University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HE	1		
Bethany University	Traditional	CBEST	10	10	100
Bethany University	Traditional	CSET English I	1		
Bethany University	Traditional	CSET English II	1		
Bethany University	Traditional	CSET English III	1		
Bethany University	Traditional	CSET English IV	1		
Bethany University	Traditional	CSET MSE I	5		
Bethany University	Traditional	CSET MSE II	5		
Bethany University	Traditional	CSET MSE III	5		
Bethany University	Traditional	CSET Sci III Bio/Life	2		
Bethany University	Traditional	CSET Science I	2		
Bethany University	Traditional	CSET Science II	2		
Bethany University	Traditional	CSET Spanish Subtest I	1		
Bethany University	Traditional	CSET Spanish Subtest II	1		
Bethany University	Traditional	CSET Spanish Subtest III	1		
Bethany University	Traditional	CSET: Art Test I	1		
Bethany University	Traditional	CSET: Art Test II	1		
Bethany University	Traditional	CSET: English Test I	1		
Bethany University	Traditional	CSET: English Test II	1		
Bethany University	Traditional	CSET: English Test III	1		
Bethany University	Traditional	CSET: English Test IV	1		
Bethany University	Traditional	CSET: Multiple Subject Test I	9		
Bethany University	Traditional	CSET: Multiple Subject Test II	9		
Bethany University	Traditional	CSET: Multiple Subject Test III	9		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Bethany University	Traditional	CSET: Physical Education Subtest I	2		
Bethany University	Traditional	CSET: Physical Education Subtest II	2		
Bethany University	Traditional	CSET: Physical Education Subtest III	2		
Bethany University	Traditional	RICA	5		
Biola University	Traditional	CBEST	69	69	100
Biola University	Traditional	CSET English I	2		
Biola University	Traditional	CSET English II	2		
Biola University	Traditional	CSET English III	2		
Biola University	Traditional	CSET English IV	2		
Biola University	Traditional	CSET Math I	1		
Biola University	Traditional	CSET Math II	1		
Biola University	Traditional	CSET MSE I	40	40	100
Biola University	Traditional	CSET MSE II	40	40	100
Biola University	Traditional	CSET MSE III	40	40	100
Biola University	Traditional	CSET Sci III Bio/Life	1		
Biola University	Traditional	CSET Science I	1		
Biola University	Traditional	CSET Science II	1		
Biola University	Traditional	CSET Social Sci I	5		
Biola University	Traditional	CSET Social Sci II	5		
Biola University	Traditional	CSET Social Sci III	5		
Biola University	Traditional	CSET: Art Test I	1		
Biola University	Traditional	CSET: Art Test II	1		
Biola University	Traditional	CSET: English Test I	3		
Biola University	Traditional	CSET: English Test II	3		
Biola University	Traditional	CSET: English Test III	3		
Biola University	Traditional	CSET: English Test IV	3		
Biola University	Traditional	CSET: Multiple Subject Test I	53	53	100
Biola University	Traditional	CSET: Multiple Subject Test II	53	53	100
Biola University	Traditional	CSET: Multiple Subject Test III	53	53	100
Biola University	Traditional	CSET: Science Test III Chemistry	1		
Biola University	Traditional	CSET: Science Test IV Chemistry	1		
Biola University	Traditional	CSET: Social Science Test I	1		
Biola University	Traditional	CSET: Social Science Test II	1		



**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Biola University	Traditional	CSET: Social Science Test III	1		
Biola University	Traditional	CSET: Spanish Test I	1		
Biola University	Traditional	CSET: Spanish Test II	1		
Biola University	Traditional	CSET: Spanish Test III	1		
Biola University	Traditional	RICA	40	40	100
Brandman University	Traditional	CBEST	369	369	100
Brandman University	Traditional	CSET Art Subtest I	5		
Brandman University	Traditional	CSET Art Subtest II	5		
Brandman University	Traditional	CSET Business Subtest I	1		
Brandman University	Traditional	CSET Business Subtest II	1		
Brandman University	Traditional	CSET Business Subtest III	1		
Brandman University	Traditional	CSET English I	25	25	100
Brandman University	Traditional	CSET English II	25	25	100
Brandman University	Traditional	CSET English III	25	24	96
Brandman University	Traditional	CSET English IV	25	24	96
Brandman University	Traditional	CSET French Subtest I	2		
Brandman University	Traditional	CSET French Subtest II	2		
Brandman University	Traditional	CSET French Subtest III	2		
Brandman University	Traditional	CSET Health Subtest I	1		
Brandman University	Traditional	CSET Health Subtest II	1		
Brandman University	Traditional	CSET Health Subtest III	1		
Brandman University	Traditional	CSET Home Economics Subtest I	1		
Brandman University	Traditional	CSET Home Economics Subtest II	1		
Brandman University	Traditional	CSET Home Economics Subtest III	1		
Brandman University	Traditional	CSET Math I	11	11	100
Brandman University	Traditional	CSET Math II	11	11	100
Brandman University	Traditional	CSET Math III	2		
Brandman University	Traditional	CSET MSE I	234	234	100
Brandman University	Traditional	CSET MSE II	234	233	100
Brandman University	Traditional	CSET MSE III	231	231	100
Brandman University	Traditional	CSET Music Subtest I	3		
Brandman University	Traditional	CSET Music Subtest II	3		
Brandman University	Traditional	CSET Music Subtest III	3		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Brandman University	Traditional	CSET Physical Education Subtest I	12	12	100
Brandman University	Traditional	CSET Physical Education Subtest II	12	12	100
Brandman University	Traditional	CSET Physical Education Subtest III	12	12	100
Brandman University	Traditional	CSET Sci III Bio/Life	9		
Brandman University	Traditional	CSET Sci III Chemistry	4		
Brandman University	Traditional	CSET Sci III Earth/Planetary	1		
Brandman University	Traditional	CSET Sci III Physics	1		
Brandman University	Traditional	CSET Sci IV Chemistry (specialized)	1		
Brandman University	Traditional	CSET Science I	13	13	100
Brandman University	Traditional	CSET Science II	13	13	100
Brandman University	Traditional	CSET Social Sci I	28	28	100
Brandman University	Traditional	CSET Social Sci II	28	28	100
Brandman University	Traditional	CSET Social Sci III	28	28	100
Brandman University	Traditional	CSET Spanish Subtest I	5		
Brandman University	Traditional	CSET Spanish Subtest II	5		
Brandman University	Traditional	CSET Spanish Subtest III	5		
Brandman University	Traditional	RICA	250	247	99
California Baptist University	Traditional	CBEST	48	48	100
California Baptist University	Traditional	CSET English I	1		
California Baptist University	Traditional	CSET English II	1		
California Baptist University	Traditional	CSET English III	1		
California Baptist University	Traditional	CSET English IV	1		
California Baptist University	Traditional	CSET Math I	1		
California Baptist University	Traditional	CSET Math II	1		
California Baptist University	Traditional	CSET MSE I	34	34	100
California Baptist University	Traditional	CSET MSE II	34	34	100
California Baptist University	Traditional	CSET MSE III	34	34	100
California Baptist University	Traditional	CSET Physical Education Subtest I	5		
California Baptist University	Traditional	CSET Physical Education Subtest II	5		
California Baptist University	Traditional	CSET Physical Education Subtest III	5		
California Baptist University	Traditional	CSET Sci III Bio/Life	2		
California Baptist University	Traditional	CSET Science I	2		
California Baptist University	Traditional	CSET Science II	2		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California Baptist University	Traditional	CSET Social Sci I	4		
California Baptist University	Traditional	CSET Social Sci II	4		
California Baptist University	Traditional	CSET Social Sci III	4		
California Baptist University	Traditional	CSET: Art Test I	2		
California Baptist University	Traditional	CSET: Art Test II	2		
California Baptist University	Traditional	CSET: English Test I	1		
California Baptist University	Traditional	CSET: English Test II	1		
California Baptist University	Traditional	CSET: English Test III	1		
California Baptist University	Traditional	CSET: English Test IV	1		
California Baptist University	Traditional	CSET: Health Subtest I	1		
California Baptist University	Traditional	CSET: Health Subtest II	1		
California Baptist University	Traditional	CSET: Health Subtest III	1		
California Baptist University	Traditional	CSET: Multiple Subject Test I	53	53	100
California Baptist University	Traditional	CSET: Multiple Subject Test II	53	53	100
California Baptist University	Traditional	CSET: Multiple Subject Test III	53	53	100
California Baptist University	Traditional	CSET: Physical Education Subtest I	2		
California Baptist University	Traditional	CSET: Physical Education Subtest II	2		
California Baptist University	Traditional	CSET: Physical Education Subtest III	2		
California Baptist University	Traditional	CSET: Science Test III Earth/Planetary	1		
California Baptist University	Traditional	CSET: Science Test IV Earth/Planetary	1		
California Baptist University	Traditional	CSET: Social Science Test I	1		
California Baptist University	Traditional	CSET: Social Science Test II	1		
California Baptist University	Traditional	CSET: Social Science Test III	1		
California Baptist University	Traditional	RICA	32	32	100
California Baptist University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HE	1		
California Lutheran University	Traditional	CBEST	86	86	100
California Lutheran University	Traditional	CSET English I	6		
California Lutheran University	Traditional	CSET English II	6		
California Lutheran University	Traditional	CSET English III	6		
California Lutheran University	Traditional	CSET English IV	6		
California Lutheran University	Traditional	CSET Math I	5		
California Lutheran University	Traditional	CSET Math II	5		
California Lutheran University	Traditional	CSET Math III	1		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California Lutheran University	Traditional	CSET MSE I	46	46	100
California Lutheran University	Traditional	CSET MSE II	45	45	100
California Lutheran University	Traditional	CSET MSE III	46	46	100
California Lutheran University	Traditional	CSET Music Subtest I	1		
California Lutheran University	Traditional	CSET Music Subtest II	1		
California Lutheran University	Traditional	CSET Music Subtest III	1		
California Lutheran University	Traditional	CSET Physical Education Subtest I	4		
California Lutheran University	Traditional	CSET Physical Education Subtest II	4		
California Lutheran University	Traditional	CSET Physical Education Subtest III	4		
California Lutheran University	Traditional	CSET Sci III Bio/Life	1		
California Lutheran University	Traditional	CSET Science I	1		
California Lutheran University	Traditional	CSET Science II	1		
California Lutheran University	Traditional	CSET Social Sci I	6		
California Lutheran University	Traditional	CSET Social Sci II	6		
California Lutheran University	Traditional	CSET Social Sci III	6		
California Lutheran University	Traditional	CSET Spanish Subtest I	1		
California Lutheran University	Traditional	CSET Spanish Subtest II	1		
California Lutheran University	Traditional	CSET Spanish Subtest III	1		
California Lutheran University	Traditional	CSET: English Test I	1		
California Lutheran University	Traditional	CSET: English Test II	1		
California Lutheran University	Traditional	CSET: English Test III	1		
California Lutheran University	Traditional	CSET: English Test IV	1		
California Lutheran University	Traditional	CSET: Health Subtest I	1		
California Lutheran University	Traditional	CSET: Health Subtest II	1		
California Lutheran University	Traditional	CSET: Health Subtest III	1		
California Lutheran University	Traditional	CSET: Mathematics Test I	5		
California Lutheran University	Traditional	CSET: Mathematics Test II	5		
California Lutheran University	Traditional	CSET: Mathematics Test III	2		
California Lutheran University	Traditional	CSET: Multiple Subject Test I	48	48	100
California Lutheran University	Traditional	CSET: Multiple Subject Test II	48	48	100
California Lutheran University	Traditional	CSET: Multiple Subject Test III	48	48	100
California Lutheran University	Traditional	CSET: Music Test I	1		
California Lutheran University	Traditional	CSET: Music Test II	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California Lutheran University	Traditional	CSET: Music Test III	1		
California Lutheran University	Traditional	CSET: Social Science Test I	7		
California Lutheran University	Traditional	CSET: Social Science Test II	7		
California Lutheran University	Traditional	CSET: Social Science Test III	7		
California Lutheran University	Traditional	Praxis II: MULTIPLE SUBJECTS ASSESSMENT FOR T	1		
California Lutheran University	Traditional	RICA	46	46	100
California Polytechnic State University, San Luis Obispo	Traditional	CBEST	187	187	100
California Polytechnic State University, San Luis Obispo	Traditional	CSET English I	9		
California Polytechnic State University, San Luis Obispo	Traditional	CSET English II	9		
California Polytechnic State University, San Luis Obispo	Traditional	CSET English III	9		
California Polytechnic State University, San Luis Obispo	Traditional	CSET English IV	9		
California Polytechnic State University, San Luis Obispo	Traditional	CSET Math I	1		
California Polytechnic State University, San Luis Obispo	Traditional	CSET Math II	1		
California Polytechnic State University, San Luis Obispo	Traditional	CSET Math III	1		
California Polytechnic State University, San Luis Obispo	Traditional	CSET MSE I	102	102	100
California Polytechnic State University, San Luis Obispo	Traditional	CSET MSE II	102	102	100
California Polytechnic State University, San Luis Obispo	Traditional	CSET MSE III	102	102	100
California Polytechnic State University, San Luis Obispo	Traditional	CSET Sci III Bio/Life	3		
California Polytechnic State University, San Luis Obispo	Traditional	CSET Sci III Chemistry	2		
California Polytechnic State University, San Luis Obispo	Traditional	CSET Sci III Physics	4		
California Polytechnic State University, San Luis Obispo	Traditional	CSET Science I	8		
California Polytechnic State University, San Luis Obispo	Traditional	CSET Science II	8		
California Polytechnic State University, San Luis Obispo	Traditional	CSET Social Sci I	11	11	100
California Polytechnic State University, San Luis Obispo	Traditional	CSET Social Sci II	11	11	100
California Polytechnic State University, San Luis Obispo	Traditional	CSET Social Sci III	11	11	100
California Polytechnic State University, San Luis Obispo	Traditional	CSET: Agriculture Subtest I	1		
California Polytechnic State University, San Luis Obispo	Traditional	CSET: Agriculture Subtest II	1		
California Polytechnic State University, San Luis Obispo	Traditional	CSET: Agriculture Subtest III	1		
California Polytechnic State University, San Luis Obispo	Traditional	CSET: Multiple Subject Test I	89	89	100
California Polytechnic State University, San Luis Obispo	Traditional	CSET: Multiple Subject Test II	89	89	100
California Polytechnic State University, San Luis Obispo	Traditional	CSET: Multiple Subject Test III	89	89	100
California Polytechnic State University, San Luis Obispo	Traditional	CSET: Science Test III Chemistry	1		
California Polytechnic State University, San Luis Obispo	Traditional	CSET: Social Science Test I	5		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California Polytechnic State University, San Luis Obispo	Traditional	CSET: Social Science Test II	5		
California Polytechnic State University, San Luis Obispo	Traditional	CSET: Social Science Test III	5		
California Polytechnic State University, San Luis Obispo	Traditional	RICA	102	100	98
California Polytechnic State University, San Luis Obispo	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: AC	1		
California State Polytechnic University, Pomona	Traditional	CBEST	147	147	100
California State Polytechnic University, Pomona	Traditional	CSET Art Subtest I	1		
California State Polytechnic University, Pomona	Traditional	CSET Art Subtest II	1		
California State Polytechnic University, Pomona	Traditional	CSET Business Subtest I	1		
California State Polytechnic University, Pomona	Traditional	CSET Business Subtest II	1		
California State Polytechnic University, Pomona	Traditional	CSET Business Subtest III	1		
California State Polytechnic University, Pomona	Traditional	CSET English I	5		
California State Polytechnic University, Pomona	Traditional	CSET English II	5		
California State Polytechnic University, Pomona	Traditional	CSET English III	5		
California State Polytechnic University, Pomona	Traditional	CSET English IV	5		
California State Polytechnic University, Pomona	Traditional	CSET Math I	5		
California State Polytechnic University, Pomona	Traditional	CSET Math II	5		
California State Polytechnic University, Pomona	Traditional	CSET Math III	1		
California State Polytechnic University, Pomona	Traditional	CSET MSE I	94	94	100
California State Polytechnic University, Pomona	Traditional	CSET MSE II	94	94	100
California State Polytechnic University, Pomona	Traditional	CSET MSE III	92	92	100
California State Polytechnic University, Pomona	Traditional	CSET Music Subtest I	1		
California State Polytechnic University, Pomona	Traditional	CSET Music Subtest II	1		
California State Polytechnic University, Pomona	Traditional	CSET Music Subtest III	1		
California State Polytechnic University, Pomona	Traditional	CSET Physical Education Subtest I	2		
California State Polytechnic University, Pomona	Traditional	CSET Physical Education Subtest II	2		
California State Polytechnic University, Pomona	Traditional	CSET Physical Education Subtest III	2		
California State Polytechnic University, Pomona	Traditional	CSET Sci III Bio/Life	2		
California State Polytechnic University, Pomona	Traditional	CSET Science I	2		
California State Polytechnic University, Pomona	Traditional	CSET Science II	2		
California State Polytechnic University, Pomona	Traditional	CSET Social Sci I	4		
California State Polytechnic University, Pomona	Traditional	CSET Social Sci II	4		
California State Polytechnic University, Pomona	Traditional	CSET Social Sci III	4		
California State Polytechnic University, Pomona	Traditional	CSET: Art Test I	2		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State Polytechnic University, Pomona	Traditional	CSET: Art Test II	2		
California State Polytechnic University, Pomona	Traditional	CSET: Business Test I	1		
California State Polytechnic University, Pomona	Traditional	CSET: Business Test II	1		
California State Polytechnic University, Pomona	Traditional	CSET: Business Test III	1		
California State Polytechnic University, Pomona	Traditional	CSET: English Test I	3		
California State Polytechnic University, Pomona	Traditional	CSET: English Test II	3		
California State Polytechnic University, Pomona	Traditional	CSET: English Test III	3		
California State Polytechnic University, Pomona	Traditional	CSET: English Test IV	3		
California State Polytechnic University, Pomona	Traditional	CSET: Mathematics Test I	4		
California State Polytechnic University, Pomona	Traditional	CSET: Mathematics Test II	4		
California State Polytechnic University, Pomona	Traditional	CSET: Mathematics Test III	2		
California State Polytechnic University, Pomona	Traditional	CSET: Multiple Subject Test I	102	102	100
California State Polytechnic University, Pomona	Traditional	CSET: Multiple Subject Test II	102	102	100
California State Polytechnic University, Pomona	Traditional	CSET: Multiple Subject Test III	102	102	100
California State Polytechnic University, Pomona	Traditional	CSET: Physical Education Subtest I	3		
California State Polytechnic University, Pomona	Traditional	CSET: Physical Education Subtest II	3		
California State Polytechnic University, Pomona	Traditional	CSET: Physical Education Subtest III	3		
California State Polytechnic University, Pomona	Traditional	CSET: Social Science Test I	3		
California State Polytechnic University, Pomona	Traditional	CSET: Social Science Test II	3		
California State Polytechnic University, Pomona	Traditional	CSET: Social Science Test III	3		
California State Polytechnic University, Pomona	Traditional	RICA	91	89	98
California State University, Bakersfield	Traditional	CBEST	327	327	100
California State University, Bakersfield	Traditional	CSET Agriculture Subtest I	1		
California State University, Bakersfield	Traditional	CSET Agriculture Subtest II	1		
California State University, Bakersfield	Traditional	CSET Agriculture Subtest III	1		
California State University, Bakersfield	Traditional	CSET Business Subtest I	3		
California State University, Bakersfield	Traditional	CSET Business Subtest II	3		
California State University, Bakersfield	Traditional	CSET Business Subtest III	3		
California State University, Bakersfield	Traditional	CSET English I	14	14	100
California State University, Bakersfield	Traditional	CSET English II	14	13	93
California State University, Bakersfield	Traditional	CSET English III	14	13	93
California State University, Bakersfield	Traditional	CSET English IV	14	13	93
California State University, Bakersfield	Traditional	CSET Health Subtest I	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Bakersfield	Traditional	CSET Health Subtest II	1		
California State University, Bakersfield	Traditional	CSET Health Subtest III	1		
California State University, Bakersfield	Traditional	CSET Math I	8		
California State University, Bakersfield	Traditional	CSET Math II	8		
California State University, Bakersfield	Traditional	CSET Math III	1		
California State University, Bakersfield	Traditional	CSET MSE I	194	194	100
California State University, Bakersfield	Traditional	CSET MSE II	194	194	100
California State University, Bakersfield	Traditional	CSET MSE III	195	195	100
California State University, Bakersfield	Traditional	CSET Music Subtest I	1		
California State University, Bakersfield	Traditional	CSET Music Subtest II	1		
California State University, Bakersfield	Traditional	CSET Music Subtest III	1		
California State University, Bakersfield	Traditional	CSET Physical Education Subtest I	3		
California State University, Bakersfield	Traditional	CSET Physical Education Subtest II	3		
California State University, Bakersfield	Traditional	CSET Physical Education Subtest III	3		
California State University, Bakersfield	Traditional	CSET Sci III Bio/Life	7		
California State University, Bakersfield	Traditional	CSET Sci III Chemistry	3		
California State University, Bakersfield	Traditional	CSET Sci III Earth/Planetary	1		
California State University, Bakersfield	Traditional	CSET Sci IV Bio/Life (specialized)	2		
California State University, Bakersfield	Traditional	CSET Science I	9		
California State University, Bakersfield	Traditional	CSET Science II	9		
California State University, Bakersfield	Traditional	CSET Social Sci I	18	17	94
California State University, Bakersfield	Traditional	CSET Social Sci II	18	17	94
California State University, Bakersfield	Traditional	CSET Social Sci III	18	18	100
California State University, Bakersfield	Traditional	CSET Spanish Subtest I	3		
California State University, Bakersfield	Traditional	CSET Spanish Subtest II	3		
California State University, Bakersfield	Traditional	CSET Spanish Subtest III	3		
California State University, Bakersfield	Traditional	CSET: Art Test I	1		
California State University, Bakersfield	Traditional	CSET: Art Test II	1		
California State University, Bakersfield	Traditional	CSET: English Test I	18	18	100
California State University, Bakersfield	Traditional	CSET: English Test II	18	18	100
California State University, Bakersfield	Traditional	CSET: English Test III	18	18	100
California State University, Bakersfield	Traditional	CSET: English Test IV	18	18	100
California State University, Bakersfield	Traditional	CSET: Health Subtest I	2		



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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Bakersfield	Traditional	CSET: Health Subtest II	2		
California State University, Bakersfield	Traditional	CSET: Health Subtest III	2		
California State University, Bakersfield	Traditional	CSET: Industrial/Tech Education Subtest I	1		
California State University, Bakersfield	Traditional	CSET: Industrial/Tech Education Subtest II	1		
California State University, Bakersfield	Traditional	CSET: Mathematics Test I	10	10	100
California State University, Bakersfield	Traditional	CSET: Mathematics Test II	10	10	100
California State University, Bakersfield	Traditional	CSET: Mathematics Test III	4		
California State University, Bakersfield	Traditional	CSET: Multiple Subject Test I	216	216	100
California State University, Bakersfield	Traditional	CSET: Multiple Subject Test II	216	216	100
California State University, Bakersfield	Traditional	CSET: Multiple Subject Test III	216	216	100
California State University, Bakersfield	Traditional	CSET: Physical Education Subtest I	1		
California State University, Bakersfield	Traditional	CSET: Physical Education Subtest II	1		
California State University, Bakersfield	Traditional	CSET: Physical Education Subtest III	1		
California State University, Bakersfield	Traditional	CSET: Science Test I	9		
California State University, Bakersfield	Traditional	CSET: Science Test II	9		
California State University, Bakersfield	Traditional	CSET: Science Test III Biology/Life Science	7		
California State University, Bakersfield	Traditional	CSET: Science Test III Chemistry	1		
California State University, Bakersfield	Traditional	CSET: Science Test III Earth/Planetary	2		
California State University, Bakersfield	Traditional	CSET: Science Test IV Earth/Planetary	1		
California State University, Bakersfield	Traditional	CSET: Social Science Test I	13	13	100
California State University, Bakersfield	Traditional	CSET: Social Science Test II	13	13	100
California State University, Bakersfield	Traditional	CSET: Social Science Test III	13	13	100
California State University, Bakersfield	Traditional	CSET: Spanish Test I	2		
California State University, Bakersfield	Traditional	CSET: Spanish Test II	2		
California State University, Bakersfield	Traditional	CSET: Spanish Test III	2		
California State University, Bakersfield	Traditional	Health Science S* (16)	1		
California State University, Bakersfield	Traditional	RICA	194	191	98
California State University, Bakersfield	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HE	3		
California State University, Channel Islands	Traditional	CBEST	72	72	100
California State University, Channel Islands	Traditional	CSET English I	7		
California State University, Channel Islands	Traditional	CSET English II	7		
California State University, Channel Islands	Traditional	CSET English III	7		
California State University, Channel Islands	Traditional	CSET English IV	7		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Channel Islands	Traditional	CSET Math I	2		
California State University, Channel Islands	Traditional	CSET Math II	2		
California State University, Channel Islands	Traditional	CSET Math III	1		
California State University, Channel Islands	Traditional	CSET MSE I	56	56	100
California State University, Channel Islands	Traditional	CSET MSE II	56	56	100
California State University, Channel Islands	Traditional	CSET MSE III	56	56	100
California State University, Channel Islands	Traditional	CSET Sci III Bio/Life	1		
California State University, Channel Islands	Traditional	CSET Sci III Earth/Planetary	1		
California State University, Channel Islands	Traditional	CSET Science I	2		
California State University, Channel Islands	Traditional	CSET Science II	2		
California State University, Channel Islands	Traditional	CSET: English Test I	3		
California State University, Channel Islands	Traditional	CSET: English Test II	3		
California State University, Channel Islands	Traditional	CSET: English Test III	3		
California State University, Channel Islands	Traditional	CSET: English Test IV	3		
California State University, Channel Islands	Traditional	CSET: Mathematics Test I	1		
California State University, Channel Islands	Traditional	CSET: Mathematics Test II	1		
California State University, Channel Islands	Traditional	CSET: Mathematics Test III	1		
California State University, Channel Islands	Traditional	CSET: Multiple Subject Test I	58	58	100
California State University, Channel Islands	Traditional	CSET: Multiple Subject Test II	58	58	100
California State University, Channel Islands	Traditional	CSET: Multiple Subject Test III	58	58	100
California State University, Channel Islands	Traditional	CSET: Science Test I	3		
California State University, Channel Islands	Traditional	CSET: Science Test II	3		
California State University, Channel Islands	Traditional	CSET: Science Test III Biology/Life Science	3		
California State University, Channel Islands	Traditional	RICA	57	55	96
California State University, Chico	Traditional	CBEST	259	259	100
California State University, Chico	Traditional	CSET Art Subtest I	1		
California State University, Chico	Traditional	CSET Art Subtest II	1		
California State University, Chico	Traditional	CSET English I	3		
California State University, Chico	Traditional	CSET English II	3		
California State University, Chico	Traditional	CSET English III	3		
California State University, Chico	Traditional	CSET English IV	3		
California State University, Chico	Traditional	CSET Health Subtest I	1		
California State University, Chico	Traditional	CSET Health Subtest II	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Chico	Traditional	CSET Health Subtest III	1		
California State University, Chico	Traditional	CSET Math I	2		
California State University, Chico	Traditional	CSET Math II	2		
California State University, Chico	Traditional	CSET Math III	1		
California State University, Chico	Traditional	CSET MSE I	154	154	100
California State University, Chico	Traditional	CSET MSE II	153	153	100
California State University, Chico	Traditional	CSET MSE III	153	153	100
California State University, Chico	Traditional	CSET Physical Education Subtest I	1		
California State University, Chico	Traditional	CSET Physical Education Subtest II	1		
California State University, Chico	Traditional	CSET Physical Education Subtest III	1		
California State University, Chico	Traditional	CSET Sci III Bio/Life	1		
California State University, Chico	Traditional	CSET Sci III Earth/Planetary	2		
California State University, Chico	Traditional	CSET Science I	3		
California State University, Chico	Traditional	CSET Science II	3		
California State University, Chico	Traditional	CSET Social Sci I	10	10	100
California State University, Chico	Traditional	CSET Social Sci II	10	10	100
California State University, Chico	Traditional	CSET Social Sci III	10	10	100
California State University, Chico	Traditional	CSET: English Test I	2		
California State University, Chico	Traditional	CSET: English Test II	2		
California State University, Chico	Traditional	CSET: English Test III	2		
California State University, Chico	Traditional	CSET: English Test IV	2		
California State University, Chico	Traditional	CSET: Health Subtest I	1		
California State University, Chico	Traditional	CSET: Health Subtest II	1		
California State University, Chico	Traditional	CSET: Health Subtest III	1		
California State University, Chico	Traditional	CSET: Mathematics Test I	7		
California State University, Chico	Traditional	CSET: Mathematics Test II	7		
California State University, Chico	Traditional	CSET: Mathematics Test III	2		
California State University, Chico	Traditional	CSET: Multiple Subject Test I	176	176	100
California State University, Chico	Traditional	CSET: Multiple Subject Test II	176	176	100
California State University, Chico	Traditional	CSET: Multiple Subject Test III	176	176	100
California State University, Chico	Traditional	CSET: Music Test I	1		
California State University, Chico	Traditional	CSET: Music Test II	1		
California State University, Chico	Traditional	CSET: Music Test III	1		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Chico	Traditional	CSET: Physical Education Subtest I	2		
California State University, Chico	Traditional	CSET: Physical Education Subtest II	2		
California State University, Chico	Traditional	CSET: Physical Education Subtest III	2		
California State University, Chico	Traditional	CSET: Science Test I	2		
California State University, Chico	Traditional	CSET: Science Test II	2		
California State University, Chico	Traditional	CSET: Science Test III Biology/Life Science	1		
California State University, Chico	Traditional	CSET: Science Test III Chemistry	1		
California State University, Chico	Traditional	CSET: Social Science Test I	11	11	100
California State University, Chico	Traditional	CSET: Social Science Test II	11	11	100
California State University, Chico	Traditional	CSET: Social Science Test III	11	11	100
California State University, Chico	Traditional	CSET: Spanish Test I	1		
California State University, Chico	Traditional	CSET: Spanish Test II	1		
California State University, Chico	Traditional	CSET: Spanish Test III	1		
California State University, Chico	Traditional	RICA	155	155	100
California State University, Dominguez Hills	Traditional	CBEST	182	182	100
California State University, Dominguez Hills	Traditional	CSET Art Subtest I	1		
California State University, Dominguez Hills	Traditional	CSET Art Subtest II	1		
California State University, Dominguez Hills	Traditional	CSET English I	5		
California State University, Dominguez Hills	Traditional	CSET English II	6		
California State University, Dominguez Hills	Traditional	CSET English III	5		
California State University, Dominguez Hills	Traditional	CSET English IV	5		
California State University, Dominguez Hills	Traditional	CSET French Subtest I	1		
California State University, Dominguez Hills	Traditional	CSET French Subtest II	1		
California State University, Dominguez Hills	Traditional	CSET French Subtest III	1		
California State University, Dominguez Hills	Traditional	CSET Math I	1		
California State University, Dominguez Hills	Traditional	CSET Math II	1		
California State University, Dominguez Hills	Traditional	CSET Math III	1		
California State University, Dominguez Hills	Traditional	CSET MSE I	138	138	100
California State University, Dominguez Hills	Traditional	CSET MSE II	138	138	100
California State University, Dominguez Hills	Traditional	CSET MSE III	138	137	99
California State University, Dominguez Hills	Traditional	CSET Physical Education Subtest I	2		
California State University, Dominguez Hills	Traditional	CSET Physical Education Subtest II	2		
California State University, Dominguez Hills	Traditional	CSET Physical Education Subtest III	2		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Dominguez Hills	Traditional	CSET Sci III Bio/Life	1		
California State University, Dominguez Hills	Traditional	CSET Science I	1		
California State University, Dominguez Hills	Traditional	CSET Science II	1		
California State University, Dominguez Hills	Traditional	CSET Social Sci I	10	10	100
California State University, Dominguez Hills	Traditional	CSET Social Sci II	10	10	100
California State University, Dominguez Hills	Traditional	CSET Social Sci III	10	10	100
California State University, Dominguez Hills	Traditional	CSET Spanish Subtest I	2		
California State University, Dominguez Hills	Traditional	CSET Spanish Subtest II	2		
California State University, Dominguez Hills	Traditional	CSET Spanish Subtest III	2		
California State University, Dominguez Hills	Traditional	CSET: English Test I	4		
California State University, Dominguez Hills	Traditional	CSET: English Test II	4		
California State University, Dominguez Hills	Traditional	CSET: English Test III	4		
California State University, Dominguez Hills	Traditional	CSET: English Test IV	4		
California State University, Dominguez Hills	Traditional	CSET: Korean Test I	1		
California State University, Dominguez Hills	Traditional	CSET: Korean Test II	1		
California State University, Dominguez Hills	Traditional	CSET: Korean Test III	1		
California State University, Dominguez Hills	Traditional	CSET: Mathematics Test I	4		
California State University, Dominguez Hills	Traditional	CSET: Mathematics Test II	4		
California State University, Dominguez Hills	Traditional	CSET: Mathematics Test III	1		
California State University, Dominguez Hills	Traditional	CSET: Multiple Subject Test I	153	153	100
California State University, Dominguez Hills	Traditional	CSET: Multiple Subject Test II	153	152	99
California State University, Dominguez Hills	Traditional	CSET: Multiple Subject Test III	153	153	100
California State University, Dominguez Hills	Traditional	CSET: Science Test I	2		
California State University, Dominguez Hills	Traditional	CSET: Science Test II	2		
California State University, Dominguez Hills	Traditional	CSET: Science Test III Biology/Life Science	2		
California State University, Dominguez Hills	Traditional	CSET: Social Science Test I	6		
California State University, Dominguez Hills	Traditional	CSET: Social Science Test II	6		
California State University, Dominguez Hills	Traditional	CSET: Social Science Test III	6		
California State University, Dominguez Hills	Traditional	CSET: Spanish Test I	3		
California State University, Dominguez Hills	Traditional	CSET: Spanish Test II	3		
California State University, Dominguez Hills	Traditional	CSET: Spanish Test III	3		
California State University, Dominguez Hills	Traditional	Health Science S* (16)	1		
California State University, Dominguez Hills	Traditional	RICA	141	141	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, East Bay	Traditional	CBEST	195	194	99
California State University, East Bay	Traditional	CSET Art Subtest I	1		
California State University, East Bay	Traditional	CSET Art Subtest II	1		
California State University, East Bay	Traditional	CSET English I	7		
California State University, East Bay	Traditional	CSET English II	7		
California State University, East Bay	Traditional	CSET English III	7		
California State University, East Bay	Traditional	CSET English IV	7		
California State University, East Bay	Traditional	CSET Mandarin Subtest I	3		
California State University, East Bay	Traditional	CSET Mandarin Subtest II	3		
California State University, East Bay	Traditional	CSET Mandarin Subtest III	3		
California State University, East Bay	Traditional	CSET Math I	1		
California State University, East Bay	Traditional	CSET Math II	1		
California State University, East Bay	Traditional	CSET MSE I	129	129	100
California State University, East Bay	Traditional	CSET MSE II	129	129	100
California State University, East Bay	Traditional	CSET MSE III	129	129	100
California State University, East Bay	Traditional	CSET Music Subtest I	1		
California State University, East Bay	Traditional	CSET Music Subtest II	1		
California State University, East Bay	Traditional	CSET Music Subtest III	1		
California State University, East Bay	Traditional	CSET Physical Education Subtest I	1		
California State University, East Bay	Traditional	CSET Physical Education Subtest II	1		
California State University, East Bay	Traditional	CSET Physical Education Subtest III	1		
California State University, East Bay	Traditional	CSET Sci III Bio/Life	5		
California State University, East Bay	Traditional	CSET Sci III Chemistry	1		
California State University, East Bay	Traditional	CSET Sci III Earth/Planetary	1		
California State University, East Bay	Traditional	CSET Sci III Physics	2		
California State University, East Bay	Traditional	CSET Sci IV Bio/Life (specialized)	1		
California State University, East Bay	Traditional	CSET Sci IV Physics (specialized)	1		
California State University, East Bay	Traditional	CSET Science I	6		
California State University, East Bay	Traditional	CSET Science II	6		
California State University, East Bay	Traditional	CSET Social Sci I	19	19	100
California State University, East Bay	Traditional	CSET Social Sci II	19	19	100
California State University, East Bay	Traditional	CSET Social Sci III	19	19	100
California State University, East Bay	Traditional	CSET: Art Test I	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, East Bay	Traditional	CSET: Art Test II	1		
California State University, East Bay	Traditional	CSET: English Test I	8		
California State University, East Bay	Traditional	CSET: English Test II	8		
California State University, East Bay	Traditional	CSET: English Test III	8		
California State University, East Bay	Traditional	CSET: English Test IV	8		
California State University, East Bay	Traditional	CSET: Mandarin Test I	2		
California State University, East Bay	Traditional	CSET: Mandarin Test II	2		
California State University, East Bay	Traditional	CSET: Mandarin Test III	2		
California State University, East Bay	Traditional	CSET: Mathematics Test I	1		
California State University, East Bay	Traditional	CSET: Mathematics Test II	1		
California State University, East Bay	Traditional	CSET: Multiple Subject Test I	164	164	100
California State University, East Bay	Traditional	CSET: Multiple Subject Test II	164	164	100
California State University, East Bay	Traditional	CSET: Multiple Subject Test III	164	164	100
California State University, East Bay	Traditional	CSET: Music Test I	1		
California State University, East Bay	Traditional	CSET: Music Test II	1		
California State University, East Bay	Traditional	CSET: Music Test III	1		
California State University, East Bay	Traditional	CSET: Science Test I	8		
California State University, East Bay	Traditional	CSET: Science Test II	8		
California State University, East Bay	Traditional	CSET: Science Test III Biology/Life Science	6		
California State University, East Bay	Traditional	CSET: Science Test III Chemistry	1		
California State University, East Bay	Traditional	CSET: Science Test III Earth/Planetary	1		
California State University, East Bay	Traditional	CSET: Social Science Test I	15	15	100
California State University, East Bay	Traditional	CSET: Social Science Test II	15	15	100
California State University, East Bay	Traditional	CSET: Social Science Test III	15	15	100
California State University, East Bay	Traditional	RICA	129	127	98
California State University, Fresno	Traditional	CBEST	366	366	100
California State University, Fresno	Traditional	CSET Art Subtest I	1		
California State University, Fresno	Traditional	CSET Art Subtest II	1		
California State University, Fresno	Traditional	CSET English I	4		
California State University, Fresno	Traditional	CSET English II	4		
California State University, Fresno	Traditional	CSET English III	4		
California State University, Fresno	Traditional	CSET English IV	4		
California State University, Fresno	Traditional	CSET Math I	4		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Fresno	Traditional	CSET Math II	4		
California State University, Fresno	Traditional	CSET Math III	4		
California State University, Fresno	Traditional	CSET MSE I	208	205	99
California State University, Fresno	Traditional	CSET MSE II	208	207	100
California State University, Fresno	Traditional	CSET MSE III	207	207	100
California State University, Fresno	Traditional	CSET Physical Education Subtest I	5		
California State University, Fresno	Traditional	CSET Physical Education Subtest II	5		
California State University, Fresno	Traditional	CSET Physical Education Subtest III	5		
California State University, Fresno	Traditional	CSET Sci III Bio/Life	2		
California State University, Fresno	Traditional	CSET Sci III Earth/Planetary	1		
California State University, Fresno	Traditional	CSET Science I	4		
California State University, Fresno	Traditional	CSET Science II	4		
California State University, Fresno	Traditional	CSET Social Sci I	6		
California State University, Fresno	Traditional	CSET Social Sci II	6		
California State University, Fresno	Traditional	CSET Social Sci III	6		
California State University, Fresno	Traditional	CSET Spanish Subtest I	1		
California State University, Fresno	Traditional	CSET Spanish Subtest II	1		
California State University, Fresno	Traditional	CSET Spanish Subtest III	1		
California State University, Fresno	Traditional	CSET: Mathematics Test I	1		
California State University, Fresno	Traditional	CSET: Mathematics Test II	1		
California State University, Fresno	Traditional	CSET: Mathematics Test III	1		
California State University, Fresno	Traditional	CSET: Multiple Subject Test I	272	267	98
California State University, Fresno	Traditional	CSET: Multiple Subject Test II	273	272	100
California State University, Fresno	Traditional	CSET: Multiple Subject Test III	273	272	100
California State University, Fresno	Traditional	CSET: Physical Education Subtest I	1		
California State University, Fresno	Traditional	CSET: Physical Education Subtest II	1		
California State University, Fresno	Traditional	CSET: Physical Education Subtest III	1		
California State University, Fresno	Traditional	CSET: Science Test I	1		
California State University, Fresno	Traditional	CSET: Science Test II	1		
California State University, Fresno	Traditional	CSET: Science Test III Earth/Planetary	1		
California State University, Fresno	Traditional	CSET: Social Science Test I	8		
California State University, Fresno	Traditional	CSET: Social Science Test II	8		
California State University, Fresno	Traditional	CSET: Social Science Test III	8		



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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Fresno	Traditional	Home Economics S* (17)	1		
California State University, Fresno	Traditional	RICA	202	196	97
California State University, Fullerton	Traditional	CBEST	872	872	100
California State University, Fullerton	Traditional	CSET Art Subtest I	1		
California State University, Fullerton	Traditional	CSET Art Subtest II	1		
California State University, Fullerton	Traditional	CSET Business Subtest I	2		
California State University, Fullerton	Traditional	CSET Business Subtest II	2		
California State University, Fullerton	Traditional	CSET Business Subtest III	2		
California State University, Fullerton	Traditional	CSET English I	22	22	100
California State University, Fullerton	Traditional	CSET English II	22	22	100
California State University, Fullerton	Traditional	CSET English III	22	22	100
California State University, Fullerton	Traditional	CSET English IV	22	22	100
California State University, Fullerton	Traditional	CSET German Subtest I	1		
California State University, Fullerton	Traditional	CSET German Subtest II	1		
California State University, Fullerton	Traditional	CSET German Subtest III	1		
California State University, Fullerton	Traditional	CSET Math I	34	34	100
California State University, Fullerton	Traditional	CSET Math II	34	34	100
California State University, Fullerton	Traditional	CSET Math III	12	10	83
California State University, Fullerton	Traditional	CSET MSE I	458	458	100
California State University, Fullerton	Traditional	CSET MSE II	462	461	100
California State University, Fullerton	Traditional	CSET MSE III	457	456	100
California State University, Fullerton	Traditional	CSET Music Subtest I	2		
California State University, Fullerton	Traditional	CSET Music Subtest II	2		
California State University, Fullerton	Traditional	CSET Music Subtest III	2		
California State University, Fullerton	Traditional	CSET Physical Education Subtest I	3		
California State University, Fullerton	Traditional	CSET Physical Education Subtest II	3		
California State University, Fullerton	Traditional	CSET Physical Education Subtest III	3		
California State University, Fullerton	Traditional	CSET Sci III Bio/Life	11	11	100
California State University, Fullerton	Traditional	CSET Sci III Chemistry	3		
California State University, Fullerton	Traditional	CSET Sci III Physics	1		
California State University, Fullerton	Traditional	CSET Science I	13	13	100
California State University, Fullerton	Traditional	CSET Science II	13	13	100
California State University, Fullerton	Traditional	CSET Social Sci I	16	16	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Fullerton	Traditional	CSET Social Sci II	16	16	100
California State University, Fullerton	Traditional	CSET Social Sci III	16	16	100
California State University, Fullerton	Traditional	CSET Spanish Subtest I	5		
California State University, Fullerton	Traditional	CSET Spanish Subtest II	5		
California State University, Fullerton	Traditional	CSET Spanish Subtest III	5		
California State University, Fullerton	Traditional	CSET: Art Test I	2		
California State University, Fullerton	Traditional	CSET: Art Test II	2		
California State University, Fullerton	Traditional	CSET: Business Test I	1		
California State University, Fullerton	Traditional	CSET: Business Test II	1		
California State University, Fullerton	Traditional	CSET: Business Test III	1		
California State University, Fullerton	Traditional	CSET: English Test I	18	18	100
California State University, Fullerton	Traditional	CSET: English Test II	18	17	94
California State University, Fullerton	Traditional	CSET: English Test III	18	17	94
California State University, Fullerton	Traditional	CSET: English Test IV	18	17	94
California State University, Fullerton	Traditional	CSET: Mandarin Test I	2		
California State University, Fullerton	Traditional	CSET: Mandarin Test II	2		
California State University, Fullerton	Traditional	CSET: Mandarin Test III	2		
California State University, Fullerton	Traditional	CSET: Mathematics Test I	8		
California State University, Fullerton	Traditional	CSET: Mathematics Test II	8		
California State University, Fullerton	Traditional	CSET: Mathematics Test III	3		
California State University, Fullerton	Traditional	CSET: Multiple Subject Test I	381	381	100
California State University, Fullerton	Traditional	CSET: Multiple Subject Test II	381	381	100
California State University, Fullerton	Traditional	CSET: Multiple Subject Test III	381	381	100
California State University, Fullerton	Traditional	CSET: Physical Education Subtest I	1		
California State University, Fullerton	Traditional	CSET: Physical Education Subtest II	1		
California State University, Fullerton	Traditional	CSET: Physical Education Subtest III	1		
California State University, Fullerton	Traditional	CSET: Science Test I	6		
California State University, Fullerton	Traditional	CSET: Science Test II	6		
California State University, Fullerton	Traditional	CSET: Science Test III Biology/Life Science	4		
California State University, Fullerton	Traditional	CSET: Science Test III Chemistry	2		
California State University, Fullerton	Traditional	CSET: Science Test III Earth/Planetary	1		
California State University, Fullerton	Traditional	CSET: Social Science Test I	18	18	100
California State University, Fullerton	Traditional	CSET: Social Science Test II	18	18	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Fullerton	Traditional	CSET: Social Science Test III	18	18	100
California State University, Fullerton	Traditional	CSET: Spanish Test I	1		
California State University, Fullerton	Traditional	CSET: Spanish Test II	1		
California State University, Fullerton	Traditional	CSET: Spanish Test III	1		
California State University, Fullerton	Traditional	RICA	502	498	99
California State University, Long Beach	Traditional	CBEST	672	672	100
California State University, Long Beach	Traditional	CSET English I	18	18	100
California State University, Long Beach	Traditional	CSET English II	18	18	100
California State University, Long Beach	Traditional	CSET English III	18	18	100
California State University, Long Beach	Traditional	CSET English IV	18	18	100
California State University, Long Beach	Traditional	CSET Home Economics Subtest I	3		
California State University, Long Beach	Traditional	CSET Home Economics Subtest II	3		
California State University, Long Beach	Traditional	CSET Home Economics Subtest III	3		
California State University, Long Beach	Traditional	CSET Mandarin Subtest I	4		
California State University, Long Beach	Traditional	CSET Mandarin Subtest II	4		
California State University, Long Beach	Traditional	CSET Mandarin Subtest III	4		
California State University, Long Beach	Traditional	CSET Math I	26	26	100
California State University, Long Beach	Traditional	CSET Math II	26	26	100
California State University, Long Beach	Traditional	CSET Math III	10	10	100
California State University, Long Beach	Traditional	CSET MSE I	385	385	100
California State University, Long Beach	Traditional	CSET MSE II	386	386	100
California State University, Long Beach	Traditional	CSET MSE III	385	385	100
California State University, Long Beach	Traditional	CSET Physical Education Subtest I	6		
California State University, Long Beach	Traditional	CSET Physical Education Subtest II	6		
California State University, Long Beach	Traditional	CSET Physical Education Subtest III	6		
California State University, Long Beach	Traditional	CSET Sci III Bio/Life	8		
California State University, Long Beach	Traditional	CSET Sci III Chemistry	4		
California State University, Long Beach	Traditional	CSET Sci III Physics	1		
California State University, Long Beach	Traditional	CSET Sci IV Physics (specialized)	1		
California State University, Long Beach	Traditional	CSET Science I	12	12	100
California State University, Long Beach	Traditional	CSET Science II	12	12	100
California State University, Long Beach	Traditional	CSET Social Sci I	26	26	100
California State University, Long Beach	Traditional	CSET Social Sci II	26	26	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Long Beach	Traditional	CSET Social Sci III	26	26	100
California State University, Long Beach	Traditional	CSET Spanish Subtest I	3		
California State University, Long Beach	Traditional	CSET Spanish Subtest II	3		
California State University, Long Beach	Traditional	CSET Spanish Subtest III	3		
California State University, Long Beach	Traditional	CSET: Art Test I	1		
California State University, Long Beach	Traditional	CSET: Art Test II	1		
California State University, Long Beach	Traditional	CSET: English Test I	24	24	100
California State University, Long Beach	Traditional	CSET: English Test II	24	24	100
California State University, Long Beach	Traditional	CSET: English Test III	24	24	100
California State University, Long Beach	Traditional	CSET: English Test IV	24	24	100
California State University, Long Beach	Traditional	CSET: French Test I	1		
California State University, Long Beach	Traditional	CSET: French Test II	1		
California State University, Long Beach	Traditional	CSET: French Test III	1		
California State University, Long Beach	Traditional	CSET: Home Economics Subtest I	2		
California State University, Long Beach	Traditional	CSET: Home Economics Subtest II	2		
California State University, Long Beach	Traditional	CSET: Home Economics Subtest III	2		
California State University, Long Beach	Traditional	CSET: Japanese Test I	1		
California State University, Long Beach	Traditional	CSET: Japanese Test II	1		
California State University, Long Beach	Traditional	CSET: Japanese Test III	1		
California State University, Long Beach	Traditional	CSET: Mandarin Test I	5		
California State University, Long Beach	Traditional	CSET: Mandarin Test II	5		
California State University, Long Beach	Traditional	CSET: Mandarin Test III	5		
California State University, Long Beach	Traditional	CSET: Mathematics Test I	22	22	100
California State University, Long Beach	Traditional	CSET: Mathematics Test II	22	22	100
California State University, Long Beach	Traditional	CSET: Mathematics Test III	5		
California State University, Long Beach	Traditional	CSET: Multiple Subject Test I	447	447	100
California State University, Long Beach	Traditional	CSET: Multiple Subject Test II	447	447	100
California State University, Long Beach	Traditional	CSET: Multiple Subject Test III	447	447	100
California State University, Long Beach	Traditional	CSET: Music Test I	2		
California State University, Long Beach	Traditional	CSET: Music Test II	2		
California State University, Long Beach	Traditional	CSET: Music Test III	2		
California State University, Long Beach	Traditional	CSET: Physical Education Subtest I	2		
California State University, Long Beach	Traditional	CSET: Physical Education Subtest II	2		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Long Beach	Traditional	CSET: Physical Education Subtest III	2		
California State University, Long Beach	Traditional	CSET: Science Test I	12	12	100
California State University, Long Beach	Traditional	CSET: Science Test II	12	12	100
California State University, Long Beach	Traditional	CSET: Science Test III Biology/Life Science	6		
California State University, Long Beach	Traditional	CSET: Science Test III Chemistry	2		
California State University, Long Beach	Traditional	CSET: Science Test III Earth/Planetary	3		
California State University, Long Beach	Traditional	CSET: Science Test III Physics	1		
California State University, Long Beach	Traditional	CSET: Social Science Test I	21	21	100
California State University, Long Beach	Traditional	CSET: Social Science Test II	21	21	100
California State University, Long Beach	Traditional	CSET: Social Science Test III	21	21	100
California State University, Long Beach	Traditional	CSET: Spanish Test I	1		
California State University, Long Beach	Traditional	CSET: Spanish Test II	1		
California State University, Long Beach	Traditional	CSET: Spanish Test III	1		
California State University, Long Beach	Traditional	RICA	383	376	98
California State University, Long Beach	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HC	1		
California State University, Long Beach	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: JA	1		
California State University, Los Angeles	Traditional	CBEST	316	316	100
California State University, Los Angeles	Traditional	CSET Art Subtest I	3		
California State University, Los Angeles	Traditional	CSET Art Subtest II	3		
California State University, Los Angeles	Traditional	CSET English I	16	16	100
California State University, Los Angeles	Traditional	CSET English II	16	16	100
California State University, Los Angeles	Traditional	CSET English III	16	16	100
California State University, Los Angeles	Traditional	CSET English IV	16	16	100
California State University, Los Angeles	Traditional	CSET Mandarin Subtest I	1		
California State University, Los Angeles	Traditional	CSET Mandarin Subtest II	1		
California State University, Los Angeles	Traditional	CSET Mandarin Subtest III	1		
California State University, Los Angeles	Traditional	CSET Math I	19	19	100
California State University, Los Angeles	Traditional	CSET Math II	19	19	100
California State University, Los Angeles	Traditional	CSET Math III	9		
California State University, Los Angeles	Traditional	CSET MSE I	182	182	100
California State University, Los Angeles	Traditional	CSET MSE II	182	182	100
California State University, Los Angeles	Traditional	CSET MSE III	181	181	100
California State University, Los Angeles	Traditional	CSET Music Subtest I	7		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Los Angeles	Traditional	CSET Music Subtest II	7		
California State University, Los Angeles	Traditional	CSET Music Subtest III	7		
California State University, Los Angeles	Traditional	CSET Physical Education Subtest I	4		
California State University, Los Angeles	Traditional	CSET Physical Education Subtest II	4		
California State University, Los Angeles	Traditional	CSET Physical Education Subtest III	4		
California State University, Los Angeles	Traditional	CSET Sci III Bio/Life	6		
California State University, Los Angeles	Traditional	CSET Sci IV Bio/Life (specialized)	1		
California State University, Los Angeles	Traditional	CSET Science I	5		
California State University, Los Angeles	Traditional	CSET Science II	5		
California State University, Los Angeles	Traditional	CSET Social Sci I	20	20	100
California State University, Los Angeles	Traditional	CSET Social Sci II	20	20	100
California State University, Los Angeles	Traditional	CSET Social Sci III	20	20	100
California State University, Los Angeles	Traditional	CSET Spanish Subtest I	5		
California State University, Los Angeles	Traditional	CSET Spanish Subtest II	5		
California State University, Los Angeles	Traditional	CSET Spanish Subtest III	5		
California State University, Los Angeles	Traditional	CSET: Art Test I	5		
California State University, Los Angeles	Traditional	CSET: Art Test II	5		
California State University, Los Angeles	Traditional	CSET: English Test I	13	13	100
California State University, Los Angeles	Traditional	CSET: English Test II	13	13	100
California State University, Los Angeles	Traditional	CSET: English Test III	13	13	100
California State University, Los Angeles	Traditional	CSET: English Test IV	13	13	100
California State University, Los Angeles	Traditional	CSET: Japanese Test I	1		
California State University, Los Angeles	Traditional	CSET: Japanese Test II	1		
California State University, Los Angeles	Traditional	CSET: Japanese Test III	1		
California State University, Los Angeles	Traditional	CSET: Mandarin Test I	3		
California State University, Los Angeles	Traditional	CSET: Mandarin Test II	3		
California State University, Los Angeles	Traditional	CSET: Mandarin Test III	3		
California State University, Los Angeles	Traditional	CSET: Mathematics Test I	13	13	100
California State University, Los Angeles	Traditional	CSET: Mathematics Test II	13	13	100
California State University, Los Angeles	Traditional	CSET: Mathematics Test III	7		
California State University, Los Angeles	Traditional	CSET: Multiple Subject Test I	211	211	100
California State University, Los Angeles	Traditional	CSET: Multiple Subject Test II	211	211	100
California State University, Los Angeles	Traditional	CSET: Multiple Subject Test III	211	211	100

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Los Angeles	Traditional	CSET: Music Test I	2		
California State University, Los Angeles	Traditional	CSET: Music Test II	2		
California State University, Los Angeles	Traditional	CSET: Music Test III	2		
California State University, Los Angeles	Traditional	CSET: Physical Education Subtest I	4		
California State University, Los Angeles	Traditional	CSET: Physical Education Subtest II	4		
California State University, Los Angeles	Traditional	CSET: Physical Education Subtest III	4		
California State University, Los Angeles	Traditional	CSET: Science Test I	4		
California State University, Los Angeles	Traditional	CSET: Science Test II	4		
California State University, Los Angeles	Traditional	CSET: Science Test III Biology/Life Science	5		
California State University, Los Angeles	Traditional	CSET: Science Test III Physics	1		
California State University, Los Angeles	Traditional	CSET: Science Test IV Biology/Life Science	1		
California State University, Los Angeles	Traditional	CSET: Science Test IV Physics	1		
California State University, Los Angeles	Traditional	CSET: Social Science Test I	18	18	100
California State University, Los Angeles	Traditional	CSET: Social Science Test II	18	18	100
California State University, Los Angeles	Traditional	CSET: Social Science Test III	18	18	100
California State University, Los Angeles	Traditional	CSET: Spanish Test I	3		
California State University, Los Angeles	Traditional	CSET: Spanish Test II	3		
California State University, Los Angeles	Traditional	CSET: Spanish Test III	3		
California State University, Los Angeles	Traditional	RICA	178	165	93
California State University, Monterey Bay	Traditional	CBEST	155	155	100
California State University, Monterey Bay	Traditional	CSET English I	7		
California State University, Monterey Bay	Traditional	CSET English II	7		
California State University, Monterey Bay	Traditional	CSET English III	7		
California State University, Monterey Bay	Traditional	CSET English IV	7		
California State University, Monterey Bay	Traditional	CSET Math I	6		
California State University, Monterey Bay	Traditional	CSET Math II	6		
California State University, Monterey Bay	Traditional	CSET Math III	2		
California State University, Monterey Bay	Traditional	CSET MSE I	65	65	100
California State University, Monterey Bay	Traditional	CSET MSE II	64	64	100
California State University, Monterey Bay	Traditional	CSET MSE III	65	64	98
California State University, Monterey Bay	Traditional	CSET Sci III Bio/Life	5		
California State University, Monterey Bay	Traditional	CSET Sci III Earth/Planetary	1		
California State University, Monterey Bay	Traditional	CSET Science I	4		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Monterey Bay	Traditional	CSET Science II	4		
California State University, Monterey Bay	Traditional	CSET Social Sci I	7		
California State University, Monterey Bay	Traditional	CSET Social Sci II	7		
California State University, Monterey Bay	Traditional	CSET Social Sci III	7		
California State University, Monterey Bay	Traditional	CSET: English Test I	2		
California State University, Monterey Bay	Traditional	CSET: English Test II	2		
California State University, Monterey Bay	Traditional	CSET: English Test III	2		
California State University, Monterey Bay	Traditional	CSET: English Test IV	2		
California State University, Monterey Bay	Traditional	CSET: Japanese Test I	1		
California State University, Monterey Bay	Traditional	CSET: Japanese Test II	1		
California State University, Monterey Bay	Traditional	CSET: Japanese Test III	1		
California State University, Monterey Bay	Traditional	CSET: Mathematics Test I	1		
California State University, Monterey Bay	Traditional	CSET: Mathematics Test II	1		
California State University, Monterey Bay	Traditional	CSET: Multiple Subject Test I	42	42	100
California State University, Monterey Bay	Traditional	CSET: Multiple Subject Test II	42	42	100
California State University, Monterey Bay	Traditional	CSET: Multiple Subject Test III	43	42	98
California State University, Monterey Bay	Traditional	CSET: Science Test I	2		
California State University, Monterey Bay	Traditional	CSET: Science Test II	2		
California State University, Monterey Bay	Traditional	CSET: Science Test III Biology/Life Science	2		
California State University, Monterey Bay	Traditional	CSET: Social Science Test I	4		
California State University, Monterey Bay	Traditional	CSET: Social Science Test II	4		
California State University, Monterey Bay	Traditional	CSET: Social Science Test III	4		
California State University, Monterey Bay	Traditional	RICA	81	78	96
California State University, Northridge	Traditional	CBEST	446	446	100
California State University, Northridge	Traditional	CSET Art Subtest I	1		
California State University, Northridge	Traditional	CSET Art Subtest II	1		
California State University, Northridge	Traditional	CSET English I	16	16	100
California State University, Northridge	Traditional	CSET English II	16	16	100
California State University, Northridge	Traditional	CSET English III	16	16	100
California State University, Northridge	Traditional	CSET English IV	16	16	100
California State University, Northridge	Traditional	CSET Health Subtest I	2		
California State University, Northridge	Traditional	CSET Health Subtest II	2		
California State University, Northridge	Traditional	CSET Health Subtest III	2		



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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Northridge	Traditional	CSET Home Economics Subtest I	1		
California State University, Northridge	Traditional	CSET Home Economics Subtest II	1		
California State University, Northridge	Traditional	CSET Home Economics Subtest III	1		
California State University, Northridge	Traditional	CSET Mandarin Subtest I	1		
California State University, Northridge	Traditional	CSET Mandarin Subtest II	1		
California State University, Northridge	Traditional	CSET Mandarin Subtest III	1		
California State University, Northridge	Traditional	CSET Math I	11	11	100
California State University, Northridge	Traditional	CSET Math II	11	11	100
California State University, Northridge	Traditional	CSET Math III	2		
California State University, Northridge	Traditional	CSET MSE I	314	314	100
California State University, Northridge	Traditional	CSET MSE II	314	314	100
California State University, Northridge	Traditional	CSET MSE III	314	314	100
California State University, Northridge	Traditional	CSET Physical Education Subtest I	2		
California State University, Northridge	Traditional	CSET Physical Education Subtest II	2		
California State University, Northridge	Traditional	CSET Physical Education Subtest III	2		
California State University, Northridge	Traditional	CSET Sci III Bio/Life	8		
California State University, Northridge	Traditional	CSET Sci III Chemistry	1		
California State University, Northridge	Traditional	CSET Sci III Earth/Planetary	1		
California State University, Northridge	Traditional	CSET Sci III Physics	1		
California State University, Northridge	Traditional	CSET Sci IV Bio/Life (specialized)	2		
California State University, Northridge	Traditional	CSET Sci IV Physics (specialized)	1		
California State University, Northridge	Traditional	CSET Science I	8		
California State University, Northridge	Traditional	CSET Science II	8		
California State University, Northridge	Traditional	CSET Social Sci I	18	18	100
California State University, Northridge	Traditional	CSET Social Sci II	18	18	100
California State University, Northridge	Traditional	CSET Social Sci III	18	18	100
California State University, Northridge	Traditional	CSET Spanish Subtest I	2		
California State University, Northridge	Traditional	CSET Spanish Subtest II	2		
California State University, Northridge	Traditional	CSET Spanish Subtest III	2		
California State University, Northridge	Traditional	CSET: Art Test I	1		
California State University, Northridge	Traditional	CSET: Art Test II	1		
California State University, Northridge	Traditional	CSET: English Test I	14	14	100
California State University, Northridge	Traditional	CSET: English Test II	14	14	100

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Northridge	Traditional	CSET: English Test III	14	14	100
California State University, Northridge	Traditional	CSET: English Test IV	14	14	100
California State University, Northridge	Traditional	CSET: Mandarin Test I	2		
California State University, Northridge	Traditional	CSET: Mandarin Test II	2		
California State University, Northridge	Traditional	CSET: Mandarin Test III	2		
California State University, Northridge	Traditional	CSET: Mathematics Test I	6		
California State University, Northridge	Traditional	CSET: Mathematics Test II	6		
California State University, Northridge	Traditional	CSET: Mathematics Test III	2		
California State University, Northridge	Traditional	CSET: Multiple Subject Test I	355	355	100
California State University, Northridge	Traditional	CSET: Multiple Subject Test II	355	355	100
California State University, Northridge	Traditional	CSET: Multiple Subject Test III	355	355	100
California State University, Northridge	Traditional	CSET: Music Test I	1		
California State University, Northridge	Traditional	CSET: Music Test II	1		
California State University, Northridge	Traditional	CSET: Music Test III	1		
California State University, Northridge	Traditional	CSET: Physical Education Subtest I	6		
California State University, Northridge	Traditional	CSET: Physical Education Subtest II	6		
California State University, Northridge	Traditional	CSET: Physical Education Subtest III	6		
California State University, Northridge	Traditional	CSET: Science Test I	3		
California State University, Northridge	Traditional	CSET: Science Test II	3		
California State University, Northridge	Traditional	CSET: Science Test III Biology/Life Science	1		
California State University, Northridge	Traditional	CSET: Science Test III Chemistry	1		
California State University, Northridge	Traditional	CSET: Science Test III Earth/Planetary	1		
California State University, Northridge	Traditional	CSET: Social Science Test I	25	25	100
California State University, Northridge	Traditional	CSET: Social Science Test II	25	25	100
California State University, Northridge	Traditional	CSET: Social Science Test III	25	25	100
California State University, Northridge	Traditional	CSET: Spanish Test I	2		
California State University, Northridge	Traditional	CSET: Spanish Test II	2		
California State University, Northridge	Traditional	CSET: Spanish Test III	2		
California State University, Northridge	Traditional	RICA	312	310	99
California State University, Northridge	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HE	1		
California State University, Sacramento	Traditional	CBEST	429	429	100
California State University, Sacramento	Traditional	CSET Art Subtest I	6		
California State University, Sacramento	Traditional	CSET Art Subtest II	6		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Sacramento	Traditional	CSET English I	14	14	100
California State University, Sacramento	Traditional	CSET English II	14	14	100
California State University, Sacramento	Traditional	CSET English III	14	14	100
California State University, Sacramento	Traditional	CSET English IV	14	14	100
California State University, Sacramento	Traditional	CSET Health Subtest I	1		
California State University, Sacramento	Traditional	CSET Health Subtest II	1		
California State University, Sacramento	Traditional	CSET Health Subtest III	1		
California State University, Sacramento	Traditional	CSET Math I	14	14	100
California State University, Sacramento	Traditional	CSET Math II	14	14	100
California State University, Sacramento	Traditional	CSET Math III	6		
California State University, Sacramento	Traditional	CSET MSE I	262	262	100
California State University, Sacramento	Traditional	CSET MSE II	262	262	100
California State University, Sacramento	Traditional	CSET MSE III	262	262	100
California State University, Sacramento	Traditional	CSET Music Subtest I	2		
California State University, Sacramento	Traditional	CSET Music Subtest II	2		
California State University, Sacramento	Traditional	CSET Music Subtest III	2		
California State University, Sacramento	Traditional	CSET Physical Education Subtest I	3		
California State University, Sacramento	Traditional	CSET Physical Education Subtest II	3		
California State University, Sacramento	Traditional	CSET Physical Education Subtest III	3		
California State University, Sacramento	Traditional	CSET Sci III Bio/Life	7		
California State University, Sacramento	Traditional	CSET Sci III Chemistry	1		
California State University, Sacramento	Traditional	CSET Sci III Earth/Planetary	2		
California State University, Sacramento	Traditional	CSET Sci III Physics	2		
California State University, Sacramento	Traditional	CSET Science I	12	12	100
California State University, Sacramento	Traditional	CSET Science II	12	12	100
California State University, Sacramento	Traditional	CSET Social Sci I	15	15	100
California State University, Sacramento	Traditional	CSET Social Sci II	15	15	100
California State University, Sacramento	Traditional	CSET Social Sci III	15	15	100
California State University, Sacramento	Traditional	CSET Spanish Subtest I	4		
California State University, Sacramento	Traditional	CSET Spanish Subtest II	4		
California State University, Sacramento	Traditional	CSET Spanish Subtest III	4		
California State University, Sacramento	Traditional	CSET: Art Test I	3		
California State University, Sacramento	Traditional	CSET: Art Test II	3		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Sacramento	Traditional	CSET: English Test I	9		
California State University, Sacramento	Traditional	CSET: English Test II	9		
California State University, Sacramento	Traditional	CSET: English Test III	9		
California State University, Sacramento	Traditional	CSET: English Test IV	9		
California State University, Sacramento	Traditional	CSET: Health Subtest I	1		
California State University, Sacramento	Traditional	CSET: Health Subtest II	1		
California State University, Sacramento	Traditional	CSET: Health Subtest III	1		
California State University, Sacramento	Traditional	CSET: Mathematics Test I	6		
California State University, Sacramento	Traditional	CSET: Mathematics Test II	6		
California State University, Sacramento	Traditional	CSET: Multiple Subject Test I	313	313	100
California State University, Sacramento	Traditional	CSET: Multiple Subject Test II	313	313	100
California State University, Sacramento	Traditional	CSET: Multiple Subject Test III	313	313	100
California State University, Sacramento	Traditional	CSET: Music Test I	1		
California State University, Sacramento	Traditional	CSET: Music Test II	1		
California State University, Sacramento	Traditional	CSET: Music Test III	1		
California State University, Sacramento	Traditional	CSET: Physical Education Subtest I	1		
California State University, Sacramento	Traditional	CSET: Physical Education Subtest II	1		
California State University, Sacramento	Traditional	CSET: Physical Education Subtest III	1		
California State University, Sacramento	Traditional	CSET: Science Test I	5		
California State University, Sacramento	Traditional	CSET: Science Test II	5		
California State University, Sacramento	Traditional	CSET: Science Test III Biology/Life Science	7		
California State University, Sacramento	Traditional	CSET: Science Test IV Biology/Life Science	2		
California State University, Sacramento	Traditional	CSET: Social Science Test I	13	13	100
California State University, Sacramento	Traditional	CSET: Social Science Test II	13	13	100
California State University, Sacramento	Traditional	CSET: Social Science Test III	13	13	100
California State University, Sacramento	Traditional	CSET: Spanish Test I	2		
California State University, Sacramento	Traditional	CSET: Spanish Test II	2		
California State University, Sacramento	Traditional	CSET: Spanish Test III	2		
California State University, Sacramento	Traditional	MSAT (0140 + 0151)	1		
California State University, Sacramento	Traditional	Praxis II: MULTIPLE SUBJECTS ASSESSMENT FOR TEACHING: ALL SUBJECTS	1		
California State University, Sacramento	Traditional	RICA	262	261	100
California State University, Sacramento	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEALTH CARE	1		
California State University, San Bernardino	Traditional	CBEST	342	342	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, San Bernardino	Traditional	CSET Art Subtest I	1		
California State University, San Bernardino	Traditional	CSET Art Subtest II	1		
California State University, San Bernardino	Traditional	CSET English I	17	17	100
California State University, San Bernardino	Traditional	CSET English II	17	17	100
California State University, San Bernardino	Traditional	CSET English III	17	17	100
California State University, San Bernardino	Traditional	CSET English IV	17	17	100
California State University, San Bernardino	Traditional	CSET Math I	4		
California State University, San Bernardino	Traditional	CSET Math II	4		
California State University, San Bernardino	Traditional	CSET Math III	2		
California State University, San Bernardino	Traditional	CSET MSE I	241	241	100
California State University, San Bernardino	Traditional	CSET MSE II	241	241	100
California State University, San Bernardino	Traditional	CSET MSE III	242	242	100
California State University, San Bernardino	Traditional	CSET Physical Education Subtest I	3		
California State University, San Bernardino	Traditional	CSET Physical Education Subtest II	3		
California State University, San Bernardino	Traditional	CSET Physical Education Subtest III	3		
California State University, San Bernardino	Traditional	CSET Sci III Bio/Life	5		
California State University, San Bernardino	Traditional	CSET Sci III Chemistry	1		
California State University, San Bernardino	Traditional	CSET Sci III Physics	1		
California State University, San Bernardino	Traditional	CSET Sci IV Bio/Life (specialized)	1		
California State University, San Bernardino	Traditional	CSET Sci IV Chemistry (specialized)	1		
California State University, San Bernardino	Traditional	CSET Sci IV Physics (specialized)	1		
California State University, San Bernardino	Traditional	CSET Science I	4		
California State University, San Bernardino	Traditional	CSET Science II	4		
California State University, San Bernardino	Traditional	CSET Social Sci I	20	20	100
California State University, San Bernardino	Traditional	CSET Social Sci II	19	19	100
California State University, San Bernardino	Traditional	CSET Social Sci III	20	20	100
California State University, San Bernardino	Traditional	CSET Spanish Subtest I	3		
California State University, San Bernardino	Traditional	CSET Spanish Subtest II	3		
California State University, San Bernardino	Traditional	CSET Spanish Subtest III	3		
California State University, San Bernardino	Traditional	CSET: English Test I	8		
California State University, San Bernardino	Traditional	CSET: English Test II	8		
California State University, San Bernardino	Traditional	CSET: English Test III	8		
California State University, San Bernardino	Traditional	CSET: English Test IV	8		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, San Bernardino	Traditional	CSET: Health Subtest I	1		
California State University, San Bernardino	Traditional	CSET: Health Subtest II	1		
California State University, San Bernardino	Traditional	CSET: Health Subtest III	1		
California State University, San Bernardino	Traditional	CSET: Mathematics Test I	1		
California State University, San Bernardino	Traditional	CSET: Mathematics Test II	1		
California State University, San Bernardino	Traditional	CSET: Mathematics Test III	1		
California State University, San Bernardino	Traditional	CSET: Multiple Subject Test I	166	166	100
California State University, San Bernardino	Traditional	CSET: Multiple Subject Test II	166	166	100
California State University, San Bernardino	Traditional	CSET: Multiple Subject Test III	166	166	100
California State University, San Bernardino	Traditional	CSET: Music Test I	1		
California State University, San Bernardino	Traditional	CSET: Music Test II	1		
California State University, San Bernardino	Traditional	CSET: Music Test III	1		
California State University, San Bernardino	Traditional	CSET: Science Test I	2		
California State University, San Bernardino	Traditional	CSET: Science Test II	2		
California State University, San Bernardino	Traditional	CSET: Science Test III Biology/Life Science	2		
California State University, San Bernardino	Traditional	CSET: Science Test III Earth/Planetary	1		
California State University, San Bernardino	Traditional	CSET: Science Test III Physics	1		
California State University, San Bernardino	Traditional	CSET: Science Test IV Biology/Life Science	1		
California State University, San Bernardino	Traditional	CSET: Science Test IV Physics	1		
California State University, San Bernardino	Traditional	CSET: Social Science Test I	7		
California State University, San Bernardino	Traditional	CSET: Social Science Test II	7		
California State University, San Bernardino	Traditional	CSET: Social Science Test III	7		
California State University, San Bernardino	Traditional	Health Science S* (16)	1		
California State University, San Bernardino	Traditional	RICA	246	230	93
California State University, San Marcos	Traditional	CBEST	294	294	100
California State University, San Marcos	Traditional	CSET English I	8		
California State University, San Marcos	Traditional	CSET English II	8		
California State University, San Marcos	Traditional	CSET English III	8		
California State University, San Marcos	Traditional	CSET English IV	8		
California State University, San Marcos	Traditional	CSET Math I	4		
California State University, San Marcos	Traditional	CSET Math II	4		
California State University, San Marcos	Traditional	CSET Math III	2		
California State University, San Marcos	Traditional	CSET MSE I	253	253	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, San Marcos	Traditional	CSET MSE II	253	253	100
California State University, San Marcos	Traditional	CSET MSE III	252	252	100
California State University, San Marcos	Traditional	CSET Physical Education Subtest I	1		
California State University, San Marcos	Traditional	CSET Physical Education Subtest II	1		
California State University, San Marcos	Traditional	CSET Physical Education Subtest III	1		
California State University, San Marcos	Traditional	CSET Sci III Bio/Life	5		
California State University, San Marcos	Traditional	CSET Science I	5		
California State University, San Marcos	Traditional	CSET Science II	5		
California State University, San Marcos	Traditional	CSET Social Sci I	11	11	100
California State University, San Marcos	Traditional	CSET Social Sci II	11	11	100
California State University, San Marcos	Traditional	CSET Social Sci III	11	11	100
California State University, San Marcos	Traditional	CSET Spanish Subtest I	1		
California State University, San Marcos	Traditional	CSET Spanish Subtest II	1		
California State University, San Marcos	Traditional	CSET Spanish Subtest III	1		
California State University, San Marcos	Traditional	CSET: Art Test I	1		
California State University, San Marcos	Traditional	CSET: Art Test II	1		
California State University, San Marcos	Traditional	CSET: English Test I	8		
California State University, San Marcos	Traditional	CSET: English Test II	8		
California State University, San Marcos	Traditional	CSET: English Test III	8		
California State University, San Marcos	Traditional	CSET: English Test IV	8		
California State University, San Marcos	Traditional	CSET: Mathematics Test I	7		
California State University, San Marcos	Traditional	CSET: Mathematics Test II	7		
California State University, San Marcos	Traditional	CSET: Mathematics Test III	4		
California State University, San Marcos	Traditional	CSET: Multiple Subject Test I	281	280	100
California State University, San Marcos	Traditional	CSET: Multiple Subject Test II	281	280	100
California State University, San Marcos	Traditional	CSET: Multiple Subject Test III	282	282	100
California State University, San Marcos	Traditional	CSET: Physical Education Subtest I	4		
California State University, San Marcos	Traditional	CSET: Physical Education Subtest II	4		
California State University, San Marcos	Traditional	CSET: Physical Education Subtest III	4		
California State University, San Marcos	Traditional	CSET: Science Test I	6		
California State University, San Marcos	Traditional	CSET: Science Test II	6		
California State University, San Marcos	Traditional	CSET: Science Test III Biology/Life Science	4		
California State University, San Marcos	Traditional	CSET: Science Test III Chemistry	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, San Marcos	Traditional	CSET: Science Test III Earth/Planetary	1		
California State University, San Marcos	Traditional	CSET: Social Science Test I	7		
California State University, San Marcos	Traditional	CSET: Social Science Test II	7		
California State University, San Marcos	Traditional	CSET: Social Science Test III	7		
California State University, San Marcos	Traditional	CSET: Spanish Test I	4		
California State University, San Marcos	Traditional	CSET: Spanish Test II	4		
California State University, San Marcos	Traditional	CSET: Spanish Test III	4		
California State University, San Marcos	Traditional	RICA	255	250	98
California State University, Stanislaus	Traditional	CBEST	313	313	100
California State University, Stanislaus	Traditional	CSET Art Subtest I	1		
California State University, Stanislaus	Traditional	CSET Art Subtest II	1		
California State University, Stanislaus	Traditional	CSET Business Subtest I	2		
California State University, Stanislaus	Traditional	CSET Business Subtest II	2		
California State University, Stanislaus	Traditional	CSET Business Subtest III	2		
California State University, Stanislaus	Traditional	CSET English I	8		
California State University, Stanislaus	Traditional	CSET English II	8		
California State University, Stanislaus	Traditional	CSET English III	8		
California State University, Stanislaus	Traditional	CSET English IV	8		
California State University, Stanislaus	Traditional	CSET French Subtest I	1		
California State University, Stanislaus	Traditional	CSET French Subtest II	1		
California State University, Stanislaus	Traditional	CSET French Subtest III	1		
California State University, Stanislaus	Traditional	CSET Math I	1		
California State University, Stanislaus	Traditional	CSET Math II	1		
California State University, Stanislaus	Traditional	CSET Math III	1		
California State University, Stanislaus	Traditional	CSET MSE I	236	236	100
California State University, Stanislaus	Traditional	CSET MSE II	235	235	100
California State University, Stanislaus	Traditional	CSET MSE III	235	235	100
California State University, Stanislaus	Traditional	CSET Sci III Bio/Life	4		
California State University, Stanislaus	Traditional	CSET Sci III Chemistry	1		
California State University, Stanislaus	Traditional	CSET Sci III Earth/Planetary	1		
California State University, Stanislaus	Traditional	CSET Sci IV Chemistry (specialized)	1		
California State University, Stanislaus	Traditional	CSET Science I	5		
California State University, Stanislaus	Traditional	CSET Science II	5		



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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Stanislaus	Traditional	CSET Social Sci I	14	14	100
California State University, Stanislaus	Traditional	CSET Social Sci II	14	14	100
California State University, Stanislaus	Traditional	CSET Social Sci III	14	14	100
California State University, Stanislaus	Traditional	CSET Spanish Subtest I	2		
California State University, Stanislaus	Traditional	CSET Spanish Subtest II	2		
California State University, Stanislaus	Traditional	CSET Spanish Subtest III	2		
California State University, Stanislaus	Traditional	CSET: Art Test I	1		
California State University, Stanislaus	Traditional	CSET: Art Test II	1		
California State University, Stanislaus	Traditional	CSET: English Test I	1		
California State University, Stanislaus	Traditional	CSET: English Test II	1		
California State University, Stanislaus	Traditional	CSET: English Test III	1		
California State University, Stanislaus	Traditional	CSET: English Test IV	1		
California State University, Stanislaus	Traditional	CSET: Health Subtest I	1		
California State University, Stanislaus	Traditional	CSET: Health Subtest II	1		
California State University, Stanislaus	Traditional	CSET: Health Subtest III	1		
California State University, Stanislaus	Traditional	CSET: Mathematics Test I	3		
California State University, Stanislaus	Traditional	CSET: Mathematics Test II	3		
California State University, Stanislaus	Traditional	CSET: Mathematics Test III	1		
California State University, Stanislaus	Traditional	CSET: Multiple Subject Test I	260	260	100
California State University, Stanislaus	Traditional	CSET: Multiple Subject Test II	260	260	100
California State University, Stanislaus	Traditional	CSET: Multiple Subject Test III	260	260	100
California State University, Stanislaus	Traditional	CSET: Physical Education Subtest I	3		
California State University, Stanislaus	Traditional	CSET: Physical Education Subtest II	3		
California State University, Stanislaus	Traditional	CSET: Physical Education Subtest III	3		
California State University, Stanislaus	Traditional	CSET: Science Test I	2		
California State University, Stanislaus	Traditional	CSET: Science Test II	2		
California State University, Stanislaus	Traditional	CSET: Science Test III Biology/Life Science	1		
California State University, Stanislaus	Traditional	CSET: Science Test III Chemistry	1		
California State University, Stanislaus	Traditional	CSET: Science Test III Earth/Planetary	1		
California State University, Stanislaus	Traditional	CSET: Science Test IV Biology/Life Science	1		
California State University, Stanislaus	Traditional	CSET: Social Science Test I	11	11	100
California State University, Stanislaus	Traditional	CSET: Social Science Test II	11	11	100
California State University, Stanislaus	Traditional	CSET: Social Science Test III	11	11	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Stanislaus	Traditional	CSET: Spanish Test I	1		
California State University, Stanislaus	Traditional	CSET: Spanish Test II	1		
California State University, Stanislaus	Traditional	CSET: Spanish Test III	1		
California State University, Stanislaus	Traditional	RICA	225	217	96
CalState TEACH	Traditional	CBEST	262	261	100
CalState TEACH	Traditional	CSET MSE I	262	262	100
CalState TEACH	Traditional	CSET MSE II	263	263	100
CalState TEACH	Traditional	CSET MSE III	263	263	100
CalState TEACH	Traditional	CSET: Multiple Subject Test I	232	230	99
CalState TEACH	Traditional	CSET: Multiple Subject Test II	232	230	99
CalState TEACH	Traditional	CSET: Multiple Subject Test III	232	232	100
CalState TEACH	Traditional	RICA	259	249	96
Chapman University	Traditional	CBEST	66	66	100
Chapman University	Traditional	CSET English I	11	11	100
Chapman University	Traditional	CSET English II	11	11	100
Chapman University	Traditional	CSET English III	11	11	100
Chapman University	Traditional	CSET English IV	11	11	100
Chapman University	Traditional	CSET Math I	2		
Chapman University	Traditional	CSET Math II	2		
Chapman University	Traditional	CSET MSE I	36	36	100
Chapman University	Traditional	CSET MSE II	36	36	100
Chapman University	Traditional	CSET MSE III	35	35	100
Chapman University	Traditional	CSET Physical Education Subtest I	2		
Chapman University	Traditional	CSET Physical Education Subtest II	2		
Chapman University	Traditional	CSET Physical Education Subtest III	2		
Chapman University	Traditional	CSET Sci III Bio/Life	1		
Chapman University	Traditional	CSET Social Sci I	11	11	100
Chapman University	Traditional	CSET Social Sci II	11	11	100
Chapman University	Traditional	CSET Social Sci III	11	11	100
Chapman University	Traditional	CSET Spanish Subtest I	1		
Chapman University	Traditional	CSET Spanish Subtest II	1		
Chapman University	Traditional	CSET Spanish Subtest III	1		
Chapman University	Traditional	CSET: Art Test I	4		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Chapman University	Traditional	CSET: Art Test II	4		
Chapman University	Traditional	CSET: Business Test I	1		
Chapman University	Traditional	CSET: Business Test II	1		
Chapman University	Traditional	CSET: Business Test III	1		
Chapman University	Traditional	CSET: English Test I	29	29	100
Chapman University	Traditional	CSET: English Test II	29	29	100
Chapman University	Traditional	CSET: English Test III	29	29	100
Chapman University	Traditional	CSET: English Test IV	29	29	100
Chapman University	Traditional	CSET: French Test I	1		
Chapman University	Traditional	CSET: French Test II	1		
Chapman University	Traditional	CSET: French Test III	1		
Chapman University	Traditional	CSET: Health Subtest I	5		
Chapman University	Traditional	CSET: Health Subtest II	5		
Chapman University	Traditional	CSET: Health Subtest III	5		
Chapman University	Traditional	CSET: Home Economics Subtest I	1		
Chapman University	Traditional	CSET: Home Economics Subtest II	1		
Chapman University	Traditional	CSET: Home Economics Subtest III	1		
Chapman University	Traditional	CSET: Mathematics Test I	17	17	100
Chapman University	Traditional	CSET: Mathematics Test II	17	17	100
Chapman University	Traditional	CSET: Mathematics Test III	2		
Chapman University	Traditional	CSET: Multiple Subject Test I	322	322	100
Chapman University	Traditional	CSET: Multiple Subject Test II	321	321	100
Chapman University	Traditional	CSET: Multiple Subject Test III	321	321	100
Chapman University	Traditional	CSET: Music Test I	4		
Chapman University	Traditional	CSET: Music Test II	4		
Chapman University	Traditional	CSET: Music Test III	4		
Chapman University	Traditional	CSET: Physical Education Subtest I	9		
Chapman University	Traditional	CSET: Physical Education Subtest II	9		
Chapman University	Traditional	CSET: Physical Education Subtest III	9		
Chapman University	Traditional	CSET: Science Test I	9		
Chapman University	Traditional	CSET: Science Test II	9		
Chapman University	Traditional	CSET: Science Test III Biology/Life Science	6		
Chapman University	Traditional	CSET: Science Test III Chemistry	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Chapman University	Traditional	CSET: Science Test III Earth/Planetary	2		
Chapman University	Traditional	CSET: Social Science Test I	23	23	100
Chapman University	Traditional	CSET: Social Science Test II	23	23	100
Chapman University	Traditional	CSET: Social Science Test III	23	23	100
Chapman University	Traditional	CSET: Spanish Test I	2		
Chapman University	Traditional	CSET: Spanish Test II	2		
Chapman University	Traditional	CSET: Spanish Test III	2		
Chapman University	Traditional	RICA	36	36	100
Chapman University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: BU	1		
Concordia University	Traditional	CBEST	66	66	100
Concordia University	Traditional	CSET Art Subtest I	1		
Concordia University	Traditional	CSET Art Subtest II	1		
Concordia University	Traditional	CSET Math I	3		
Concordia University	Traditional	CSET Math II	3		
Concordia University	Traditional	CSET MSE I	46	46	100
Concordia University	Traditional	CSET MSE II	46	46	100
Concordia University	Traditional	CSET MSE III	46	46	100
Concordia University	Traditional	CSET Music Subtest I	1		
Concordia University	Traditional	CSET Music Subtest II	1		
Concordia University	Traditional	CSET Music Subtest III	1		
Concordia University	Traditional	CSET Physical Education Subtest I	2		
Concordia University	Traditional	CSET Physical Education Subtest II	2		
Concordia University	Traditional	CSET Physical Education Subtest III	2		
Concordia University	Traditional	CSET Sci III Bio/Life	1		
Concordia University	Traditional	CSET Sci III Chemistry	1		
Concordia University	Traditional	CSET Sci III Earth/Planetary	1		
Concordia University	Traditional	CSET Science I	3		
Concordia University	Traditional	CSET Science II	3		
Concordia University	Traditional	CSET Social Sci I	6		
Concordia University	Traditional	CSET Social Sci II	6		
Concordia University	Traditional	CSET Social Sci III	6		
Concordia University	Traditional	CSET: English Test I	2		
Concordia University	Traditional	CSET: English Test II	2		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Concordia University	Traditional	CSET: English Test III	2		
Concordia University	Traditional	CSET: English Test IV	2		
Concordia University	Traditional	CSET: Mathematics Test I	2		
Concordia University	Traditional	CSET: Mathematics Test II	2		
Concordia University	Traditional	CSET: Mathematics Test III	1		
Concordia University	Traditional	CSET: Multiple Subject Test I	59	59	100
Concordia University	Traditional	CSET: Multiple Subject Test II	59	59	100
Concordia University	Traditional	CSET: Multiple Subject Test III	59	59	100
Concordia University	Traditional	CSET: Music Test I	1		
Concordia University	Traditional	CSET: Music Test II	1		
Concordia University	Traditional	CSET: Music Test III	1		
Concordia University	Traditional	CSET: Physical Education Subtest I	3		
Concordia University	Traditional	CSET: Physical Education Subtest II	3		
Concordia University	Traditional	CSET: Physical Education Subtest III	3		
Concordia University	Traditional	CSET: Social Science Test I	10	10	100
Concordia University	Traditional	CSET: Social Science Test II	10	10	100
Concordia University	Traditional	CSET: Social Science Test III	10	10	100
Concordia University	Traditional	RICA	46	46	100
Dominican University of California	Traditional	CBEST	86	86	100
Dominican University of California	Traditional	CSET Art Subtest I	2		
Dominican University of California	Traditional	CSET Art Subtest II	2		
Dominican University of California	Traditional	CSET English I	5		
Dominican University of California	Traditional	CSET English II	5		
Dominican University of California	Traditional	CSET English III	5		
Dominican University of California	Traditional	CSET English IV	5		
Dominican University of California	Traditional	CSET MSE I	56	56	100
Dominican University of California	Traditional	CSET MSE II	56	56	100
Dominican University of California	Traditional	CSET MSE III	56	56	100
Dominican University of California	Traditional	CSET Sci III Bio/Life	5		
Dominican University of California	Traditional	CSET Sci III Earth/Planetary	1		
Dominican University of California	Traditional	CSET Sci III Physics	1		
Dominican University of California	Traditional	CSET Sci IV Physics (specialized)	1		
Dominican University of California	Traditional	CSET Science I	5		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Dominican University of California	Traditional	CSET Science II	5		
Dominican University of California	Traditional	CSET Social Sci I	6		
Dominican University of California	Traditional	CSET Social Sci II	6		
Dominican University of California	Traditional	CSET Social Sci III	6		
Dominican University of California	Traditional	CSET Spanish Subtest I	1		
Dominican University of California	Traditional	CSET Spanish Subtest II	1		
Dominican University of California	Traditional	CSET Spanish Subtest III	1		
Dominican University of California	Traditional	CSET: Art Test I	2		
Dominican University of California	Traditional	CSET: Art Test II	2		
Dominican University of California	Traditional	CSET: English Test I	6		
Dominican University of California	Traditional	CSET: English Test II	6		
Dominican University of California	Traditional	CSET: English Test III	6		
Dominican University of California	Traditional	CSET: English Test IV	6		
Dominican University of California	Traditional	CSET: Mathematics Test I	2		
Dominican University of California	Traditional	CSET: Mathematics Test II	2		
Dominican University of California	Traditional	CSET: Mathematics Test III	1		
Dominican University of California	Traditional	CSET: Multiple Subject Test I	58	58	100
Dominican University of California	Traditional	CSET: Multiple Subject Test II	58	58	100
Dominican University of California	Traditional	CSET: Multiple Subject Test III	58	58	100
Dominican University of California	Traditional	CSET: Science Test I	4		
Dominican University of California	Traditional	CSET: Science Test II	4		
Dominican University of California	Traditional	CSET: Science Test III Biology/Life Science	3		
Dominican University of California	Traditional	CSET: Science Test III Chemistry	1		
Dominican University of California	Traditional	CSET: Social Science Test I	4		
Dominican University of California	Traditional	CSET: Social Science Test II	4		
Dominican University of California	Traditional	CSET: Social Science Test III	4		
Dominican University of California	Traditional	RICA	57	57	100
Fresno Pacific University	Traditional	CBEST	86	86	100
Fresno Pacific University	Traditional	CSET English I	4		
Fresno Pacific University	Traditional	CSET English II	4		
Fresno Pacific University	Traditional	CSET English III	4		
Fresno Pacific University	Traditional	CSET English IV	4		
Fresno Pacific University	Traditional	CSET Math I	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Fresno Pacific University	Traditional	CSET Math II	1		
Fresno Pacific University	Traditional	CSET MSE I	67	67	100
Fresno Pacific University	Traditional	CSET MSE II	67	67	100
Fresno Pacific University	Traditional	CSET MSE III	67	67	100
Fresno Pacific University	Traditional	CSET Sci III Bio/Life	2		
Fresno Pacific University	Traditional	CSET Science I	2		
Fresno Pacific University	Traditional	CSET Science II	2		
Fresno Pacific University	Traditional	CSET Social Sci I	4		
Fresno Pacific University	Traditional	CSET Social Sci II	4		
Fresno Pacific University	Traditional	CSET Social Sci III	4		
Fresno Pacific University	Traditional	CSET: Business Test I	1		
Fresno Pacific University	Traditional	CSET: Business Test II	1		
Fresno Pacific University	Traditional	CSET: Business Test III	1		
Fresno Pacific University	Traditional	CSET: English Test I	2		
Fresno Pacific University	Traditional	CSET: English Test II	2		
Fresno Pacific University	Traditional	CSET: English Test III	2		
Fresno Pacific University	Traditional	CSET: English Test IV	2		
Fresno Pacific University	Traditional	CSET: Multiple Subject Test I	70	70	100
Fresno Pacific University	Traditional	CSET: Multiple Subject Test II	70	70	100
Fresno Pacific University	Traditional	CSET: Multiple Subject Test III	70	70	100
Fresno Pacific University	Traditional	CSET: Science Test I	3		
Fresno Pacific University	Traditional	CSET: Science Test II	3		
Fresno Pacific University	Traditional	CSET: Science Test III Biology/Life Science	2		
Fresno Pacific University	Traditional	CSET: Science Test III Chemistry	1		
Fresno Pacific University	Traditional	CSET: Social Science Test I	4		
Fresno Pacific University	Traditional	CSET: Social Science Test II	4		
Fresno Pacific University	Traditional	CSET: Social Science Test III	4		
Fresno Pacific University	Traditional	RICA	67	67	100
Hebrew Union College	Traditional	CBEST	12	12	100
Hebrew Union College	Traditional	CSET MSE I	13	13	100
Hebrew Union College	Traditional	CSET MSE II	13	13	100
Hebrew Union College	Traditional	CSET MSE III	13	13	100
Hebrew Union College	Traditional	RICA	13	13	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Holy Names University	Traditional	CBEST	12	12	100
Holy Names University	Traditional	CSET English I	1		
Holy Names University	Traditional	CSET English II	1		
Holy Names University	Traditional	CSET English III	1		
Holy Names University	Traditional	CSET English IV	1		
Holy Names University	Traditional	CSET MSE I	6		
Holy Names University	Traditional	CSET MSE II	6		
Holy Names University	Traditional	CSET MSE III	6		
Holy Names University	Traditional	CSET Social Sci I	1		
Holy Names University	Traditional	CSET Social Sci II	1		
Holy Names University	Traditional	CSET Social Sci III	1		
Holy Names University	Traditional	CSET Spanish Subtest I	1		
Holy Names University	Traditional	CSET Spanish Subtest II	1		
Holy Names University	Traditional	CSET Spanish Subtest III	1		
Holy Names University	Traditional	CSET: Korean Test I	1		
Holy Names University	Traditional	CSET: Korean Test II	1		
Holy Names University	Traditional	CSET: Korean Test III	1		
Holy Names University	Traditional	CSET: Mathematics Test I	1		
Holy Names University	Traditional	CSET: Mathematics Test II	1		
Holy Names University	Traditional	CSET: Multiple Subject Test I	13	13	100
Holy Names University	Traditional	CSET: Multiple Subject Test II	13	13	100
Holy Names University	Traditional	CSET: Multiple Subject Test III	13	13	100
Holy Names University	Traditional	CSET: Social Science Test I	2		
Holy Names University	Traditional	CSET: Social Science Test II	2		
Holy Names University	Traditional	CSET: Social Science Test III	2		
Holy Names University	Traditional	RICA	6		
Hope International University	Traditional	CBEST	23	23	100
Hope International University	Traditional	CSET MSE I	23	23	100
Hope International University	Traditional	CSET MSE II	23	23	100
Hope International University	Traditional	CSET MSE III	23	23	100
Hope International University	Traditional	CSET: Multiple Subject Test I	7		
Hope International University	Traditional	CSET: Multiple Subject Test II	7		
Hope International University	Traditional	CSET: Multiple Subject Test III	7		



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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Hope International University	Traditional	RICA	23	23	100
Humboldt State University	Traditional	CBEST	94	94	100
Humboldt State University	Traditional	CSET Art Subtest I	1		
Humboldt State University	Traditional	CSET Art Subtest II	1		
Humboldt State University	Traditional	CSET English I	4		
Humboldt State University	Traditional	CSET English II	4		
Humboldt State University	Traditional	CSET English III	4		
Humboldt State University	Traditional	CSET English IV	4		
Humboldt State University	Traditional	CSET MSE I	65	65	100
Humboldt State University	Traditional	CSET MSE II	65	65	100
Humboldt State University	Traditional	CSET MSE III	65	65	100
Humboldt State University	Traditional	CSET Music Subtest I	1		
Humboldt State University	Traditional	CSET Music Subtest II	1		
Humboldt State University	Traditional	CSET Music Subtest III	1		
Humboldt State University	Traditional	CSET Sci III Bio/Life	1		
Humboldt State University	Traditional	CSET Sci III Chemistry	1		
Humboldt State University	Traditional	CSET Science I	2		
Humboldt State University	Traditional	CSET Science II	2		
Humboldt State University	Traditional	CSET Social Sci I	8		
Humboldt State University	Traditional	CSET Social Sci II	8		
Humboldt State University	Traditional	CSET Social Sci III	8		
Humboldt State University	Traditional	CSET: Art Test I	1		
Humboldt State University	Traditional	CSET: English Test I	5		
Humboldt State University	Traditional	CSET: English Test II	5		
Humboldt State University	Traditional	CSET: English Test III	5		
Humboldt State University	Traditional	CSET: English Test IV	5		
Humboldt State University	Traditional	CSET: Industrial/Tech Education Subtest I	3		
Humboldt State University	Traditional	CSET: Industrial/Tech Education Subtest II	3		
Humboldt State University	Traditional	CSET: Mathematics Test I	2		
Humboldt State University	Traditional	CSET: Mathematics Test II	2		
Humboldt State University	Traditional	CSET: Mathematics Test III	2		
Humboldt State University	Traditional	CSET: Multiple Subject Test I	71	71	100
Humboldt State University	Traditional	CSET: Multiple Subject Test II	71	71	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Humboldt State University	Traditional	CSET: Multiple Subject Test III	71	71	100
Humboldt State University	Traditional	CSET: Physical Education Subtest I	2		
Humboldt State University	Traditional	CSET: Physical Education Subtest II	2		
Humboldt State University	Traditional	CSET: Physical Education Subtest III	2		
Humboldt State University	Traditional	CSET: Science Test I	5		
Humboldt State University	Traditional	CSET: Science Test II	5		
Humboldt State University	Traditional	CSET: Science Test III Biology/Life Science	3		
Humboldt State University	Traditional	CSET: Science Test III Earth/Planetary	1		
Humboldt State University	Traditional	CSET: Social Science Test I	10	10	100
Humboldt State University	Traditional	CSET: Social Science Test II	10	10	100
Humboldt State University	Traditional	CSET: Social Science Test III	10	10	100
Humboldt State University	Traditional	RICA	65	65	100
InterAmerican College	Traditional	CBEST	2		
InterAmerican College	Traditional	CSET MSE I	2		
InterAmerican College	Traditional	CSET MSE II	2		
InterAmerican College	Traditional	CSET MSE III	2		
InterAmerican College	Traditional	CSET: Multiple Subject Test I	2		
InterAmerican College	Traditional	CSET: Multiple Subject Test II	2		
InterAmerican College	Traditional	CSET: Multiple Subject Test III	2		
InterAmerican College	Traditional	CSET: Science Test III Chemistry	1		
InterAmerican College	Traditional	CSET: Spanish Test I	2		
InterAmerican College	Traditional	CSET: Spanish Test II	2		
InterAmerican College	Traditional	CSET: Spanish Test III	2		
InterAmerican College	Traditional	RICA	2		
John F. Kennedy University	Traditional	CBEST	6		
John F. Kennedy University	Traditional	CSET MSE I	4		
John F. Kennedy University	Traditional	CSET MSE II	4		
John F. Kennedy University	Traditional	CSET MSE III	4		
John F. Kennedy University	Traditional	CSET Sci III Bio/Life	1		
John F. Kennedy University	Traditional	CSET Sci IV Bio/Life (specialized)	1		
John F. Kennedy University	Traditional	CSET Social Sci I	1		
John F. Kennedy University	Traditional	CSET Social Sci II	1		
John F. Kennedy University	Traditional	CSET Social Sci III	1		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
John F. Kennedy University	Traditional	CSET: Mathematics Test I	1		
John F. Kennedy University	Traditional	CSET: Mathematics Test II	1		
John F. Kennedy University	Traditional	CSET: Multiple Subject Test I	7		
John F. Kennedy University	Traditional	CSET: Multiple Subject Test II	7		
John F. Kennedy University	Traditional	CSET: Multiple Subject Test III	7		
John F. Kennedy University	Traditional	CSET: Science Test I	1		
John F. Kennedy University	Traditional	CSET: Science Test II	1		
John F. Kennedy University	Traditional	CSET: Science Test III Biology/Life Science	1		
John F. Kennedy University	Traditional	CSET: Social Science Test I	2		
John F. Kennedy University	Traditional	CSET: Social Science Test II	2		
John F. Kennedy University	Traditional	CSET: Social Science Test III	2		
John F. Kennedy University	Traditional	RICA	4		
La Sierra University	Traditional	CBEST	29	28	97
La Sierra University	Traditional	CSET Math I	2		
La Sierra University	Traditional	CSET Math II	2		
La Sierra University	Traditional	CSET MSE I	21	21	100
La Sierra University	Traditional	CSET MSE II	21	21	100
La Sierra University	Traditional	CSET MSE III	20	19	95
La Sierra University	Traditional	CSET Music Subtest I	2		
La Sierra University	Traditional	CSET Music Subtest II	2		
La Sierra University	Traditional	CSET Music Subtest III	2		
La Sierra University	Traditional	CSET Physical Education Subtest I	1		
La Sierra University	Traditional	CSET Physical Education Subtest II	1		
La Sierra University	Traditional	CSET Physical Education Subtest III	1		
La Sierra University	Traditional	CSET Sci III Chemistry	1		
La Sierra University	Traditional	CSET Science I	1		
La Sierra University	Traditional	CSET Science II	1		
La Sierra University	Traditional	CSET Social Sci I	1		
La Sierra University	Traditional	CSET Social Sci II	1		
La Sierra University	Traditional	CSET Social Sci III	1		
La Sierra University	Traditional	CSET: English Test I	2		
La Sierra University	Traditional	CSET: English Test II	2		
La Sierra University	Traditional	CSET: English Test III	2		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
La Sierra University	Traditional	CSET: English Test IV	2		
La Sierra University	Traditional	CSET: Multiple Subject Test I	8		
La Sierra University	Traditional	CSET: Multiple Subject Test II	8		
La Sierra University	Traditional	CSET: Multiple Subject Test III	8		
La Sierra University	Traditional	CSET: Science Test III Chemistry	1		
La Sierra University	Traditional	CSET: Science Test IV Chemistry	1		
La Sierra University	Traditional	CSET: Social Science Test I	2		
La Sierra University	Traditional	CSET: Social Science Test II	2		
La Sierra University	Traditional	CSET: Social Science Test III	2		
La Sierra University	Traditional	RICA	18	17	94
Loyola Marymount University	Traditional	CBEST	145	143	99
Loyola Marymount University	Traditional	CSET Art Subtest I	1		
Loyola Marymount University	Traditional	CSET Art Subtest II	1		
Loyola Marymount University	Traditional	CSET English I	12	12	100
Loyola Marymount University	Traditional	CSET English II	12	12	100
Loyola Marymount University	Traditional	CSET English III	12	12	100
Loyola Marymount University	Traditional	CSET English IV	12	12	100
Loyola Marymount University	Traditional	CSET Math I	8		
Loyola Marymount University	Traditional	CSET Math II	8		
Loyola Marymount University	Traditional	CSET Math III	3		
Loyola Marymount University	Traditional	CSET MSE I	86	86	100
Loyola Marymount University	Traditional	CSET MSE II	86	86	100
Loyola Marymount University	Traditional	CSET MSE III	86	86	100
Loyola Marymount University	Traditional	CSET Sci III Bio/Life	3		
Loyola Marymount University	Traditional	CSET Sci III Chemistry	1		
Loyola Marymount University	Traditional	CSET Sci III Earth/Planetary	2		
Loyola Marymount University	Traditional	CSET Sci III Physics	1		
Loyola Marymount University	Traditional	CSET Sci IV Bio/Life (specialized)	2		
Loyola Marymount University	Traditional	CSET Science I	3		
Loyola Marymount University	Traditional	CSET Science II	3		
Loyola Marymount University	Traditional	CSET Social Sci I	12	12	100
Loyola Marymount University	Traditional	CSET Social Sci II	12	12	100
Loyola Marymount University	Traditional	CSET Social Sci III	12	12	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Loyola Marymount University	Traditional	CSET Spanish Subtest I	4		
Loyola Marymount University	Traditional	CSET Spanish Subtest II	4		
Loyola Marymount University	Traditional	CSET Spanish Subtest III	4		
Loyola Marymount University	Traditional	CSET: Art Test I	1		
Loyola Marymount University	Traditional	CSET: Art Test II	1		
Loyola Marymount University	Traditional	CSET: Business Test I	1		
Loyola Marymount University	Traditional	CSET: Business Test II	1		
Loyola Marymount University	Traditional	CSET: Business Test III	1		
Loyola Marymount University	Traditional	CSET: English Test I	13	13	100
Loyola Marymount University	Traditional	CSET: English Test II	13	13	100
Loyola Marymount University	Traditional	CSET: English Test III	13	13	100
Loyola Marymount University	Traditional	CSET: English Test IV	13	13	100
Loyola Marymount University	Traditional	CSET: French Test I	1		
Loyola Marymount University	Traditional	CSET: French Test II	1		
Loyola Marymount University	Traditional	CSET: French Test III	1		
Loyola Marymount University	Traditional	CSET: Mathematics Test I	6		
Loyola Marymount University	Traditional	CSET: Mathematics Test II	6		
Loyola Marymount University	Traditional	CSET: Mathematics Test III	1		
Loyola Marymount University	Traditional	CSET: Multiple Subject Test I	98	98	100
Loyola Marymount University	Traditional	CSET: Multiple Subject Test II	98	98	100
Loyola Marymount University	Traditional	CSET: Multiple Subject Test III	98	98	100
Loyola Marymount University	Traditional	CSET: Music Test I	2		
Loyola Marymount University	Traditional	CSET: Music Test II	2		
Loyola Marymount University	Traditional	CSET: Music Test III	2		
Loyola Marymount University	Traditional	CSET: Science Test I	4		
Loyola Marymount University	Traditional	CSET: Science Test II	4		
Loyola Marymount University	Traditional	CSET: Science Test III Biology/Life Science	4		
Loyola Marymount University	Traditional	CSET: Science Test III Chemistry	1		
Loyola Marymount University	Traditional	CSET: Science Test IV Chemistry	1		
Loyola Marymount University	Traditional	CSET: Social Science Test I	11	11	100
Loyola Marymount University	Traditional	CSET: Social Science Test II	11	11	100
Loyola Marymount University	Traditional	CSET: Social Science Test III	11	11	100
Loyola Marymount University	Traditional	CSET: Spanish Test I	3		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Loyola Marymount University	Traditional	CSET: Spanish Test II	3		
Loyola Marymount University	Traditional	CSET: Spanish Test III	3		
Loyola Marymount University	Traditional	RICA	87	86	99
Mills College	Traditional	CBEST	27	27	100
Mills College	Traditional	RICA	11	11	100
Mount St. Mary's College	Traditional	CBEST	26	26	100
Mount St. Mary's College	Traditional	CSET Art Subtest I	1		
Mount St. Mary's College	Traditional	CSET Art Subtest II	1		
Mount St. Mary's College	Traditional	CSET English I	4		
Mount St. Mary's College	Traditional	CSET English II	4		
Mount St. Mary's College	Traditional	CSET English III	4		
Mount St. Mary's College	Traditional	CSET English IV	4		
Mount St. Mary's College	Traditional	CSET Math I	1		
Mount St. Mary's College	Traditional	CSET Math II	1		
Mount St. Mary's College	Traditional	CSET Math III	1		
Mount St. Mary's College	Traditional	CSET MSE I	16	16	100
Mount St. Mary's College	Traditional	CSET MSE II	16	16	100
Mount St. Mary's College	Traditional	CSET MSE III	16	16	100
Mount St. Mary's College	Traditional	CSET Sci III Bio/Life	1		
Mount St. Mary's College	Traditional	CSET Science I	1		
Mount St. Mary's College	Traditional	CSET Science II	1		
Mount St. Mary's College	Traditional	CSET Spanish Subtest I	2		
Mount St. Mary's College	Traditional	CSET Spanish Subtest II	2		
Mount St. Mary's College	Traditional	CSET Spanish Subtest III	2		
Mount St. Mary's College	Traditional	CSET: English Test I	9		
Mount St. Mary's College	Traditional	CSET: English Test II	9		
Mount St. Mary's College	Traditional	CSET: English Test III	9		
Mount St. Mary's College	Traditional	CSET: English Test IV	9		
Mount St. Mary's College	Traditional	CSET: Mathematics Test I	2		
Mount St. Mary's College	Traditional	CSET: Mathematics Test II	2		
Mount St. Mary's College	Traditional	CSET: Multiple Subject Test I	33	33	100
Mount St. Mary's College	Traditional	CSET: Multiple Subject Test II	33	33	100
Mount St. Mary's College	Traditional	CSET: Multiple Subject Test III	33	33	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Mount St. Mary's College	Traditional	CSET: Science Test III Biology/Life Science	1		
Mount St. Mary's College	Traditional	CSET: Science Test IV Biology/Life Science	1		
Mount St. Mary's College	Traditional	CSET: Social Science Test I	4		
Mount St. Mary's College	Traditional	CSET: Social Science Test II	4		
Mount St. Mary's College	Traditional	CSET: Social Science Test III	4		
Mount St. Mary's College	Traditional	CSET: Spanish Test I	1		
Mount St. Mary's College	Traditional	CSET: Spanish Test II	1		
Mount St. Mary's College	Traditional	CSET: Spanish Test III	1		
Mount St. Mary's College	Traditional	RICA	16	16	100
National Hispanic University	Traditional	CBEST	6		
National Hispanic University	Traditional	CSET Math I	1		
National Hispanic University	Traditional	CSET Math II	1		
National Hispanic University	Traditional	CSET MSE I	3		
National Hispanic University	Traditional	CSET MSE II	2		
National Hispanic University	Traditional	CSET MSE III	2		
National Hispanic University	Traditional	CSET Social Sci I	1		
National Hispanic University	Traditional	CSET Social Sci II	1		
National Hispanic University	Traditional	CSET Social Sci III	1		
National Hispanic University	Traditional	CSET Spanish Subtest I	1		
National Hispanic University	Traditional	CSET Spanish Subtest II	1		
National Hispanic University	Traditional	CSET Spanish Subtest III	1		
National Hispanic University	Traditional	RICA	3		
National University	Traditional	CBEST	1104	1104	100
National University	Traditional	CSET Art Subtest I	13	13	100
National University	Traditional	CSET Art Subtest II	13	13	100
National University	Traditional	CSET Business Subtest I	2		
National University	Traditional	CSET Business Subtest II	2		
National University	Traditional	CSET Business Subtest III	2		
National University	Traditional	CSET English I	79	79	100
National University	Traditional	CSET English II	80	80	100
National University	Traditional	CSET English III	80	80	100
National University	Traditional	CSET English IV	80	80	100
National University	Traditional	CSET Health Subtest I	36	36	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
National University	Traditional	CSET Health Subtest II	36	36	100
National University	Traditional	CSET Health Subtest III	36	36	100
National University	Traditional	CSET Home Economics Subtest I	2		
National University	Traditional	CSET Home Economics Subtest II	2		
National University	Traditional	CSET Home Economics Subtest III	2		
National University	Traditional	CSET Ind/Tech Educ Subtest I	4		
National University	Traditional	CSET Ind/Tech Educ Subtest II	4		
National University	Traditional	CSET Khmer Subtest I	1		
National University	Traditional	CSET Khmer Subtest II	1		
National University	Traditional	CSET Mandarin Subtest I	1		
National University	Traditional	CSET Mandarin Subtest II	1		
National University	Traditional	CSET Mandarin Subtest III	1		
National University	Traditional	CSET Math I	59	59	100
National University	Traditional	CSET Math II	59	59	100
National University	Traditional	CSET Math III	16	16	100
National University	Traditional	CSET MSE I	606	606	100
National University	Traditional	CSET MSE II	606	606	100
National University	Traditional	CSET MSE III	606	606	100
National University	Traditional	CSET Music Subtest I	6		
National University	Traditional	CSET Music Subtest II	6		
National University	Traditional	CSET Music Subtest III	6		
National University	Traditional	CSET Physical Education Subtest I	54	54	100
National University	Traditional	CSET Physical Education Subtest II	54	54	100
National University	Traditional	CSET Physical Education Subtest III	54	54	100
National University	Traditional	CSET Sci III Bio/Life	24	24	100
National University	Traditional	CSET Sci III Chemistry	11	11	100
National University	Traditional	CSET Sci III Earth/Planetary	4		
National University	Traditional	CSET Sci III Physics	6		
National University	Traditional	CSET Sci IV Bio/Life (specialized)	4		
National University	Traditional	CSET Sci IV Chemistry (specialized)	1		
National University	Traditional	CSET Sci IV Earth/Planetary (specialized)	1		
National University	Traditional	CSET Sci IV Physics (specialized)	2		
National University	Traditional	CSET Science I	38	38	100



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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
National University	Traditional	CSET Science II	38	38	100
National University	Traditional	CSET Social Sci I	104	104	100
National University	Traditional	CSET Social Sci II	104	104	100
National University	Traditional	CSET Social Sci III	104	104	100
National University	Traditional	CSET Spanish Subtest I	11	11	100
National University	Traditional	CSET Spanish Subtest II	11	11	100
National University	Traditional	CSET Spanish Subtest III	11	11	100
National University	Traditional	CSET: Art Test I	13	13	100
National University	Traditional	CSET: Art Test II	13	13	100
National University	Traditional	CSET: Business Test I	2		
National University	Traditional	CSET: Business Test II	2		
National University	Traditional	CSET: Business Test III	2		
National University	Traditional	CSET: English Test I	67	67	100
National University	Traditional	CSET: English Test II	67	67	100
National University	Traditional	CSET: English Test III	67	67	100
National University	Traditional	CSET: English Test IV	67	67	100
National University	Traditional	CSET: French Test I	2		
National University	Traditional	CSET: French Test II	2		
National University	Traditional	CSET: French Test III	2		
National University	Traditional	CSET: Health Subtest I	26	26	100
National University	Traditional	CSET: Health Subtest II	26	26	100
National University	Traditional	CSET: Health Subtest III	25	25	100
National University	Traditional	CSET: Home Economics Subtest I	1		
National University	Traditional	CSET: Home Economics Subtest II	1		
National University	Traditional	CSET: Home Economics Subtest III	1		
National University	Traditional	CSET: Industrial/Tech Education Subtest I	3		
National University	Traditional	CSET: Industrial/Tech Education Subtest II	3		
National University	Traditional	CSET: Mandarin Test I	1		
National University	Traditional	CSET: Mandarin Test II	1		
National University	Traditional	CSET: Mandarin Test III	1		
National University	Traditional	CSET: Mathematics Test I	56	55	98
National University	Traditional	CSET: Mathematics Test II	56	55	98
National University	Traditional	CSET: Mathematics Test III	15	15	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
National University	Traditional	CSET: Multiple Subject Test I	679	679	100
National University	Traditional	CSET: Multiple Subject Test II	679	679	100
National University	Traditional	CSET: Multiple Subject Test III	679	679	100
National University	Traditional	CSET: Music Test I	5		
National University	Traditional	CSET: Music Test II	5		
National University	Traditional	CSET: Music Test III	5		
National University	Traditional	CSET: Physical Education Subtest I	61	61	100
National University	Traditional	CSET: Physical Education Subtest II	61	61	100
National University	Traditional	CSET: Physical Education Subtest III	61	61	100
National University	Traditional	CSET: Science Test I	37	37	100
National University	Traditional	CSET: Science Test II	37	37	100
National University	Traditional	CSET: Science Test III Biology/Life Science	28	28	100
National University	Traditional	CSET: Science Test III Chemistry	4		
National University	Traditional	CSET: Science Test III Earth/Planetary	11	11	100
National University	Traditional	CSET: Science Test III Physics	5		
National University	Traditional	CSET: Science Test IV Biology/Life Science	7		
National University	Traditional	CSET: Science Test IV Earth/Planetary	1		
National University	Traditional	CSET: Science Test IV Physics	3		
National University	Traditional	CSET: Social Science Test I	95	95	100
National University	Traditional	CSET: Social Science Test II	95	95	100
National University	Traditional	CSET: Social Science Test III	95	95	100
National University	Traditional	CSET: Spanish Test I	10	10	100
National University	Traditional	CSET: Spanish Test II	10	10	100
National University	Traditional	CSET: Spanish Test III	10	10	100
National University	Traditional	CSET: Vietnamese Test I	1		
National University	Traditional	CSET: Vietnamese Test II	1		
National University	Traditional	CSET: Vietnamese Test III	1		
National University	Traditional	Health Science S* (16)	3		
National University	Traditional	MSAT (0140 + 0151)	3		
National University	Traditional	Praxis II: MULTIPLE SUBJECTS ASSESSMENT FOR TEACHING: BU	2		
National University	Traditional	Praxis II: PHYSICAL EDUCATION (0092 & 0093)	1		
National University	Traditional	RICA	618	573	93
National University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: BU	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
National University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HE	6		
National University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: JA	1		
National University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: PE	1		
Notre Dame de Namur University	Traditional	CBEST	66	66	100
Notre Dame de Namur University	Traditional	CSET English I	6		
Notre Dame de Namur University	Traditional	CSET English II	6		
Notre Dame de Namur University	Traditional	CSET English III	6		
Notre Dame de Namur University	Traditional	CSET English IV	6		
Notre Dame de Namur University	Traditional	CSET Health Subtest I	2		
Notre Dame de Namur University	Traditional	CSET Health Subtest II	2		
Notre Dame de Namur University	Traditional	CSET Health Subtest III	2		
Notre Dame de Namur University	Traditional	CSET Math I	4		
Notre Dame de Namur University	Traditional	CSET Math II	4		
Notre Dame de Namur University	Traditional	CSET Math III	2		
Notre Dame de Namur University	Traditional	CSET MSE I	33	33	100
Notre Dame de Namur University	Traditional	CSET MSE II	34	34	100
Notre Dame de Namur University	Traditional	CSET MSE III	33	33	100
Notre Dame de Namur University	Traditional	CSET Sci III Bio/Life	1		
Notre Dame de Namur University	Traditional	CSET Sci III Chemistry	1		
Notre Dame de Namur University	Traditional	CSET Sci III Physics	1		
Notre Dame de Namur University	Traditional	CSET Science I	2		
Notre Dame de Namur University	Traditional	CSET Science II	2		
Notre Dame de Namur University	Traditional	CSET Social Sci I	4		
Notre Dame de Namur University	Traditional	CSET Social Sci II	4		
Notre Dame de Namur University	Traditional	CSET Social Sci III	4		
Notre Dame de Namur University	Traditional	CSET: English Test I	6		
Notre Dame de Namur University	Traditional	CSET: English Test II	6		
Notre Dame de Namur University	Traditional	CSET: English Test III	6		
Notre Dame de Namur University	Traditional	CSET: English Test IV	6		
Notre Dame de Namur University	Traditional	CSET: Mathematics Test I	3		
Notre Dame de Namur University	Traditional	CSET: Mathematics Test II	3		
Notre Dame de Namur University	Traditional	CSET: Mathematics Test III	2		
Notre Dame de Namur University	Traditional	CSET: Multiple Subject Test I	35	35	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Notre Dame de Namur University	Traditional	CSET: Multiple Subject Test II	35	35	100
Notre Dame de Namur University	Traditional	CSET: Multiple Subject Test III	35	35	100
Notre Dame de Namur University	Traditional	CSET: Music Test I	3		
Notre Dame de Namur University	Traditional	CSET: Music Test II	3		
Notre Dame de Namur University	Traditional	CSET: Music Test III	3		
Notre Dame de Namur University	Traditional	CSET: Physical Education Subtest I	3		
Notre Dame de Namur University	Traditional	CSET: Physical Education Subtest II	3		
Notre Dame de Namur University	Traditional	CSET: Physical Education Subtest III	3		
Notre Dame de Namur University	Traditional	CSET: Science Test I	4		
Notre Dame de Namur University	Traditional	CSET: Science Test II	4		
Notre Dame de Namur University	Traditional	CSET: Science Test III Biology/Life Science	2		
Notre Dame de Namur University	Traditional	CSET: Science Test III Chemistry	2		
Notre Dame de Namur University	Traditional	CSET: Science Test III Physics	1		
Notre Dame de Namur University	Traditional	CSET: Science Test IV Biology/Life Science	1		
Notre Dame de Namur University	Traditional	CSET: Social Science Test I	10	10	100
Notre Dame de Namur University	Traditional	CSET: Social Science Test II	10	10	100
Notre Dame de Namur University	Traditional	CSET: Social Science Test III	10	10	100
Notre Dame de Namur University	Traditional	CSET: Spanish Test I	1		
Notre Dame de Namur University	Traditional	CSET: Spanish Test II	1		
Notre Dame de Namur University	Traditional	CSET: Spanish Test III	1		
Notre Dame de Namur University	Traditional	RICA	39	39	100
Occidental College	Traditional	CBEST	13	13	100
Occidental College	Traditional	CSET English I	1		
Occidental College	Traditional	CSET English II	1		
Occidental College	Traditional	CSET English III	1		
Occidental College	Traditional	CSET English IV	1		
Occidental College	Traditional	CSET MSE I	8		
Occidental College	Traditional	CSET MSE II	8		
Occidental College	Traditional	CSET MSE III	8		
Occidental College	Traditional	CSET Social Sci I	2		
Occidental College	Traditional	CSET Social Sci II	2		
Occidental College	Traditional	CSET Social Sci III	2		
Occidental College	Traditional	CSET Spanish Subtest I	2		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Occidental College	Traditional	CSET Spanish Subtest II	2		
Occidental College	Traditional	CSET Spanish Subtest III	2		
Occidental College	Traditional	CSET: English Test I	2		
Occidental College	Traditional	CSET: English Test II	2		
Occidental College	Traditional	CSET: English Test III	2		
Occidental College	Traditional	CSET: English Test IV	2		
Occidental College	Traditional	CSET: French Test I	1		
Occidental College	Traditional	CSET: French Test II	1		
Occidental College	Traditional	CSET: French Test III	1		
Occidental College	Traditional	CSET: Multiple Subject Test I	4		
Occidental College	Traditional	CSET: Multiple Subject Test II	4		
Occidental College	Traditional	CSET: Multiple Subject Test III	4		
Occidental College	Traditional	RICA	8		
Pacific Oaks College	Traditional	CBEST	13	13	100
Pacific Oaks College	Traditional	CSET MSE I	13	13	100
Pacific Oaks College	Traditional	CSET MSE II	13	13	100
Pacific Oaks College	Traditional	CSET MSE III	13	13	100
Pacific Oaks College	Traditional	CSET: Multiple Subject Test I	28	28	100
Pacific Oaks College	Traditional	CSET: Multiple Subject Test II	28	28	100
Pacific Oaks College	Traditional	CSET: Multiple Subject Test III	28	28	100
Pacific Oaks College	Traditional	RICA	12	12	100
Pacific Union College	Traditional	CBEST	11	11	100
Pacific Union College	Traditional	CSET Art Subtest I	1		
Pacific Union College	Traditional	CSET Art Subtest II	1		
Pacific Union College	Traditional	CSET MSE I	6		
Pacific Union College	Traditional	CSET MSE II	6		
Pacific Union College	Traditional	CSET MSE III	6		
Pacific Union College	Traditional	CSET Social Sci I	1		
Pacific Union College	Traditional	CSET Social Sci II	1		
Pacific Union College	Traditional	CSET Social Sci III	1		
Pacific Union College	Traditional	CSET: Multiple Subject Test I	8		
Pacific Union College	Traditional	CSET: Multiple Subject Test II	8		
Pacific Union College	Traditional	CSET: Multiple Subject Test III	8		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Pacific Union College	Traditional	CSET: Physical Education Subtest I	1		
Pacific Union College	Traditional	CSET: Physical Education Subtest II	1		
Pacific Union College	Traditional	CSET: Physical Education Subtest III	1		
Pacific Union College	Traditional	CSET: Science Test I	1		
Pacific Union College	Traditional	CSET: Science Test II	1		
Pacific Union College	Traditional	CSET: Science Test III Biology/Life Science	1		
Pacific Union College	Traditional	RICA	7		
Patten University	Traditional	CBEST	6		
Patten University	Traditional	CSET MSE I	2		
Patten University	Traditional	CSET MSE II	3		
Patten University	Traditional	CSET MSE III	3		
Patten University	Traditional	CSET Physical Education Subtest I	1		
Patten University	Traditional	CSET Physical Education Subtest II	1		
Patten University	Traditional	CSET Physical Education Subtest III	1		
Patten University	Traditional	CSET: English Test I	1		
Patten University	Traditional	CSET: English Test II	1		
Patten University	Traditional	CSET: English Test III	1		
Patten University	Traditional	CSET: English Test IV	1		
Patten University	Traditional	CSET: Mathematics Test I	1		
Patten University	Traditional	CSET: Mathematics Test II	1		
Patten University	Traditional	CSET: Mathematics Test III	1		
Patten University	Traditional	CSET: Multiple Subject Test I	3		
Patten University	Traditional	CSET: Multiple Subject Test II	3		
Patten University	Traditional	CSET: Multiple Subject Test III	3		
Patten University	Traditional	RICA	4		
Pepperdine University	Traditional	CBEST	106	106	100
Pepperdine University	Traditional	CSET Art Subtest I	1		
Pepperdine University	Traditional	CSET Art Subtest II	1		
Pepperdine University	Traditional	CSET English I	13	13	100
Pepperdine University	Traditional	CSET English II	13	13	100
Pepperdine University	Traditional	CSET English III	13	13	100
Pepperdine University	Traditional	CSET English IV	13	13	100
Pepperdine University	Traditional	CSET Math I	7		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Pepperdine University	Traditional	CSET Math II	7		
Pepperdine University	Traditional	CSET Math III	3		
Pepperdine University	Traditional	CSET MSE I	72	72	100
Pepperdine University	Traditional	CSET MSE II	72	72	100
Pepperdine University	Traditional	CSET MSE III	72	72	100
Pepperdine University	Traditional	CSET Music Subtest I	1		
Pepperdine University	Traditional	CSET Music Subtest II	1		
Pepperdine University	Traditional	CSET Music Subtest III	1		
Pepperdine University	Traditional	CSET Sci III Bio/Life	1		
Pepperdine University	Traditional	CSET Sci III Chemistry	1		
Pepperdine University	Traditional	CSET Science I	2		
Pepperdine University	Traditional	CSET Science II	2		
Pepperdine University	Traditional	CSET Social Sci I	6		
Pepperdine University	Traditional	CSET Social Sci II	6		
Pepperdine University	Traditional	CSET Social Sci III	6		
Pepperdine University	Traditional	CSET Spanish Subtest I	1		
Pepperdine University	Traditional	CSET Spanish Subtest II	1		
Pepperdine University	Traditional	CSET Spanish Subtest III	1		
Pepperdine University	Traditional	CSET: English Test I	17	17	100
Pepperdine University	Traditional	CSET: English Test II	17	17	100
Pepperdine University	Traditional	CSET: English Test III	17	17	100
Pepperdine University	Traditional	CSET: English Test IV	17	17	100
Pepperdine University	Traditional	CSET: Mathematics Test I	5		
Pepperdine University	Traditional	CSET: Mathematics Test II	5		
Pepperdine University	Traditional	CSET: Mathematics Test III	2		
Pepperdine University	Traditional	CSET: Multiple Subject Test I	92	92	100
Pepperdine University	Traditional	CSET: Multiple Subject Test II	92	92	100
Pepperdine University	Traditional	CSET: Multiple Subject Test III	92	92	100
Pepperdine University	Traditional	CSET: Physical Education Subtest I	1		
Pepperdine University	Traditional	CSET: Physical Education Subtest II	1		
Pepperdine University	Traditional	CSET: Physical Education Subtest III	1		
Pepperdine University	Traditional	CSET: Science Test I	2		
Pepperdine University	Traditional	CSET: Science Test II	2		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Pepperdine University	Traditional	CSET: Science Test III Biology/Life Science	1		
Pepperdine University	Traditional	CSET: Science Test III Chemistry	1		
Pepperdine University	Traditional	CSET: Social Science Test I	12	12	100
Pepperdine University	Traditional	CSET: Social Science Test II	12	12	100
Pepperdine University	Traditional	CSET: Social Science Test III	12	12	100
Pepperdine University	Traditional	CSET: Spanish Test I	3		
Pepperdine University	Traditional	CSET: Spanish Test II	3		
Pepperdine University	Traditional	CSET: Spanish Test III	3		
Pepperdine University	Traditional	RICA	72	72	100
Point Loma Nazarene University	Traditional	CBEST	106	106	100
Point Loma Nazarene University	Traditional	CSET Art Subtest I	1		
Point Loma Nazarene University	Traditional	CSET Art Subtest II	1		
Point Loma Nazarene University	Traditional	CSET English I	6		
Point Loma Nazarene University	Traditional	CSET English II	6		
Point Loma Nazarene University	Traditional	CSET English III	6		
Point Loma Nazarene University	Traditional	CSET English IV	6		
Point Loma Nazarene University	Traditional	CSET Health Subtest I	1		
Point Loma Nazarene University	Traditional	CSET Health Subtest II	1		
Point Loma Nazarene University	Traditional	CSET Health Subtest III	1		
Point Loma Nazarene University	Traditional	CSET Math I	3		
Point Loma Nazarene University	Traditional	CSET Math II	3		
Point Loma Nazarene University	Traditional	CSET MSE I	66	66	100
Point Loma Nazarene University	Traditional	CSET MSE II	66	66	100
Point Loma Nazarene University	Traditional	CSET MSE III	66	66	100
Point Loma Nazarene University	Traditional	CSET Physical Education Subtest I	3		
Point Loma Nazarene University	Traditional	CSET Physical Education Subtest II	3		
Point Loma Nazarene University	Traditional	CSET Physical Education Subtest III	3		
Point Loma Nazarene University	Traditional	CSET Sci III Bio/Life	3		
Point Loma Nazarene University	Traditional	CSET Sci IV Bio/Life (specialized)	1		
Point Loma Nazarene University	Traditional	CSET Science I	2		
Point Loma Nazarene University	Traditional	CSET Science II	2		
Point Loma Nazarene University	Traditional	CSET Social Sci I	6		
Point Loma Nazarene University	Traditional	CSET Social Sci II	6		



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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Point Loma Nazarene University	Traditional	CSET Social Sci III	6		
Point Loma Nazarene University	Traditional	CSET Spanish Subtest I	2		
Point Loma Nazarene University	Traditional	CSET Spanish Subtest II	2		
Point Loma Nazarene University	Traditional	CSET Spanish Subtest III	2		
Point Loma Nazarene University	Traditional	CSET: English Test I	7		
Point Loma Nazarene University	Traditional	CSET: English Test II	7		
Point Loma Nazarene University	Traditional	CSET: English Test III	7		
Point Loma Nazarene University	Traditional	CSET: English Test IV	7		
Point Loma Nazarene University	Traditional	CSET: Health Subtest I	4		
Point Loma Nazarene University	Traditional	CSET: Health Subtest II	4		
Point Loma Nazarene University	Traditional	CSET: Health Subtest III	4		
Point Loma Nazarene University	Traditional	CSET: Home Economics Subtest I	1		
Point Loma Nazarene University	Traditional	CSET: Home Economics Subtest II	1		
Point Loma Nazarene University	Traditional	CSET: Home Economics Subtest III	1		
Point Loma Nazarene University	Traditional	CSET: Mathematics Test I	4		
Point Loma Nazarene University	Traditional	CSET: Mathematics Test II	4		
Point Loma Nazarene University	Traditional	CSET: Mathematics Test III	1		
Point Loma Nazarene University	Traditional	CSET: Multiple Subject Test I	98	98	100
Point Loma Nazarene University	Traditional	CSET: Multiple Subject Test II	98	98	100
Point Loma Nazarene University	Traditional	CSET: Multiple Subject Test III	98	98	100
Point Loma Nazarene University	Traditional	CSET: Physical Education Subtest I	2		
Point Loma Nazarene University	Traditional	CSET: Physical Education Subtest II	2		
Point Loma Nazarene University	Traditional	CSET: Physical Education Subtest III	2		
Point Loma Nazarene University	Traditional	CSET: Science Test I	2		
Point Loma Nazarene University	Traditional	CSET: Science Test II	2		
Point Loma Nazarene University	Traditional	CSET: Science Test III Biology/Life Science	2		
Point Loma Nazarene University	Traditional	CSET: Social Science Test I	4		
Point Loma Nazarene University	Traditional	CSET: Social Science Test II	4		
Point Loma Nazarene University	Traditional	CSET: Social Science Test III	4		
Point Loma Nazarene University	Traditional	CSET: Spanish Test I	1		
Point Loma Nazarene University	Traditional	CSET: Spanish Test II	1		
Point Loma Nazarene University	Traditional	CSET: Spanish Test III	1		
Point Loma Nazarene University	Traditional	RICA	68	66	97

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Point Loma Nazarene University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: BU	1		
Point Loma Nazarene University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HE	1		
San Diego Christian College	Traditional	CBEST	16	16	100
San Diego Christian College	Traditional	CSET Art Subtest I	1		
San Diego Christian College	Traditional	CSET Art Subtest II	1		
San Diego Christian College	Traditional	CSET MSE I	15	15	100
San Diego Christian College	Traditional	CSET MSE II	15	15	100
San Diego Christian College	Traditional	CSET MSE III	15	15	100
San Diego Christian College	Traditional	CSET Physical Education Subtest I	1		
San Diego Christian College	Traditional	CSET Physical Education Subtest II	1		
San Diego Christian College	Traditional	CSET Physical Education Subtest III	1		
San Diego Christian College	Traditional	CSET: Mathematics Test I	1		
San Diego Christian College	Traditional	CSET: Mathematics Test II	1		
San Diego Christian College	Traditional	CSET: Multiple Subject Test I	9		
San Diego Christian College	Traditional	CSET: Multiple Subject Test II	9		
San Diego Christian College	Traditional	CSET: Multiple Subject Test III	9		
San Diego Christian College	Traditional	CSET: Science Test I	1		
San Diego Christian College	Traditional	CSET: Science Test II	1		
San Diego Christian College	Traditional	CSET: Science Test III Biology/Life Science	1		
San Diego Christian College	Traditional	RICA	15	15	100
San Diego State University	Traditional	CBEST	456	456	100
San Diego State University	Traditional	CSET Art Subtest I	4		
San Diego State University	Traditional	CSET Art Subtest II	4		
San Diego State University	Traditional	CSET Business Subtest I	1		
San Diego State University	Traditional	CSET Business Subtest II	1		
San Diego State University	Traditional	CSET Business Subtest III	1		
San Diego State University	Traditional	CSET English I	27	27	100
San Diego State University	Traditional	CSET English II	27	27	100
San Diego State University	Traditional	CSET English III	27	27	100
San Diego State University	Traditional	CSET English IV	27	27	100
San Diego State University	Traditional	CSET French Subtest I	1		
San Diego State University	Traditional	CSET French Subtest II	1		
San Diego State University	Traditional	CSET French Subtest III	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
San Diego State University	Traditional	CSET Math I	15	15	100
San Diego State University	Traditional	CSET Math II	15	15	100
San Diego State University	Traditional	CSET Math III	2		
San Diego State University	Traditional	CSET MSE I	286	286	100
San Diego State University	Traditional	CSET MSE II	287	287	100
San Diego State University	Traditional	CSET MSE III	286	286	100
San Diego State University	Traditional	CSET Physical Education Subtest I	4		
San Diego State University	Traditional	CSET Physical Education Subtest II	4		
San Diego State University	Traditional	CSET Physical Education Subtest III	4		
San Diego State University	Traditional	CSET Sci III Bio/Life	5		
San Diego State University	Traditional	CSET Sci III Chemistry	1		
San Diego State University	Traditional	CSET Sci III Earth/Planetary	2		
San Diego State University	Traditional	CSET Sci III Physics	1		
San Diego State University	Traditional	CSET Sci IV Bio/Life (specialized)	1		
San Diego State University	Traditional	CSET Sci IV Earth/Planetary (specialized)	1		
San Diego State University	Traditional	CSET Sci IV Physics (specialized)	1		
San Diego State University	Traditional	CSET Science I	6		
San Diego State University	Traditional	CSET Science II	6		
San Diego State University	Traditional	CSET Social Sci I	25	25	100
San Diego State University	Traditional	CSET Social Sci II	25	25	100
San Diego State University	Traditional	CSET Social Sci III	25	25	100
San Diego State University	Traditional	CSET Spanish Subtest I	3		
San Diego State University	Traditional	CSET Spanish Subtest II	3		
San Diego State University	Traditional	CSET Spanish Subtest III	3		
San Diego State University	Traditional	CSET: Art Test I	2		
San Diego State University	Traditional	CSET: Art Test II	2		
San Diego State University	Traditional	CSET: English Test I	18	18	100
San Diego State University	Traditional	CSET: English Test II	18	18	100
San Diego State University	Traditional	CSET: English Test III	18	18	100
San Diego State University	Traditional	CSET: English Test IV	18	18	100
San Diego State University	Traditional	CSET: Mathematics Test I	11	11	100
San Diego State University	Traditional	CSET: Mathematics Test II	11	11	100
San Diego State University	Traditional	CSET: Mathematics Test III	3		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
San Diego State University	Traditional	CSET: Multiple Subject Test I	299	299	100
San Diego State University	Traditional	CSET: Multiple Subject Test II	299	299	100
San Diego State University	Traditional	CSET: Multiple Subject Test III	299	299	100
San Diego State University	Traditional	CSET: Music Test I	1		
San Diego State University	Traditional	CSET: Music Test II	1		
San Diego State University	Traditional	CSET: Music Test III	1		
San Diego State University	Traditional	CSET: Physical Education Subtest I	1		
San Diego State University	Traditional	CSET: Physical Education Subtest II	1		
San Diego State University	Traditional	CSET: Physical Education Subtest III	1		
San Diego State University	Traditional	CSET: Science Test I	4		
San Diego State University	Traditional	CSET: Science Test II	4		
San Diego State University	Traditional	CSET: Science Test III Biology/Life Science	6		
San Diego State University	Traditional	CSET: Science Test III Chemistry	3		
San Diego State University	Traditional	CSET: Science Test III Physics	1		
San Diego State University	Traditional	CSET: Science Test IV Biology/Life Science	1		
San Diego State University	Traditional	CSET: Science Test IV Chemistry	2		
San Diego State University	Traditional	CSET: Science Test IV Physics	1		
San Diego State University	Traditional	CSET: Social Science Test I	24	24	100
San Diego State University	Traditional	CSET: Social Science Test II	24	24	100
San Diego State University	Traditional	CSET: Social Science Test III	24	24	100
San Diego State University	Traditional	CSET: Spanish Test I	3		
San Diego State University	Traditional	CSET: Spanish Test II	3		
San Diego State University	Traditional	CSET: Spanish Test III	3		
San Diego State University	Traditional	RICA	286	280	98
San Francisco State University	Traditional	CBEST	902	899	100
San Francisco State University	Traditional	CSET Art Subtest I	1		
San Francisco State University	Traditional	CSET Art Subtest II	1		
San Francisco State University	Traditional	CSET Business Subtest I	2		
San Francisco State University	Traditional	CSET Business Subtest II	2		
San Francisco State University	Traditional	CSET Business Subtest III	2		
San Francisco State University	Traditional	CSET English I	23	23	100
San Francisco State University	Traditional	CSET English II	22	22	100
San Francisco State University	Traditional	CSET English III	23	23	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
San Francisco State University	Traditional	CSET English IV	22	22	100
San Francisco State University	Traditional	CSET French Subtest I	1		
San Francisco State University	Traditional	CSET French Subtest II	1		
San Francisco State University	Traditional	CSET French Subtest III	1		
San Francisco State University	Traditional	CSET Mandarin Subtest I	5		
San Francisco State University	Traditional	CSET Mandarin Subtest II	5		
San Francisco State University	Traditional	CSET Mandarin Subtest III	5		
San Francisco State University	Traditional	CSET Math I	10	10	100
San Francisco State University	Traditional	CSET Math II	9		
San Francisco State University	Traditional	CSET Math III	4		
San Francisco State University	Traditional	CSET MSE I	63	63	100
San Francisco State University	Traditional	CSET MSE II	63	63	100
San Francisco State University	Traditional	CSET MSE III	61	61	100
San Francisco State University	Traditional	CSET Music Subtest I	3		
San Francisco State University	Traditional	CSET Music Subtest II	3		
San Francisco State University	Traditional	CSET Music Subtest III	3		
San Francisco State University	Traditional	CSET Physical Education Subtest I	5		
San Francisco State University	Traditional	CSET Physical Education Subtest II	5		
San Francisco State University	Traditional	CSET Physical Education Subtest III	5		
San Francisco State University	Traditional	CSET Sci III Bio/Life	8		
San Francisco State University	Traditional	CSET Sci III Chemistry	2		
San Francisco State University	Traditional	CSET Sci III Earth/Planetary	1		
San Francisco State University	Traditional	CSET Sci IV Bio/Life (specialized)	3		
San Francisco State University	Traditional	CSET Sci IV Chemistry (specialized)	1		
San Francisco State University	Traditional	CSET Science I	7		
San Francisco State University	Traditional	CSET Science II	7		
San Francisco State University	Traditional	CSET Social Sci I	20	20	100
San Francisco State University	Traditional	CSET Social Sci II	19	19	100
San Francisco State University	Traditional	CSET Social Sci III	20	20	100
San Francisco State University	Traditional	CSET Spanish Subtest I	6		
San Francisco State University	Traditional	CSET Spanish Subtest II	6		
San Francisco State University	Traditional	CSET Spanish Subtest III	6		
San Francisco State University	Traditional	CSET: Art Test I	2		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
San Francisco State University	Traditional	CSET: Art Test II	2		
San Francisco State University	Traditional	CSET: English Test I	40	40	100
San Francisco State University	Traditional	CSET: English Test II	40	40	100
San Francisco State University	Traditional	CSET: English Test III	40	40	100
San Francisco State University	Traditional	CSET: English Test IV	40	40	100
San Francisco State University	Traditional	CSET: French Test I	1		
San Francisco State University	Traditional	CSET: French Test II	1		
San Francisco State University	Traditional	CSET: French Test III	1		
San Francisco State University	Traditional	CSET: Japanese Test I	1		
San Francisco State University	Traditional	CSET: Japanese Test II	1		
San Francisco State University	Traditional	CSET: Japanese Test III	1		
San Francisco State University	Traditional	CSET: Mandarin Test I	3		
San Francisco State University	Traditional	CSET: Mandarin Test II	3		
San Francisco State University	Traditional	CSET: Mandarin Test III	3		
San Francisco State University	Traditional	CSET: Mathematics Test I	24	24	100
San Francisco State University	Traditional	CSET: Mathematics Test II	24	24	100
San Francisco State University	Traditional	CSET: Mathematics Test III	8		
San Francisco State University	Traditional	CSET: Multiple Subject Test I	206	206	100
San Francisco State University	Traditional	CSET: Multiple Subject Test II	205	202	99
San Francisco State University	Traditional	CSET: Multiple Subject Test III	204	204	100
San Francisco State University	Traditional	CSET: Music Test I	6		
San Francisco State University	Traditional	CSET: Music Test II	6		
San Francisco State University	Traditional	CSET: Music Test III	6		
San Francisco State University	Traditional	CSET: Physical Education Subtest I	3		
San Francisco State University	Traditional	CSET: Physical Education Subtest II	3		
San Francisco State University	Traditional	CSET: Physical Education Subtest III	3		
San Francisco State University	Traditional	CSET: Science Test I	17	17	100
San Francisco State University	Traditional	CSET: Science Test II	17	17	100
San Francisco State University	Traditional	CSET: Science Test III Biology/Life Science	9		
San Francisco State University	Traditional	CSET: Science Test III Chemistry	5		
San Francisco State University	Traditional	CSET: Science Test III Earth/Planetary	3		
San Francisco State University	Traditional	CSET: Science Test III Physics	2		
San Francisco State University	Traditional	CSET: Science Test IV Biology/Life Science	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
San Francisco State University	Traditional	CSET: Science Test IV Chemistry	1		
San Francisco State University	Traditional	CSET: Social Science Test I	34	34	100
San Francisco State University	Traditional	CSET: Social Science Test II	34	34	100
San Francisco State University	Traditional	CSET: Social Science Test III	34	34	100
San Francisco State University	Traditional	CSET: Spanish Test I	2		
San Francisco State University	Traditional	CSET: Spanish Test II	2		
San Francisco State University	Traditional	CSET: Spanish Test III	2		
San Francisco State University	Traditional	Music S* (13)	1		
San Francisco State University	Traditional	Praxis II: MULTIPLE SUBJECTS ASSESSMENT FOR TEACHING: M	1		
San Francisco State University	Traditional	RICA	351	346	99
San Francisco State University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: FR	1		
San Francisco State University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: M	1		
San Jose State University	Traditional	CBEST	305	305	100
San Jose State University	Traditional	CSET English I	8		
San Jose State University	Traditional	CSET English II	8		
San Jose State University	Traditional	CSET English III	8		
San Jose State University	Traditional	CSET English IV	8		
San Jose State University	Traditional	CSET Mandarin Subtest I	2		
San Jose State University	Traditional	CSET Mandarin Subtest II	2		
San Jose State University	Traditional	CSET Mandarin Subtest III	2		
San Jose State University	Traditional	CSET Math I	7		
San Jose State University	Traditional	CSET Math II	7		
San Jose State University	Traditional	CSET Math III	7		
San Jose State University	Traditional	CSET MSE I	202	201	100
San Jose State University	Traditional	CSET MSE II	202	201	100
San Jose State University	Traditional	CSET MSE III	202	201	100
San Jose State University	Traditional	CSET Music Subtest I	1		
San Jose State University	Traditional	CSET Music Subtest II	1		
San Jose State University	Traditional	CSET Music Subtest III	1		
San Jose State University	Traditional	CSET Physical Education Subtest I	1		
San Jose State University	Traditional	CSET Physical Education Subtest II	1		
San Jose State University	Traditional	CSET Physical Education Subtest III	1		
San Jose State University	Traditional	CSET Sci III Bio/Life	6		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
San Jose State University	Traditional	CSET Sci III Chemistry	5		
San Jose State University	Traditional	CSET Sci III Earth/Planetary	1		
San Jose State University	Traditional	CSET Sci IV Bio/Life (specialized)	1		
San Jose State University	Traditional	CSET Sci IV Chemistry (specialized)	2		
San Jose State University	Traditional	CSET Science I	9		
San Jose State University	Traditional	CSET Science II	9		
San Jose State University	Traditional	CSET Social Sci I	9		
San Jose State University	Traditional	CSET Social Sci II	9		
San Jose State University	Traditional	CSET Social Sci III	9		
San Jose State University	Traditional	CSET Spanish Subtest I	1		
San Jose State University	Traditional	CSET Spanish Subtest II	1		
San Jose State University	Traditional	CSET Spanish Subtest III	1		
San Jose State University	Traditional	CSET: English Test I	5		
San Jose State University	Traditional	CSET: English Test II	5		
San Jose State University	Traditional	CSET: English Test III	5		
San Jose State University	Traditional	CSET: English Test IV	5		
San Jose State University	Traditional	CSET: Mathematics Test I	7		
San Jose State University	Traditional	CSET: Mathematics Test II	7		
San Jose State University	Traditional	CSET: Mathematics Test III	7		
San Jose State University	Traditional	CSET: Multiple Subject Test I	180	180	100
San Jose State University	Traditional	CSET: Multiple Subject Test II	180	180	100
San Jose State University	Traditional	CSET: Multiple Subject Test III	180	180	100
San Jose State University	Traditional	CSET: Physical Education Subtest I	2		
San Jose State University	Traditional	CSET: Physical Education Subtest II	2		
San Jose State University	Traditional	CSET: Physical Education Subtest III	2		
San Jose State University	Traditional	CSET: Science Test I	10	10	100
San Jose State University	Traditional	CSET: Science Test II	10	10	100
San Jose State University	Traditional	CSET: Science Test III Biology/Life Science	4		
San Jose State University	Traditional	CSET: Science Test III Chemistry	4		
San Jose State University	Traditional	CSET: Science Test III Physics	1		
San Jose State University	Traditional	CSET: Social Science Test I	15	15	100
San Jose State University	Traditional	CSET: Social Science Test II	15	15	100
San Jose State University	Traditional	CSET: Social Science Test III	15	15	100



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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
San Jose State University	Traditional	CSET: Spanish Test I	1		
San Jose State University	Traditional	CSET: Spanish Test II	1		
San Jose State University	Traditional	CSET: Spanish Test III	1		
San Jose State University	Traditional	RICA	199	197	99
Santa Clara University	Traditional	CBEST	48	48	100
Santa Clara University	Traditional	CSET English I	9		
Santa Clara University	Traditional	CSET English II	9		
Santa Clara University	Traditional	CSET English III	9		
Santa Clara University	Traditional	CSET English IV	9		
Santa Clara University	Traditional	CSET Math I	2		
Santa Clara University	Traditional	CSET Math II	3		
Santa Clara University	Traditional	CSET Math III	1		
Santa Clara University	Traditional	CSET MSE I	26	26	100
Santa Clara University	Traditional	CSET MSE II	25	25	100
Santa Clara University	Traditional	CSET MSE III	25	25	100
Santa Clara University	Traditional	CSET Sci III Bio/Life	1		
Santa Clara University	Traditional	CSET Social Sci I	3		
Santa Clara University	Traditional	CSET Social Sci II	3		
Santa Clara University	Traditional	CSET Social Sci III	3		
Santa Clara University	Traditional	CSET: English Test I	4		
Santa Clara University	Traditional	CSET: English Test II	4		
Santa Clara University	Traditional	CSET: English Test III	4		
Santa Clara University	Traditional	CSET: English Test IV	4		
Santa Clara University	Traditional	CSET: Mandarin Test I	2		
Santa Clara University	Traditional	CSET: Mandarin Test II	2		
Santa Clara University	Traditional	CSET: Mandarin Test III	2		
Santa Clara University	Traditional	CSET: Mathematics Test I	3		
Santa Clara University	Traditional	CSET: Mathematics Test II	3		
Santa Clara University	Traditional	CSET: Mathematics Test III	1		
Santa Clara University	Traditional	CSET: Multiple Subject Test I	25	25	100
Santa Clara University	Traditional	CSET: Multiple Subject Test II	25	25	100
Santa Clara University	Traditional	CSET: Multiple Subject Test III	25	25	100
Santa Clara University	Traditional	CSET: Physical Education Subtest I	1		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Santa Clara University	Traditional	CSET: Physical Education Subtest II	1		
Santa Clara University	Traditional	CSET: Physical Education Subtest III	1		
Santa Clara University	Traditional	CSET: Science Test I	3		
Santa Clara University	Traditional	CSET: Science Test II	3		
Santa Clara University	Traditional	CSET: Science Test III Biology/Life Science	2		
Santa Clara University	Traditional	CSET: Science Test III Chemistry	1		
Santa Clara University	Traditional	CSET: Social Science Test I	6		
Santa Clara University	Traditional	CSET: Social Science Test II	6		
Santa Clara University	Traditional	CSET: Social Science Test III	6		
Santa Clara University	Traditional	CSET: Spanish Test I	1		
Santa Clara University	Traditional	CSET: Spanish Test II	1		
Santa Clara University	Traditional	CSET: Spanish Test III	1		
Santa Clara University	Traditional	RICA	27	27	100
Simpson University	Traditional	CBEST	56	56	100
Simpson University	Traditional	CSET Business Subtest I	1		
Simpson University	Traditional	CSET Business Subtest II	1		
Simpson University	Traditional	CSET Business Subtest III	1		
Simpson University	Traditional	CSET English I	6		
Simpson University	Traditional	CSET English II	6		
Simpson University	Traditional	CSET English III	6		
Simpson University	Traditional	CSET English IV	6		
Simpson University	Traditional	CSET Math I	2		
Simpson University	Traditional	CSET Math II	2		
Simpson University	Traditional	CSET MSE I	39	39	100
Simpson University	Traditional	CSET MSE II	39	39	100
Simpson University	Traditional	CSET MSE III	39	39	100
Simpson University	Traditional	CSET Sci III Chemistry	2		
Simpson University	Traditional	CSET Sci IV Chemistry (specialized)	1		
Simpson University	Traditional	CSET Science I	1		
Simpson University	Traditional	CSET Science II	1		
Simpson University	Traditional	CSET Social Sci I	1		
Simpson University	Traditional	CSET Social Sci II	1		
Simpson University	Traditional	CSET Social Sci III	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Simpson University	Traditional	CSET: English Test I	3		
Simpson University	Traditional	CSET: English Test II	3		
Simpson University	Traditional	CSET: English Test III	3		
Simpson University	Traditional	CSET: English Test IV	3		
Simpson University	Traditional	CSET: Multiple Subject Test I	18	18	100
Simpson University	Traditional	CSET: Multiple Subject Test II	18	18	100
Simpson University	Traditional	CSET: Multiple Subject Test III	18	18	100
Simpson University	Traditional	CSET: Science Test I	1		
Simpson University	Traditional	CSET: Science Test II	1		
Simpson University	Traditional	CSET: Science Test III Biology/Life Science	1		
Simpson University	Traditional	CSET: Social Science Test I	1		
Simpson University	Traditional	CSET: Social Science Test II	1		
Simpson University	Traditional	CSET: Social Science Test III	1		
Simpson University	Traditional	RICA	38	35	92
Sonoma State University	Traditional	CBEST	194	194	100
Sonoma State University	Traditional	CSET Art Subtest I	2		
Sonoma State University	Traditional	CSET Art Subtest II	2		
Sonoma State University	Traditional	CSET English I	5		
Sonoma State University	Traditional	CSET English II	5		
Sonoma State University	Traditional	CSET English III	5		
Sonoma State University	Traditional	CSET English IV	5		
Sonoma State University	Traditional	CSET Health Subtest I	3		
Sonoma State University	Traditional	CSET Health Subtest II	3		
Sonoma State University	Traditional	CSET Health Subtest III	3		
Sonoma State University	Traditional	CSET Math I	4		
Sonoma State University	Traditional	CSET Math II	4		
Sonoma State University	Traditional	CSET Math III	2		
Sonoma State University	Traditional	CSET MSE I	135	135	100
Sonoma State University	Traditional	CSET MSE II	135	135	100
Sonoma State University	Traditional	CSET MSE III	135	135	100
Sonoma State University	Traditional	CSET Music Subtest I	1		
Sonoma State University	Traditional	CSET Music Subtest II	1		
Sonoma State University	Traditional	CSET Music Subtest III	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Sonoma State University	Traditional	CSET Physical Education Subtest I	1		
Sonoma State University	Traditional	CSET Physical Education Subtest II	1		
Sonoma State University	Traditional	CSET Physical Education Subtest III	1		
Sonoma State University	Traditional	CSET Sci III Bio/Life	2		
Sonoma State University	Traditional	CSET Sci III Earth/Planetary	1		
Sonoma State University	Traditional	CSET Science I	3		
Sonoma State University	Traditional	CSET Science II	3		
Sonoma State University	Traditional	CSET Social Sci I	6		
Sonoma State University	Traditional	CSET Social Sci II	6		
Sonoma State University	Traditional	CSET Social Sci III	6		
Sonoma State University	Traditional	CSET: English Test I	7		
Sonoma State University	Traditional	CSET: English Test II	7		
Sonoma State University	Traditional	CSET: English Test III	7		
Sonoma State University	Traditional	CSET: English Test IV	7		
Sonoma State University	Traditional	CSET: Mathematics Test I	7		
Sonoma State University	Traditional	CSET: Mathematics Test II	7		
Sonoma State University	Traditional	CSET: Mathematics Test III	5		
Sonoma State University	Traditional	CSET: Multiple Subject Test I	119	119	100
Sonoma State University	Traditional	CSET: Multiple Subject Test II	119	119	100
Sonoma State University	Traditional	CSET: Multiple Subject Test III	119	119	100
Sonoma State University	Traditional	CSET: Science Test I	6		
Sonoma State University	Traditional	CSET: Science Test II	6		
Sonoma State University	Traditional	CSET: Science Test III Biology/Life Science	2		
Sonoma State University	Traditional	CSET: Science Test III Earth/Planetary	4		
Sonoma State University	Traditional	CSET: Social Science Test I	16	16	100
Sonoma State University	Traditional	CSET: Social Science Test II	16	16	100
Sonoma State University	Traditional	CSET: Social Science Test III	16	16	100
Sonoma State University	Traditional	CSET: Spanish Test I	2		
Sonoma State University	Traditional	CSET: Spanish Test II	2		
Sonoma State University	Traditional	CSET: Spanish Test III	2		
Sonoma State University	Traditional	RICA	136	134	99
Sonoma State University	Traditional	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HE	1		
St. Mary's College of California	Traditional	CBEST	79	79	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
St. Mary's College of California	Traditional	CSET English I	4		
St. Mary's College of California	Traditional	CSET English II	4		
St. Mary's College of California	Traditional	CSET English III	4		
St. Mary's College of California	Traditional	CSET English IV	4		
St. Mary's College of California	Traditional	CSET Math I	2		
St. Mary's College of California	Traditional	CSET Math II	2		
St. Mary's College of California	Traditional	CSET Math III	1		
St. Mary's College of California	Traditional	CSET MSE I	57	57	100
St. Mary's College of California	Traditional	CSET MSE II	57	57	100
St. Mary's College of California	Traditional	CSET MSE III	57	57	100
St. Mary's College of California	Traditional	CSET Physical Education Subtest I	2		
St. Mary's College of California	Traditional	CSET Physical Education Subtest II	2		
St. Mary's College of California	Traditional	CSET Physical Education Subtest III	2		
St. Mary's College of California	Traditional	CSET Sci III Bio/Life	2		
St. Mary's College of California	Traditional	CSET Sci III Chemistry	1		
St. Mary's College of California	Traditional	CSET Science I	3		
St. Mary's College of California	Traditional	CSET Science II	3		
St. Mary's College of California	Traditional	CSET Social Sci I	7		
St. Mary's College of California	Traditional	CSET Social Sci II	7		
St. Mary's College of California	Traditional	CSET Social Sci III	7		
St. Mary's College of California	Traditional	CSET Spanish Subtest I	2		
St. Mary's College of California	Traditional	CSET Spanish Subtest II	2		
St. Mary's College of California	Traditional	CSET Spanish Subtest III	2		
St. Mary's College of California	Traditional	CSET: Art Test I	1		
St. Mary's College of California	Traditional	CSET: Art Test II	1		
St. Mary's College of California	Traditional	CSET: English Test I	9		
St. Mary's College of California	Traditional	CSET: English Test II	9		
St. Mary's College of California	Traditional	CSET: English Test III	9		
St. Mary's College of California	Traditional	CSET: English Test IV	9		
St. Mary's College of California	Traditional	CSET: Mathematics Test I	3		
St. Mary's College of California	Traditional	CSET: Mathematics Test II	3		
St. Mary's College of California	Traditional	CSET: Mathematics Test III	1		
St. Mary's College of California	Traditional	CSET: Multiple Subject Test I	53	53	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
St. Mary's College of California	Traditional	CSET: Multiple Subject Test II	53	53	100
St. Mary's College of California	Traditional	CSET: Multiple Subject Test III	53	53	100
St. Mary's College of California	Traditional	CSET: Physical Education Subtest I	2		
St. Mary's College of California	Traditional	CSET: Physical Education Subtest II	2		
St. Mary's College of California	Traditional	CSET: Physical Education Subtest III	2		
St. Mary's College of California	Traditional	CSET: Science Test I	3		
St. Mary's College of California	Traditional	CSET: Science Test II	3		
St. Mary's College of California	Traditional	CSET: Science Test III Biology/Life Science	2		
St. Mary's College of California	Traditional	CSET: Science Test III Chemistry	1		
St. Mary's College of California	Traditional	CSET: Social Science Test I	5		
St. Mary's College of California	Traditional	CSET: Social Science Test II	5		
St. Mary's College of California	Traditional	CSET: Social Science Test III	5		
St. Mary's College of California	Traditional	RICA	57	54	95
Stanford University	Traditional	CBEST	82	82	100
Stanford University	Traditional	CSET English I	17	17	100
Stanford University	Traditional	CSET English II	17	17	100
Stanford University	Traditional	CSET English III	17	17	100
Stanford University	Traditional	CSET English IV	17	17	100
Stanford University	Traditional	CSET Math I	14	14	100
Stanford University	Traditional	CSET Math II	14	14	100
Stanford University	Traditional	CSET Math III	14	13	93
Stanford University	Traditional	CSET MSE I	22	22	100
Stanford University	Traditional	CSET MSE II	22	22	100
Stanford University	Traditional	CSET MSE III	22	22	100
Stanford University	Traditional	CSET Sci III Bio/Life	8		
Stanford University	Traditional	CSET Sci III Physics	3		
Stanford University	Traditional	CSET Science I	12	12	100
Stanford University	Traditional	CSET Science II	12	12	100
Stanford University	Traditional	CSET Social Sci I	12	12	100
Stanford University	Traditional	CSET Social Sci II	12	12	100
Stanford University	Traditional	CSET Social Sci III	12	12	100
Stanford University	Traditional	CSET Spanish Subtest I	3		
Stanford University	Traditional	CSET Spanish Subtest II	3		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Stanford University	Traditional	CSET Spanish Subtest III	3		
Stanford University	Traditional	CSET: English Test I	15	15	100
Stanford University	Traditional	CSET: English Test II	15	15	100
Stanford University	Traditional	CSET: English Test III	15	15	100
Stanford University	Traditional	CSET: English Test IV	15	15	100
Stanford University	Traditional	CSET: Mathematics Test I	13	13	100
Stanford University	Traditional	CSET: Mathematics Test II	13	13	100
Stanford University	Traditional	CSET: Mathematics Test III	13	13	100
Stanford University	Traditional	CSET: Multiple Subject Test I	11	11	100
Stanford University	Traditional	CSET: Multiple Subject Test II	11	11	100
Stanford University	Traditional	CSET: Multiple Subject Test III	11	11	100
Stanford University	Traditional	CSET: Science Test I	10	10	100
Stanford University	Traditional	CSET: Science Test II	10	10	100
Stanford University	Traditional	CSET: Science Test III Biology/Life Science	6		
Stanford University	Traditional	CSET: Science Test III Chemistry	3		
Stanford University	Traditional	CSET: Science Test III Physics	1		
Stanford University	Traditional	CSET: Social Science Test I	17	17	100
Stanford University	Traditional	CSET: Social Science Test II	17	17	100
Stanford University	Traditional	CSET: Social Science Test III	17	17	100
Stanford University	Traditional	CSET: Spanish Test I	5		
Stanford University	Traditional	CSET: Spanish Test II	5		
Stanford University	Traditional	CSET: Spanish Test III	5		
Stanford University	Traditional	RICA	22	22	100
The Master's College	Traditional	CBEST	15	15	100
The Master's College	Traditional	CSET English I	3		
The Master's College	Traditional	CSET English II	3		
The Master's College	Traditional	CSET English III	3		
The Master's College	Traditional	CSET English IV	3		
The Master's College	Traditional	CSET Math I	2		
The Master's College	Traditional	CSET Math II	2		
The Master's College	Traditional	CSET Math III	1		
The Master's College	Traditional	CSET MSE I	6		
The Master's College	Traditional	CSET MSE II	6		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
The Master's College	Traditional	CSET MSE III	6		
The Master's College	Traditional	CSET Social Sci I	2		
The Master's College	Traditional	CSET Social Sci II	2		
The Master's College	Traditional	CSET Social Sci III	2		
The Master's College	Traditional	CSET Spanish Subtest I	1		
The Master's College	Traditional	CSET Spanish Subtest II	1		
The Master's College	Traditional	CSET Spanish Subtest III	1		
The Master's College	Traditional	CSET: English Test I	2		
The Master's College	Traditional	CSET: English Test II	2		
The Master's College	Traditional	CSET: English Test III	2		
The Master's College	Traditional	CSET: English Test IV	2		
The Master's College	Traditional	CSET: Mathematics Test I	1		
The Master's College	Traditional	CSET: Mathematics Test II	1		
The Master's College	Traditional	CSET: Multiple Subject Test I	14	14	100
The Master's College	Traditional	CSET: Multiple Subject Test II	14	14	100
The Master's College	Traditional	CSET: Multiple Subject Test III	14	14	100
The Master's College	Traditional	CSET: Science Test I	1		
The Master's College	Traditional	CSET: Science Test II	1		
The Master's College	Traditional	CSET: Science Test III Biology/Life Science	1		
The Master's College	Traditional	CSET: Social Science Test I	1		
The Master's College	Traditional	CSET: Social Science Test II	1		
The Master's College	Traditional	CSET: Social Science Test III	1		
The Master's College	Traditional	RICA	6		
Touro University	Traditional	CBEST	7		
Touro University	Traditional	CSET Health Subtest I	1		
Touro University	Traditional	CSET Health Subtest II	1		
Touro University	Traditional	CSET Health Subtest III	1		
Touro University	Traditional	CSET MSE I	5		
Touro University	Traditional	CSET MSE II	5		
Touro University	Traditional	CSET MSE III	5		
Touro University	Traditional	CSET Sci III Chemistry	1		
Touro University	Traditional	CSET: English Test I	2		
Touro University	Traditional	CSET: English Test II	2		



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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Touro University	Traditional	CSET: English Test III	2		
Touro University	Traditional	CSET: English Test IV	2		
Touro University	Traditional	CSET: Health Subtest I	1		
Touro University	Traditional	CSET: Health Subtest II	1		
Touro University	Traditional	CSET: Health Subtest III	1		
Touro University	Traditional	CSET: Mathematics Test I	1		
Touro University	Traditional	CSET: Mathematics Test II	1		
Touro University	Traditional	CSET: Multiple Subject Test I	8		
Touro University	Traditional	CSET: Multiple Subject Test II	8		
Touro University	Traditional	CSET: Multiple Subject Test III	8		
Touro University	Traditional	CSET: Physical Education Subtest I	2		
Touro University	Traditional	CSET: Physical Education Subtest II	2		
Touro University	Traditional	CSET: Physical Education Subtest III	2		
Touro University	Traditional	CSET: Science Test I	1		
Touro University	Traditional	CSET: Science Test II	1		
Touro University	Traditional	CSET: Science Test III Biology/Life Science	1		
Touro University	Traditional	CSET: Social Science Test I	1		
Touro University	Traditional	CSET: Social Science Test II	1		
Touro University	Traditional	CSET: Social Science Test III	1		
Touro University	Traditional	CSET: Spanish Test I	1		
Touro University	Traditional	CSET: Spanish Test II	1		
Touro University	Traditional	CSET: Spanish Test III	1		
Touro University	Traditional	RICA	6		
University of California, Berkeley	Traditional	CBEST	48	48	100
University of California, Berkeley	Traditional	CSET English I	13	13	100
University of California, Berkeley	Traditional	CSET English II	13	13	100
University of California, Berkeley	Traditional	CSET English III	13	13	100
University of California, Berkeley	Traditional	CSET English IV	13	13	100
University of California, Berkeley	Traditional	CSET Math I	4		
University of California, Berkeley	Traditional	CSET Math II	4		
University of California, Berkeley	Traditional	CSET Math III	4		
University of California, Berkeley	Traditional	CSET MSE I	21	21	100
University of California, Berkeley	Traditional	CSET MSE II	21	21	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, Berkeley	Traditional	CSET MSE III	21	21	100
University of California, Berkeley	Traditional	CSET Sci III Bio/Life	8		
University of California, Berkeley	Traditional	CSET Science I	8		
University of California, Berkeley	Traditional	CSET Science II	8		
University of California, Berkeley	Traditional	CSET: English Test I	16	16	100
University of California, Berkeley	Traditional	CSET: English Test II	16	16	100
University of California, Berkeley	Traditional	CSET: English Test III	16	16	100
University of California, Berkeley	Traditional	CSET: English Test IV	16	16	100
University of California, Berkeley	Traditional	CSET: Mathematics Test I	5		
University of California, Berkeley	Traditional	CSET: Mathematics Test II	5		
University of California, Berkeley	Traditional	CSET: Mathematics Test III	5		
University of California, Berkeley	Traditional	CSET: Multiple Subject Test I	19	19	100
University of California, Berkeley	Traditional	CSET: Multiple Subject Test II	19	19	100
University of California, Berkeley	Traditional	CSET: Multiple Subject Test III	19	19	100
University of California, Berkeley	Traditional	CSET: Science Test I	4		
University of California, Berkeley	Traditional	CSET: Science Test II	4		
University of California, Berkeley	Traditional	CSET: Science Test III Biology/Life Science	4		
University of California, Berkeley	Traditional	RICA	20	20	100
University of California, Davis	Traditional	CBEST	121	121	100
University of California, Davis	Traditional	CSET Agriculture Subtest I	4		
University of California, Davis	Traditional	CSET Agriculture Subtest II	4		
University of California, Davis	Traditional	CSET Agriculture Subtest III	4		
University of California, Davis	Traditional	CSET English I	14	14	100
University of California, Davis	Traditional	CSET English II	14	14	100
University of California, Davis	Traditional	CSET English III	14	14	100
University of California, Davis	Traditional	CSET English IV	14	14	100
University of California, Davis	Traditional	CSET Math I	5		
University of California, Davis	Traditional	CSET Math II	5		
University of California, Davis	Traditional	CSET Math III	2		
University of California, Davis	Traditional	CSET MSE I	59	59	100
University of California, Davis	Traditional	CSET MSE II	59	59	100
University of California, Davis	Traditional	CSET MSE III	59	59	100
University of California, Davis	Traditional	CSET Sci III Bio/Life	8		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, Davis	Traditional	CSET Sci III Chemistry	3		
University of California, Davis	Traditional	CSET Science I	11	11	100
University of California, Davis	Traditional	CSET Science II	11	11	100
University of California, Davis	Traditional	CSET Social Sci I	15	15	100
University of California, Davis	Traditional	CSET Social Sci II	15	15	100
University of California, Davis	Traditional	CSET Social Sci III	15	15	100
University of California, Davis	Traditional	CSET Spanish Subtest I	9		
University of California, Davis	Traditional	CSET Spanish Subtest II	9		
University of California, Davis	Traditional	CSET Spanish Subtest III	9		
University of California, Davis	Traditional	CSET: Agriculture Subtest I	3		
University of California, Davis	Traditional	CSET: Agriculture Subtest II	3		
University of California, Davis	Traditional	CSET: Agriculture Subtest III	3		
University of California, Davis	Traditional	CSET: English Test I	12	12	100
University of California, Davis	Traditional	CSET: English Test II	12	12	100
University of California, Davis	Traditional	CSET: English Test III	12	12	100
University of California, Davis	Traditional	CSET: English Test IV	12	12	100
University of California, Davis	Traditional	CSET: Mathematics Test I	9		
University of California, Davis	Traditional	CSET: Mathematics Test II	9		
University of California, Davis	Traditional	CSET: Mathematics Test III	5		
University of California, Davis	Traditional	CSET: Multiple Subject Test I	54	54	100
University of California, Davis	Traditional	CSET: Multiple Subject Test II	54	54	100
University of California, Davis	Traditional	CSET: Multiple Subject Test III	54	54	100
University of California, Davis	Traditional	CSET: Science Test I	16	16	100
University of California, Davis	Traditional	CSET: Science Test II	16	16	100
University of California, Davis	Traditional	CSET: Science Test III Biology/Life Science	13	13	100
University of California, Davis	Traditional	CSET: Science Test III Chemistry	2		
University of California, Davis	Traditional	CSET: Science Test III Earth/Planetary	1		
University of California, Davis	Traditional	CSET: Social Science Test I	13	13	100
University of California, Davis	Traditional	CSET: Social Science Test II	13	13	100
University of California, Davis	Traditional	CSET: Social Science Test III	13	13	100
University of California, Davis	Traditional	CSET: Spanish Test I	5		
University of California, Davis	Traditional	CSET: Spanish Test II	5		
University of California, Davis	Traditional	CSET: Spanish Test III	5		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, Davis	Traditional	RICA	59	59	100
University of California, Irvine	Traditional	CBEST	188	188	100
University of California, Irvine	Traditional	CSET Art Subtest I	2		
University of California, Irvine	Traditional	CSET Art Subtest II	2		
University of California, Irvine	Traditional	CSET English I	27	27	100
University of California, Irvine	Traditional	CSET English II	27	27	100
University of California, Irvine	Traditional	CSET English III	27	27	100
University of California, Irvine	Traditional	CSET English IV	27	27	100
University of California, Irvine	Traditional	CSET Math I	20	20	100
University of California, Irvine	Traditional	CSET Math II	20	20	100
University of California, Irvine	Traditional	CSET Math III	7		
University of California, Irvine	Traditional	CSET MSE I	82	82	100
University of California, Irvine	Traditional	CSET MSE II	82	82	100
University of California, Irvine	Traditional	CSET MSE III	82	82	100
University of California, Irvine	Traditional	CSET Music Subtest I	1		
University of California, Irvine	Traditional	CSET Music Subtest II	1		
University of California, Irvine	Traditional	CSET Music Subtest III	1		
University of California, Irvine	Traditional	CSET Sci III Bio/Life	12	12	100
University of California, Irvine	Traditional	CSET Sci III Chemistry	3		
University of California, Irvine	Traditional	CSET Sci III Earth/Planetary	1		
University of California, Irvine	Traditional	CSET Sci III Physics	3		
University of California, Irvine	Traditional	CSET Sci IV Bio/Life (specialized)	1		
University of California, Irvine	Traditional	CSET Science I	18	18	100
University of California, Irvine	Traditional	CSET Science II	18	18	100
University of California, Irvine	Traditional	CSET Social Sci I	23	23	100
University of California, Irvine	Traditional	CSET Social Sci II	23	23	100
University of California, Irvine	Traditional	CSET Social Sci III	23	23	100
University of California, Irvine	Traditional	CSET Spanish Subtest I	1		
University of California, Irvine	Traditional	CSET Spanish Subtest II	1		
University of California, Irvine	Traditional	CSET Spanish Subtest III	1		
University of California, Irvine	Traditional	CSET: Art Test I	3		
University of California, Irvine	Traditional	CSET: Art Test II	3		
University of California, Irvine	Traditional	CSET: English Test I	22	22	100

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, Irvine	Traditional	CSET: English Test II	22	22	100
University of California, Irvine	Traditional	CSET: English Test III	22	22	100
University of California, Irvine	Traditional	CSET: English Test IV	22	22	100
University of California, Irvine	Traditional	CSET: French Test I	2		
University of California, Irvine	Traditional	CSET: French Test II	2		
University of California, Irvine	Traditional	CSET: French Test III	2		
University of California, Irvine	Traditional	CSET: Mathematics Test I	25	24	96
University of California, Irvine	Traditional	CSET: Mathematics Test II	25	25	100
University of California, Irvine	Traditional	CSET: Mathematics Test III	11	11	100
University of California, Irvine	Traditional	CSET: Multiple Subject Test I	88	88	100
University of California, Irvine	Traditional	CSET: Multiple Subject Test II	88	88	100
University of California, Irvine	Traditional	CSET: Multiple Subject Test III	88	88	100
University of California, Irvine	Traditional	CSET: Science Test I	13	13	100
University of California, Irvine	Traditional	CSET: Science Test II	13	13	100
University of California, Irvine	Traditional	CSET: Science Test III Biology/Life Science	10	10	100
University of California, Irvine	Traditional	CSET: Science Test III Chemistry	4		
University of California, Irvine	Traditional	CSET: Science Test III Earth/Planetary	1		
University of California, Irvine	Traditional	CSET: Science Test III Physics	1		
University of California, Irvine	Traditional	CSET: Science Test IV Biology/Life Science	1		
University of California, Irvine	Traditional	CSET: Science Test IV Chemistry	1		
University of California, Irvine	Traditional	CSET: Science Test IV Physics	1		
University of California, Irvine	Traditional	CSET: Social Science Test I	22	22	100
University of California, Irvine	Traditional	CSET: Social Science Test II	22	22	100
University of California, Irvine	Traditional	CSET: Social Science Test III	22	22	100
University of California, Irvine	Traditional	CSET: Spanish Test I	6		
University of California, Irvine	Traditional	CSET: Spanish Test II	6		
University of California, Irvine	Traditional	CSET: Spanish Test III	6		
University of California, Irvine	Traditional	RICA	82	82	100
University of California, Los Angeles	Traditional	CBEST	136	136	100
University of California, Los Angeles	Traditional	CSET English I	12	12	100
University of California, Los Angeles	Traditional	CSET English II	12	12	100
University of California, Los Angeles	Traditional	CSET English III	12	12	100
University of California, Los Angeles	Traditional	CSET English IV	12	12	100

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, Los Angeles	Traditional	CSET Math I	10	10	100
University of California, Los Angeles	Traditional	CSET Math II	10	10	100
University of California, Los Angeles	Traditional	CSET Math III	9		
University of California, Los Angeles	Traditional	CSET MSE I	62	62	100
University of California, Los Angeles	Traditional	CSET MSE II	62	62	100
University of California, Los Angeles	Traditional	CSET MSE III	62	62	100
University of California, Los Angeles	Traditional	CSET Sci III Bio/Life	4		
University of California, Los Angeles	Traditional	CSET Sci III Physics	2		
University of California, Los Angeles	Traditional	CSET Science I	6		
University of California, Los Angeles	Traditional	CSET Science II	6		
University of California, Los Angeles	Traditional	CSET Social Sci I	19	19	100
University of California, Los Angeles	Traditional	CSET Social Sci II	19	19	100
University of California, Los Angeles	Traditional	CSET Social Sci III	19	19	100
University of California, Los Angeles	Traditional	RICA	62	62	100
University of California, Riverside	Traditional	CBEST	73	73	100
University of California, Riverside	Traditional	CSET English I	6		
University of California, Riverside	Traditional	CSET English II	6		
University of California, Riverside	Traditional	CSET English III	6		
University of California, Riverside	Traditional	CSET English IV	6		
University of California, Riverside	Traditional	CSET Math I	2		
University of California, Riverside	Traditional	CSET Math II	2		
University of California, Riverside	Traditional	CSET MSE I	52	52	100
University of California, Riverside	Traditional	CSET MSE II	52	52	100
University of California, Riverside	Traditional	CSET MSE III	52	52	100
University of California, Riverside	Traditional	CSET Sci III Bio/Life	2		
University of California, Riverside	Traditional	CSET Science I	2		
University of California, Riverside	Traditional	CSET Science II	2		
University of California, Riverside	Traditional	CSET Social Sci I	6		
University of California, Riverside	Traditional	CSET Social Sci II	6		
University of California, Riverside	Traditional	CSET Social Sci III	6		
University of California, Riverside	Traditional	CSET Spanish Subtest I	1		
University of California, Riverside	Traditional	CSET Spanish Subtest II	1		
University of California, Riverside	Traditional	CSET Spanish Subtest III	1		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, Riverside	Traditional	CSET: English Test I	5		
University of California, Riverside	Traditional	CSET: English Test II	5		
University of California, Riverside	Traditional	CSET: English Test III	5		
University of California, Riverside	Traditional	CSET: English Test IV	5		
University of California, Riverside	Traditional	CSET: Multiple Subject Test I	64	64	100
University of California, Riverside	Traditional	CSET: Multiple Subject Test II	64	64	100
University of California, Riverside	Traditional	CSET: Multiple Subject Test III	64	64	100
University of California, Riverside	Traditional	CSET: Science Test I	2		
University of California, Riverside	Traditional	CSET: Science Test II	2		
University of California, Riverside	Traditional	CSET: Science Test III Biology/Life Science	3		
University of California, Riverside	Traditional	CSET: Science Test III Chemistry	1		
University of California, Riverside	Traditional	CSET: Science Test IV Biology/Life Science	2		
University of California, Riverside	Traditional	CSET: Social Science Test I	13	13	100
University of California, Riverside	Traditional	CSET: Social Science Test II	13	13	100
University of California, Riverside	Traditional	CSET: Social Science Test III	13	13	100
University of California, Riverside	Traditional	RICA	52	51	98
University of California, San Diego	Traditional	CBEST	47	46	98
University of California, San Diego	Traditional	CSET English I	2		
University of California, San Diego	Traditional	CSET English II	2		
University of California, San Diego	Traditional	CSET English III	2		
University of California, San Diego	Traditional	CSET English IV	2		
University of California, San Diego	Traditional	CSET MSE I	45	45	100
University of California, San Diego	Traditional	CSET MSE II	45	45	100
University of California, San Diego	Traditional	CSET MSE III	45	45	100
University of California, San Diego	Traditional	CSET: Multiple Subject Test I	48	48	100
University of California, San Diego	Traditional	CSET: Multiple Subject Test II	48	48	100
University of California, San Diego	Traditional	CSET: Multiple Subject Test III	48	48	100
University of California, San Diego	Traditional	RICA	45	44	98
University of California, Santa Barbara	Traditional	CBEST	80	80	100
University of California, Santa Barbara	Traditional	CSET Art Subtest I	4		
University of California, Santa Barbara	Traditional	CSET Art Subtest II	4		
University of California, Santa Barbara	Traditional	CSET English I	5		
University of California, Santa Barbara	Traditional	CSET English II	5		

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, Santa Barbara	Traditional	CSET English III	5		
University of California, Santa Barbara	Traditional	CSET English IV	5		
University of California, Santa Barbara	Traditional	CSET Math I	4		
University of California, Santa Barbara	Traditional	CSET Math II	4		
University of California, Santa Barbara	Traditional	CSET Math III	3		
University of California, Santa Barbara	Traditional	CSET MSE I	44	44	100
University of California, Santa Barbara	Traditional	CSET MSE II	44	44	100
University of California, Santa Barbara	Traditional	CSET MSE III	44	44	100
University of California, Santa Barbara	Traditional	CSET Sci III Bio/Life	6		
University of California, Santa Barbara	Traditional	CSET Sci III Chemistry	2		
University of California, Santa Barbara	Traditional	CSET Sci III Earth/Planetary	2		
University of California, Santa Barbara	Traditional	CSET Science I	10	10	100
University of California, Santa Barbara	Traditional	CSET Science II	10	10	100
University of California, Santa Barbara	Traditional	CSET Social Sci I	7		
University of California, Santa Barbara	Traditional	CSET Social Sci II	7		
University of California, Santa Barbara	Traditional	CSET Social Sci III	7		
University of California, Santa Barbara	Traditional	CSET Spanish Subtest I	4		
University of California, Santa Barbara	Traditional	CSET Spanish Subtest II	4		
University of California, Santa Barbara	Traditional	CSET Spanish Subtest III	4		
University of California, Santa Barbara	Traditional	CSET: Art Test I	3		
University of California, Santa Barbara	Traditional	CSET: Art Test II	3		
University of California, Santa Barbara	Traditional	CSET: English Test I	13	13	100
University of California, Santa Barbara	Traditional	CSET: English Test II	13	13	100
University of California, Santa Barbara	Traditional	CSET: English Test III	13	13	100
University of California, Santa Barbara	Traditional	CSET: English Test IV	13	13	100
University of California, Santa Barbara	Traditional	CSET: Mathematics Test I	6		
University of California, Santa Barbara	Traditional	CSET: Mathematics Test II	6		
University of California, Santa Barbara	Traditional	CSET: Mathematics Test III	4		
University of California, Santa Barbara	Traditional	CSET: Multiple Subject Test I	52	52	100
University of California, Santa Barbara	Traditional	CSET: Multiple Subject Test II	52	52	100
University of California, Santa Barbara	Traditional	CSET: Multiple Subject Test III	52	52	100
University of California, Santa Barbara	Traditional	CSET: Science Test I	10	10	100
University of California, Santa Barbara	Traditional	CSET: Science Test II	10	10	100



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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, Santa Barbara	Traditional	CSET: Science Test III Biology/Life Science	7		
University of California, Santa Barbara	Traditional	CSET: Science Test III Chemistry	2		
University of California, Santa Barbara	Traditional	CSET: Science Test III Earth/Planetary	1		
University of California, Santa Barbara	Traditional	CSET: Social Science Test I	12	12	100
University of California, Santa Barbara	Traditional	CSET: Social Science Test II	12	12	100
University of California, Santa Barbara	Traditional	CSET: Social Science Test III	12	12	100
University of California, Santa Barbara	Traditional	CSET: Spanish Test I	3		
University of California, Santa Barbara	Traditional	CSET: Spanish Test II	3		
University of California, Santa Barbara	Traditional	CSET: Spanish Test III	3		
University of California, Santa Barbara	Traditional	Out-of-State Basic Skills	2		
University of California, Santa Barbara	Traditional	RICA	44	44	100
University of California, Santa Cruz	Traditional	CBEST	99	99	100
University of California, Santa Cruz	Traditional	CSET English I	13	13	100
University of California, Santa Cruz	Traditional	CSET English II	13	13	100
University of California, Santa Cruz	Traditional	CSET English III	13	13	100
University of California, Santa Cruz	Traditional	CSET English IV	13	13	100
University of California, Santa Cruz	Traditional	CSET Math I	2		
University of California, Santa Cruz	Traditional	CSET Math II	2		
University of California, Santa Cruz	Traditional	CSET Math III	2		
University of California, Santa Cruz	Traditional	CSET MSE I	48	48	100
University of California, Santa Cruz	Traditional	CSET MSE II	48	48	100
University of California, Santa Cruz	Traditional	CSET MSE III	48	48	100
University of California, Santa Cruz	Traditional	CSET Sci III Bio/Life	10	10	100
University of California, Santa Cruz	Traditional	CSET Science I	10	10	100
University of California, Santa Cruz	Traditional	CSET Science II	10	10	100
University of California, Santa Cruz	Traditional	CSET Social Sci I	15	15	100
University of California, Santa Cruz	Traditional	CSET Social Sci II	15	15	100
University of California, Santa Cruz	Traditional	CSET Social Sci III	15	15	100
University of California, Santa Cruz	Traditional	CSET: English Test I	11	11	100
University of California, Santa Cruz	Traditional	CSET: English Test II	11	11	100
University of California, Santa Cruz	Traditional	CSET: English Test III	11	11	100
University of California, Santa Cruz	Traditional	CSET: English Test IV	11	11	100
University of California, Santa Cruz	Traditional	CSET: Mathematics Test I	2		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, Santa Cruz	Traditional	CSET: Mathematics Test II	2		
University of California, Santa Cruz	Traditional	CSET: Mathematics Test III	2		
University of California, Santa Cruz	Traditional	CSET: Multiple Subject Test I	46	46	100
University of California, Santa Cruz	Traditional	CSET: Multiple Subject Test II	46	46	100
University of California, Santa Cruz	Traditional	CSET: Multiple Subject Test III	46	46	100
University of California, Santa Cruz	Traditional	CSET: Science Test I	6		
University of California, Santa Cruz	Traditional	CSET: Science Test II	6		
University of California, Santa Cruz	Traditional	CSET: Science Test III Biology/Life Science	5		
University of California, Santa Cruz	Traditional	CSET: Science Test III Chemistry	1		
University of California, Santa Cruz	Traditional	CSET: Science Test III Earth/Planetary	1		
University of California, Santa Cruz	Traditional	CSET: Science Test IV Biology/Life Science	1		
University of California, Santa Cruz	Traditional	CSET: Social Science Test I	10	10	100
University of California, Santa Cruz	Traditional	CSET: Social Science Test II	10	10	100
University of California, Santa Cruz	Traditional	CSET: Social Science Test III	10	10	100
University of California, Santa Cruz	Traditional	RICA	48	48	100
University of LaVerne	Traditional	CBEST	176	176	100
University of LaVerne	Traditional	CSET Business Subtest I	2		
University of LaVerne	Traditional	CSET Business Subtest II	2		
University of LaVerne	Traditional	CSET Business Subtest III	2		
University of LaVerne	Traditional	CSET English I	12	12	100
University of LaVerne	Traditional	CSET English II	12	12	100
University of LaVerne	Traditional	CSET English III	12	12	100
University of LaVerne	Traditional	CSET English IV	12	12	100
University of LaVerne	Traditional	CSET Health Subtest I	6		
University of LaVerne	Traditional	CSET Health Subtest II	6		
University of LaVerne	Traditional	CSET Health Subtest III	6		
University of LaVerne	Traditional	CSET Mandarin Subtest I	1		
University of LaVerne	Traditional	CSET Mandarin Subtest II	1		
University of LaVerne	Traditional	CSET Mandarin Subtest III	1		
University of LaVerne	Traditional	CSET Math I	4		
University of LaVerne	Traditional	CSET Math II	4		
University of LaVerne	Traditional	CSET MSE I	120	120	100
University of LaVerne	Traditional	CSET MSE II	120	120	100

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of LaVerne	Traditional	CSET MSE III	120	120	100
University of LaVerne	Traditional	CSET Physical Education Subtest I	1		
University of LaVerne	Traditional	CSET Physical Education Subtest II	1		
University of LaVerne	Traditional	CSET Physical Education Subtest III	1		
University of LaVerne	Traditional	CSET Sci III Bio/Life	4		
University of LaVerne	Traditional	CSET Sci III Earth/Planetary	2		
University of LaVerne	Traditional	CSET Science I	6		
University of LaVerne	Traditional	CSET Science II	5		
University of LaVerne	Traditional	CSET Social Sci I	11	11	100
University of LaVerne	Traditional	CSET Social Sci II	11	11	100
University of LaVerne	Traditional	CSET Social Sci III	11	11	100
University of LaVerne	Traditional	CSET Spanish Subtest I	1		
University of LaVerne	Traditional	CSET Spanish Subtest II	1		
University of LaVerne	Traditional	CSET Spanish Subtest III	1		
University of LaVerne	Traditional	CSET: Art Test I	2		
University of LaVerne	Traditional	CSET: Art Test II	2		
University of LaVerne	Traditional	CSET: English Test I	8		
University of LaVerne	Traditional	CSET: English Test II	8		
University of LaVerne	Traditional	CSET: English Test III	8		
University of LaVerne	Traditional	CSET: English Test IV	8		
University of LaVerne	Traditional	CSET: Health Subtest I	1		
University of LaVerne	Traditional	CSET: Health Subtest II	1		
University of LaVerne	Traditional	CSET: Health Subtest III	1		
University of LaVerne	Traditional	CSET: Mathematics Test I	1		
University of LaVerne	Traditional	CSET: Mathematics Test II	1		
University of LaVerne	Traditional	CSET: Multiple Subject Test I	130	130	100
University of LaVerne	Traditional	CSET: Multiple Subject Test II	130	130	100
University of LaVerne	Traditional	CSET: Multiple Subject Test III	130	130	100
University of LaVerne	Traditional	CSET: Physical Education Subtest I	1		
University of LaVerne	Traditional	CSET: Physical Education Subtest II	1		
University of LaVerne	Traditional	CSET: Physical Education Subtest III	1		
University of LaVerne	Traditional	CSET: Science Test I	2		
University of LaVerne	Traditional	CSET: Science Test II	2		

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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of LaVerne	Traditional	CSET: Science Test III Biology/Life Science	4		
University of LaVerne	Traditional	CSET: Science Test IV Biology/Life Science	1		
University of LaVerne	Traditional	CSET: Social Science Test I	13	13	100
University of LaVerne	Traditional	CSET: Social Science Test II	13	13	100
University of LaVerne	Traditional	CSET: Social Science Test III	13	13	100
University of LaVerne	Traditional	CSET: Spanish Test I	1		
University of LaVerne	Traditional	CSET: Spanish Test II	1		
University of LaVerne	Traditional	CSET: Spanish Test III	1		
University of LaVerne	Traditional	RICA	121	121	100
University of Phoenix	Traditional	CBEST	377	375	99
University of Phoenix	Traditional	CSET Art Subtest I	2		
University of Phoenix	Traditional	CSET Art Subtest II	2		
University of Phoenix	Traditional	CSET English I	20	20	100
University of Phoenix	Traditional	CSET English II	20	20	100
University of Phoenix	Traditional	CSET English III	20	19	95
University of Phoenix	Traditional	CSET English IV	20	19	95
University of Phoenix	Traditional	CSET Health Subtest I	2		
University of Phoenix	Traditional	CSET Health Subtest II	2		
University of Phoenix	Traditional	CSET Health Subtest III	2		
University of Phoenix	Traditional	CSET Math I	27	26	96
University of Phoenix	Traditional	CSET Math II	27	27	100
University of Phoenix	Traditional	CSET Math III	7		
University of Phoenix	Traditional	CSET MSE I	170	169	99
University of Phoenix	Traditional	CSET MSE II	169	168	99
University of Phoenix	Traditional	CSET MSE III	169	169	100
University of Phoenix	Traditional	CSET Physical Education Subtest I	7		
University of Phoenix	Traditional	CSET Physical Education Subtest II	7		
University of Phoenix	Traditional	CSET Physical Education Subtest III	7		
University of Phoenix	Traditional	CSET Sci III Bio/Life	13	13	100
University of Phoenix	Traditional	CSET Sci III Chemistry	3		
University of Phoenix	Traditional	CSET Sci III Earth/Planetary	3		
University of Phoenix	Traditional	CSET Sci III Physics	1		
University of Phoenix	Traditional	CSET Science I	16	16	100

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of Phoenix	Traditional	CSET Science II	16	16	100
University of Phoenix	Traditional	CSET Social Sci I	4		
University of Phoenix	Traditional	CSET Social Sci II	4		
University of Phoenix	Traditional	CSET Social Sci III	4		
University of Phoenix	Traditional	CSET Spanish Subtest I	1		
University of Phoenix	Traditional	CSET Spanish Subtest II	1		
University of Phoenix	Traditional	CSET Spanish Subtest III	1		
University of Phoenix	Traditional	CSET: English Test I	15	15	100
University of Phoenix	Traditional	CSET: English Test II	15	15	100
University of Phoenix	Traditional	CSET: English Test III	15	15	100
University of Phoenix	Traditional	CSET: English Test IV	15	15	100
University of Phoenix	Traditional	CSET: Health Subtest I	1		
University of Phoenix	Traditional	CSET: Health Subtest II	1		
University of Phoenix	Traditional	CSET: Health Subtest III	1		
University of Phoenix	Traditional	CSET: Mathematics Test I	13	13	100
University of Phoenix	Traditional	CSET: Mathematics Test II	13	13	100
University of Phoenix	Traditional	CSET: Mathematics Test III	2		
University of Phoenix	Traditional	CSET: Multiple Subject Test I	124	124	100
University of Phoenix	Traditional	CSET: Multiple Subject Test II	124	124	100
University of Phoenix	Traditional	CSET: Multiple Subject Test III	124	124	100
University of Phoenix	Traditional	CSET: Physical Education Subtest I	1		
University of Phoenix	Traditional	CSET: Physical Education Subtest II	1		
University of Phoenix	Traditional	CSET: Physical Education Subtest III	1		
University of Phoenix	Traditional	CSET: Science Test I	5		
University of Phoenix	Traditional	CSET: Science Test II	5		
University of Phoenix	Traditional	CSET: Science Test III Biology/Life Science	7		
University of Phoenix	Traditional	CSET: Science Test III Chemistry	2		
University of Phoenix	Traditional	CSET: Science Test III Earth/Planetary	1		
University of Phoenix	Traditional	CSET: Science Test IV Biology/Life Science	2		
University of Phoenix	Traditional	CSET: Science Test IV Chemistry	1		
University of Phoenix	Traditional	CSET: Social Science Test I	17	17	100
University of Phoenix	Traditional	CSET: Social Science Test II	17	17	100
University of Phoenix	Traditional	CSET: Social Science Test III	17	17	100

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of Phoenix	Traditional	CSET: Spanish Test I	2		
University of Phoenix	Traditional	CSET: Spanish Test II	2		
University of Phoenix	Traditional	CSET: Spanish Test III	2		
University of Phoenix	Traditional	RICA	217	205	94
University of Redlands	Traditional	CBEST	137	137	100
University of Redlands	Traditional	CSET Art Subtest I	2		
University of Redlands	Traditional	CSET Art Subtest II	2		
University of Redlands	Traditional	CSET Business Subtest I	1		
University of Redlands	Traditional	CSET Business Subtest II	1		
University of Redlands	Traditional	CSET Business Subtest III	1		
University of Redlands	Traditional	CSET English I	10	10	100
University of Redlands	Traditional	CSET English II	10	10	100
University of Redlands	Traditional	CSET English III	10	10	100
University of Redlands	Traditional	CSET English IV	10	10	100
University of Redlands	Traditional	CSET Health Subtest I	1		
University of Redlands	Traditional	CSET Health Subtest II	1		
University of Redlands	Traditional	CSET Health Subtest III	1		
University of Redlands	Traditional	CSET Ind/Tech Educ Subtest I	1		
University of Redlands	Traditional	CSET Ind/Tech Educ Subtest II	1		
University of Redlands	Traditional	CSET Math I	6		
University of Redlands	Traditional	CSET Math II	6		
University of Redlands	Traditional	CSET Math III	3		
University of Redlands	Traditional	CSET MSE I	74	74	100
University of Redlands	Traditional	CSET MSE II	74	74	100
University of Redlands	Traditional	CSET MSE III	74	74	100
University of Redlands	Traditional	CSET Physical Education Subtest I	2		
University of Redlands	Traditional	CSET Physical Education Subtest II	2		
University of Redlands	Traditional	CSET Physical Education Subtest III	2		
University of Redlands	Traditional	CSET Sci III Bio/Life	3		
University of Redlands	Traditional	CSET Sci IV Bio/Life (specialized)	2		
University of Redlands	Traditional	CSET Science I	1		
University of Redlands	Traditional	CSET Science II	1		
University of Redlands	Traditional	CSET Social Sci I	13	13	100

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of Redlands	Traditional	CSET Social Sci II	13	13	100
University of Redlands	Traditional	CSET Social Sci III	13	13	100
University of Redlands	Traditional	CSET Spanish Subtest I	2		
University of Redlands	Traditional	CSET Spanish Subtest II	2		
University of Redlands	Traditional	CSET Spanish Subtest III	2		
University of Redlands	Traditional	CSET: Art Test I	2		
University of Redlands	Traditional	CSET: Art Test II	2		
University of Redlands	Traditional	CSET: English Test I	6		
University of Redlands	Traditional	CSET: English Test II	6		
University of Redlands	Traditional	CSET: English Test III	6		
University of Redlands	Traditional	CSET: English Test IV	6		
University of Redlands	Traditional	CSET: French Test I	1		
University of Redlands	Traditional	CSET: French Test II	1		
University of Redlands	Traditional	CSET: French Test III	1		
University of Redlands	Traditional	CSET: Mathematics Test I	2		
University of Redlands	Traditional	CSET: Mathematics Test II	2		
University of Redlands	Traditional	CSET: Mathematics Test III	1		
University of Redlands	Traditional	CSET: Multiple Subject Test I	109	109	100
University of Redlands	Traditional	CSET: Multiple Subject Test II	109	109	100
University of Redlands	Traditional	CSET: Multiple Subject Test III	109	109	100
University of Redlands	Traditional	CSET: Music Test I	1		
University of Redlands	Traditional	CSET: Music Test II	1		
University of Redlands	Traditional	CSET: Music Test III	1		
University of Redlands	Traditional	CSET: Physical Education Subtest I	1		
University of Redlands	Traditional	CSET: Physical Education Subtest II	1		
University of Redlands	Traditional	CSET: Physical Education Subtest III	1		
University of Redlands	Traditional	CSET: Science Test I	4		
University of Redlands	Traditional	CSET: Science Test II	4		
University of Redlands	Traditional	CSET: Science Test III Biology/Life Science	4		
University of Redlands	Traditional	CSET: Science Test III Chemistry	1		
University of Redlands	Traditional	CSET: Science Test III Earth/Planetary	1		
University of Redlands	Traditional	CSET: Science Test III Physics	1		
University of Redlands	Traditional	CSET: Science Test IV Biology/Life Science	3		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of Redlands	Traditional	CSET: Social Science Test I	6		
University of Redlands	Traditional	CSET: Social Science Test II	6		
University of Redlands	Traditional	CSET: Social Science Test III	6		
University of Redlands	Traditional	CSET: Spanish Test I	2		
University of Redlands	Traditional	CSET: Spanish Test II	2		
University of Redlands	Traditional	CSET: Spanish Test III	2		
University of Redlands	Traditional	RICA	73	69	95
University of San Diego	Traditional	CBEST	67	67	100
University of San Diego	Traditional	CSET English I	5		
University of San Diego	Traditional	CSET English II	5		
University of San Diego	Traditional	CSET English III	5		
University of San Diego	Traditional	CSET English IV	5		
University of San Diego	Traditional	CSET MSE I	35	35	100
University of San Diego	Traditional	CSET MSE II	35	35	100
University of San Diego	Traditional	CSET MSE III	35	35	100
University of San Diego	Traditional	CSET Music Subtest I	1		
University of San Diego	Traditional	CSET Music Subtest II	1		
University of San Diego	Traditional	CSET Music Subtest III	1		
University of San Diego	Traditional	CSET Sci III Bio/Life	5		
University of San Diego	Traditional	CSET Sci IV Bio/Life (specialized)	1		
University of San Diego	Traditional	CSET Science I	4		
University of San Diego	Traditional	CSET Science II	4		
University of San Diego	Traditional	CSET Social Sci I	10	10	100
University of San Diego	Traditional	CSET Social Sci II	10	10	100
University of San Diego	Traditional	CSET Social Sci III	10	10	100
University of San Diego	Traditional	CSET Spanish Subtest I	1		
University of San Diego	Traditional	CSET Spanish Subtest II	1		
University of San Diego	Traditional	CSET Spanish Subtest III	1		
University of San Diego	Traditional	CSET: English Test I	2		
University of San Diego	Traditional	CSET: English Test II	2		
University of San Diego	Traditional	CSET: English Test III	2		
University of San Diego	Traditional	CSET: English Test IV	2		
University of San Diego	Traditional	CSET: Mathematics Test I	1		



**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of San Diego	Traditional	CSET: Mathematics Test II	1		
University of San Diego	Traditional	CSET: Mathematics Test III	1		
University of San Diego	Traditional	CSET: Multiple Subject Test I	49	49	100
University of San Diego	Traditional	CSET: Multiple Subject Test II	49	49	100
University of San Diego	Traditional	CSET: Multiple Subject Test III	49	49	100
University of San Diego	Traditional	CSET: Music Test I	1		
University of San Diego	Traditional	CSET: Music Test II	1		
University of San Diego	Traditional	CSET: Music Test III	1		
University of San Diego	Traditional	CSET: Science Test I	1		
University of San Diego	Traditional	CSET: Science Test II	1		
University of San Diego	Traditional	CSET: Science Test III Biology/Life Science	1		
University of San Diego	Traditional	CSET: Social Science Test I	6		
University of San Diego	Traditional	CSET: Social Science Test II	6		
University of San Diego	Traditional	CSET: Social Science Test III	6		
University of San Diego	Traditional	CSET: Spanish Test I	1		
University of San Diego	Traditional	CSET: Spanish Test II	1		
University of San Diego	Traditional	CSET: Spanish Test III	1		
University of San Diego	Traditional	RICA	35	35	100
University of San Francisco	Traditional	CBEST	63	63	100
University of San Francisco	Traditional	CSET English I	2		
University of San Francisco	Traditional	CSET English II	2		
University of San Francisco	Traditional	CSET English III	2		
University of San Francisco	Traditional	CSET English IV	2		
University of San Francisco	Traditional	CSET Math I	4		
University of San Francisco	Traditional	CSET Math II	4		
University of San Francisco	Traditional	CSET Math III	1		
University of San Francisco	Traditional	CSET MSE I	45	45	100
University of San Francisco	Traditional	CSET MSE II	45	45	100
University of San Francisco	Traditional	CSET MSE III	45	45	100
University of San Francisco	Traditional	CSET Social Sci I	8		
University of San Francisco	Traditional	CSET Social Sci II	8		
University of San Francisco	Traditional	CSET Social Sci III	8		
University of San Francisco	Traditional	CSET Spanish Subtest I	1		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of San Francisco	Traditional	CSET Spanish Subtest II	1		
University of San Francisco	Traditional	CSET Spanish Subtest III	1		
University of San Francisco	Traditional	CSET: English Test I	4		
University of San Francisco	Traditional	CSET: English Test II	4		
University of San Francisco	Traditional	CSET: English Test III	4		
University of San Francisco	Traditional	CSET: English Test IV	4		
University of San Francisco	Traditional	CSET: Mathematics Test I	2		
University of San Francisco	Traditional	CSET: Mathematics Test II	2		
University of San Francisco	Traditional	CSET: Mathematics Test III	1		
University of San Francisco	Traditional	CSET: Multiple Subject Test I	42	42	100
University of San Francisco	Traditional	CSET: Multiple Subject Test II	42	42	100
University of San Francisco	Traditional	CSET: Multiple Subject Test III	42	42	100
University of San Francisco	Traditional	CSET: Science Test I	1		
University of San Francisco	Traditional	CSET: Science Test II	1		
University of San Francisco	Traditional	CSET: Science Test III Chemistry	2		
University of San Francisco	Traditional	CSET: Social Science Test I	1		
University of San Francisco	Traditional	CSET: Social Science Test II	1		
University of San Francisco	Traditional	CSET: Social Science Test III	1		
University of San Francisco	Traditional	RICA	45	44	98
University of Southern California	Traditional	CBEST	67	66	99
University of Southern California	Traditional	CSET English I	8		
University of Southern California	Traditional	CSET English II	8		
University of Southern California	Traditional	CSET English III	8		
University of Southern California	Traditional	CSET English IV	8		
University of Southern California	Traditional	CSET Math I	3		
University of Southern California	Traditional	CSET Math II	3		
University of Southern California	Traditional	CSET Math III	2		
University of Southern California	Traditional	CSET MSE I	31	31	100
University of Southern California	Traditional	CSET MSE II	30	30	100
University of Southern California	Traditional	CSET MSE III	30	30	100
University of Southern California	Traditional	CSET Music Subtest I	11	11	100
University of Southern California	Traditional	CSET Music Subtest II	11	11	100
University of Southern California	Traditional	CSET Music Subtest III	11	11	100

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of Southern California	Traditional	CSET Sci III Bio/Life	4		
University of Southern California	Traditional	CSET Sci III Physics	1		
University of Southern California	Traditional	CSET Sci IV Physics (specialized)	1		
University of Southern California	Traditional	CSET Science I	4		
University of Southern California	Traditional	CSET Science II	4		
University of Southern California	Traditional	CSET Social Sci I	5		
University of Southern California	Traditional	CSET Social Sci II	5		
University of Southern California	Traditional	CSET Social Sci III	5		
University of Southern California	Traditional	CSET: English Test I	10	10	100
University of Southern California	Traditional	CSET: English Test II	10	10	100
University of Southern California	Traditional	CSET: English Test III	10	10	100
University of Southern California	Traditional	CSET: English Test IV	10	10	100
University of Southern California	Traditional	CSET: Mathematics Test I	5		
University of Southern California	Traditional	CSET: Mathematics Test II	5		
University of Southern California	Traditional	CSET: Mathematics Test III	5		
University of Southern California	Traditional	CSET: Multiple Subject Test I	34	34	100
University of Southern California	Traditional	CSET: Multiple Subject Test II	34	34	100
University of Southern California	Traditional	CSET: Multiple Subject Test III	34	34	100
University of Southern California	Traditional	CSET: Music Test I	7		
University of Southern California	Traditional	CSET: Music Test II	7		
University of Southern California	Traditional	CSET: Music Test III	7		
University of Southern California	Traditional	CSET: Science Test III Biology/Life Science	4		
University of Southern California	Traditional	CSET: Science Test III Chemistry	2		
University of Southern California	Traditional	CSET: Science Test III Physics	3		
University of Southern California	Traditional	CSET: Science Test IV Physics	1		
University of Southern California	Traditional	CSET: Social Science Test I	10	10	100
University of Southern California	Traditional	CSET: Social Science Test II	10	10	100
University of Southern California	Traditional	CSET: Social Science Test III	10	10	100
University of Southern California	Traditional	RICA	30	30	100
University of the Pacific	Traditional	CBEST	31	31	100
University of the Pacific	Traditional	CSET Math I	2		
University of the Pacific	Traditional	CSET Math II	2		
University of the Pacific	Traditional	CSET MSE I	14	14	100

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of the Pacific	Traditional	CSET MSE II	14	14	100
University of the Pacific	Traditional	CSET MSE III	14	14	100
University of the Pacific	Traditional	CSET Social Sci I	1		
University of the Pacific	Traditional	CSET Social Sci II	1		
University of the Pacific	Traditional	CSET Social Sci III	1		
University of the Pacific	Traditional	CSET: Multiple Subject Test I	25	25	100
University of the Pacific	Traditional	CSET: Multiple Subject Test II	25	25	100
University of the Pacific	Traditional	CSET: Multiple Subject Test III	25	25	100
University of the Pacific	Traditional	CSET: Social Science Test I	1		
University of the Pacific	Traditional	CSET: Social Science Test II	1		
University of the Pacific	Traditional	CSET: Social Science Test III	1		
University of the Pacific	Traditional	RICA	15	14	93
Vanguard University	Traditional	CBEST	47	47	100
Vanguard University	Traditional	CSET Art Subtest I	1		
Vanguard University	Traditional	CSET Art Subtest II	1		
Vanguard University	Traditional	CSET English I	3		
Vanguard University	Traditional	CSET English II	3		
Vanguard University	Traditional	CSET English III	3		
Vanguard University	Traditional	CSET English IV	3		
Vanguard University	Traditional	CSET Math I	3		
Vanguard University	Traditional	CSET Math II	3		
Vanguard University	Traditional	CSET MSE I	29	29	100
Vanguard University	Traditional	CSET MSE II	29	29	100
Vanguard University	Traditional	CSET MSE III	29	29	100
Vanguard University	Traditional	CSET Physical Education Subtest I	1		
Vanguard University	Traditional	CSET Physical Education Subtest II	1		
Vanguard University	Traditional	CSET Physical Education Subtest III	1		
Vanguard University	Traditional	CSET Sci III Bio/Life	1		
Vanguard University	Traditional	CSET Sci III Chemistry	1		
Vanguard University	Traditional	CSET Sci III Physics	1		
Vanguard University	Traditional	CSET Science I	3		
Vanguard University	Traditional	CSET Science II	3		
Vanguard University	Traditional	CSET Social Sci I	1		

**Appendix A-3**  
**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Vanguard University	Traditional	CSET Social Sci II	1		
Vanguard University	Traditional	CSET Social Sci III	1		
Vanguard University	Traditional	CSET: English Test I	2		
Vanguard University	Traditional	CSET: English Test II	2		
Vanguard University	Traditional	CSET: English Test III	2		
Vanguard University	Traditional	CSET: English Test IV	2		
Vanguard University	Traditional	CSET: Mathematics Test I	2		
Vanguard University	Traditional	CSET: Mathematics Test II	2		
Vanguard University	Traditional	CSET: Multiple Subject Test I	34	34	100
Vanguard University	Traditional	CSET: Multiple Subject Test II	34	34	100
Vanguard University	Traditional	CSET: Multiple Subject Test III	34	34	100
Vanguard University	Traditional	CSET: Physical Education Subtest I	3		
Vanguard University	Traditional	CSET: Physical Education Subtest II	3		
Vanguard University	Traditional	CSET: Physical Education Subtest III	3		
Vanguard University	Traditional	CSET: Science Test I	1		
Vanguard University	Traditional	CSET: Science Test II	1		
Vanguard University	Traditional	CSET: Science Test III Biology/Life Science	1		
Vanguard University	Traditional	CSET: Social Science Test I	7		
Vanguard University	Traditional	CSET: Social Science Test II	7		
Vanguard University	Traditional	CSET: Social Science Test III	7		
Vanguard University	Traditional	RICA	29	29	100
Western Governors University	Traditional	CBEST	63	63	100
Western Governors University	Traditional	RICA	34	34	100
Westmont College	Traditional	CBEST	11	11	100
Westmont College	Traditional	RICA	9		
Whittier College	Traditional	CBEST	39	39	100
Whittier College	Traditional	CSET English I	2		
Whittier College	Traditional	CSET English II	2		
Whittier College	Traditional	CSET English III	2		
Whittier College	Traditional	CSET English IV	2		
Whittier College	Traditional	CSET Math I	1		
Whittier College	Traditional	CSET Math II	1		
Whittier College	Traditional	CSET MSE I	23	23	100

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**Pass rate by Assessment for Traditional Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Whittier College	Traditional	CSET MSE II	23	23	100
Whittier College	Traditional	CSET MSE III	23	23	100
Whittier College	Traditional	CSET Physical Education Subtest I	1		
Whittier College	Traditional	CSET Physical Education Subtest II	1		
Whittier College	Traditional	CSET Physical Education Subtest III	1		
Whittier College	Traditional	CSET Social Sci I	5		
Whittier College	Traditional	CSET Social Sci II	5		
Whittier College	Traditional	CSET Social Sci III	5		
Whittier College	Traditional	CSET Spanish Subtest I	1		
Whittier College	Traditional	CSET Spanish Subtest II	1		
Whittier College	Traditional	CSET Spanish Subtest III	1		
Whittier College	Traditional	CSET: English Test I	1		
Whittier College	Traditional	CSET: English Test II	1		
Whittier College	Traditional	CSET: English Test III	1		
Whittier College	Traditional	CSET: English Test IV	1		
Whittier College	Traditional	CSET: Multiple Subject Test I	25	25	100
Whittier College	Traditional	CSET: Multiple Subject Test II	25	25	100
Whittier College	Traditional	CSET: Multiple Subject Test III	25	25	100
Whittier College	Traditional	CSET: Physical Education Subtest I	1		
Whittier College	Traditional	CSET: Physical Education Subtest II	1		
Whittier College	Traditional	CSET: Physical Education Subtest III	1		
Whittier College	Traditional	CSET: Science Test I	1		
Whittier College	Traditional	CSET: Science Test II	1		
Whittier College	Traditional	CSET: Science Test III Biology/Life Science	1		
Whittier College	Traditional	RICA	23	23	100
William Jessup University	Traditional	CBEST	11	11	100
William Jessup University	Traditional	CSET MSE I	11	11	100
William Jessup University	Traditional	CSET MSE II	11	11	100
William Jessup University	Traditional	CSET MSE III	11	11	100
William Jessup University	Traditional	CSET: Multiple Subject Test I	17	17	100
William Jessup University	Traditional	CSET: Multiple Subject Test II	17	17	100
William Jessup University	Traditional	CSET: Multiple Subject Test III	17	17	100
William Jessup University	Traditional	RICA	11	11	100

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Alliant International University	Alternative, IHE-based	CBEST	54	54	100
Alliant International University	Alternative, IHE-based	CSET English I	11	11	100
Alliant International University	Alternative, IHE-based	CSET English II	11	11	100
Alliant International University	Alternative, IHE-based	CSET English III	11	11	100
Alliant International University	Alternative, IHE-based	CSET English IV	11	11	100
Alliant International University	Alternative, IHE-based	CSET Math I	9		
Alliant International University	Alternative, IHE-based	CSET Math II	9		
Alliant International University	Alternative, IHE-based	CSET Math III	5		
Alliant International University	Alternative, IHE-based	CSET MSE I	29	29	100
Alliant International University	Alternative, IHE-based	CSET MSE II	29	29	100
Alliant International University	Alternative, IHE-based	CSET MSE III	29	29	100
Alliant International University	Alternative, IHE-based	CSET Music Subtest I	1		
Alliant International University	Alternative, IHE-based	CSET Music Subtest II	1		
Alliant International University	Alternative, IHE-based	CSET Music Subtest III	1		
Alliant International University	Alternative, IHE-based	CSET Sci III Bio/Life	3		
Alliant International University	Alternative, IHE-based	CSET Sci III Chemistry	3		
Alliant International University	Alternative, IHE-based	CSET Science I	14	14	100
Alliant International University	Alternative, IHE-based	CSET Science II	14	14	100
Alliant International University	Alternative, IHE-based	CSET: English Test I	12	12	100
Alliant International University	Alternative, IHE-based	CSET: English Test II	12	12	100
Alliant International University	Alternative, IHE-based	CSET: English Test III	12	12	100
Alliant International University	Alternative, IHE-based	CSET: English Test IV	12	12	100
Alliant International University	Alternative, IHE-based	CSET: Mathematics Test I	22	22	100
Alliant International University	Alternative, IHE-based	CSET: Mathematics Test II	22	22	100
Alliant International University	Alternative, IHE-based	CSET: Mathematics Test III	11	10	91
Alliant International University	Alternative, IHE-based	CSET: Multiple Subject Test I	86	86	100
Alliant International University	Alternative, IHE-based	CSET: Multiple Subject Test II	86	86	100
Alliant International University	Alternative, IHE-based	CSET: Multiple Subject Test III	86	86	100
Alliant International University	Alternative, IHE-based	CSET: Science Test I	17	17	100
Alliant International University	Alternative, IHE-based	CSET: Science Test II	17	17	100
Alliant International University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	12	12	100
Alliant International University	Alternative, IHE-based	CSET: Science Test III Chemistry	4		
Alliant International University	Alternative, IHE-based	CSET: Science Test III Physics	3		
Alliant International University	Alternative, IHE-based	RICA	29	29	100
Azusa Pacific University	Alternative, IHE-based	CBEST	177	177	100
Azusa Pacific University	Alternative, IHE-based	CSET English I	15	15	100

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Azusa Pacific University	Alternative, IHE-based	CSET English II	15	15	100
Azusa Pacific University	Alternative, IHE-based	CSET English III	15	15	100
Azusa Pacific University	Alternative, IHE-based	CSET English IV	15	15	100
Azusa Pacific University	Alternative, IHE-based	CSET Health Subtest I	1		
Azusa Pacific University	Alternative, IHE-based	CSET Health Subtest II	1		
Azusa Pacific University	Alternative, IHE-based	CSET Health Subtest III	1		
Azusa Pacific University	Alternative, IHE-based	CSET Home Economics Subtest I	1		
Azusa Pacific University	Alternative, IHE-based	CSET Home Economics Subtest II	1		
Azusa Pacific University	Alternative, IHE-based	CSET Home Economics Subtest III	1		
Azusa Pacific University	Alternative, IHE-based	CSET Math I	19	19	100
Azusa Pacific University	Alternative, IHE-based	CSET Math II	19	19	100
Azusa Pacific University	Alternative, IHE-based	CSET Math III	1		
Azusa Pacific University	Alternative, IHE-based	CSET MSE I	90	90	100
Azusa Pacific University	Alternative, IHE-based	CSET MSE II	91	91	100
Azusa Pacific University	Alternative, IHE-based	CSET MSE III	89	89	100
Azusa Pacific University	Alternative, IHE-based	CSET Music Subtest I	1		
Azusa Pacific University	Alternative, IHE-based	CSET Music Subtest II	1		
Azusa Pacific University	Alternative, IHE-based	CSET Music Subtest III	1		
Azusa Pacific University	Alternative, IHE-based	CSET Physical Education Subtest I	5		
Azusa Pacific University	Alternative, IHE-based	CSET Physical Education Subtest II	5		
Azusa Pacific University	Alternative, IHE-based	CSET Physical Education Subtest III	5		
Azusa Pacific University	Alternative, IHE-based	CSET Sci III Bio/Life	7		
Azusa Pacific University	Alternative, IHE-based	CSET Sci III Chemistry	2		
Azusa Pacific University	Alternative, IHE-based	CSET Sci III Earth/Planetary	4		
Azusa Pacific University	Alternative, IHE-based	CSET Science I	13	13	100
Azusa Pacific University	Alternative, IHE-based	CSET Science II	13	13	100
Azusa Pacific University	Alternative, IHE-based	CSET Social Sci I	5		
Azusa Pacific University	Alternative, IHE-based	CSET Social Sci II	5		
Azusa Pacific University	Alternative, IHE-based	CSET Social Sci III	5		
Azusa Pacific University	Alternative, IHE-based	CSET Spanish Subtest I	2		
Azusa Pacific University	Alternative, IHE-based	CSET Spanish Subtest II	2		
Azusa Pacific University	Alternative, IHE-based	CSET Spanish Subtest III	2		
Azusa Pacific University	Alternative, IHE-based	CSET: Art Test I	1		
Azusa Pacific University	Alternative, IHE-based	CSET: Art Test II	1		
Azusa Pacific University	Alternative, IHE-based	CSET: English Test I	20	20	100
Azusa Pacific University	Alternative, IHE-based	CSET: English Test II	20	20	100



**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Azusa Pacific University	Alternative, IHE-based	CSET: English Test III	20	20	100
Azusa Pacific University	Alternative, IHE-based	CSET: English Test IV	20	20	100
Azusa Pacific University	Alternative, IHE-based	CSET: Health Subtest I	1		
Azusa Pacific University	Alternative, IHE-based	CSET: Health Subtest II	1		
Azusa Pacific University	Alternative, IHE-based	CSET: Health Subtest III	1		
Azusa Pacific University	Alternative, IHE-based	CSET: Home Economics Subtest I	1		
Azusa Pacific University	Alternative, IHE-based	CSET: Home Economics Subtest II	1		
Azusa Pacific University	Alternative, IHE-based	CSET: Home Economics Subtest III	1		
Azusa Pacific University	Alternative, IHE-based	CSET: Mathematics Test I	10	10	100
Azusa Pacific University	Alternative, IHE-based	CSET: Mathematics Test II	10	10	100
Azusa Pacific University	Alternative, IHE-based	CSET: Mathematics Test III	1		
Azusa Pacific University	Alternative, IHE-based	CSET: Multiple Subject Test I	128	128	100
Azusa Pacific University	Alternative, IHE-based	CSET: Multiple Subject Test II	128	128	100
Azusa Pacific University	Alternative, IHE-based	CSET: Multiple Subject Test III	128	128	100
Azusa Pacific University	Alternative, IHE-based	CSET: Physical Education Subtest I	2		
Azusa Pacific University	Alternative, IHE-based	CSET: Physical Education Subtest II	2		
Azusa Pacific University	Alternative, IHE-based	CSET: Physical Education Subtest III	2		
Azusa Pacific University	Alternative, IHE-based	CSET: Science Test I	8		
Azusa Pacific University	Alternative, IHE-based	CSET: Science Test II	8		
Azusa Pacific University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	6		
Azusa Pacific University	Alternative, IHE-based	CSET: Science Test III Chemistry	3		
Azusa Pacific University	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	4		
Azusa Pacific University	Alternative, IHE-based	CSET: Science Test IV Biology/Life Science	1		
Azusa Pacific University	Alternative, IHE-based	CSET: Science Test IV Chemistry	2		
Azusa Pacific University	Alternative, IHE-based	CSET: Science Test IV Earth/Planetary	2		
Azusa Pacific University	Alternative, IHE-based	CSET: Social Science Test I	6		
Azusa Pacific University	Alternative, IHE-based	CSET: Social Science Test II	6		
Azusa Pacific University	Alternative, IHE-based	CSET: Social Science Test III	6		
Azusa Pacific University	Alternative, IHE-based	CSET: Spanish Test I	1		
Azusa Pacific University	Alternative, IHE-based	CSET: Spanish Test II	1		
Azusa Pacific University	Alternative, IHE-based	CSET: Spanish Test III	1		
Azusa Pacific University	Alternative, IHE-based	Health Science S* (16)	1		
Azusa Pacific University	Alternative, IHE-based	RICA	95	94	99
Azusa Pacific University	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEAL	2		
Biola University	Alternative, IHE-based	CBEST	1		
Biola University	Alternative, IHE-based	CSET MSE I	1		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Biola University	Alternative, IHE-based	CSET MSE II	1		
Biola University	Alternative, IHE-based	CSET MSE III	1		
Biola University	Alternative, IHE-based	CSET: Mathematics Test I	2		
Biola University	Alternative, IHE-based	CSET: Mathematics Test II	2		
Biola University	Alternative, IHE-based	CSET: Mathematics Test III	1		
Biola University	Alternative, IHE-based	CSET: Spanish Test I	1		
Biola University	Alternative, IHE-based	CSET: Spanish Test II	1		
Biola University	Alternative, IHE-based	CSET: Spanish Test III	1		
Biola University	Alternative, IHE-based	RICA	1		
Brandman University	Alternative, IHE-based	CBEST	338	338	100
Brandman University	Alternative, IHE-based	CSET Art Subtest I	1		
Brandman University	Alternative, IHE-based	CSET Art Subtest II	1		
Brandman University	Alternative, IHE-based	CSET Business Subtest I	4		
Brandman University	Alternative, IHE-based	CSET Business Subtest II	4		
Brandman University	Alternative, IHE-based	CSET Business Subtest III	4		
Brandman University	Alternative, IHE-based	CSET English I	29	29	100
Brandman University	Alternative, IHE-based	CSET English II	29	29	100
Brandman University	Alternative, IHE-based	CSET English III	29	29	100
Brandman University	Alternative, IHE-based	CSET English IV	29	29	100
Brandman University	Alternative, IHE-based	CSET Health Subtest I	3		
Brandman University	Alternative, IHE-based	CSET Health Subtest II	3		
Brandman University	Alternative, IHE-based	CSET Health Subtest III	3		
Brandman University	Alternative, IHE-based	CSET Home Economics Subtest I	1		
Brandman University	Alternative, IHE-based	CSET Home Economics Subtest II	1		
Brandman University	Alternative, IHE-based	CSET Home Economics Subtest III	1		
Brandman University	Alternative, IHE-based	CSET Ind/Tech Educ Subtest I	1		
Brandman University	Alternative, IHE-based	CSET Ind/Tech Educ Subtest II	1		
Brandman University	Alternative, IHE-based	CSET Math I	27	27	100
Brandman University	Alternative, IHE-based	CSET Math II	27	27	100
Brandman University	Alternative, IHE-based	CSET Math III	3		
Brandman University	Alternative, IHE-based	CSET MSE I	168	168	100
Brandman University	Alternative, IHE-based	CSET MSE II	168	168	100
Brandman University	Alternative, IHE-based	CSET MSE III	168	168	100
Brandman University	Alternative, IHE-based	CSET Music Subtest I	1		
Brandman University	Alternative, IHE-based	CSET Music Subtest II	1		
Brandman University	Alternative, IHE-based	CSET Music Subtest III	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Brandman University	Alternative, IHE-based	CSET Physical Education Subtest I	5		
Brandman University	Alternative, IHE-based	CSET Physical Education Subtest II	5		
Brandman University	Alternative, IHE-based	CSET Physical Education Subtest III	5		
Brandman University	Alternative, IHE-based	CSET Sci III Bio/Life	17	16	94
Brandman University	Alternative, IHE-based	CSET Sci III Chemistry	4		
Brandman University	Alternative, IHE-based	CSET Sci III Earth/Planetary	4		
Brandman University	Alternative, IHE-based	CSET Sci IV Bio/Life (specialized)	6		
Brandman University	Alternative, IHE-based	CSET Sci IV Chemistry (specialized)	1		
Brandman University	Alternative, IHE-based	CSET Sci IV Earth/Planetary (specialized)	2		
Brandman University	Alternative, IHE-based	CSET Science I	14	14	100
Brandman University	Alternative, IHE-based	CSET Science II	15	13	87
Brandman University	Alternative, IHE-based	CSET Social Sci I	16	16	100
Brandman University	Alternative, IHE-based	CSET Social Sci II	16	16	100
Brandman University	Alternative, IHE-based	CSET Social Sci III	16	16	100
Brandman University	Alternative, IHE-based	CSET Spanish Subtest I	9		
Brandman University	Alternative, IHE-based	CSET Spanish Subtest II	9		
Brandman University	Alternative, IHE-based	CSET Spanish Subtest III	9		
Brandman University	Alternative, IHE-based	Health Science S* (16)	1		
Brandman University	Alternative, IHE-based	RICA	179	173	97
California Baptist University	Alternative, IHE-based	CBEST	34	34	100
California Baptist University	Alternative, IHE-based	CSET English I	7		
California Baptist University	Alternative, IHE-based	CSET English II	7		
California Baptist University	Alternative, IHE-based	CSET English III	7		
California Baptist University	Alternative, IHE-based	CSET English IV	7		
California Baptist University	Alternative, IHE-based	CSET Math I	3		
California Baptist University	Alternative, IHE-based	CSET Math II	3		
California Baptist University	Alternative, IHE-based	CSET MSE I	15	15	100
California Baptist University	Alternative, IHE-based	CSET MSE II	15	15	100
California Baptist University	Alternative, IHE-based	CSET MSE III	15	15	100
California Baptist University	Alternative, IHE-based	CSET Physical Education Subtest I	1		
California Baptist University	Alternative, IHE-based	CSET Physical Education Subtest II	1		
California Baptist University	Alternative, IHE-based	CSET Physical Education Subtest III	1		
California Baptist University	Alternative, IHE-based	CSET Social Sci I	1		
California Baptist University	Alternative, IHE-based	CSET Social Sci II	1		
California Baptist University	Alternative, IHE-based	CSET Social Sci III	1		
California Baptist University	Alternative, IHE-based	CSET: English Test I	2		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California Baptist University	Alternative, IHE-based	CSET: English Test II	2		
California Baptist University	Alternative, IHE-based	CSET: English Test III	2		
California Baptist University	Alternative, IHE-based	CSET: English Test IV	2		
California Baptist University	Alternative, IHE-based	CSET: Mathematics Test I	1		
California Baptist University	Alternative, IHE-based	CSET: Mathematics Test II	1		
California Baptist University	Alternative, IHE-based	CSET: Multiple Subject Test I	19	19	100
California Baptist University	Alternative, IHE-based	CSET: Multiple Subject Test II	19	19	100
California Baptist University	Alternative, IHE-based	CSET: Multiple Subject Test III	19	19	100
California Baptist University	Alternative, IHE-based	CSET: Physical Education Subtest I	1		
California Baptist University	Alternative, IHE-based	CSET: Physical Education Subtest II	1		
California Baptist University	Alternative, IHE-based	CSET: Physical Education Subtest III	1		
California Baptist University	Alternative, IHE-based	CSET: Social Science Test I	1		
California Baptist University	Alternative, IHE-based	CSET: Social Science Test II	1		
California Baptist University	Alternative, IHE-based	CSET: Social Science Test III	1		
California Baptist University	Alternative, IHE-based	RICA	14	13	93
California Lutheran University	Alternative, IHE-based	CBEST	28	28	100
California Lutheran University	Alternative, IHE-based	CSET Art Subtest I	1		
California Lutheran University	Alternative, IHE-based	CSET Art Subtest II	1		
California Lutheran University	Alternative, IHE-based	CSET English I	1		
California Lutheran University	Alternative, IHE-based	CSET English II	1		
California Lutheran University	Alternative, IHE-based	CSET English III	1		
California Lutheran University	Alternative, IHE-based	CSET English IV	1		
California Lutheran University	Alternative, IHE-based	CSET Math I	1		
California Lutheran University	Alternative, IHE-based	CSET Math II	1		
California Lutheran University	Alternative, IHE-based	CSET Math III	1		
California Lutheran University	Alternative, IHE-based	CSET MSE I	20	20	100
California Lutheran University	Alternative, IHE-based	CSET MSE II	20	20	100
California Lutheran University	Alternative, IHE-based	CSET MSE III	20	20	100
California Lutheran University	Alternative, IHE-based	CSET Sci III Bio/Life	2		
California Lutheran University	Alternative, IHE-based	CSET Science I	2		
California Lutheran University	Alternative, IHE-based	CSET Science II	2		
California Lutheran University	Alternative, IHE-based	CSET Spanish Subtest I	1		
California Lutheran University	Alternative, IHE-based	CSET Spanish Subtest II	1		
California Lutheran University	Alternative, IHE-based	CSET Spanish Subtest III	1		
California Lutheran University	Alternative, IHE-based	CSET: Multiple Subject Test I	8		
California Lutheran University	Alternative, IHE-based	CSET: Multiple Subject Test II	8		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California Lutheran University	Alternative, IHE-based	CSET: Multiple Subject Test III	8		
California Lutheran University	Alternative, IHE-based	CSET: Physical Education Subtest I	1		
California Lutheran University	Alternative, IHE-based	CSET: Physical Education Subtest II	1		
California Lutheran University	Alternative, IHE-based	CSET: Physical Education Subtest III	1		
California Lutheran University	Alternative, IHE-based	CSET: Science Test I	1		
California Lutheran University	Alternative, IHE-based	CSET: Science Test II	1		
California Lutheran University	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	1		
California Lutheran University	Alternative, IHE-based	CSET: Social Science Test I	1		
California Lutheran University	Alternative, IHE-based	CSET: Social Science Test II	1		
California Lutheran University	Alternative, IHE-based	CSET: Social Science Test III	1		
California Lutheran University	Alternative, IHE-based	RICA	21	21	100
California State Polytechnic University, Pomona	Alternative, IHE-based	CBEST	60	60	100
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET English I	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET English II	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET English III	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET English IV	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Math I	5		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Math II	5		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET MSE I	27	27	100
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET MSE II	28	28	100
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET MSE III	28	28	100
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Sci III Bio/Life	4		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Sci III Chemistry	2		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Sci III Physics	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Sci IV Bio/Life (specialized)	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Sci IV Chemistry (specialized)	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Science I	5		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Science II	5		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Social Sci I	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Social Sci II	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET Social Sci III	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Business Test I	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Business Test II	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Business Test III	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: English Test I	6		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: English Test II	6		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: English Test III	6		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: English Test IV	6		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Mathematics Test I	12	12	100
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Mathematics Test II	12	12	100
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Mathematics Test III	6		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Multiple Subject Test I	48	48	100
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Multiple Subject Test II	48	48	100
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Multiple Subject Test III	48	48	100
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Physical Education Subtest I	2		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Physical Education Subtest II	2		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Physical Education Subtest III	2		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Science Test I	4		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Science Test II	4		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	3		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Science Test III Chemistry	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Science Test III Physics	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Science Test IV Biology/Life Science	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Science Test IV Chemistry	1		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Social Science Test I	4		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Social Science Test II	4		
California State Polytechnic University, Pomona	Alternative, IHE-based	CSET: Social Science Test III	4		
California State Polytechnic University, Pomona	Alternative, IHE-based	Praxis II: MULTIPLE SUBJECTS ASSESSMENT FOR TEACHING	2		
California State Polytechnic University, Pomona	Alternative, IHE-based	RICA	30	28	93
California State University, Bakersfield	Alternative, IHE-based	CBEST	83	83	100
California State University, Bakersfield	Alternative, IHE-based	CSET English I	8		
California State University, Bakersfield	Alternative, IHE-based	CSET English II	8		
California State University, Bakersfield	Alternative, IHE-based	CSET English III	8		
California State University, Bakersfield	Alternative, IHE-based	CSET English IV	8		
California State University, Bakersfield	Alternative, IHE-based	CSET Health Subtest I	1		
California State University, Bakersfield	Alternative, IHE-based	CSET Health Subtest II	1		
California State University, Bakersfield	Alternative, IHE-based	CSET Health Subtest III	1		
California State University, Bakersfield	Alternative, IHE-based	CSET Math I	3		
California State University, Bakersfield	Alternative, IHE-based	CSET Math II	3		
California State University, Bakersfield	Alternative, IHE-based	CSET Math III	3		
California State University, Bakersfield	Alternative, IHE-based	CSET MSE I	39	39	100

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Bakersfield	Alternative, IHE-based	CSET MSE II	39	39	100
California State University, Bakersfield	Alternative, IHE-based	CSET MSE III	39	39	100
California State University, Bakersfield	Alternative, IHE-based	CSET Music Subtest I	1		
California State University, Bakersfield	Alternative, IHE-based	CSET Music Subtest II	1		
California State University, Bakersfield	Alternative, IHE-based	CSET Music Subtest III	1		
California State University, Bakersfield	Alternative, IHE-based	CSET Sci III Bio/Life	2		
California State University, Bakersfield	Alternative, IHE-based	CSET Sci III Earth/Planetary	1		
California State University, Bakersfield	Alternative, IHE-based	CSET Sci IV Bio/Life (specialized)	1		
California State University, Bakersfield	Alternative, IHE-based	CSET Science I	3		
California State University, Bakersfield	Alternative, IHE-based	CSET Science II	3		
California State University, Bakersfield	Alternative, IHE-based	CSET Social Sci I	6		
California State University, Bakersfield	Alternative, IHE-based	CSET Social Sci II	6		
California State University, Bakersfield	Alternative, IHE-based	CSET Social Sci III	6		
California State University, Bakersfield	Alternative, IHE-based	CSET: English Test I	8		
California State University, Bakersfield	Alternative, IHE-based	CSET: English Test II	8		
California State University, Bakersfield	Alternative, IHE-based	CSET: English Test III	8		
California State University, Bakersfield	Alternative, IHE-based	CSET: English Test IV	8		
California State University, Bakersfield	Alternative, IHE-based	CSET: French Test I	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: French Test II	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: French Test III	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Health Subtest I	2		
California State University, Bakersfield	Alternative, IHE-based	CSET: Health Subtest II	2		
California State University, Bakersfield	Alternative, IHE-based	CSET: Health Subtest III	2		
California State University, Bakersfield	Alternative, IHE-based	CSET: Mathematics Test I	5		
California State University, Bakersfield	Alternative, IHE-based	CSET: Mathematics Test II	5		
California State University, Bakersfield	Alternative, IHE-based	CSET: Mathematics Test III	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Multiple Subject Test I	88	88	100
California State University, Bakersfield	Alternative, IHE-based	CSET: Multiple Subject Test II	88	88	100
California State University, Bakersfield	Alternative, IHE-based	CSET: Multiple Subject Test III	88	88	100
California State University, Bakersfield	Alternative, IHE-based	CSET: Music Test I	2		
California State University, Bakersfield	Alternative, IHE-based	CSET: Music Test II	2		
California State University, Bakersfield	Alternative, IHE-based	CSET: Music Test III	2		
California State University, Bakersfield	Alternative, IHE-based	CSET: Physical Education Subtest I	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Physical Education Subtest II	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Physical Education Subtest III	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Science Test I	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Bakersfield	Alternative, IHE-based	CSET: Science Test II	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Social Science Test I	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Social Science Test II	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Social Science Test III	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Spanish Test I	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Spanish Test II	1		
California State University, Bakersfield	Alternative, IHE-based	CSET: Spanish Test III	1		
California State University, Bakersfield	Alternative, IHE-based	Health Science S* (16)	1		
California State University, Bakersfield	Alternative, IHE-based	RICA	45	41	91
California State University, Channel Islands	Alternative, IHE-based	CBEST	10	10	100
California State University, Channel Islands	Alternative, IHE-based	CSET Math I	1		
California State University, Channel Islands	Alternative, IHE-based	CSET Math II	1		
California State University, Channel Islands	Alternative, IHE-based	CSET Math III	1		
California State University, Channel Islands	Alternative, IHE-based	CSET MSE I	6		
California State University, Channel Islands	Alternative, IHE-based	CSET MSE II	6		
California State University, Channel Islands	Alternative, IHE-based	CSET MSE III	6		
California State University, Channel Islands	Alternative, IHE-based	CSET: English Test I	2		
California State University, Channel Islands	Alternative, IHE-based	CSET: English Test II	2		
California State University, Channel Islands	Alternative, IHE-based	CSET: English Test III	2		
California State University, Channel Islands	Alternative, IHE-based	CSET: English Test IV	2		
California State University, Channel Islands	Alternative, IHE-based	CSET: Mathematics Test I	1		
California State University, Channel Islands	Alternative, IHE-based	CSET: Mathematics Test II	1		
California State University, Channel Islands	Alternative, IHE-based	CSET: Multiple Subject Test I	9		
California State University, Channel Islands	Alternative, IHE-based	CSET: Multiple Subject Test II	9		
California State University, Channel Islands	Alternative, IHE-based	CSET: Multiple Subject Test III	9		
California State University, Channel Islands	Alternative, IHE-based	CSET: Social Science Test I	2		
California State University, Channel Islands	Alternative, IHE-based	CSET: Social Science Test II	2		
California State University, Channel Islands	Alternative, IHE-based	CSET: Social Science Test III	2		
California State University, Channel Islands	Alternative, IHE-based	RICA	7		
California State University, Chico	Alternative, IHE-based	CBEST	28	28	100
California State University, Chico	Alternative, IHE-based	CSET Art Subtest I	1		
California State University, Chico	Alternative, IHE-based	CSET Art Subtest II	1		
California State University, Chico	Alternative, IHE-based	CSET English I	1		
California State University, Chico	Alternative, IHE-based	CSET English II	1		
California State University, Chico	Alternative, IHE-based	CSET English III	1		



**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Chico	Alternative, IHE-based	CSET English IV	1		
California State University, Chico	Alternative, IHE-based	CSET MSE I	13	13	100
California State University, Chico	Alternative, IHE-based	CSET MSE II	12	12	100
California State University, Chico	Alternative, IHE-based	CSET MSE III	13	13	100
California State University, Chico	Alternative, IHE-based	CSET Physical Education Subtest I	1		
California State University, Chico	Alternative, IHE-based	CSET Physical Education Subtest II	1		
California State University, Chico	Alternative, IHE-based	CSET Physical Education Subtest III	1		
California State University, Chico	Alternative, IHE-based	CSET Social Sci I	2		
California State University, Chico	Alternative, IHE-based	CSET Social Sci II	2		
California State University, Chico	Alternative, IHE-based	CSET Social Sci III	2		
California State University, Chico	Alternative, IHE-based	CSET: English Test I	3		
California State University, Chico	Alternative, IHE-based	CSET: English Test II	3		
California State University, Chico	Alternative, IHE-based	CSET: English Test III	3		
California State University, Chico	Alternative, IHE-based	CSET: English Test IV	3		
California State University, Chico	Alternative, IHE-based	CSET: Mathematics Test I	1		
California State University, Chico	Alternative, IHE-based	CSET: Mathematics Test II	1		
California State University, Chico	Alternative, IHE-based	CSET: Mathematics Test III	1		
California State University, Chico	Alternative, IHE-based	CSET: Multiple Subject Test I	5		
California State University, Chico	Alternative, IHE-based	CSET: Multiple Subject Test II	5		
California State University, Chico	Alternative, IHE-based	CSET: Multiple Subject Test III	5		
California State University, Chico	Alternative, IHE-based	CSET: Science Test I	1		
California State University, Chico	Alternative, IHE-based	CSET: Science Test II	1		
California State University, Chico	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	1		
California State University, Chico	Alternative, IHE-based	CSET: Social Science Test I	2		
California State University, Chico	Alternative, IHE-based	CSET: Social Science Test II	2		
California State University, Chico	Alternative, IHE-based	CSET: Social Science Test III	2		
California State University, Chico	Alternative, IHE-based	RICA	12	11	92
California State University, Dominguez Hills	Alternative, IHE-based	CBEST	210	209	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET Art Subtest I	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET Art Subtest II	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET English I	12	12	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET English II	12	12	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET English III	11	11	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET English IV	12	12	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET Mandarin Subtest I	1		
California State University, Dominguez Hills	Alternative, IHE-based	CSET Mandarin Subtest II	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Dominguez Hills	Alternative, IHE-based	CSET Mandarin Subtest III	1		
California State University, Dominguez Hills	Alternative, IHE-based	CSET Math I	45	45	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET Math II	45	45	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET Math III	7		
California State University, Dominguez Hills	Alternative, IHE-based	CSET MSE I	58	55	95
California State University, Dominguez Hills	Alternative, IHE-based	CSET MSE II	59	58	98
California State University, Dominguez Hills	Alternative, IHE-based	CSET MSE III	56	54	96
California State University, Dominguez Hills	Alternative, IHE-based	CSET Sci III Bio/Life	18	18	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET Sci III Chemistry	7		
California State University, Dominguez Hills	Alternative, IHE-based	CSET Science I	18	18	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET Science II	18	18	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET Social Sci I	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET Social Sci II	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET Social Sci III	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET Spanish Subtest I	4		
California State University, Dominguez Hills	Alternative, IHE-based	CSET Spanish Subtest II	4		
California State University, Dominguez Hills	Alternative, IHE-based	CSET Spanish Subtest III	4		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Art Test I	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Art Test II	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: English Test I	12	12	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET: English Test II	12	12	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET: English Test III	12	12	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET: English Test IV	12	12	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET: French Test I	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: French Test II	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: French Test III	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Health Subtest I	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Health Subtest II	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Health Subtest III	2		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Mathematics Test I	14	14	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Mathematics Test II	14	14	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Mathematics Test III	6		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Multiple Subject Test I	119	118	99
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Multiple Subject Test II	119	117	98
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Multiple Subject Test III	119	118	99
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Music Test I	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Music Test II	1		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Music Test III	1		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Physical Education Subtest I	3		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Physical Education Subtest II	3		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Physical Education Subtest III	3		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Science Test I	27	27	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Science Test II	27	27	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	23	23	100
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Science Test III Chemistry	1		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	3		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Social Science Test I	4		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Social Science Test II	4		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Social Science Test III	4		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Spanish Test I	3		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Spanish Test II	3		
California State University, Dominguez Hills	Alternative, IHE-based	CSET: Spanish Test III	3		
California State University, Dominguez Hills	Alternative, IHE-based	Praxis II: MULTIPLE SUBJECTS ASSESSMENT FOR TEACHING: HEAL	1		
California State University, Dominguez Hills	Alternative, IHE-based	Praxis II: PHYSICAL EDUCATION (0092 & 0093)	1		
California State University, Dominguez Hills	Alternative, IHE-based	RICA	67	66	99
California State University, Dominguez Hills	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEAL	1		
California State University, Dominguez Hills	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: PHYS	1		
California State University, East Bay	Alternative, IHE-based	CBEST	85	85	100
California State University, East Bay	Alternative, IHE-based	CSET English I	6		
California State University, East Bay	Alternative, IHE-based	CSET English II	6		
California State University, East Bay	Alternative, IHE-based	CSET English III	6		
California State University, East Bay	Alternative, IHE-based	CSET English IV	6		
California State University, East Bay	Alternative, IHE-based	CSET French Subtest I	1		
California State University, East Bay	Alternative, IHE-based	CSET French Subtest II	1		
California State University, East Bay	Alternative, IHE-based	CSET French Subtest III	1		
California State University, East Bay	Alternative, IHE-based	CSET Mandarin Subtest I	1		
California State University, East Bay	Alternative, IHE-based	CSET Mandarin Subtest II	1		
California State University, East Bay	Alternative, IHE-based	CSET Mandarin Subtest III	1		
California State University, East Bay	Alternative, IHE-based	CSET Math I	2		
California State University, East Bay	Alternative, IHE-based	CSET Math II	2		
California State University, East Bay	Alternative, IHE-based	CSET Math III	1		
California State University, East Bay	Alternative, IHE-based	CSET MSE I	38	38	100

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, East Bay	Alternative, IHE-based	CSET MSE II	38	38	100
California State University, East Bay	Alternative, IHE-based	CSET MSE III	38	38	100
California State University, East Bay	Alternative, IHE-based	CSET Physical Education Subtest I	6		
California State University, East Bay	Alternative, IHE-based	CSET Physical Education Subtest II	6		
California State University, East Bay	Alternative, IHE-based	CSET Physical Education Subtest III	6		
California State University, East Bay	Alternative, IHE-based	CSET Sci III Bio/Life	9		
California State University, East Bay	Alternative, IHE-based	CSET Sci III Chemistry	2		
California State University, East Bay	Alternative, IHE-based	CSET Sci III Earth/Planetary	2		
California State University, East Bay	Alternative, IHE-based	CSET Sci III Physics	1		
California State University, East Bay	Alternative, IHE-based	CSET Sci IV Bio/Life (specialized)	2		
California State University, East Bay	Alternative, IHE-based	CSET Sci IV Chemistry (specialized)	1		
California State University, East Bay	Alternative, IHE-based	CSET Science I	11	11	100
California State University, East Bay	Alternative, IHE-based	CSET Science II	11	11	100
California State University, East Bay	Alternative, IHE-based	CSET Social Sci I	1		
California State University, East Bay	Alternative, IHE-based	CSET Social Sci II	1		
California State University, East Bay	Alternative, IHE-based	CSET Social Sci III	1		
California State University, East Bay	Alternative, IHE-based	CSET Spanish Subtest I	4		
California State University, East Bay	Alternative, IHE-based	CSET Spanish Subtest II	4		
California State University, East Bay	Alternative, IHE-based	CSET Spanish Subtest III	4		
California State University, East Bay	Alternative, IHE-based	CSET: Art Test I	1		
California State University, East Bay	Alternative, IHE-based	CSET: Art Test II	1		
California State University, East Bay	Alternative, IHE-based	CSET: English Test I	17	17	100
California State University, East Bay	Alternative, IHE-based	CSET: English Test II	17	17	100
California State University, East Bay	Alternative, IHE-based	CSET: English Test III	17	17	100
California State University, East Bay	Alternative, IHE-based	CSET: English Test IV	17	17	100
California State University, East Bay	Alternative, IHE-based	CSET: Mandarin Test I	1		
California State University, East Bay	Alternative, IHE-based	CSET: Mandarin Test II	1		
California State University, East Bay	Alternative, IHE-based	CSET: Mandarin Test III	1		
California State University, East Bay	Alternative, IHE-based	CSET: Mathematics Test I	10	10	100
California State University, East Bay	Alternative, IHE-based	CSET: Mathematics Test II	10	10	100
California State University, East Bay	Alternative, IHE-based	CSET: Mathematics Test III	1		
California State University, East Bay	Alternative, IHE-based	CSET: Multiple Subject Test I	66	66	100
California State University, East Bay	Alternative, IHE-based	CSET: Multiple Subject Test II	66	66	100
California State University, East Bay	Alternative, IHE-based	CSET: Multiple Subject Test III	66	66	100
California State University, East Bay	Alternative, IHE-based	CSET: Music Test I	2		
California State University, East Bay	Alternative, IHE-based	CSET: Music Test II	2		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, East Bay	Alternative, IHE-based	CSET: Music Test III	2		
California State University, East Bay	Alternative, IHE-based	CSET: Physical Education Subtest I	3		
California State University, East Bay	Alternative, IHE-based	CSET: Physical Education Subtest II	3		
California State University, East Bay	Alternative, IHE-based	CSET: Physical Education Subtest III	3		
California State University, East Bay	Alternative, IHE-based	CSET: Science Test I	8		
California State University, East Bay	Alternative, IHE-based	CSET: Science Test II	8		
California State University, East Bay	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	3		
California State University, East Bay	Alternative, IHE-based	CSET: Science Test III Chemistry	2		
California State University, East Bay	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	1		
California State University, East Bay	Alternative, IHE-based	CSET: Science Test III Physics	2		
California State University, East Bay	Alternative, IHE-based	CSET: Social Science Test I	6		
California State University, East Bay	Alternative, IHE-based	CSET: Social Science Test II	6		
California State University, East Bay	Alternative, IHE-based	CSET: Social Science Test III	6		
California State University, East Bay	Alternative, IHE-based	CSET: Spanish Test I	2		
California State University, East Bay	Alternative, IHE-based	CSET: Spanish Test II	2		
California State University, East Bay	Alternative, IHE-based	CSET: Spanish Test III	2		
California State University, East Bay	Alternative, IHE-based	RICA	38	38	100
California State University, Fresno	Alternative, IHE-based	CBEST	71	71	100
California State University, Fresno	Alternative, IHE-based	CSET English I	3		
California State University, Fresno	Alternative, IHE-based	CSET English II	3		
California State University, Fresno	Alternative, IHE-based	CSET English III	3		
California State University, Fresno	Alternative, IHE-based	CSET English IV	3		
California State University, Fresno	Alternative, IHE-based	CSET Math I	2		
California State University, Fresno	Alternative, IHE-based	CSET Math II	2		
California State University, Fresno	Alternative, IHE-based	CSET Math III	2		
California State University, Fresno	Alternative, IHE-based	CSET MSE I	32	32	100
California State University, Fresno	Alternative, IHE-based	CSET MSE II	32	32	100
California State University, Fresno	Alternative, IHE-based	CSET MSE III	32	32	100
California State University, Fresno	Alternative, IHE-based	CSET Music Subtest I	1		
California State University, Fresno	Alternative, IHE-based	CSET Music Subtest II	1		
California State University, Fresno	Alternative, IHE-based	CSET Music Subtest III	1		
California State University, Fresno	Alternative, IHE-based	CSET Sci III Earth/Planetary	1		
California State University, Fresno	Alternative, IHE-based	CSET Science I	1		
California State University, Fresno	Alternative, IHE-based	CSET Science II	1		
California State University, Fresno	Alternative, IHE-based	CSET: Art Test I	2		
California State University, Fresno	Alternative, IHE-based	CSET: Art Test II	2		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Fresno	Alternative, IHE-based	CSET: English Test I	1		
California State University, Fresno	Alternative, IHE-based	CSET: English Test II	1		
California State University, Fresno	Alternative, IHE-based	CSET: English Test III	1		
California State University, Fresno	Alternative, IHE-based	CSET: English Test IV	1		
California State University, Fresno	Alternative, IHE-based	CSET: Mathematics Test I	2		
California State University, Fresno	Alternative, IHE-based	CSET: Mathematics Test II	2		
California State University, Fresno	Alternative, IHE-based	CSET: Mathematics Test III	1		
California State University, Fresno	Alternative, IHE-based	CSET: Multiple Subject Test I	25	25	100
California State University, Fresno	Alternative, IHE-based	CSET: Multiple Subject Test II	25	25	100
California State University, Fresno	Alternative, IHE-based	CSET: Multiple Subject Test III	25	25	100
California State University, Fresno	Alternative, IHE-based	CSET: Physical Education Subtest I	4		
California State University, Fresno	Alternative, IHE-based	CSET: Physical Education Subtest II	4		
California State University, Fresno	Alternative, IHE-based	CSET: Physical Education Subtest III	4		
California State University, Fresno	Alternative, IHE-based	CSET: Science Test I	1		
California State University, Fresno	Alternative, IHE-based	CSET: Science Test II	1		
California State University, Fresno	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	1		
California State University, Fresno	Alternative, IHE-based	CSET: Spanish Test I	1		
California State University, Fresno	Alternative, IHE-based	CSET: Spanish Test II	1		
California State University, Fresno	Alternative, IHE-based	CSET: Spanish Test III	1		
California State University, Fresno	Alternative, IHE-based	RICA	26	24	92
California State University, Fullerton	Alternative, IHE-based	CBEST	43	43	100
California State University, Fullerton	Alternative, IHE-based	CSET MSE I	22	22	100
California State University, Fullerton	Alternative, IHE-based	CSET MSE II	22	22	100
California State University, Fullerton	Alternative, IHE-based	CSET MSE III	21	21	100
California State University, Fullerton	Alternative, IHE-based	CSET: Business Test I	2		
California State University, Fullerton	Alternative, IHE-based	CSET: Business Test II	2		
California State University, Fullerton	Alternative, IHE-based	CSET: Business Test III	2		
California State University, Fullerton	Alternative, IHE-based	CSET: English Test I	9		
California State University, Fullerton	Alternative, IHE-based	CSET: English Test II	9		
California State University, Fullerton	Alternative, IHE-based	CSET: English Test III	9		
California State University, Fullerton	Alternative, IHE-based	CSET: English Test IV	9		
California State University, Fullerton	Alternative, IHE-based	CSET: Mathematics Test I	16	16	100
California State University, Fullerton	Alternative, IHE-based	CSET: Mathematics Test II	16	16	100
California State University, Fullerton	Alternative, IHE-based	CSET: Mathematics Test III	3		
California State University, Fullerton	Alternative, IHE-based	CSET: Multiple Subject Test I	28	28	100
California State University, Fullerton	Alternative, IHE-based	CSET: Multiple Subject Test II	28	28	100

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Fullerton	Alternative, IHE-based	CSET: Multiple Subject Test III	28	28	100
California State University, Fullerton	Alternative, IHE-based	CSET: Physical Education Subtest I	1		
California State University, Fullerton	Alternative, IHE-based	CSET: Physical Education Subtest II	1		
California State University, Fullerton	Alternative, IHE-based	CSET: Physical Education Subtest III	1		
California State University, Fullerton	Alternative, IHE-based	CSET: Science Test I	11	11	100
California State University, Fullerton	Alternative, IHE-based	CSET: Science Test II	11	11	100
California State University, Fullerton	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	8		
California State University, Fullerton	Alternative, IHE-based	CSET: Science Test III Chemistry	1		
California State University, Fullerton	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	2		
California State University, Fullerton	Alternative, IHE-based	RICA	17	16	94
California State University, Long Beach	Alternative, IHE-based	CBEST	59	59	100
California State University, Long Beach	Alternative, IHE-based	CSET English I	8		
California State University, Long Beach	Alternative, IHE-based	CSET English II	9		
California State University, Long Beach	Alternative, IHE-based	CSET English III	9		
California State University, Long Beach	Alternative, IHE-based	CSET English IV	9		
California State University, Long Beach	Alternative, IHE-based	CSET Health Subtest I	1		
California State University, Long Beach	Alternative, IHE-based	CSET Health Subtest II	1		
California State University, Long Beach	Alternative, IHE-based	CSET Health Subtest III	1		
California State University, Long Beach	Alternative, IHE-based	CSET Mandarin Subtest I	2		
California State University, Long Beach	Alternative, IHE-based	CSET Mandarin Subtest II	2		
California State University, Long Beach	Alternative, IHE-based	CSET Mandarin Subtest III	2		
California State University, Long Beach	Alternative, IHE-based	CSET Math I	6		
California State University, Long Beach	Alternative, IHE-based	CSET Math II	6		
California State University, Long Beach	Alternative, IHE-based	CSET Math III	2		
California State University, Long Beach	Alternative, IHE-based	CSET MSE I	21	21	100
California State University, Long Beach	Alternative, IHE-based	CSET MSE II	21	21	100
California State University, Long Beach	Alternative, IHE-based	CSET MSE III	21	21	100
California State University, Long Beach	Alternative, IHE-based	CSET Music Subtest I	1		
California State University, Long Beach	Alternative, IHE-based	CSET Music Subtest II	1		
California State University, Long Beach	Alternative, IHE-based	CSET Music Subtest III	1		
California State University, Long Beach	Alternative, IHE-based	CSET Sci III Bio/Life	3		
California State University, Long Beach	Alternative, IHE-based	CSET Sci III Chemistry	2		
California State University, Long Beach	Alternative, IHE-based	CSET Sci III Earth/Planetary	1		
California State University, Long Beach	Alternative, IHE-based	CSET Science I	6		
California State University, Long Beach	Alternative, IHE-based	CSET Science II	6		
California State University, Long Beach	Alternative, IHE-based	CSET Social Sci I	2		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Long Beach	Alternative, IHE-based	CSET Social Sci II	2		
California State University, Long Beach	Alternative, IHE-based	CSET Social Sci III	2		
California State University, Long Beach	Alternative, IHE-based	CSET: English Test I	6		
California State University, Long Beach	Alternative, IHE-based	CSET: English Test II	6		
California State University, Long Beach	Alternative, IHE-based	CSET: English Test III	6		
California State University, Long Beach	Alternative, IHE-based	CSET: English Test IV	6		
California State University, Long Beach	Alternative, IHE-based	CSET: Home Economics Subtest I	2		
California State University, Long Beach	Alternative, IHE-based	CSET: Home Economics Subtest II	2		
California State University, Long Beach	Alternative, IHE-based	CSET: Home Economics Subtest III	2		
California State University, Long Beach	Alternative, IHE-based	CSET: Japanese Test I	1		
California State University, Long Beach	Alternative, IHE-based	CSET: Japanese Test II	1		
California State University, Long Beach	Alternative, IHE-based	CSET: Japanese Test III	1		
California State University, Long Beach	Alternative, IHE-based	CSET: Mandarin Test I	2		
California State University, Long Beach	Alternative, IHE-based	CSET: Mandarin Test II	2		
California State University, Long Beach	Alternative, IHE-based	CSET: Mandarin Test III	2		
California State University, Long Beach	Alternative, IHE-based	CSET: Mathematics Test I	8		
California State University, Long Beach	Alternative, IHE-based	CSET: Mathematics Test II	8		
California State University, Long Beach	Alternative, IHE-based	CSET: Mathematics Test III	1		
California State University, Long Beach	Alternative, IHE-based	CSET: Multiple Subject Test I	18	18	100
California State University, Long Beach	Alternative, IHE-based	CSET: Multiple Subject Test II	18	18	100
California State University, Long Beach	Alternative, IHE-based	CSET: Multiple Subject Test III	18	18	100
California State University, Long Beach	Alternative, IHE-based	CSET: Science Test I	6		
California State University, Long Beach	Alternative, IHE-based	CSET: Science Test II	6		
California State University, Long Beach	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	3		
California State University, Long Beach	Alternative, IHE-based	CSET: Science Test III Chemistry	2		
California State University, Long Beach	Alternative, IHE-based	CSET: Science Test III Physics	1		
California State University, Long Beach	Alternative, IHE-based	CSET: Social Science Test I	3		
California State University, Long Beach	Alternative, IHE-based	CSET: Social Science Test II	3		
California State University, Long Beach	Alternative, IHE-based	CSET: Social Science Test III	3		
California State University, Long Beach	Alternative, IHE-based	RICA	21	21	100
California State University, Long Beach	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEAL	1		
California State University, Long Beach	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HOM	1		
California State University, Los Angeles	Alternative, IHE-based	CBEST	98	98	100
California State University, Los Angeles	Alternative, IHE-based	CSET English I	4		
California State University, Los Angeles	Alternative, IHE-based	CSET English II	4		
California State University, Los Angeles	Alternative, IHE-based	CSET English III	4		



**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Los Angeles	Alternative, IHE-based	CSET English IV	4		
California State University, Los Angeles	Alternative, IHE-based	CSET Mandarin Subtest I	1		
California State University, Los Angeles	Alternative, IHE-based	CSET Mandarin Subtest II	1		
California State University, Los Angeles	Alternative, IHE-based	CSET Mandarin Subtest III	1		
California State University, Los Angeles	Alternative, IHE-based	CSET Math I	8		
California State University, Los Angeles	Alternative, IHE-based	CSET Math II	8		
California State University, Los Angeles	Alternative, IHE-based	CSET Math III	3		
California State University, Los Angeles	Alternative, IHE-based	CSET MSE I	44	44	100
California State University, Los Angeles	Alternative, IHE-based	CSET MSE II	44	44	100
California State University, Los Angeles	Alternative, IHE-based	CSET MSE III	44	44	100
California State University, Los Angeles	Alternative, IHE-based	CSET Music Subtest I	1		
California State University, Los Angeles	Alternative, IHE-based	CSET Music Subtest II	1		
California State University, Los Angeles	Alternative, IHE-based	CSET Music Subtest III	1		
California State University, Los Angeles	Alternative, IHE-based	CSET Sci III Chemistry	1		
California State University, Los Angeles	Alternative, IHE-based	CSET Science I	1		
California State University, Los Angeles	Alternative, IHE-based	CSET Science II	1		
California State University, Los Angeles	Alternative, IHE-based	CSET Social Sci I	5		
California State University, Los Angeles	Alternative, IHE-based	CSET Social Sci II	5		
California State University, Los Angeles	Alternative, IHE-based	CSET Social Sci III	5		
California State University, Los Angeles	Alternative, IHE-based	CSET Spanish Subtest I	2		
California State University, Los Angeles	Alternative, IHE-based	CSET Spanish Subtest II	2		
California State University, Los Angeles	Alternative, IHE-based	CSET Spanish Subtest III	2		
California State University, Los Angeles	Alternative, IHE-based	CSET: Art Test I	2		
California State University, Los Angeles	Alternative, IHE-based	CSET: Art Test II	2		
California State University, Los Angeles	Alternative, IHE-based	CSET: English Test I	11	11	100
California State University, Los Angeles	Alternative, IHE-based	CSET: English Test II	11	11	100
California State University, Los Angeles	Alternative, IHE-based	CSET: English Test III	11	11	100
California State University, Los Angeles	Alternative, IHE-based	CSET: English Test IV	11	11	100
California State University, Los Angeles	Alternative, IHE-based	CSET: Industrial/Tech Education Subtest I	1		
California State University, Los Angeles	Alternative, IHE-based	CSET: Industrial/Tech Education Subtest II	1		
California State University, Los Angeles	Alternative, IHE-based	CSET: Mathematics Test I	9		
California State University, Los Angeles	Alternative, IHE-based	CSET: Mathematics Test II	9		
California State University, Los Angeles	Alternative, IHE-based	CSET: Mathematics Test III	6		
California State University, Los Angeles	Alternative, IHE-based	CSET: Multiple Subject Test I	32	32	100
California State University, Los Angeles	Alternative, IHE-based	CSET: Multiple Subject Test II	32	32	100
California State University, Los Angeles	Alternative, IHE-based	CSET: Multiple Subject Test III	32	32	100

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Los Angeles	Alternative, IHE-based	CSET: Music Test I	2		
California State University, Los Angeles	Alternative, IHE-based	CSET: Music Test II	2		
California State University, Los Angeles	Alternative, IHE-based	CSET: Music Test III	2		
California State University, Los Angeles	Alternative, IHE-based	CSET: Science Test I	3		
California State University, Los Angeles	Alternative, IHE-based	CSET: Science Test II	3		
California State University, Los Angeles	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	2		
California State University, Los Angeles	Alternative, IHE-based	CSET: Science Test III Chemistry	1		
California State University, Los Angeles	Alternative, IHE-based	CSET: Social Science Test I	3		
California State University, Los Angeles	Alternative, IHE-based	CSET: Social Science Test II	3		
California State University, Los Angeles	Alternative, IHE-based	CSET: Social Science Test III	3		
California State University, Los Angeles	Alternative, IHE-based	CSET: Spanish Test I	1		
California State University, Los Angeles	Alternative, IHE-based	CSET: Spanish Test II	1		
California State University, Los Angeles	Alternative, IHE-based	CSET: Spanish Test III	1		
California State University, Los Angeles	Alternative, IHE-based	Praxis II: PHYSICAL EDUCATION (0092 & 0093)	1		
California State University, Los Angeles	Alternative, IHE-based	RICA	58	56	97
California State University, Los Angeles	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEAL	1		
California State University, Los Angeles	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: PHYS	1		
California State University, Monterey Bay	Alternative, IHE-based	CBEST	46	46	100
California State University, Monterey Bay	Alternative, IHE-based	CSET English I	2		
California State University, Monterey Bay	Alternative, IHE-based	CSET English II	2		
California State University, Monterey Bay	Alternative, IHE-based	CSET English III	2		
California State University, Monterey Bay	Alternative, IHE-based	CSET English IV	2		
California State University, Monterey Bay	Alternative, IHE-based	CSET Math I	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET Math II	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET MSE I	18	18	100
California State University, Monterey Bay	Alternative, IHE-based	CSET MSE II	19	19	100
California State University, Monterey Bay	Alternative, IHE-based	CSET MSE III	18	18	100
California State University, Monterey Bay	Alternative, IHE-based	CSET Sci III Bio/Life	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET Sci III Chemistry	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET Science I	2		
California State University, Monterey Bay	Alternative, IHE-based	CSET Science II	2		
California State University, Monterey Bay	Alternative, IHE-based	CSET Social Sci I	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET Social Sci II	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET Social Sci III	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET Spanish Subtest I	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET Spanish Subtest II	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Monterey Bay	Alternative, IHE-based	CSET Spanish Subtest III	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET: English Test I	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET: English Test II	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET: English Test III	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET: English Test IV	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Mathematics Test I	6		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Mathematics Test II	5		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Multiple Subject Test I	9		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Multiple Subject Test II	9		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Multiple Subject Test III	9		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Social Science Test I	2		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Social Science Test II	2		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Social Science Test III	2		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Spanish Test I	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Spanish Test II	1		
California State University, Monterey Bay	Alternative, IHE-based	CSET: Spanish Test III	1		
California State University, Monterey Bay	Alternative, IHE-based	RICA	27	26	96
California State University, Monterey Bay	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: SPAN	1		
California State University, Northridge	Alternative, IHE-based	CBEST	130	130	100
California State University, Northridge	Alternative, IHE-based	CSET Art Subtest I	2		
California State University, Northridge	Alternative, IHE-based	CSET Art Subtest II	2		
California State University, Northridge	Alternative, IHE-based	CSET English I	13	13	100
California State University, Northridge	Alternative, IHE-based	CSET English II	13	13	100
California State University, Northridge	Alternative, IHE-based	CSET English III	13	13	100
California State University, Northridge	Alternative, IHE-based	CSET English IV	13	13	100
California State University, Northridge	Alternative, IHE-based	CSET Health Subtest I	2		
California State University, Northridge	Alternative, IHE-based	CSET Health Subtest II	2		
California State University, Northridge	Alternative, IHE-based	CSET Health Subtest III	2		
California State University, Northridge	Alternative, IHE-based	CSET Mandarin Subtest I	1		
California State University, Northridge	Alternative, IHE-based	CSET Mandarin Subtest II	1		
California State University, Northridge	Alternative, IHE-based	CSET Mandarin Subtest III	1		
California State University, Northridge	Alternative, IHE-based	CSET Math I	18	18	100
California State University, Northridge	Alternative, IHE-based	CSET Math II	18	18	100
California State University, Northridge	Alternative, IHE-based	CSET Math III	5		
California State University, Northridge	Alternative, IHE-based	CSET MSE I	47	47	100

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Northridge	Alternative, IHE-based	CSET MSE II	47	47	100
California State University, Northridge	Alternative, IHE-based	CSET MSE III	47	47	100
California State University, Northridge	Alternative, IHE-based	CSET Physical Education Subtest I	5		
California State University, Northridge	Alternative, IHE-based	CSET Physical Education Subtest II	5		
California State University, Northridge	Alternative, IHE-based	CSET Physical Education Subtest III	5		
California State University, Northridge	Alternative, IHE-based	CSET Sci III Bio/Life	3		
California State University, Northridge	Alternative, IHE-based	CSET Sci III Chemistry	2		
California State University, Northridge	Alternative, IHE-based	CSET Sci IV Bio/Life (specialized)	1		
California State University, Northridge	Alternative, IHE-based	CSET Sci IV Chemistry (specialized)	1		
California State University, Northridge	Alternative, IHE-based	CSET Science I	3		
California State University, Northridge	Alternative, IHE-based	CSET Science II	3		
California State University, Northridge	Alternative, IHE-based	CSET Social Sci I	6		
California State University, Northridge	Alternative, IHE-based	CSET Social Sci II	6		
California State University, Northridge	Alternative, IHE-based	CSET Social Sci III	6		
California State University, Northridge	Alternative, IHE-based	CSET Spanish Subtest I	1		
California State University, Northridge	Alternative, IHE-based	CSET Spanish Subtest II	1		
California State University, Northridge	Alternative, IHE-based	CSET Spanish Subtest III	1		
California State University, Northridge	Alternative, IHE-based	CSET: Art Test I	1		
California State University, Northridge	Alternative, IHE-based	CSET: Art Test II	1		
California State University, Northridge	Alternative, IHE-based	CSET: Business Test I	1		
California State University, Northridge	Alternative, IHE-based	CSET: Business Test II	1		
California State University, Northridge	Alternative, IHE-based	CSET: Business Test III	1		
California State University, Northridge	Alternative, IHE-based	CSET: English Test I	12	12	100
California State University, Northridge	Alternative, IHE-based	CSET: English Test II	12	12	100
California State University, Northridge	Alternative, IHE-based	CSET: English Test III	12	12	100
California State University, Northridge	Alternative, IHE-based	CSET: English Test IV	12	12	100
California State University, Northridge	Alternative, IHE-based	CSET: Health Subtest I	1		
California State University, Northridge	Alternative, IHE-based	CSET: Health Subtest II	1		
California State University, Northridge	Alternative, IHE-based	CSET: Health Subtest III	1		
California State University, Northridge	Alternative, IHE-based	CSET: Mandarin Test I	1		
California State University, Northridge	Alternative, IHE-based	CSET: Mandarin Test II	1		
California State University, Northridge	Alternative, IHE-based	CSET: Mandarin Test III	1		
California State University, Northridge	Alternative, IHE-based	CSET: Mathematics Test I	19	19	100
California State University, Northridge	Alternative, IHE-based	CSET: Mathematics Test II	19	19	100
California State University, Northridge	Alternative, IHE-based	CSET: Mathematics Test III	3		
California State University, Northridge	Alternative, IHE-based	CSET: Multiple Subject Test I	57	57	100

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Northridge	Alternative, IHE-based	CSET: Multiple Subject Test II	57	57	100
California State University, Northridge	Alternative, IHE-based	CSET: Multiple Subject Test III	57	57	100
California State University, Northridge	Alternative, IHE-based	CSET: Physical Education Subtest I	5		
California State University, Northridge	Alternative, IHE-based	CSET: Physical Education Subtest II	5		
California State University, Northridge	Alternative, IHE-based	CSET: Physical Education Subtest III	5		
California State University, Northridge	Alternative, IHE-based	CSET: Science Test I	3		
California State University, Northridge	Alternative, IHE-based	CSET: Science Test II	3		
California State University, Northridge	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	2		
California State University, Northridge	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	1		
California State University, Northridge	Alternative, IHE-based	CSET: Social Science Test I	5		
California State University, Northridge	Alternative, IHE-based	CSET: Social Science Test II	5		
California State University, Northridge	Alternative, IHE-based	CSET: Social Science Test III	5		
California State University, Northridge	Alternative, IHE-based	Praxis II: MULTIPLE SUBJECTS ASSESSMENT FOR TEACHING	1		
California State University, Northridge	Alternative, IHE-based	Praxis II: PHYSICAL EDUCATION (0092 & 0093)	1		
California State University, Northridge	Alternative, IHE-based	Praxis II: SOCIAL SCIENCE (0082 & 0083)	1		
California State University, Northridge	Alternative, IHE-based	RICA	51	49	96
California State University, Northridge	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEALTH EDUCATION	3		
California State University, Northridge	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: PHYSICAL EDUCATION	1		
California State University, Sacramento	Alternative, IHE-based	CBEST	44	44	100
California State University, Sacramento	Alternative, IHE-based	CSET English I	1		
California State University, Sacramento	Alternative, IHE-based	CSET English II	1		
California State University, Sacramento	Alternative, IHE-based	CSET English III	1		
California State University, Sacramento	Alternative, IHE-based	CSET English IV	1		
California State University, Sacramento	Alternative, IHE-based	CSET Math I	1		
California State University, Sacramento	Alternative, IHE-based	CSET Math II	1		
California State University, Sacramento	Alternative, IHE-based	CSET MSE I	35	35	100
California State University, Sacramento	Alternative, IHE-based	CSET MSE II	35	35	100
California State University, Sacramento	Alternative, IHE-based	CSET MSE III	35	35	100
California State University, Sacramento	Alternative, IHE-based	CSET Social Sci I	1		
California State University, Sacramento	Alternative, IHE-based	CSET Social Sci II	1		
California State University, Sacramento	Alternative, IHE-based	CSET Social Sci III	1		
California State University, Sacramento	Alternative, IHE-based	CSET: English Test I	5		
California State University, Sacramento	Alternative, IHE-based	CSET: English Test II	5		
California State University, Sacramento	Alternative, IHE-based	CSET: English Test III	5		
California State University, Sacramento	Alternative, IHE-based	CSET: English Test IV	5		
California State University, Sacramento	Alternative, IHE-based	CSET: Home Economics Subtest I	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Sacramento	Alternative, IHE-based	CSET: Home Economics Subtest II	1		
California State University, Sacramento	Alternative, IHE-based	CSET: Home Economics Subtest III	1		
California State University, Sacramento	Alternative, IHE-based	CSET: Mathematics Test I	2		
California State University, Sacramento	Alternative, IHE-based	CSET: Mathematics Test II	2		
California State University, Sacramento	Alternative, IHE-based	CSET: Mathematics Test III	2		
California State University, Sacramento	Alternative, IHE-based	CSET: Multiple Subject Test I	34	34	100
California State University, Sacramento	Alternative, IHE-based	CSET: Multiple Subject Test II	34	34	100
California State University, Sacramento	Alternative, IHE-based	CSET: Multiple Subject Test III	34	34	100
California State University, Sacramento	Alternative, IHE-based	CSET: Science Test I	4		
California State University, Sacramento	Alternative, IHE-based	CSET: Science Test II	4		
California State University, Sacramento	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	5		
California State University, Sacramento	Alternative, IHE-based	CSET: Science Test III Chemistry	1		
California State University, Sacramento	Alternative, IHE-based	CSET: Science Test IV Biology/Life Science	1		
California State University, Sacramento	Alternative, IHE-based	CSET: Science Test IV Chemistry	1		
California State University, Sacramento	Alternative, IHE-based	CSET: Social Science Test I	2		
California State University, Sacramento	Alternative, IHE-based	CSET: Social Science Test II	2		
California State University, Sacramento	Alternative, IHE-based	CSET: Social Science Test III	2		
California State University, Sacramento	Alternative, IHE-based	CSET: Spanish Test I	1		
California State University, Sacramento	Alternative, IHE-based	CSET: Spanish Test II	1		
California State University, Sacramento	Alternative, IHE-based	CSET: Spanish Test III	1		
California State University, Sacramento	Alternative, IHE-based	Health Science S* (16)	1		
California State University, Sacramento	Alternative, IHE-based	MSAT (0140 + 0151)	1		
California State University, Sacramento	Alternative, IHE-based	Praxis II: MULTIPLE SUBJECTS ASSESSMENT FOR TEACHING	1		
California State University, Sacramento	Alternative, IHE-based	RICA	38	38	100
California State University, Sacramento	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEALTH SCIENCE	1		
California State University, San Bernardino	Alternative, IHE-based	CBEST	131	131	100
California State University, San Bernardino	Alternative, IHE-based	CSET English I	13	13	100
California State University, San Bernardino	Alternative, IHE-based	CSET English II	13	13	100
California State University, San Bernardino	Alternative, IHE-based	CSET English III	13	13	100
California State University, San Bernardino	Alternative, IHE-based	CSET English IV	13	13	100
California State University, San Bernardino	Alternative, IHE-based	CSET Health Subtest I	2		
California State University, San Bernardino	Alternative, IHE-based	CSET Health Subtest II	2		
California State University, San Bernardino	Alternative, IHE-based	CSET Health Subtest III	2		
California State University, San Bernardino	Alternative, IHE-based	CSET Japanese Subtest I	1		
California State University, San Bernardino	Alternative, IHE-based	CSET Japanese Subtest II	1		
California State University, San Bernardino	Alternative, IHE-based	CSET Japanese Subtest III	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, San Bernardino	Alternative, IHE-based	CSET Math I	4		
California State University, San Bernardino	Alternative, IHE-based	CSET Math II	4		
California State University, San Bernardino	Alternative, IHE-based	CSET Math III	2		
California State University, San Bernardino	Alternative, IHE-based	CSET MSE I	63	63	100
California State University, San Bernardino	Alternative, IHE-based	CSET MSE II	63	63	100
California State University, San Bernardino	Alternative, IHE-based	CSET MSE III	63	63	100
California State University, San Bernardino	Alternative, IHE-based	CSET Physical Education Subtest I	1		
California State University, San Bernardino	Alternative, IHE-based	CSET Physical Education Subtest II	1		
California State University, San Bernardino	Alternative, IHE-based	CSET Physical Education Subtest III	1		
California State University, San Bernardino	Alternative, IHE-based	CSET Sci III Bio/Life	2		
California State University, San Bernardino	Alternative, IHE-based	CSET Sci III Chemistry	2		
California State University, San Bernardino	Alternative, IHE-based	CSET Sci III Earth/Planetary	2		
California State University, San Bernardino	Alternative, IHE-based	CSET Sci IV Bio/Life (specialized)	1		
California State University, San Bernardino	Alternative, IHE-based	CSET Science I	5		
California State University, San Bernardino	Alternative, IHE-based	CSET Science II	5		
California State University, San Bernardino	Alternative, IHE-based	CSET Social Sci I	7		
California State University, San Bernardino	Alternative, IHE-based	CSET Social Sci II	7		
California State University, San Bernardino	Alternative, IHE-based	CSET Social Sci III	7		
California State University, San Bernardino	Alternative, IHE-based	CSET Spanish Subtest I	4		
California State University, San Bernardino	Alternative, IHE-based	CSET Spanish Subtest II	4		
California State University, San Bernardino	Alternative, IHE-based	CSET Spanish Subtest III	4		
California State University, San Bernardino	Alternative, IHE-based	CSET: English Test I	3		
California State University, San Bernardino	Alternative, IHE-based	CSET: English Test II	3		
California State University, San Bernardino	Alternative, IHE-based	CSET: English Test III	3		
California State University, San Bernardino	Alternative, IHE-based	CSET: English Test IV	3		
California State University, San Bernardino	Alternative, IHE-based	CSET: Health Subtest I	2		
California State University, San Bernardino	Alternative, IHE-based	CSET: Health Subtest II	2		
California State University, San Bernardino	Alternative, IHE-based	CSET: Health Subtest III	2		
California State University, San Bernardino	Alternative, IHE-based	CSET: Mathematics Test I	7		
California State University, San Bernardino	Alternative, IHE-based	CSET: Mathematics Test II	7		
California State University, San Bernardino	Alternative, IHE-based	CSET: Mathematics Test III	2		
California State University, San Bernardino	Alternative, IHE-based	CSET: Multiple Subject Test I	102	102	100
California State University, San Bernardino	Alternative, IHE-based	CSET: Multiple Subject Test II	102	102	100
California State University, San Bernardino	Alternative, IHE-based	CSET: Multiple Subject Test III	102	102	100
California State University, San Bernardino	Alternative, IHE-based	CSET: Science Test I	4		
California State University, San Bernardino	Alternative, IHE-based	CSET: Science Test II	4		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, San Bernardino	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	7		
California State University, San Bernardino	Alternative, IHE-based	CSET: Science Test III Chemistry	1		
California State University, San Bernardino	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	2		
California State University, San Bernardino	Alternative, IHE-based	CSET: Science Test IV Biology/Life Science	4		
California State University, San Bernardino	Alternative, IHE-based	CSET: Science Test IV Chemistry	1		
California State University, San Bernardino	Alternative, IHE-based	CSET: Science Test IV Earth/Planetary	1		
California State University, San Bernardino	Alternative, IHE-based	CSET: Social Science Test I	6		
California State University, San Bernardino	Alternative, IHE-based	CSET: Social Science Test II	6		
California State University, San Bernardino	Alternative, IHE-based	CSET: Social Science Test III	6		
California State University, San Bernardino	Alternative, IHE-based	CSET: Spanish Test I	3		
California State University, San Bernardino	Alternative, IHE-based	CSET: Spanish Test II	3		
California State University, San Bernardino	Alternative, IHE-based	CSET: Spanish Test III	3		
California State University, San Bernardino	Alternative, IHE-based	Health Science S* (16)	1		
California State University, San Bernardino	Alternative, IHE-based	RICA	69	69	100
California State University, San Bernardino	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEAL	1		
California State University, San Marcos	Alternative, IHE-based	CBEST	6		
California State University, San Marcos	Alternative, IHE-based	CSET MSE I	6		
California State University, San Marcos	Alternative, IHE-based	CSET MSE II	6		
California State University, San Marcos	Alternative, IHE-based	CSET MSE III	6		
California State University, San Marcos	Alternative, IHE-based	CSET: Multiple Subject Test I	5		
California State University, San Marcos	Alternative, IHE-based	CSET: Multiple Subject Test II	5		
California State University, San Marcos	Alternative, IHE-based	CSET: Multiple Subject Test III	5		
California State University, San Marcos	Alternative, IHE-based	RICA	6		
California State University, Stanislaus	Alternative, IHE-based	CBEST	78	78	100
California State University, Stanislaus	Alternative, IHE-based	CSET English I	8		
California State University, Stanislaus	Alternative, IHE-based	CSET English II	8		
California State University, Stanislaus	Alternative, IHE-based	CSET English III	8		
California State University, Stanislaus	Alternative, IHE-based	CSET English IV	8		
California State University, Stanislaus	Alternative, IHE-based	CSET Math I	9		
California State University, Stanislaus	Alternative, IHE-based	CSET Math II	9		
California State University, Stanislaus	Alternative, IHE-based	CSET Math III	1		
California State University, Stanislaus	Alternative, IHE-based	CSET MSE I	29	29	100
California State University, Stanislaus	Alternative, IHE-based	CSET MSE II	29	29	100
California State University, Stanislaus	Alternative, IHE-based	CSET MSE III	29	29	100
California State University, Stanislaus	Alternative, IHE-based	CSET Physical Education Subtest I	3		
California State University, Stanislaus	Alternative, IHE-based	CSET Physical Education Subtest II	3		



**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Stanislaus	Alternative, IHE-based	CSET Physical Education Subtest III	3		
California State University, Stanislaus	Alternative, IHE-based	CSET Sci III Bio/Life	4		
California State University, Stanislaus	Alternative, IHE-based	CSET Sci III Chemistry	1		
California State University, Stanislaus	Alternative, IHE-based	CSET Sci III Earth/Planetary	2		
California State University, Stanislaus	Alternative, IHE-based	CSET Sci III Physics	1		
California State University, Stanislaus	Alternative, IHE-based	CSET Sci IV Bio/Life (specialized)	1		
California State University, Stanislaus	Alternative, IHE-based	CSET Science I	7		
California State University, Stanislaus	Alternative, IHE-based	CSET Science II	7		
California State University, Stanislaus	Alternative, IHE-based	CSET Social Sci I	3		
California State University, Stanislaus	Alternative, IHE-based	CSET Social Sci II	3		
California State University, Stanislaus	Alternative, IHE-based	CSET Social Sci III	3		
California State University, Stanislaus	Alternative, IHE-based	CSET Spanish Subtest I	1		
California State University, Stanislaus	Alternative, IHE-based	CSET Spanish Subtest II	1		
California State University, Stanislaus	Alternative, IHE-based	CSET Spanish Subtest III	1		
California State University, Stanislaus	Alternative, IHE-based	CSET: English Test I	7		
California State University, Stanislaus	Alternative, IHE-based	CSET: English Test II	7		
California State University, Stanislaus	Alternative, IHE-based	CSET: English Test III	7		
California State University, Stanislaus	Alternative, IHE-based	CSET: English Test IV	7		
California State University, Stanislaus	Alternative, IHE-based	CSET: Mathematics Test I	4		
California State University, Stanislaus	Alternative, IHE-based	CSET: Mathematics Test II	4		
California State University, Stanislaus	Alternative, IHE-based	CSET: Mathematics Test III	1		
California State University, Stanislaus	Alternative, IHE-based	CSET: Multiple Subject Test I	39	39	100
California State University, Stanislaus	Alternative, IHE-based	CSET: Multiple Subject Test II	39	39	100
California State University, Stanislaus	Alternative, IHE-based	CSET: Multiple Subject Test III	39	39	100
California State University, Stanislaus	Alternative, IHE-based	CSET: Physical Education Subtest I	1		
California State University, Stanislaus	Alternative, IHE-based	CSET: Physical Education Subtest II	1		
California State University, Stanislaus	Alternative, IHE-based	CSET: Physical Education Subtest III	1		
California State University, Stanislaus	Alternative, IHE-based	CSET: Science Test I	2		
California State University, Stanislaus	Alternative, IHE-based	CSET: Science Test II	2		
California State University, Stanislaus	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	3		
California State University, Stanislaus	Alternative, IHE-based	CSET: Science Test III Chemistry	1		
California State University, Stanislaus	Alternative, IHE-based	CSET: Science Test III Physics	1		
California State University, Stanislaus	Alternative, IHE-based	CSET: Science Test IV Biology/Life Science	2		
California State University, Stanislaus	Alternative, IHE-based	CSET: Science Test IV Chemistry	1		
California State University, Stanislaus	Alternative, IHE-based	CSET: Social Science Test I	5		
California State University, Stanislaus	Alternative, IHE-based	CSET: Social Science Test II	5		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
California State University, Stanislaus	Alternative, IHE-based	CSET: Social Science Test III	5		
California State University, Stanislaus	Alternative, IHE-based	CSET: Spanish Test I	1		
California State University, Stanislaus	Alternative, IHE-based	CSET: Spanish Test II	1		
California State University, Stanislaus	Alternative, IHE-based	CSET: Spanish Test III	1		
California State University, Stanislaus	Alternative, IHE-based	RICA	29	26	90
CalState TEACH	Alternative, IHE-based	CBEST	127	127	100
CalState TEACH	Alternative, IHE-based	CSET MSE I	123	123	100
CalState TEACH	Alternative, IHE-based	CSET MSE II	124	124	100
CalState TEACH	Alternative, IHE-based	CSET MSE III	123	123	100
CalState TEACH	Alternative, IHE-based	CSET: Multiple Subject Test I	183	183	100
CalState TEACH	Alternative, IHE-based	CSET: Multiple Subject Test II	183	183	100
CalState TEACH	Alternative, IHE-based	CSET: Multiple Subject Test III	183	183	100
CalState TEACH	Alternative, IHE-based	RICA	123	117	95
Chapman University	Alternative, IHE-based	CBEST	18	18	100
Chapman University	Alternative, IHE-based	CSET English I	1		
Chapman University	Alternative, IHE-based	CSET English II	1		
Chapman University	Alternative, IHE-based	CSET English III	1		
Chapman University	Alternative, IHE-based	CSET English IV	1		
Chapman University	Alternative, IHE-based	CSET Math I	2		
Chapman University	Alternative, IHE-based	CSET Math II	2		
Chapman University	Alternative, IHE-based	CSET MSE I	15	15	100
Chapman University	Alternative, IHE-based	CSET MSE II	15	15	100
Chapman University	Alternative, IHE-based	CSET MSE III	14	14	100
Chapman University	Alternative, IHE-based	CSET: Art Test I	6		
Chapman University	Alternative, IHE-based	CSET: Art Test II	6		
Chapman University	Alternative, IHE-based	CSET: English Test I	30	30	100
Chapman University	Alternative, IHE-based	CSET: English Test II	30	30	100
Chapman University	Alternative, IHE-based	CSET: English Test III	30	30	100
Chapman University	Alternative, IHE-based	CSET: English Test IV	30	30	100
Chapman University	Alternative, IHE-based	CSET: French Test I	1		
Chapman University	Alternative, IHE-based	CSET: French Test II	1		
Chapman University	Alternative, IHE-based	CSET: French Test III	1		
Chapman University	Alternative, IHE-based	CSET: Health Subtest I	6		
Chapman University	Alternative, IHE-based	CSET: Health Subtest II	6		
Chapman University	Alternative, IHE-based	CSET: Health Subtest III	6		
Chapman University	Alternative, IHE-based	CSET: Home Economics Subtest I	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Chapman University	Alternative, IHE-based	CSET: Home Economics Subtest II	1		
Chapman University	Alternative, IHE-based	CSET: Home Economics Subtest III	1		
Chapman University	Alternative, IHE-based	CSET: Industrial/Tech Education Subtest I	3		
Chapman University	Alternative, IHE-based	CSET: Industrial/Tech Education Subtest II	3		
Chapman University	Alternative, IHE-based	CSET: Mathematics Test I	31	31	100
Chapman University	Alternative, IHE-based	CSET: Mathematics Test II	31	31	100
Chapman University	Alternative, IHE-based	CSET: Mathematics Test III	3		
Chapman University	Alternative, IHE-based	CSET: Multiple Subject Test I	222	222	100
Chapman University	Alternative, IHE-based	CSET: Multiple Subject Test II	222	221	100
Chapman University	Alternative, IHE-based	CSET: Multiple Subject Test III	222	222	100
Chapman University	Alternative, IHE-based	CSET: Music Test I	2		
Chapman University	Alternative, IHE-based	CSET: Music Test II	2		
Chapman University	Alternative, IHE-based	CSET: Music Test III	2		
Chapman University	Alternative, IHE-based	CSET: Physical Education Subtest I	13	13	100
Chapman University	Alternative, IHE-based	CSET: Physical Education Subtest II	13	13	100
Chapman University	Alternative, IHE-based	CSET: Physical Education Subtest III	13	13	100
Chapman University	Alternative, IHE-based	CSET: Science Test I	14	14	100
Chapman University	Alternative, IHE-based	CSET: Science Test II	14	14	100
Chapman University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	10	10	100
Chapman University	Alternative, IHE-based	CSET: Science Test III Chemistry	6		
Chapman University	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	1		
Chapman University	Alternative, IHE-based	CSET: Science Test III Physics	1		
Chapman University	Alternative, IHE-based	CSET: Science Test IV Biology/Life Science	2		
Chapman University	Alternative, IHE-based	CSET: Science Test IV Chemistry	1		
Chapman University	Alternative, IHE-based	CSET: Social Science Test I	24	24	100
Chapman University	Alternative, IHE-based	CSET: Social Science Test II	24	24	100
Chapman University	Alternative, IHE-based	CSET: Social Science Test III	24	24	100
Chapman University	Alternative, IHE-based	CSET: Spanish Test I	7		
Chapman University	Alternative, IHE-based	CSET: Spanish Test II	7		
Chapman University	Alternative, IHE-based	CSET: Spanish Test III	7		
Chapman University	Alternative, IHE-based	Praxis II: MULTIPLE SUBJECTS ASSESSMENT FOR TEACHING	1		
Chapman University	Alternative, IHE-based	RICA	16	16	100
Chapman University	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: BUSINESS	2		
Chapman University	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEALTH	3		
Claremont Graduate University	Alternative, IHE-based	CBEST	112	112	100
Claremont Graduate University	Alternative, IHE-based	CSET English I	6		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Claremont Graduate University	Alternative, IHE-based	CSET English II	6		
Claremont Graduate University	Alternative, IHE-based	CSET English III	6		
Claremont Graduate University	Alternative, IHE-based	CSET English IV	6		
Claremont Graduate University	Alternative, IHE-based	CSET Math I	18	18	100
Claremont Graduate University	Alternative, IHE-based	CSET Math II	18	18	100
Claremont Graduate University	Alternative, IHE-based	CSET Math III	7		
Claremont Graduate University	Alternative, IHE-based	CSET MSE I	52	52	100
Claremont Graduate University	Alternative, IHE-based	CSET MSE II	52	52	100
Claremont Graduate University	Alternative, IHE-based	CSET MSE III	51	51	100
Claremont Graduate University	Alternative, IHE-based	CSET Sci III Bio/Life	9		
Claremont Graduate University	Alternative, IHE-based	CSET Sci III Chemistry	1		
Claremont Graduate University	Alternative, IHE-based	CSET Sci III Earth/Planetary	1		
Claremont Graduate University	Alternative, IHE-based	CSET Sci III Physics	1		
Claremont Graduate University	Alternative, IHE-based	CSET Sci IV Physics (specialized)	1		
Claremont Graduate University	Alternative, IHE-based	CSET Science I	12	12	100
Claremont Graduate University	Alternative, IHE-based	CSET Science II	12	12	100
Claremont Graduate University	Alternative, IHE-based	CSET Social Sci I	10	10	100
Claremont Graduate University	Alternative, IHE-based	CSET Social Sci II	10	10	100
Claremont Graduate University	Alternative, IHE-based	CSET Social Sci III	10	10	100
Claremont Graduate University	Alternative, IHE-based	CSET Spanish Subtest I	5		
Claremont Graduate University	Alternative, IHE-based	CSET Spanish Subtest II	5		
Claremont Graduate University	Alternative, IHE-based	CSET Spanish Subtest III	5		
Claremont Graduate University	Alternative, IHE-based	CSET: English Test I	14	14	100
Claremont Graduate University	Alternative, IHE-based	CSET: English Test II	14	14	100
Claremont Graduate University	Alternative, IHE-based	CSET: English Test III	14	14	100
Claremont Graduate University	Alternative, IHE-based	CSET: English Test IV	14	14	100
Claremont Graduate University	Alternative, IHE-based	CSET: Mathematics Test I	11	11	100
Claremont Graduate University	Alternative, IHE-based	CSET: Mathematics Test II	11	11	100
Claremont Graduate University	Alternative, IHE-based	CSET: Mathematics Test III	3		
Claremont Graduate University	Alternative, IHE-based	CSET: Multiple Subject Test I	36	36	100
Claremont Graduate University	Alternative, IHE-based	CSET: Multiple Subject Test II	36	36	100
Claremont Graduate University	Alternative, IHE-based	CSET: Multiple Subject Test III	36	36	100
Claremont Graduate University	Alternative, IHE-based	CSET: Science Test I	3		
Claremont Graduate University	Alternative, IHE-based	CSET: Science Test II	3		
Claremont Graduate University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	1		
Claremont Graduate University	Alternative, IHE-based	CSET: Science Test III Chemistry	1		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Claremont Graduate University	Alternative, IHE-based	CSET: Science Test III Physics	1		
Claremont Graduate University	Alternative, IHE-based	CSET: Social Science Test I	5		
Claremont Graduate University	Alternative, IHE-based	CSET: Social Science Test II	5		
Claremont Graduate University	Alternative, IHE-based	CSET: Social Science Test III	5		
Claremont Graduate University	Alternative, IHE-based	CSET: Spanish Test I	1		
Claremont Graduate University	Alternative, IHE-based	CSET: Spanish Test II	1		
Claremont Graduate University	Alternative, IHE-based	CSET: Spanish Test III	1		
Claremont Graduate University	Alternative, IHE-based	RICA	58	58	100
Concordia University	Alternative, IHE-based	CBEST	1		
Concordia University	Alternative, IHE-based	CSET Math I	1		
Concordia University	Alternative, IHE-based	CSET Math II	1		
Concordia University	Alternative, IHE-based	CSET: Social Science Test I	1		
Concordia University	Alternative, IHE-based	CSET: Social Science Test II	1		
Concordia University	Alternative, IHE-based	CSET: Social Science Test III	1		
Concordia University	Alternative, IHE-based	CSET: Spanish Test I	1		
Concordia University	Alternative, IHE-based	CSET: Spanish Test II	1		
Concordia University	Alternative, IHE-based	CSET: Spanish Test III	1		
Dominican University of California	Alternative, IHE-based	CBEST	17	17	100
Dominican University of California	Alternative, IHE-based	CSET Art Subtest I	1		
Dominican University of California	Alternative, IHE-based	CSET Art Subtest II	1		
Dominican University of California	Alternative, IHE-based	CSET Math I	2		
Dominican University of California	Alternative, IHE-based	CSET Math II	2		
Dominican University of California	Alternative, IHE-based	CSET MSE I	5		
Dominican University of California	Alternative, IHE-based	CSET MSE II	5		
Dominican University of California	Alternative, IHE-based	CSET MSE III	5		
Dominican University of California	Alternative, IHE-based	CSET Physical Education Subtest I	1		
Dominican University of California	Alternative, IHE-based	CSET Physical Education Subtest II	1		
Dominican University of California	Alternative, IHE-based	CSET Physical Education Subtest III	1		
Dominican University of California	Alternative, IHE-based	CSET Sci III Bio/Life	2		
Dominican University of California	Alternative, IHE-based	CSET Sci IV Bio/Life (specialized)	1		
Dominican University of California	Alternative, IHE-based	CSET Science I	1		
Dominican University of California	Alternative, IHE-based	CSET Science II	1		
Dominican University of California	Alternative, IHE-based	CSET Social Sci I	1		
Dominican University of California	Alternative, IHE-based	CSET Social Sci II	1		
Dominican University of California	Alternative, IHE-based	CSET Social Sci III	1		
Dominican University of California	Alternative, IHE-based	CSET: English Test I	1		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Dominican University of California	Alternative, IHE-based	CSET: English Test II	1		
Dominican University of California	Alternative, IHE-based	CSET: English Test III	1		
Dominican University of California	Alternative, IHE-based	CSET: English Test IV	1		
Dominican University of California	Alternative, IHE-based	CSET: Mathematics Test I	5		
Dominican University of California	Alternative, IHE-based	CSET: Mathematics Test II	5		
Dominican University of California	Alternative, IHE-based	CSET: Mathematics Test III	4		
Dominican University of California	Alternative, IHE-based	CSET: Multiple Subject Test I	12	12	100
Dominican University of California	Alternative, IHE-based	CSET: Multiple Subject Test II	12	12	100
Dominican University of California	Alternative, IHE-based	CSET: Multiple Subject Test III	12	12	100
Dominican University of California	Alternative, IHE-based	CSET: Physical Education Subtest I	2		
Dominican University of California	Alternative, IHE-based	CSET: Physical Education Subtest II	2		
Dominican University of California	Alternative, IHE-based	CSET: Physical Education Subtest III	2		
Dominican University of California	Alternative, IHE-based	CSET: Science Test I	1		
Dominican University of California	Alternative, IHE-based	CSET: Science Test II	1		
Dominican University of California	Alternative, IHE-based	CSET: Science Test III Physics	1		
Dominican University of California	Alternative, IHE-based	CSET: Social Science Test I	1		
Dominican University of California	Alternative, IHE-based	CSET: Social Science Test II	1		
Dominican University of California	Alternative, IHE-based	CSET: Social Science Test III	1		
Dominican University of California	Alternative, IHE-based	RICA	7		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CBEST	129	129	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET English I	22	22	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET English II	22	22	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET English III	23	23	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET English IV	23	23	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Health Subtest I	2		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Health Subtest II	2		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Health Subtest III	2		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Math I	16	16	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Math II	16	16	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Math III	3		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET MSE I	23	23	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET MSE II	24	24	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET MSE III	25	25	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Music Subtest I	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Music Subtest II	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Music Subtest III	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Physical Education Subtest I	4		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Physical Education Subtest II	4		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Physical Education Subtest III	4		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Sci III Bio/Life	15	15	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Sci III Chemistry	5		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Sci IV Bio/Life (specialized)	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Sci IV Chemistry (specialized)	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Science I	17	17	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Science II	17	17	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Social Sci I	7		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Social Sci II	7		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Social Sci III	7		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Spanish Subtest I	3		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Spanish Subtest II	3		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET Spanish Subtest III	3		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: English Test I	26	26	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: English Test II	26	26	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: English Test III	26	26	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: English Test IV	26	26	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Health Subtest I	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Health Subtest II	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Health Subtest III	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Mathematics Test I	15	15	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Mathematics Test II	15	15	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Mathematics Test III	6		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Multiple Subject Test I	10	10	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Multiple Subject Test II	10	10	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Multiple Subject Test III	10	10	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Music Test I	2		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Music Test II	2		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Music Test III	2		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Physical Education Subtest I	2		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Physical Education Subtest II	2		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Physical Education Subtest III	2		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Science Test III Biology/Life Science	9		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Science Test III Chemistry	2		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Science Test III Earth/Planetary	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Science Test IV Biology/Life Science	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Science Test IV Chemistry	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Social Science Test I	8		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Social Science Test II	8		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Social Science Test III	8		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Spanish Test I	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Spanish Test II	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	CSET: Spanish Test III	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	Health Science S* (16)	2		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	PRAXIS II: SPANISH: LINGUISTIC LITERARY & CULTU	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	PRAXIS II: SPANISH: PRODUCTIVE LANGUAGE SKILLS	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	RICA	34	34	100
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: BUSI	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEAL	7		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HOMI	1		
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: SPAN	1		
Fresno Pacific University	Alternative, IHE-based	CBEST	21	21	100
Fresno Pacific University	Alternative, IHE-based	CSET English I	1		
Fresno Pacific University	Alternative, IHE-based	CSET English II	1		
Fresno Pacific University	Alternative, IHE-based	CSET English III	1		
Fresno Pacific University	Alternative, IHE-based	CSET English IV	1		
Fresno Pacific University	Alternative, IHE-based	CSET MSE I	18	18	100
Fresno Pacific University	Alternative, IHE-based	CSET MSE II	18	18	100
Fresno Pacific University	Alternative, IHE-based	CSET MSE III	18	18	100
Fresno Pacific University	Alternative, IHE-based	CSET: English Test I	5		
Fresno Pacific University	Alternative, IHE-based	CSET: English Test II	5		
Fresno Pacific University	Alternative, IHE-based	CSET: English Test III	5		
Fresno Pacific University	Alternative, IHE-based	CSET: English Test IV	5		
Fresno Pacific University	Alternative, IHE-based	CSET: Mathematics Test I	1		
Fresno Pacific University	Alternative, IHE-based	CSET: Mathematics Test II	1		
Fresno Pacific University	Alternative, IHE-based	CSET: Multiple Subject Test I	26	26	100
Fresno Pacific University	Alternative, IHE-based	CSET: Multiple Subject Test II	26	26	100
Fresno Pacific University	Alternative, IHE-based	CSET: Multiple Subject Test III	26	26	100
Fresno Pacific University	Alternative, IHE-based	CSET: Science Test I	2		
Fresno Pacific University	Alternative, IHE-based	CSET: Science Test II	2		



**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Fresno Pacific University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	2		
Fresno Pacific University	Alternative, IHE-based	RICA	18	18	100
High Tech High Communities	Alternative, not IHE-based	CBEST	21	21	100
High Tech High Communities	Alternative, not IHE-based	CSET English I	2		
High Tech High Communities	Alternative, not IHE-based	CSET English II	2		
High Tech High Communities	Alternative, not IHE-based	CSET English III	2		
High Tech High Communities	Alternative, not IHE-based	CSET English IV	2		
High Tech High Communities	Alternative, not IHE-based	CSET Sci III Bio/Life	2		
High Tech High Communities	Alternative, not IHE-based	CSET Sci III Chemistry	1		
High Tech High Communities	Alternative, not IHE-based	CSET Sci III Earth/Planetary	1		
High Tech High Communities	Alternative, not IHE-based	CSET Sci IV Earth/Planetary (specialized)	1		
High Tech High Communities	Alternative, not IHE-based	CSET Science I	2		
High Tech High Communities	Alternative, not IHE-based	CSET Science II	2		
High Tech High Communities	Alternative, not IHE-based	CSET Social Sci I	4		
High Tech High Communities	Alternative, not IHE-based	CSET Social Sci II	4		
High Tech High Communities	Alternative, not IHE-based	CSET Social Sci III	4		
High Tech High Communities	Alternative, not IHE-based	CSET Spanish Subtest I	2		
High Tech High Communities	Alternative, not IHE-based	CSET Spanish Subtest II	2		
High Tech High Communities	Alternative, not IHE-based	CSET Spanish Subtest III	2		
Holy Names University	Alternative, IHE-based	CBEST	7		
Holy Names University	Alternative, IHE-based	CSET English I	1		
Holy Names University	Alternative, IHE-based	CSET English II	1		
Holy Names University	Alternative, IHE-based	CSET English III	1		
Holy Names University	Alternative, IHE-based	CSET English IV	1		
Holy Names University	Alternative, IHE-based	CSET MSE I	6		
Holy Names University	Alternative, IHE-based	CSET MSE II	6		
Holy Names University	Alternative, IHE-based	CSET MSE III	6		
Holy Names University	Alternative, IHE-based	CSET Physical Education Subtest I	1		
Holy Names University	Alternative, IHE-based	CSET Physical Education Subtest II	1		
Holy Names University	Alternative, IHE-based	CSET Physical Education Subtest III	1		
Holy Names University	Alternative, IHE-based	CSET: English Test I	1		
Holy Names University	Alternative, IHE-based	CSET: English Test II	1		
Holy Names University	Alternative, IHE-based	CSET: English Test III	1		
Holy Names University	Alternative, IHE-based	CSET: English Test IV	1		
Holy Names University	Alternative, IHE-based	CSET: Mathematics Test I	1		
Holy Names University	Alternative, IHE-based	CSET: Mathematics Test II	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Holy Names University	Alternative, IHE-based	CSET: Multiple Subject Test I	4		
Holy Names University	Alternative, IHE-based	CSET: Multiple Subject Test II	4		
Holy Names University	Alternative, IHE-based	CSET: Multiple Subject Test III	4		
Holy Names University	Alternative, IHE-based	CSET: Social Science Test I	1		
Holy Names University	Alternative, IHE-based	CSET: Social Science Test II	1		
Holy Names University	Alternative, IHE-based	CSET: Social Science Test III	1		
Holy Names University	Alternative, IHE-based	CSET: Spanish Test I	1		
Holy Names University	Alternative, IHE-based	CSET: Spanish Test II	1		
Holy Names University	Alternative, IHE-based	CSET: Spanish Test III	1		
Holy Names University	Alternative, IHE-based	RICA	6		
Humboldt State University	Alternative, IHE-based	CBEST	4		
Humboldt State University	Alternative, IHE-based	CSET MSE I	2		
Humboldt State University	Alternative, IHE-based	CSET MSE II	2		
Humboldt State University	Alternative, IHE-based	CSET MSE III	2		
Humboldt State University	Alternative, IHE-based	CSET: English Test I	1		
Humboldt State University	Alternative, IHE-based	CSET: English Test II	1		
Humboldt State University	Alternative, IHE-based	CSET: English Test III	1		
Humboldt State University	Alternative, IHE-based	CSET: English Test IV	1		
Humboldt State University	Alternative, IHE-based	CSET: Multiple Subject Test I	8		
Humboldt State University	Alternative, IHE-based	CSET: Multiple Subject Test II	8		
Humboldt State University	Alternative, IHE-based	CSET: Multiple Subject Test III	8		
Humboldt State University	Alternative, IHE-based	RICA	2		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Business S* (15)	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CBEST	216	216	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Art Subtest I	3		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Art Subtest II	3		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET English I	21	21	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET English II	21	21	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET English III	21	21	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET English IV	21	21	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET French Subtest I	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET French Subtest II	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET French Subtest III	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Health Subtest I	6		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Health Subtest II	6		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Health Subtest III	6		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Ind/Tech Educ Subtest I	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Ind/Tech Educ Subtest II	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Math I	11	11	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Math II	11	11	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Math III	3		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET MSE I	94	94	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET MSE II	95	95	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET MSE III	94	94	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Physical Education Subtest I	4		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Physical Education Subtest II	4		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Physical Education Subtest III	4		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Sci III Bio/Life	11	11	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Sci III Chemistry	4		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Sci III Earth/Planetary	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Sci IV Chemistry (specialized)	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Science I	11	11	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Science II	11	11	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Social Sci I	5		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Social Sci II	5		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET Social Sci III	5		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Business Test I	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Business Test II	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Business Test III	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: English Test I	11	11	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: English Test II	11	11	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: English Test III	11	11	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: English Test IV	11	11	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Mathematics Test I	10	10	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Mathematics Test II	10	10	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Mathematics Test III	3		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Multiple Subject Test I	53	53	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Multiple Subject Test II	53	53	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Multiple Subject Test III	53	53	100
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Music Test I	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Music Test II	1		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Music Test III	1		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Physical Education Subtest I	2		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Physical Education Subtest II	2		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Physical Education Subtest III	2		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Science Test III Biology/Life Science	5		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Science Test IV Biology/Life Science	2		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Social Science Test I	4		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Social Science Test II	4		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Social Science Test III	4		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Spanish Test I	2		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Spanish Test II	2		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	CSET: Spanish Test III	2		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Health Science S* (16)	7		
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	RICA	119	115	97
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEAL	5		
John F. Kennedy University	Alternative, IHE-based	CBEST	5		
John F. Kennedy University	Alternative, IHE-based	CSET Art Subtest I	1		
John F. Kennedy University	Alternative, IHE-based	CSET Art Subtest II	1		
John F. Kennedy University	Alternative, IHE-based	CSET Sci III Physics	2		
John F. Kennedy University	Alternative, IHE-based	CSET Sci IV Physics (specialized)	1		
John F. Kennedy University	Alternative, IHE-based	CSET Science I	1		
John F. Kennedy University	Alternative, IHE-based	CSET Science II	1		
John F. Kennedy University	Alternative, IHE-based	CSET Spanish Subtest I	1		
John F. Kennedy University	Alternative, IHE-based	CSET Spanish Subtest II	1		
John F. Kennedy University	Alternative, IHE-based	CSET Spanish Subtest III	1		
John F. Kennedy University	Alternative, IHE-based	CSET: Multiple Subject Test I	2		
John F. Kennedy University	Alternative, IHE-based	CSET: Multiple Subject Test II	2		
John F. Kennedy University	Alternative, IHE-based	CSET: Multiple Subject Test III	2		
La Sierra University	Alternative, IHE-based	CBEST	7		
La Sierra University	Alternative, IHE-based	CSET English I	1		
La Sierra University	Alternative, IHE-based	CSET English II	1		
La Sierra University	Alternative, IHE-based	CSET English III	1		
La Sierra University	Alternative, IHE-based	CSET English IV	1		
La Sierra University	Alternative, IHE-based	CSET Math I	2		
La Sierra University	Alternative, IHE-based	CSET Math II	2		
La Sierra University	Alternative, IHE-based	CSET Math III	1		
La Sierra University	Alternative, IHE-based	CSET MSE I	2		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
La Sierra University	Alternative, IHE-based	CSET MSE II	2		
La Sierra University	Alternative, IHE-based	CSET MSE III	2		
La Sierra University	Alternative, IHE-based	CSET Music Subtest I	1		
La Sierra University	Alternative, IHE-based	CSET Music Subtest II	1		
La Sierra University	Alternative, IHE-based	CSET Music Subtest III	1		
La Sierra University	Alternative, IHE-based	CSET: Multiple Subject Test I	1		
La Sierra University	Alternative, IHE-based	CSET: Multiple Subject Test II	1		
La Sierra University	Alternative, IHE-based	CSET: Multiple Subject Test III	1		
La Sierra University	Alternative, IHE-based	RICA	2		
Los Angeles Unified School District	Alternative, not IHE-based	CBEST	151	151	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET English I	20	20	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET English II	20	20	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET English III	20	20	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET English IV	20	20	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET Math I	23	23	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET Math II	23	23	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET Math III	6		
Los Angeles Unified School District	Alternative, not IHE-based	CSET MSE I	61	61	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET MSE II	63	63	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET MSE III	62	62	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET Sci III Bio/Life	12	12	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET Sci III Chemistry	6		
Los Angeles Unified School District	Alternative, not IHE-based	CSET Sci III Earth/Planetary	3		
Los Angeles Unified School District	Alternative, not IHE-based	CSET Sci III Physics	4		
Los Angeles Unified School District	Alternative, not IHE-based	CSET Science I	26	26	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET Science II	26	26	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: English Test I	33	33	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: English Test II	33	33	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: English Test III	33	33	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: English Test IV	33	33	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Mathematics Test I	32	32	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Mathematics Test II	32	32	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Mathematics Test III	8		
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Multiple Subject Test I	63	63	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Multiple Subject Test II	63	63	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Multiple Subject Test III	63	63	100

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Science Test I	17	17	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Science Test II	17	17	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Science Test III Biology/Life Science	12	12	100
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Science Test III Chemistry	3		
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Science Test III Earth/Planetary	1		
Los Angeles Unified School District	Alternative, not IHE-based	CSET: Science Test III Physics	1		
Los Angeles Unified School District	Alternative, not IHE-based	RICA	66	61	92
Loyola Marymount University	Alternative, IHE-based	CBEST	167	167	100
Loyola Marymount University	Alternative, IHE-based	CSET Art Subtest I	1		
Loyola Marymount University	Alternative, IHE-based	CSET Art Subtest II	1		
Loyola Marymount University	Alternative, IHE-based	CSET English I	38	38	100
Loyola Marymount University	Alternative, IHE-based	CSET English II	38	38	100
Loyola Marymount University	Alternative, IHE-based	CSET English III	38	38	100
Loyola Marymount University	Alternative, IHE-based	CSET English IV	38	38	100
Loyola Marymount University	Alternative, IHE-based	CSET Health Subtest I	1		
Loyola Marymount University	Alternative, IHE-based	CSET Health Subtest II	1		
Loyola Marymount University	Alternative, IHE-based	CSET Health Subtest III	1		
Loyola Marymount University	Alternative, IHE-based	CSET Math I	11	11	100
Loyola Marymount University	Alternative, IHE-based	CSET Math II	11	11	100
Loyola Marymount University	Alternative, IHE-based	CSET Math III	3		
Loyola Marymount University	Alternative, IHE-based	CSET MSE I	82	82	100
Loyola Marymount University	Alternative, IHE-based	CSET MSE II	83	83	100
Loyola Marymount University	Alternative, IHE-based	CSET MSE III	82	82	100
Loyola Marymount University	Alternative, IHE-based	CSET Sci III Bio/Life	14	14	100
Loyola Marymount University	Alternative, IHE-based	CSET Sci III Chemistry	6		
Loyola Marymount University	Alternative, IHE-based	CSET Sci III Physics	1		
Loyola Marymount University	Alternative, IHE-based	CSET Science I	6		
Loyola Marymount University	Alternative, IHE-based	CSET Science II	6		
Loyola Marymount University	Alternative, IHE-based	CSET Social Sci I	7		
Loyola Marymount University	Alternative, IHE-based	CSET Social Sci II	7		
Loyola Marymount University	Alternative, IHE-based	CSET Social Sci III	7		
Loyola Marymount University	Alternative, IHE-based	CSET Spanish Subtest I	5		
Loyola Marymount University	Alternative, IHE-based	CSET Spanish Subtest II	5		
Loyola Marymount University	Alternative, IHE-based	CSET Spanish Subtest III	5		
Loyola Marymount University	Alternative, IHE-based	CSET: English Test I	36	36	100
Loyola Marymount University	Alternative, IHE-based	CSET: English Test II	36	36	100

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Loyola Marymount University	Alternative, IHE-based	CSET: English Test III	36	36	100
Loyola Marymount University	Alternative, IHE-based	CSET: English Test IV	36	36	100
Loyola Marymount University	Alternative, IHE-based	CSET: French Test I	1		
Loyola Marymount University	Alternative, IHE-based	CSET: French Test II	1		
Loyola Marymount University	Alternative, IHE-based	CSET: French Test III	1		
Loyola Marymount University	Alternative, IHE-based	CSET: Mathematics Test I	8		
Loyola Marymount University	Alternative, IHE-based	CSET: Mathematics Test II	8		
Loyola Marymount University	Alternative, IHE-based	CSET: Mathematics Test III	4		
Loyola Marymount University	Alternative, IHE-based	CSET: Multiple Subject Test I	68	68	100
Loyola Marymount University	Alternative, IHE-based	CSET: Multiple Subject Test II	69	69	100
Loyola Marymount University	Alternative, IHE-based	CSET: Multiple Subject Test III	69	69	100
Loyola Marymount University	Alternative, IHE-based	CSET: Science Test I	27	27	100
Loyola Marymount University	Alternative, IHE-based	CSET: Science Test II	28	28	100
Loyola Marymount University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	19	19	100
Loyola Marymount University	Alternative, IHE-based	CSET: Science Test III Chemistry	9		
Loyola Marymount University	Alternative, IHE-based	CSET: Social Science Test I	5		
Loyola Marymount University	Alternative, IHE-based	CSET: Social Science Test II	5		
Loyola Marymount University	Alternative, IHE-based	CSET: Social Science Test III	5		
Loyola Marymount University	Alternative, IHE-based	CSET: Spanish Test I	2		
Loyola Marymount University	Alternative, IHE-based	CSET: Spanish Test II	2		
Loyola Marymount University	Alternative, IHE-based	CSET: Spanish Test III	2		
Loyola Marymount University	Alternative, IHE-based	RICA	83	82	99
Mount St. Mary's College	Alternative, IHE-based	CBEST	5		
Mount St. Mary's College	Alternative, IHE-based	CSET English I	1		
Mount St. Mary's College	Alternative, IHE-based	CSET English II	1		
Mount St. Mary's College	Alternative, IHE-based	CSET English III	1		
Mount St. Mary's College	Alternative, IHE-based	CSET English IV	1		
Mount St. Mary's College	Alternative, IHE-based	CSET MSE I	3		
Mount St. Mary's College	Alternative, IHE-based	CSET MSE II	3		
Mount St. Mary's College	Alternative, IHE-based	CSET MSE III	3		
Mount St. Mary's College	Alternative, IHE-based	CSET Social Sci I	1		
Mount St. Mary's College	Alternative, IHE-based	CSET Social Sci II	1		
Mount St. Mary's College	Alternative, IHE-based	CSET Social Sci III	1		
Mount St. Mary's College	Alternative, IHE-based	CSET: Social Science Test I	1		
Mount St. Mary's College	Alternative, IHE-based	CSET: Social Science Test II	1		
Mount St. Mary's College	Alternative, IHE-based	CSET: Social Science Test III	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Mount St. Mary's College	Alternative, IHE-based	CSET: Spanish Test I	1		
Mount St. Mary's College	Alternative, IHE-based	CSET: Spanish Test II	1		
Mount St. Mary's College	Alternative, IHE-based	CSET: Spanish Test III	1		
Mount St. Mary's College	Alternative, IHE-based	RICA	4		
National Hispanic University	Alternative, IHE-based	CBEST	22	22	100
National Hispanic University	Alternative, IHE-based	CSET English I	1		
National Hispanic University	Alternative, IHE-based	CSET English II	1		
National Hispanic University	Alternative, IHE-based	CSET English III	1		
National Hispanic University	Alternative, IHE-based	CSET English IV	1		
National Hispanic University	Alternative, IHE-based	CSET MSE I	13	13	100
National Hispanic University	Alternative, IHE-based	CSET MSE II	14	14	100
National Hispanic University	Alternative, IHE-based	CSET MSE III	14	14	100
National Hispanic University	Alternative, IHE-based	CSET Sci III Bio/Life	1		
National Hispanic University	Alternative, IHE-based	CSET Science I	1		
National Hispanic University	Alternative, IHE-based	CSET Science II	1		
National Hispanic University	Alternative, IHE-based	CSET Social Sci I	2		
National Hispanic University	Alternative, IHE-based	CSET Social Sci II	2		
National Hispanic University	Alternative, IHE-based	CSET Social Sci III	2		
National Hispanic University	Alternative, IHE-based	CSET Spanish Subtest I	2		
National Hispanic University	Alternative, IHE-based	CSET Spanish Subtest II	2		
National Hispanic University	Alternative, IHE-based	CSET Spanish Subtest III	2		
National Hispanic University	Alternative, IHE-based	CSET: Mathematics Test I	1		
National Hispanic University	Alternative, IHE-based	CSET: Mathematics Test II	1		
National Hispanic University	Alternative, IHE-based	CSET: Multiple Subject Test I	11	11	100
National Hispanic University	Alternative, IHE-based	CSET: Multiple Subject Test II	11	11	100
National Hispanic University	Alternative, IHE-based	CSET: Multiple Subject Test III	11	11	100
National Hispanic University	Alternative, IHE-based	CSET: Science Test I	1		
National Hispanic University	Alternative, IHE-based	CSET: Science Test II	1		
National Hispanic University	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	1		
National Hispanic University	Alternative, IHE-based	CSET: Social Science Test I	1		
National Hispanic University	Alternative, IHE-based	CSET: Social Science Test II	1		
National Hispanic University	Alternative, IHE-based	CSET: Social Science Test III	1		
National Hispanic University	Alternative, IHE-based	CSET: Spanish Test I	3		
National Hispanic University	Alternative, IHE-based	CSET: Spanish Test II	3		
National Hispanic University	Alternative, IHE-based	CSET: Spanish Test III	3		
National Hispanic University	Alternative, IHE-based	RICA	14	14	100



**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
National University	Alternative, IHE-based	Business S* (15)	1		
National University	Alternative, IHE-based	CBEST	609	609	100
National University	Alternative, IHE-based	CSET Art Subtest I	4		
National University	Alternative, IHE-based	CSET Art Subtest II	4		
National University	Alternative, IHE-based	CSET Business Subtest I	1		
National University	Alternative, IHE-based	CSET Business Subtest II	1		
National University	Alternative, IHE-based	CSET Business Subtest III	1		
National University	Alternative, IHE-based	CSET English I	47	47	100
National University	Alternative, IHE-based	CSET English II	47	47	100
National University	Alternative, IHE-based	CSET English III	47	47	100
National University	Alternative, IHE-based	CSET English IV	46	46	100
National University	Alternative, IHE-based	CSET French Subtest I	3		
National University	Alternative, IHE-based	CSET French Subtest II	3		
National University	Alternative, IHE-based	CSET French Subtest III	3		
National University	Alternative, IHE-based	CSET Health Subtest I	26	26	100
National University	Alternative, IHE-based	CSET Health Subtest II	26	26	100
National University	Alternative, IHE-based	CSET Health Subtest III	26	26	100
National University	Alternative, IHE-based	CSET Ind/Tech Educ Subtest I	1		
National University	Alternative, IHE-based	CSET Ind/Tech Educ Subtest II	1		
National University	Alternative, IHE-based	CSET Math I	63	63	100
National University	Alternative, IHE-based	CSET Math II	63	63	100
National University	Alternative, IHE-based	CSET Math III	7		
National University	Alternative, IHE-based	CSET MSE I	289	289	100
National University	Alternative, IHE-based	CSET MSE II	290	290	100
National University	Alternative, IHE-based	CSET MSE III	288	288	100
National University	Alternative, IHE-based	CSET Music Subtest I	5		
National University	Alternative, IHE-based	CSET Music Subtest II	5		
National University	Alternative, IHE-based	CSET Music Subtest III	5		
National University	Alternative, IHE-based	CSET Physical Education Subtest I	27	27	100
National University	Alternative, IHE-based	CSET Physical Education Subtest II	27	27	100
National University	Alternative, IHE-based	CSET Physical Education Subtest III	27	27	100
National University	Alternative, IHE-based	CSET Sci III Bio/Life	17	17	100
National University	Alternative, IHE-based	CSET Sci III Chemistry	7		
National University	Alternative, IHE-based	CSET Sci III Earth/Planetary	8		
National University	Alternative, IHE-based	CSET Sci III Physics	2		
National University	Alternative, IHE-based	CSET Sci IV Bio/Life (specialized)	4		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
National University	Alternative, IHE-based	CSET Sci IV Chemistry (specialized)	3		
National University	Alternative, IHE-based	CSET Sci IV Earth/Planetary (specialized)	2		
National University	Alternative, IHE-based	CSET Science I	25	25	100
National University	Alternative, IHE-based	CSET Science II	25	25	100
National University	Alternative, IHE-based	CSET Social Sci I	38	38	100
National University	Alternative, IHE-based	CSET Social Sci II	38	38	100
National University	Alternative, IHE-based	CSET Social Sci III	38	38	100
National University	Alternative, IHE-based	CSET Spanish Subtest I	9		
National University	Alternative, IHE-based	CSET Spanish Subtest II	9		
National University	Alternative, IHE-based	CSET Spanish Subtest III	9		
National University	Alternative, IHE-based	CSET: Art Test I	2		
National University	Alternative, IHE-based	CSET: Art Test II	2		
National University	Alternative, IHE-based	CSET: Business Test I	2		
National University	Alternative, IHE-based	CSET: Business Test II	2		
National University	Alternative, IHE-based	CSET: Business Test III	2		
National University	Alternative, IHE-based	CSET: English Test I	39	39	100
National University	Alternative, IHE-based	CSET: English Test II	39	39	100
National University	Alternative, IHE-based	CSET: English Test III	39	39	100
National University	Alternative, IHE-based	CSET: English Test IV	39	39	100
National University	Alternative, IHE-based	CSET: Health Subtest I	17	17	100
National University	Alternative, IHE-based	CSET: Health Subtest II	17	17	100
National University	Alternative, IHE-based	CSET: Health Subtest III	17	17	100
National University	Alternative, IHE-based	CSET: Home Economics Subtest I	2		
National University	Alternative, IHE-based	CSET: Home Economics Subtest II	2		
National University	Alternative, IHE-based	CSET: Home Economics Subtest III	2		
National University	Alternative, IHE-based	CSET: Mathematics Test I	62	62	100
National University	Alternative, IHE-based	CSET: Mathematics Test II	62	62	100
National University	Alternative, IHE-based	CSET: Mathematics Test III	18	18	100
National University	Alternative, IHE-based	CSET: Multiple Subject Test I	249	249	100
National University	Alternative, IHE-based	CSET: Multiple Subject Test II	249	249	100
National University	Alternative, IHE-based	CSET: Multiple Subject Test III	248	248	100
National University	Alternative, IHE-based	CSET: Music Test I	9		
National University	Alternative, IHE-based	CSET: Music Test II	9		
National University	Alternative, IHE-based	CSET: Music Test III	9		
National University	Alternative, IHE-based	CSET: Physical Education Subtest I	30	30	100
National University	Alternative, IHE-based	CSET: Physical Education Subtest II	30	30	100

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
National University	Alternative, IHE-based	CSET: Physical Education Subtest III	30	30	100
National University	Alternative, IHE-based	CSET: Science Test I	31	31	100
National University	Alternative, IHE-based	CSET: Science Test II	31	31	100
National University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	27	27	100
National University	Alternative, IHE-based	CSET: Science Test III Chemistry	3		
National University	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	7		
National University	Alternative, IHE-based	CSET: Science Test III Physics	2		
National University	Alternative, IHE-based	CSET: Science Test IV Biology/Life Science	6		
National University	Alternative, IHE-based	CSET: Science Test IV Earth/Planetary	1		
National University	Alternative, IHE-based	CSET: Science Test IV Physics	1		
National University	Alternative, IHE-based	CSET: Social Science Test I	28	28	100
National University	Alternative, IHE-based	CSET: Social Science Test II	28	28	100
National University	Alternative, IHE-based	CSET: Social Science Test III	28	28	100
National University	Alternative, IHE-based	CSET: Spanish Test I	9		
National University	Alternative, IHE-based	CSET: Spanish Test II	9		
National University	Alternative, IHE-based	CSET: Spanish Test III	9		
National University	Alternative, IHE-based	English S* (01)	1		
National University	Alternative, IHE-based	English: Essay Praxis II	1		
National University	Alternative, IHE-based	Health Science S* (16)	2		
National University	Alternative, IHE-based	MSAT (0140 + 0151)	4		
National University	Alternative, IHE-based	Phys. Educ. Praxis Test II	1		
National University	Alternative, IHE-based	Physical Education S* (09)	1		
National University	Alternative, IHE-based	Praxis II: ENGLISH Language Lit. & Composition: Essays	1		
National University	Alternative, IHE-based	Praxis II: PHYSICAL EDUCATION (0092 & 0093)	1		
National University	Alternative, IHE-based	PRAXIS II: SPANISH: LINGUISTIC LITERARY & CULTU	1		
National University	Alternative, IHE-based	PRAXIS II: SPANISH: PRODUCTIVE LANGUAGE SKILLS	1		
National University	Alternative, IHE-based	RICA	338	312	92
National University	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: BUSI	1		
National University	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEAL	17	17	100
National University	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: PHYS	1		
National University	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: SPAN	1		
Notre Dame de Namur University	Alternative, IHE-based	CBEST	16	16	100
Notre Dame de Namur University	Alternative, IHE-based	CSET Health Subtest I	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET Health Subtest II	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET Health Subtest III	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET Math I	2		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Notre Dame de Namur University	Alternative, IHE-based	CSET Math II	2		
Notre Dame de Namur University	Alternative, IHE-based	CSET Math III	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET MSE I	9		
Notre Dame de Namur University	Alternative, IHE-based	CSET MSE II	9		
Notre Dame de Namur University	Alternative, IHE-based	CSET MSE III	9		
Notre Dame de Namur University	Alternative, IHE-based	CSET Science I	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET Science II	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET: English Test I	4		
Notre Dame de Namur University	Alternative, IHE-based	CSET: English Test II	4		
Notre Dame de Namur University	Alternative, IHE-based	CSET: English Test III	4		
Notre Dame de Namur University	Alternative, IHE-based	CSET: English Test IV	4		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Mathematics Test I	2		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Mathematics Test II	2		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Mathematics Test III	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Multiple Subject Test I	14	14	100
Notre Dame de Namur University	Alternative, IHE-based	CSET: Multiple Subject Test II	14	14	100
Notre Dame de Namur University	Alternative, IHE-based	CSET: Multiple Subject Test III	14	14	100
Notre Dame de Namur University	Alternative, IHE-based	CSET: Music Test I	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Music Test II	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Music Test III	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Science Test I	2		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Science Test II	2		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Science Test III Physics	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Social Science Test I	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Social Science Test II	1		
Notre Dame de Namur University	Alternative, IHE-based	CSET: Social Science Test III	1		
Notre Dame de Namur University	Alternative, IHE-based	RICA	6		
Orange County Office of Education	Alternative, not IHE-based	CBEST	24	24	100
Orange County Office of Education	Alternative, not IHE-based	RICA	21	20	95
Pacific Oaks College	Alternative, IHE-based	CBEST	1		
Pacific Oaks College	Alternative, IHE-based	CSET MSE I	1		
Pacific Oaks College	Alternative, IHE-based	CSET MSE II	1		
Pacific Oaks College	Alternative, IHE-based	CSET MSE III	1		
Pacific Oaks College	Alternative, IHE-based	RICA	1		
Patten University	Alternative, IHE-based	CBEST	2		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Patten University	Alternative, IHE-based	CSET Math I	2		
Patten University	Alternative, IHE-based	CSET Math II	2		
Patten University	Alternative, IHE-based	CSET Math III	2		
Patten University	Alternative, IHE-based	CSET: Mathematics Test I	1		
Patten University	Alternative, IHE-based	CSET: Mathematics Test II	1		
Patten University	Alternative, IHE-based	CSET: Mathematics Test III	1		
Patten University	Alternative, IHE-based	CSET: Multiple Subject Test I	1		
Patten University	Alternative, IHE-based	CSET: Multiple Subject Test II	1		
Patten University	Alternative, IHE-based	CSET: Multiple Subject Test III	1		
Patten University	Alternative, IHE-based	CSET: Science Test I	2		
Patten University	Alternative, IHE-based	CSET: Science Test II	2		
Patten University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	2		
Pepperdine University	Alternative, IHE-based	CBEST	10	10	100
Pepperdine University	Alternative, IHE-based	CSET English I	1		
Pepperdine University	Alternative, IHE-based	CSET English II	1		
Pepperdine University	Alternative, IHE-based	CSET English III	1		
Pepperdine University	Alternative, IHE-based	CSET English IV	1		
Pepperdine University	Alternative, IHE-based	CSET Ind/Tech Educ Subtest I	1		
Pepperdine University	Alternative, IHE-based	CSET Ind/Tech Educ Subtest II	1		
Pepperdine University	Alternative, IHE-based	CSET Math I	2		
Pepperdine University	Alternative, IHE-based	CSET Math II	2		
Pepperdine University	Alternative, IHE-based	CSET MSE I	4		
Pepperdine University	Alternative, IHE-based	CSET MSE II	4		
Pepperdine University	Alternative, IHE-based	CSET MSE III	4		
Pepperdine University	Alternative, IHE-based	CSET Sci III Earth/Planetary	1		
Pepperdine University	Alternative, IHE-based	CSET Science I	1		
Pepperdine University	Alternative, IHE-based	CSET Science II	1		
Pepperdine University	Alternative, IHE-based	CSET: English Test I	2		
Pepperdine University	Alternative, IHE-based	CSET: English Test II	2		
Pepperdine University	Alternative, IHE-based	CSET: English Test III	2		
Pepperdine University	Alternative, IHE-based	CSET: English Test IV	2		
Pepperdine University	Alternative, IHE-based	CSET: Mathematics Test I	4		
Pepperdine University	Alternative, IHE-based	CSET: Mathematics Test II	4		
Pepperdine University	Alternative, IHE-based	CSET: Multiple Subject Test I	3		
Pepperdine University	Alternative, IHE-based	CSET: Multiple Subject Test II	3		
Pepperdine University	Alternative, IHE-based	CSET: Multiple Subject Test III	3		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Pepperdine University	Alternative, IHE-based	CSET: Physical Education Subtest I	1		
Pepperdine University	Alternative, IHE-based	CSET: Physical Education Subtest II	1		
Pepperdine University	Alternative, IHE-based	CSET: Physical Education Subtest III	1		
Pepperdine University	Alternative, IHE-based	CSET: Science Test I	4		
Pepperdine University	Alternative, IHE-based	CSET: Science Test II	4		
Pepperdine University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	1		
Pepperdine University	Alternative, IHE-based	CSET: Science Test III Chemistry	1		
Pepperdine University	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	2		
Pepperdine University	Alternative, IHE-based	RICA	4		
Point Loma Nazarene University	Alternative, IHE-based	CBEST	95	95	100
Point Loma Nazarene University	Alternative, IHE-based	CSET English I	6		
Point Loma Nazarene University	Alternative, IHE-based	CSET English II	6		
Point Loma Nazarene University	Alternative, IHE-based	CSET English III	6		
Point Loma Nazarene University	Alternative, IHE-based	CSET English IV	6		
Point Loma Nazarene University	Alternative, IHE-based	CSET Health Subtest I	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET Health Subtest II	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET Health Subtest III	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET Math I	7		
Point Loma Nazarene University	Alternative, IHE-based	CSET Math II	7		
Point Loma Nazarene University	Alternative, IHE-based	CSET Math III	4		
Point Loma Nazarene University	Alternative, IHE-based	CSET MSE I	57	57	100
Point Loma Nazarene University	Alternative, IHE-based	CSET MSE II	58	58	100
Point Loma Nazarene University	Alternative, IHE-based	CSET MSE III	56	56	100
Point Loma Nazarene University	Alternative, IHE-based	CSET Physical Education Subtest I	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET Physical Education Subtest II	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET Physical Education Subtest III	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET Sci III Bio/Life	3		
Point Loma Nazarene University	Alternative, IHE-based	CSET Sci III Earth/Planetary	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET Science I	4		
Point Loma Nazarene University	Alternative, IHE-based	CSET Science II	4		
Point Loma Nazarene University	Alternative, IHE-based	CSET Social Sci I	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET Social Sci II	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET Social Sci III	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET Spanish Subtest I	2		
Point Loma Nazarene University	Alternative, IHE-based	CSET Spanish Subtest II	2		
Point Loma Nazarene University	Alternative, IHE-based	CSET Spanish Subtest III	2		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Point Loma Nazarene University	Alternative, IHE-based	CSET: English Test I	2		
Point Loma Nazarene University	Alternative, IHE-based	CSET: English Test II	2		
Point Loma Nazarene University	Alternative, IHE-based	CSET: English Test III	2		
Point Loma Nazarene University	Alternative, IHE-based	CSET: English Test IV	2		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Mathematics Test I	3		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Mathematics Test II	3		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Multiple Subject Test I	10	10	100
Point Loma Nazarene University	Alternative, IHE-based	CSET: Multiple Subject Test II	10	10	100
Point Loma Nazarene University	Alternative, IHE-based	CSET: Multiple Subject Test III	10	10	100
Point Loma Nazarene University	Alternative, IHE-based	CSET: Science Test I	3		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Science Test II	3		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Science Test III Chemistry	2		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Science Test IV Biology/Life Science	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Science Test IV Chemistry	1		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Social Science Test I	2		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Social Science Test II	2		
Point Loma Nazarene University	Alternative, IHE-based	CSET: Social Science Test III	2		
Point Loma Nazarene University	Alternative, IHE-based	Health Science S* (16)	2		
Point Loma Nazarene University	Alternative, IHE-based	RICA	65	61	94
San Diego City Unified School District	Alternative, not IHE-based	CBEST	37	37	100
San Diego City Unified School District	Alternative, not IHE-based	CSET: Multiple Subject Test I	12	12	100
San Diego City Unified School District	Alternative, not IHE-based	CSET: Multiple Subject Test II	12	12	100
San Diego City Unified School District	Alternative, not IHE-based	CSET: Multiple Subject Test III	12	12	100
San Diego City Unified School District	Alternative, not IHE-based	CSET: Science Test I	1		
San Diego City Unified School District	Alternative, not IHE-based	CSET: Science Test II	1		
San Diego City Unified School District	Alternative, not IHE-based	CSET: Science Test III Biology/Life Science	1		
San Diego City Unified School District	Alternative, not IHE-based	RICA	20	20	100
San Diego State University	Alternative, IHE-based	CBEST	32	32	100
San Diego State University	Alternative, IHE-based	CSET English I	1		
San Diego State University	Alternative, IHE-based	CSET English II	1		
San Diego State University	Alternative, IHE-based	CSET English III	1		
San Diego State University	Alternative, IHE-based	CSET English IV	1		
San Diego State University	Alternative, IHE-based	CSET MSE I	14	14	100
San Diego State University	Alternative, IHE-based	CSET MSE II	14	14	100

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
San Diego State University	Alternative, IHE-based	CSET MSE III	14	14	100
San Diego State University	Alternative, IHE-based	CSET Music Subtest I	1		
San Diego State University	Alternative, IHE-based	CSET Music Subtest II	1		
San Diego State University	Alternative, IHE-based	CSET Music Subtest III	1		
San Diego State University	Alternative, IHE-based	CSET Sci III Bio/Life	1		
San Diego State University	Alternative, IHE-based	CSET Science I	1		
San Diego State University	Alternative, IHE-based	CSET Science II	1		
San Diego State University	Alternative, IHE-based	CSET Social Sci I	1		
San Diego State University	Alternative, IHE-based	CSET Social Sci II	1		
San Diego State University	Alternative, IHE-based	CSET Social Sci III	1		
San Diego State University	Alternative, IHE-based	CSET: Mathematics Test I	3		
San Diego State University	Alternative, IHE-based	CSET: Mathematics Test II	3		
San Diego State University	Alternative, IHE-based	CSET: Mathematics Test III	1		
San Diego State University	Alternative, IHE-based	CSET: Multiple Subject Test I	29	29	100
San Diego State University	Alternative, IHE-based	CSET: Multiple Subject Test II	29	29	100
San Diego State University	Alternative, IHE-based	CSET: Multiple Subject Test III	29	29	100
San Diego State University	Alternative, IHE-based	CSET: Music Test I	1		
San Diego State University	Alternative, IHE-based	CSET: Music Test II	1		
San Diego State University	Alternative, IHE-based	CSET: Music Test III	1		
San Diego State University	Alternative, IHE-based	CSET: Science Test I	3		
San Diego State University	Alternative, IHE-based	CSET: Science Test II	3		
San Diego State University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	2		
San Diego State University	Alternative, IHE-based	CSET: Science Test III Chemistry	1		
San Diego State University	Alternative, IHE-based	CSET: Social Science Test I	1		
San Diego State University	Alternative, IHE-based	CSET: Social Science Test II	1		
San Diego State University	Alternative, IHE-based	CSET: Social Science Test III	1		
San Diego State University	Alternative, IHE-based	Praxis II: BIOLOGY (0233 & 0433)	1		
San Diego State University	Alternative, IHE-based	RICA	15	14	93
San Francisco State University	Alternative, IHE-based	CBEST	128	127	99
San Francisco State University	Alternative, IHE-based	CSET Art Subtest I	1		
San Francisco State University	Alternative, IHE-based	CSET Art Subtest II	1		
San Francisco State University	Alternative, IHE-based	CSET English I	2		
San Francisco State University	Alternative, IHE-based	CSET English II	2		
San Francisco State University	Alternative, IHE-based	CSET English III	2		
San Francisco State University	Alternative, IHE-based	CSET English IV	2		
San Francisco State University	Alternative, IHE-based	CSET Mandarin Subtest I	1		



**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
San Francisco State University	Alternative, IHE-based	CSET Mandarin Subtest II	1		
San Francisco State University	Alternative, IHE-based	CSET Mandarin Subtest III	1		
San Francisco State University	Alternative, IHE-based	CSET Math I	11	11	100
San Francisco State University	Alternative, IHE-based	CSET Math II	11	11	100
San Francisco State University	Alternative, IHE-based	CSET Math III	3		
San Francisco State University	Alternative, IHE-based	CSET MSE I	11	11	100
San Francisco State University	Alternative, IHE-based	CSET MSE II	11	11	100
San Francisco State University	Alternative, IHE-based	CSET MSE III	11	11	100
San Francisco State University	Alternative, IHE-based	CSET Physical Education Subtest I	3		
San Francisco State University	Alternative, IHE-based	CSET Physical Education Subtest II	3		
San Francisco State University	Alternative, IHE-based	CSET Physical Education Subtest III	3		
San Francisco State University	Alternative, IHE-based	CSET Sci III Bio/Life	1		
San Francisco State University	Alternative, IHE-based	CSET Science I	2		
San Francisco State University	Alternative, IHE-based	CSET Science II	2		
San Francisco State University	Alternative, IHE-based	CSET Social Sci I	1		
San Francisco State University	Alternative, IHE-based	CSET Social Sci II	1		
San Francisco State University	Alternative, IHE-based	CSET Social Sci III	1		
San Francisco State University	Alternative, IHE-based	CSET Spanish Subtest I	1		
San Francisco State University	Alternative, IHE-based	CSET Spanish Subtest II	1		
San Francisco State University	Alternative, IHE-based	CSET Spanish Subtest III	1		
San Francisco State University	Alternative, IHE-based	CSET: English Test I	5		
San Francisco State University	Alternative, IHE-based	CSET: English Test II	5		
San Francisco State University	Alternative, IHE-based	CSET: English Test III	5		
San Francisco State University	Alternative, IHE-based	CSET: English Test IV	5		
San Francisco State University	Alternative, IHE-based	CSET: Mathematics Test I	7		
San Francisco State University	Alternative, IHE-based	CSET: Mathematics Test II	7		
San Francisco State University	Alternative, IHE-based	CSET: Mathematics Test III	3		
San Francisco State University	Alternative, IHE-based	CSET: Multiple Subject Test I	67	67	100
San Francisco State University	Alternative, IHE-based	CSET: Multiple Subject Test II	67	67	100
San Francisco State University	Alternative, IHE-based	CSET: Multiple Subject Test III	67	67	100
San Francisco State University	Alternative, IHE-based	CSET: Music Test I	1		
San Francisco State University	Alternative, IHE-based	CSET: Music Test II	1		
San Francisco State University	Alternative, IHE-based	CSET: Music Test III	1		
San Francisco State University	Alternative, IHE-based	CSET: Physical Education Subtest I	1		
San Francisco State University	Alternative, IHE-based	CSET: Physical Education Subtest II	1		
San Francisco State University	Alternative, IHE-based	CSET: Physical Education Subtest III	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
San Francisco State University	Alternative, IHE-based	CSET: Science Test I	12	12	100
San Francisco State University	Alternative, IHE-based	CSET: Science Test II	12	12	100
San Francisco State University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	10	10	100
San Francisco State University	Alternative, IHE-based	CSET: Science Test III Chemistry	4		
San Francisco State University	Alternative, IHE-based	CSET: Science Test IV Biology/Life Science	2		
San Francisco State University	Alternative, IHE-based	CSET: Social Science Test I	3		
San Francisco State University	Alternative, IHE-based	CSET: Social Science Test II	3		
San Francisco State University	Alternative, IHE-based	CSET: Social Science Test III	3		
San Francisco State University	Alternative, IHE-based	CSET: Spanish Test I	4		
San Francisco State University	Alternative, IHE-based	CSET: Spanish Test II	4		
San Francisco State University	Alternative, IHE-based	CSET: Spanish Test III	4		
San Francisco State University	Alternative, IHE-based	RICA	42	37	88
San Jose State University	Alternative, IHE-based	CBEST	84	84	100
San Jose State University	Alternative, IHE-based	CSET English I	1		
San Jose State University	Alternative, IHE-based	CSET English II	1		
San Jose State University	Alternative, IHE-based	CSET English III	1		
San Jose State University	Alternative, IHE-based	CSET English IV	1		
San Jose State University	Alternative, IHE-based	CSET MSE I	61	60	98
San Jose State University	Alternative, IHE-based	CSET MSE II	60	60	100
San Jose State University	Alternative, IHE-based	CSET MSE III	59	59	100
San Jose State University	Alternative, IHE-based	CSET Music Subtest I	1		
San Jose State University	Alternative, IHE-based	CSET Music Subtest II	1		
San Jose State University	Alternative, IHE-based	CSET Music Subtest III	1		
San Jose State University	Alternative, IHE-based	CSET Social Sci I	4		
San Jose State University	Alternative, IHE-based	CSET Social Sci II	4		
San Jose State University	Alternative, IHE-based	CSET Social Sci III	4		
San Jose State University	Alternative, IHE-based	CSET Spanish Subtest I	1		
San Jose State University	Alternative, IHE-based	CSET Spanish Subtest II	1		
San Jose State University	Alternative, IHE-based	CSET Spanish Subtest III	1		
San Jose State University	Alternative, IHE-based	CSET: Mathematics Test I	3		
San Jose State University	Alternative, IHE-based	CSET: Mathematics Test II	3		
San Jose State University	Alternative, IHE-based	CSET: Mathematics Test III	3		
San Jose State University	Alternative, IHE-based	CSET: Multiple Subject Test I	62	62	100
San Jose State University	Alternative, IHE-based	CSET: Multiple Subject Test II	62	62	100
San Jose State University	Alternative, IHE-based	CSET: Multiple Subject Test III	62	62	100
San Jose State University	Alternative, IHE-based	CSET: Music Test I	2		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
San Jose State University	Alternative, IHE-based	CSET: Music Test II	2		
San Jose State University	Alternative, IHE-based	CSET: Music Test III	2		
San Jose State University	Alternative, IHE-based	CSET: Science Test I	5		
San Jose State University	Alternative, IHE-based	CSET: Science Test II	4		
San Jose State University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	4		
San Jose State University	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	1		
San Jose State University	Alternative, IHE-based	CSET: Science Test III Physics	1		
San Jose State University	Alternative, IHE-based	CSET: Science Test IV Physics	1		
San Jose State University	Alternative, IHE-based	CSET: Spanish Test I	1		
San Jose State University	Alternative, IHE-based	CSET: Spanish Test II	1		
San Jose State University	Alternative, IHE-based	CSET: Spanish Test III	1		
San Jose State University	Alternative, IHE-based	RICA	61	60	98
Santa Clara University	Alternative, IHE-based	CBEST	6		
Santa Clara University	Alternative, IHE-based	CSET Math I	1		
Santa Clara University	Alternative, IHE-based	CSET Math II	1		
Santa Clara University	Alternative, IHE-based	CSET MSE I	3		
Santa Clara University	Alternative, IHE-based	CSET MSE II	3		
Santa Clara University	Alternative, IHE-based	CSET MSE III	3		
Santa Clara University	Alternative, IHE-based	CSET Sci III Chemistry	1		
Santa Clara University	Alternative, IHE-based	CSET Sci IV Chemistry (specialized)	1		
Santa Clara University	Alternative, IHE-based	CSET Social Sci I	1		
Santa Clara University	Alternative, IHE-based	CSET Social Sci II	1		
Santa Clara University	Alternative, IHE-based	CSET Social Sci III	1		
Santa Clara University	Alternative, IHE-based	CSET: English Test I	2		
Santa Clara University	Alternative, IHE-based	CSET: English Test II	2		
Santa Clara University	Alternative, IHE-based	CSET: English Test III	2		
Santa Clara University	Alternative, IHE-based	CSET: English Test IV	2		
Santa Clara University	Alternative, IHE-based	CSET: Mathematics Test I	2		
Santa Clara University	Alternative, IHE-based	CSET: Mathematics Test II	2		
Santa Clara University	Alternative, IHE-based	CSET: Multiple Subject Test I	3		
Santa Clara University	Alternative, IHE-based	CSET: Multiple Subject Test II	3		
Santa Clara University	Alternative, IHE-based	CSET: Multiple Subject Test III	3		
Santa Clara University	Alternative, IHE-based	CSET: Science Test III Chemistry	1		
Santa Clara University	Alternative, IHE-based	CSET: Science Test IV Chemistry	1		
Santa Clara University	Alternative, IHE-based	CSET: Spanish Test I	2		
Santa Clara University	Alternative, IHE-based	CSET: Spanish Test II	2		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Santa Clara University	Alternative, IHE-based	CSET: Spanish Test III	2		
Santa Clara University	Alternative, IHE-based	RICA	3		
Sonoma State University	Alternative, IHE-based	CBEST	43	43	100
Sonoma State University	Alternative, IHE-based	CSET English I	5		
Sonoma State University	Alternative, IHE-based	CSET English II	5		
Sonoma State University	Alternative, IHE-based	CSET English III	5		
Sonoma State University	Alternative, IHE-based	CSET English IV	5		
Sonoma State University	Alternative, IHE-based	CSET Health Subtest I	1		
Sonoma State University	Alternative, IHE-based	CSET Health Subtest II	1		
Sonoma State University	Alternative, IHE-based	CSET Health Subtest III	1		
Sonoma State University	Alternative, IHE-based	CSET Math I	4		
Sonoma State University	Alternative, IHE-based	CSET Math II	4		
Sonoma State University	Alternative, IHE-based	CSET Math III	2		
Sonoma State University	Alternative, IHE-based	CSET MSE I	19	19	100
Sonoma State University	Alternative, IHE-based	CSET MSE II	19	19	100
Sonoma State University	Alternative, IHE-based	CSET MSE III	19	19	100
Sonoma State University	Alternative, IHE-based	CSET Music Subtest I	1		
Sonoma State University	Alternative, IHE-based	CSET Music Subtest II	1		
Sonoma State University	Alternative, IHE-based	CSET Music Subtest III	1		
Sonoma State University	Alternative, IHE-based	CSET Physical Education Subtest I	2		
Sonoma State University	Alternative, IHE-based	CSET Physical Education Subtest II	2		
Sonoma State University	Alternative, IHE-based	CSET Physical Education Subtest III	2		
Sonoma State University	Alternative, IHE-based	CSET Sci III Chemistry	1		
Sonoma State University	Alternative, IHE-based	CSET Science I	1		
Sonoma State University	Alternative, IHE-based	CSET Science II	1		
Sonoma State University	Alternative, IHE-based	CSET Social Sci I	2		
Sonoma State University	Alternative, IHE-based	CSET Social Sci II	2		
Sonoma State University	Alternative, IHE-based	CSET Social Sci III	2		
Sonoma State University	Alternative, IHE-based	CSET: English Test I	7		
Sonoma State University	Alternative, IHE-based	CSET: English Test II	7		
Sonoma State University	Alternative, IHE-based	CSET: English Test III	7		
Sonoma State University	Alternative, IHE-based	CSET: English Test IV	7		
Sonoma State University	Alternative, IHE-based	CSET: Health Subtest I	2		
Sonoma State University	Alternative, IHE-based	CSET: Health Subtest II	2		
Sonoma State University	Alternative, IHE-based	CSET: Health Subtest III	2		
Sonoma State University	Alternative, IHE-based	CSET: Mathematics Test I	3		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Sonoma State University	Alternative, IHE-based	CSET: Mathematics Test II	3		
Sonoma State University	Alternative, IHE-based	CSET: Mathematics Test III	1		
Sonoma State University	Alternative, IHE-based	CSET: Multiple Subject Test I	24	24	100
Sonoma State University	Alternative, IHE-based	CSET: Multiple Subject Test II	24	24	100
Sonoma State University	Alternative, IHE-based	CSET: Multiple Subject Test III	24	24	100
Sonoma State University	Alternative, IHE-based	CSET: Physical Education Subtest I	3		
Sonoma State University	Alternative, IHE-based	CSET: Physical Education Subtest II	3		
Sonoma State University	Alternative, IHE-based	CSET: Physical Education Subtest III	3		
Sonoma State University	Alternative, IHE-based	CSET: Science Test I	4		
Sonoma State University	Alternative, IHE-based	CSET: Science Test II	4		
Sonoma State University	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	4		
Sonoma State University	Alternative, IHE-based	CSET: Science Test III Physics	1		
Sonoma State University	Alternative, IHE-based	CSET: Science Test IV Physics	1		
Sonoma State University	Alternative, IHE-based	CSET: Spanish Test I	2		
Sonoma State University	Alternative, IHE-based	CSET: Spanish Test II	2		
Sonoma State University	Alternative, IHE-based	CSET: Spanish Test III	2		
Sonoma State University	Alternative, IHE-based	RICA	23	22	96
Sonoma State University	Alternative, IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEAL	1		
St. Mary's College of California	Alternative, IHE-based	CBEST	15	15	100
St. Mary's College of California	Alternative, IHE-based	CSET English I	2		
St. Mary's College of California	Alternative, IHE-based	CSET English II	2		
St. Mary's College of California	Alternative, IHE-based	CSET English III	2		
St. Mary's College of California	Alternative, IHE-based	CSET English IV	2		
St. Mary's College of California	Alternative, IHE-based	CSET Math I	1		
St. Mary's College of California	Alternative, IHE-based	CSET Math II	1		
St. Mary's College of California	Alternative, IHE-based	CSET MSE I	9		
St. Mary's College of California	Alternative, IHE-based	CSET MSE II	9		
St. Mary's College of California	Alternative, IHE-based	CSET MSE III	9		
St. Mary's College of California	Alternative, IHE-based	CSET Social Sci I	1		
St. Mary's College of California	Alternative, IHE-based	CSET Social Sci II	1		
St. Mary's College of California	Alternative, IHE-based	CSET Social Sci III	1		
St. Mary's College of California	Alternative, IHE-based	CSET Spanish Subtest I	1		
St. Mary's College of California	Alternative, IHE-based	CSET Spanish Subtest II	1		
St. Mary's College of California	Alternative, IHE-based	CSET Spanish Subtest III	1		
St. Mary's College of California	Alternative, IHE-based	CSET: English Test I	1		
St. Mary's College of California	Alternative, IHE-based	CSET: English Test II	1		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
St. Mary's College of California	Alternative, IHE-based	CSET: English Test III	1		
St. Mary's College of California	Alternative, IHE-based	CSET: English Test IV	1		
St. Mary's College of California	Alternative, IHE-based	CSET: Mathematics Test I	2		
St. Mary's College of California	Alternative, IHE-based	CSET: Mathematics Test II	2		
St. Mary's College of California	Alternative, IHE-based	CSET: Mathematics Test III	1		
St. Mary's College of California	Alternative, IHE-based	CSET: Multiple Subject Test I	8		
St. Mary's College of California	Alternative, IHE-based	CSET: Multiple Subject Test II	8		
St. Mary's College of California	Alternative, IHE-based	CSET: Multiple Subject Test III	8		
St. Mary's College of California	Alternative, IHE-based	CSET: Science Test I	1		
St. Mary's College of California	Alternative, IHE-based	CSET: Science Test II	1		
St. Mary's College of California	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	1		
St. Mary's College of California	Alternative, IHE-based	CSET: Social Science Test I	2		
St. Mary's College of California	Alternative, IHE-based	CSET: Social Science Test II	2		
St. Mary's College of California	Alternative, IHE-based	CSET: Social Science Test III	2		
St. Mary's College of California	Alternative, IHE-based	CSET: Spanish Test I	1		
St. Mary's College of California	Alternative, IHE-based	CSET: Spanish Test II	1		
St. Mary's College of California	Alternative, IHE-based	CSET: Spanish Test III	1		
St. Mary's College of California	Alternative, IHE-based	RICA	9		
Stanislaus County Office of Education	Alternative, not IHE-based	CBEST	10	10	100
Stanislaus County Office of Education	Alternative, not IHE-based	CSET MSE I	10	10	100
Stanislaus County Office of Education	Alternative, not IHE-based	CSET MSE II	10	10	100
Stanislaus County Office of Education	Alternative, not IHE-based	CSET MSE III	10	10	100
Stanislaus County Office of Education	Alternative, not IHE-based	CSET: Health Subtest I	1		
Stanislaus County Office of Education	Alternative, not IHE-based	CSET: Health Subtest II	1		
Stanislaus County Office of Education	Alternative, not IHE-based	CSET: Health Subtest III	1		
Stanislaus County Office of Education	Alternative, not IHE-based	CSET: Multiple Subject Test I	5		
Stanislaus County Office of Education	Alternative, not IHE-based	CSET: Multiple Subject Test II	5		
Stanislaus County Office of Education	Alternative, not IHE-based	CSET: Multiple Subject Test III	5		
Stanislaus County Office of Education	Alternative, not IHE-based	RICA	10	9	90
Stanislaus County Office of Education	Alternative, not IHE-based	SINGLE SUBJECT ASSESSMENT FOR TEACHING: HEAL	2		
Touro University	Alternative, IHE-based	CBEST	16	16	100
Touro University	Alternative, IHE-based	CSET English I	1		
Touro University	Alternative, IHE-based	CSET English II	1		
Touro University	Alternative, IHE-based	CSET English III	1		
Touro University	Alternative, IHE-based	CSET English IV	1		
Touro University	Alternative, IHE-based	CSET Math I	1		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
Touro University	Alternative, IHE-based	CSET Math II	1		
Touro University	Alternative, IHE-based	CSET Math III	1		
Touro University	Alternative, IHE-based	CSET MSE I	11	11	100
Touro University	Alternative, IHE-based	CSET MSE II	11	11	100
Touro University	Alternative, IHE-based	CSET MSE III	11	11	100
Touro University	Alternative, IHE-based	CSET Physical Education Subtest I	1		
Touro University	Alternative, IHE-based	CSET Physical Education Subtest II	1		
Touro University	Alternative, IHE-based	CSET Physical Education Subtest III	1		
Touro University	Alternative, IHE-based	RICA	12	12	100
University of California, Irvine	Alternative, IHE-based	CBEST	15	15	100
University of California, Irvine	Alternative, IHE-based	CSET Art Subtest I	1		
University of California, Irvine	Alternative, IHE-based	CSET Art Subtest II	1		
University of California, Irvine	Alternative, IHE-based	CSET English I	3		
University of California, Irvine	Alternative, IHE-based	CSET English II	3		
University of California, Irvine	Alternative, IHE-based	CSET English III	3		
University of California, Irvine	Alternative, IHE-based	CSET English IV	3		
University of California, Irvine	Alternative, IHE-based	CSET Math I	7		
University of California, Irvine	Alternative, IHE-based	CSET Math II	7		
University of California, Irvine	Alternative, IHE-based	CSET Math III	1		
University of California, Irvine	Alternative, IHE-based	CSET Sci III Bio/Life	1		
University of California, Irvine	Alternative, IHE-based	CSET Science I	1		
University of California, Irvine	Alternative, IHE-based	CSET Science II	1		
University of California, Irvine	Alternative, IHE-based	CSET Social Sci I	1		
University of California, Irvine	Alternative, IHE-based	CSET Social Sci II	1		
University of California, Irvine	Alternative, IHE-based	CSET Social Sci III	1		
University of California, Irvine	Alternative, IHE-based	CSET: English Test I	3		
University of California, Irvine	Alternative, IHE-based	CSET: English Test II	3		
University of California, Irvine	Alternative, IHE-based	CSET: English Test III	3		
University of California, Irvine	Alternative, IHE-based	CSET: English Test IV	3		
University of California, Irvine	Alternative, IHE-based	CSET: Mathematics Test I	3		
University of California, Irvine	Alternative, IHE-based	CSET: Mathematics Test II	3		
University of California, Irvine	Alternative, IHE-based	CSET: Mathematics Test III	1		
University of California, Irvine	Alternative, IHE-based	CSET: Music Test I	1		
University of California, Irvine	Alternative, IHE-based	CSET: Music Test II	1		
University of California, Irvine	Alternative, IHE-based	CSET: Music Test III	1		
University of California, Irvine	Alternative, IHE-based	CSET: Science Test I	2		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, Irvine	Alternative, IHE-based	CSET: Science Test II	2		
University of California, Irvine	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	2		
University of California, Los Angeles	Alternative, IHE-based	CBEST	16	16	100
University of California, Los Angeles	Alternative, IHE-based	CSET English I	5		
University of California, Los Angeles	Alternative, IHE-based	CSET English II	5		
University of California, Los Angeles	Alternative, IHE-based	CSET English III	5		
University of California, Los Angeles	Alternative, IHE-based	CSET English IV	5		
University of California, Los Angeles	Alternative, IHE-based	CSET Math I	4		
University of California, Los Angeles	Alternative, IHE-based	CSET Math II	4		
University of California, Los Angeles	Alternative, IHE-based	CSET Math III	1		
University of California, Los Angeles	Alternative, IHE-based	CSET Physical Education Subtest I	1		
University of California, Los Angeles	Alternative, IHE-based	CSET Physical Education Subtest II	1		
University of California, Los Angeles	Alternative, IHE-based	CSET Physical Education Subtest III	1		
University of California, Los Angeles	Alternative, IHE-based	CSET Sci III Bio/Life	2		
University of California, Los Angeles	Alternative, IHE-based	CSET Science I	1		
University of California, Los Angeles	Alternative, IHE-based	CSET Science II	1		
University of California, Los Angeles	Alternative, IHE-based	CSET Social Sci I	2		
University of California, Los Angeles	Alternative, IHE-based	CSET Social Sci II	2		
University of California, Los Angeles	Alternative, IHE-based	CSET Social Sci III	2		
University of California, Riverside	Alternative, IHE-based	CBEST	23	23	100
University of California, Riverside	Alternative, IHE-based	CSET English I	2		
University of California, Riverside	Alternative, IHE-based	CSET English II	2		
University of California, Riverside	Alternative, IHE-based	CSET English III	2		
University of California, Riverside	Alternative, IHE-based	CSET English IV	2		
University of California, Riverside	Alternative, IHE-based	CSET Math I	2		
University of California, Riverside	Alternative, IHE-based	CSET Math II	2		
University of California, Riverside	Alternative, IHE-based	CSET Math III	1		
University of California, Riverside	Alternative, IHE-based	CSET MSE I	4		
University of California, Riverside	Alternative, IHE-based	CSET MSE II	4		
University of California, Riverside	Alternative, IHE-based	CSET MSE III	4		
University of California, Riverside	Alternative, IHE-based	CSET Sci III Bio/Life	1		
University of California, Riverside	Alternative, IHE-based	CSET Science I	1		
University of California, Riverside	Alternative, IHE-based	CSET Science II	1		
University of California, Riverside	Alternative, IHE-based	CSET: English Test I	5		
University of California, Riverside	Alternative, IHE-based	CSET: English Test II	5		
University of California, Riverside	Alternative, IHE-based	CSET: English Test III	5		



**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, Riverside	Alternative, IHE-based	CSET: English Test IV	5		
University of California, Riverside	Alternative, IHE-based	CSET: Mathematics Test I	2		
University of California, Riverside	Alternative, IHE-based	CSET: Mathematics Test II	2		
University of California, Riverside	Alternative, IHE-based	CSET: Mathematics Test III	1		
University of California, Riverside	Alternative, IHE-based	CSET: Multiple Subject Test I	7		
University of California, Riverside	Alternative, IHE-based	CSET: Multiple Subject Test II	7		
University of California, Riverside	Alternative, IHE-based	CSET: Multiple Subject Test III	7		
University of California, Riverside	Alternative, IHE-based	CSET: Science Test I	4		
University of California, Riverside	Alternative, IHE-based	CSET: Science Test II	4		
University of California, Riverside	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	3		
University of California, Riverside	Alternative, IHE-based	CSET: Science Test III Physics	1		
University of California, Riverside	Alternative, IHE-based	CSET: Social Science Test I	4		
University of California, Riverside	Alternative, IHE-based	CSET: Social Science Test II	4		
University of California, Riverside	Alternative, IHE-based	CSET: Social Science Test III	4		
University of California, Riverside	Alternative, IHE-based	RICA	5		
University of California, San Diego	Alternative, IHE-based	CBEST	18	18	100
University of California, San Diego	Alternative, IHE-based	CSET English I	3		
University of California, San Diego	Alternative, IHE-based	CSET English II	3		
University of California, San Diego	Alternative, IHE-based	CSET English III	3		
University of California, San Diego	Alternative, IHE-based	CSET English IV	3		
University of California, San Diego	Alternative, IHE-based	CSET Math I	3		
University of California, San Diego	Alternative, IHE-based	CSET Math II	3		
University of California, San Diego	Alternative, IHE-based	CSET Math III	3		
University of California, San Diego	Alternative, IHE-based	CSET Sci III Bio/Life	3		
University of California, San Diego	Alternative, IHE-based	CSET Sci III Physics	1		
University of California, San Diego	Alternative, IHE-based	CSET Science I	4		
University of California, San Diego	Alternative, IHE-based	CSET Science II	4		
University of California, San Diego	Alternative, IHE-based	CSET: English Test I	7		
University of California, San Diego	Alternative, IHE-based	CSET: English Test II	7		
University of California, San Diego	Alternative, IHE-based	CSET: English Test III	7		
University of California, San Diego	Alternative, IHE-based	CSET: English Test IV	7		
University of California, San Diego	Alternative, IHE-based	CSET: Mathematics Test I	3		
University of California, San Diego	Alternative, IHE-based	CSET: Mathematics Test II	3		
University of California, San Diego	Alternative, IHE-based	CSET: Mathematics Test III	3		
University of California, San Diego	Alternative, IHE-based	CSET: Science Test I	9		
University of California, San Diego	Alternative, IHE-based	CSET: Science Test II	9		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of California, San Diego	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	9		
University of LaVerne	Alternative, IHE-based	CBEST	50	50	100
University of LaVerne	Alternative, IHE-based	CSET English I	6		
University of LaVerne	Alternative, IHE-based	CSET English II	6		
University of LaVerne	Alternative, IHE-based	CSET English III	6		
University of LaVerne	Alternative, IHE-based	CSET English IV	6		
University of LaVerne	Alternative, IHE-based	CSET Math I	3		
University of LaVerne	Alternative, IHE-based	CSET Math II	3		
University of LaVerne	Alternative, IHE-based	CSET MSE I	25	25	100
University of LaVerne	Alternative, IHE-based	CSET MSE II	25	24	96
University of LaVerne	Alternative, IHE-based	CSET MSE III	26	26	100
University of LaVerne	Alternative, IHE-based	CSET Physical Education Subtest I	2		
University of LaVerne	Alternative, IHE-based	CSET Physical Education Subtest II	2		
University of LaVerne	Alternative, IHE-based	CSET Physical Education Subtest III	2		
University of LaVerne	Alternative, IHE-based	CSET Sci III Bio/Life	1		
University of LaVerne	Alternative, IHE-based	CSET Sci III Earth/Planetary	1		
University of LaVerne	Alternative, IHE-based	CSET Sci IV Earth/Planetary (specialized)	1		
University of LaVerne	Alternative, IHE-based	CSET Science I	1		
University of LaVerne	Alternative, IHE-based	CSET Science II	1		
University of LaVerne	Alternative, IHE-based	CSET Social Sci I	4		
University of LaVerne	Alternative, IHE-based	CSET Social Sci II	4		
University of LaVerne	Alternative, IHE-based	CSET Social Sci III	4		
University of LaVerne	Alternative, IHE-based	CSET Spanish Subtest I	2		
University of LaVerne	Alternative, IHE-based	CSET Spanish Subtest II	2		
University of LaVerne	Alternative, IHE-based	CSET Spanish Subtest III	2		
University of LaVerne	Alternative, IHE-based	CSET: Art Test I	2		
University of LaVerne	Alternative, IHE-based	CSET: Art Test II	2		
University of LaVerne	Alternative, IHE-based	CSET: English Test I	3		
University of LaVerne	Alternative, IHE-based	CSET: English Test II	3		
University of LaVerne	Alternative, IHE-based	CSET: English Test III	3		
University of LaVerne	Alternative, IHE-based	CSET: English Test IV	3		
University of LaVerne	Alternative, IHE-based	CSET: French Test I	1		
University of LaVerne	Alternative, IHE-based	CSET: French Test II	1		
University of LaVerne	Alternative, IHE-based	CSET: French Test III	1		
University of LaVerne	Alternative, IHE-based	CSET: Mathematics Test I	9		
University of LaVerne	Alternative, IHE-based	CSET: Mathematics Test II	9		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of LaVerne	Alternative, IHE-based	CSET: Mathematics Test III	2		
University of LaVerne	Alternative, IHE-based	CSET: Multiple Subject Test I	39	39	100
University of LaVerne	Alternative, IHE-based	CSET: Multiple Subject Test II	39	39	100
University of LaVerne	Alternative, IHE-based	CSET: Multiple Subject Test III	39	39	100
University of LaVerne	Alternative, IHE-based	CSET: Physical Education Subtest I	1		
University of LaVerne	Alternative, IHE-based	CSET: Physical Education Subtest II	1		
University of LaVerne	Alternative, IHE-based	CSET: Physical Education Subtest III	1		
University of LaVerne	Alternative, IHE-based	CSET: Science Test I	11	11	100
University of LaVerne	Alternative, IHE-based	CSET: Science Test II	11	11	100
University of LaVerne	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	8		
University of LaVerne	Alternative, IHE-based	CSET: Science Test III Chemistry	2		
University of LaVerne	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	1		
University of LaVerne	Alternative, IHE-based	CSET: Social Science Test I	1		
University of LaVerne	Alternative, IHE-based	CSET: Social Science Test II	1		
University of LaVerne	Alternative, IHE-based	CSET: Social Science Test III	1		
University of LaVerne	Alternative, IHE-based	CSET: Spanish Test I	1		
University of LaVerne	Alternative, IHE-based	CSET: Spanish Test II	1		
University of LaVerne	Alternative, IHE-based	CSET: Spanish Test III	1		
University of LaVerne	Alternative, IHE-based	RICA	26	26	100
University of Phoenix	Alternative, IHE-based	CBEST	44	44	100
University of Phoenix	Alternative, IHE-based	CSET English I	7		
University of Phoenix	Alternative, IHE-based	CSET English II	7		
University of Phoenix	Alternative, IHE-based	CSET English III	7		
University of Phoenix	Alternative, IHE-based	CSET English IV	7		
University of Phoenix	Alternative, IHE-based	CSET Health Subtest I	1		
University of Phoenix	Alternative, IHE-based	CSET Health Subtest II	1		
University of Phoenix	Alternative, IHE-based	CSET Health Subtest III	1		
University of Phoenix	Alternative, IHE-based	CSET Math I	9		
University of Phoenix	Alternative, IHE-based	CSET Math II	9		
University of Phoenix	Alternative, IHE-based	CSET Math III	3		
University of Phoenix	Alternative, IHE-based	CSET MSE I	3		
University of Phoenix	Alternative, IHE-based	CSET MSE II	3		
University of Phoenix	Alternative, IHE-based	CSET MSE III	3		
University of Phoenix	Alternative, IHE-based	CSET Physical Education Subtest I	1		
University of Phoenix	Alternative, IHE-based	CSET Physical Education Subtest II	1		
University of Phoenix	Alternative, IHE-based	CSET Physical Education Subtest III	1		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of Phoenix	Alternative, IHE-based	CSET Sci III Bio/Life	3		
University of Phoenix	Alternative, IHE-based	CSET Science I	3		
University of Phoenix	Alternative, IHE-based	CSET Science II	3		
University of Phoenix	Alternative, IHE-based	CSET: English Test I	5		
University of Phoenix	Alternative, IHE-based	CSET: English Test II	5		
University of Phoenix	Alternative, IHE-based	CSET: English Test III	5		
University of Phoenix	Alternative, IHE-based	CSET: English Test IV	5		
University of Phoenix	Alternative, IHE-based	CSET: Health Subtest I	1		
University of Phoenix	Alternative, IHE-based	CSET: Health Subtest II	1		
University of Phoenix	Alternative, IHE-based	CSET: Health Subtest III	1		
University of Phoenix	Alternative, IHE-based	CSET: Mathematics Test I	4		
University of Phoenix	Alternative, IHE-based	CSET: Mathematics Test II	4		
University of Phoenix	Alternative, IHE-based	CSET: Mathematics Test III	1		
University of Phoenix	Alternative, IHE-based	CSET: Multiple Subject Test I	14	14	100
University of Phoenix	Alternative, IHE-based	CSET: Multiple Subject Test II	14	14	100
University of Phoenix	Alternative, IHE-based	CSET: Multiple Subject Test III	14	14	100
University of Phoenix	Alternative, IHE-based	CSET: Science Test I	2		
University of Phoenix	Alternative, IHE-based	CSET: Science Test II	2		
University of Phoenix	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	2		
University of Phoenix	Alternative, IHE-based	CSET: Social Science Test I	2		
University of Phoenix	Alternative, IHE-based	CSET: Social Science Test II	2		
University of Phoenix	Alternative, IHE-based	CSET: Social Science Test III	2		
University of Phoenix	Alternative, IHE-based	RICA	3		
University of Redlands	Alternative, IHE-based	CBEST	31	31	100
University of Redlands	Alternative, IHE-based	CSET English I	2		
University of Redlands	Alternative, IHE-based	CSET English II	2		
University of Redlands	Alternative, IHE-based	CSET English III	2		
University of Redlands	Alternative, IHE-based	CSET English IV	2		
University of Redlands	Alternative, IHE-based	CSET Math I	11	11	100
University of Redlands	Alternative, IHE-based	CSET Math II	11	11	100
University of Redlands	Alternative, IHE-based	CSET Math III	6		
University of Redlands	Alternative, IHE-based	CSET MSE I	8		
University of Redlands	Alternative, IHE-based	CSET MSE II	8		
University of Redlands	Alternative, IHE-based	CSET MSE III	8		
University of Redlands	Alternative, IHE-based	CSET Physical Education Subtest I	2		
University of Redlands	Alternative, IHE-based	CSET Physical Education Subtest II	2		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of Redlands	Alternative, IHE-based	CSET Physical Education Subtest III	2		
University of Redlands	Alternative, IHE-based	CSET Sci III Bio/Life	2		
University of Redlands	Alternative, IHE-based	CSET Sci III Chemistry	1		
University of Redlands	Alternative, IHE-based	CSET Sci III Earth/Planetary	1		
University of Redlands	Alternative, IHE-based	CSET Sci IV Bio/Life (specialized)	1		
University of Redlands	Alternative, IHE-based	CSET Science I	3		
University of Redlands	Alternative, IHE-based	CSET Science II	3		
University of Redlands	Alternative, IHE-based	CSET: Art Test I	1		
University of Redlands	Alternative, IHE-based	CSET: Art Test II	1		
University of Redlands	Alternative, IHE-based	CSET: English Test I	5		
University of Redlands	Alternative, IHE-based	CSET: English Test II	5		
University of Redlands	Alternative, IHE-based	CSET: English Test III	5		
University of Redlands	Alternative, IHE-based	CSET: English Test IV	5		
University of Redlands	Alternative, IHE-based	CSET: Health Subtest I	1		
University of Redlands	Alternative, IHE-based	CSET: Health Subtest II	1		
University of Redlands	Alternative, IHE-based	CSET: Health Subtest III	1		
University of Redlands	Alternative, IHE-based	CSET: Mathematics Test I	5		
University of Redlands	Alternative, IHE-based	CSET: Mathematics Test II	5		
University of Redlands	Alternative, IHE-based	CSET: Multiple Subject Test I	25	25	100
University of Redlands	Alternative, IHE-based	CSET: Multiple Subject Test II	25	25	100
University of Redlands	Alternative, IHE-based	CSET: Multiple Subject Test III	25	25	100
University of Redlands	Alternative, IHE-based	CSET: Physical Education Subtest I	1		
University of Redlands	Alternative, IHE-based	CSET: Physical Education Subtest II	1		
University of Redlands	Alternative, IHE-based	CSET: Physical Education Subtest III	1		
University of Redlands	Alternative, IHE-based	CSET: Science Test I	1		
University of Redlands	Alternative, IHE-based	CSET: Science Test II	1		
University of Redlands	Alternative, IHE-based	CSET: Science Test III Earth/Planetary	1		
University of Redlands	Alternative, IHE-based	CSET: Social Science Test I	1		
University of Redlands	Alternative, IHE-based	CSET: Social Science Test II	1		
University of Redlands	Alternative, IHE-based	CSET: Social Science Test III	1		
University of Redlands	Alternative, IHE-based	CSET: Spanish Test I	1		
University of Redlands	Alternative, IHE-based	CSET: Spanish Test II	1		
University of Redlands	Alternative, IHE-based	CSET: Spanish Test III	1		
University of Redlands	Alternative, IHE-based	RICA	6		
University of San Diego	Alternative, IHE-based	CSET: Multiple Subject Test I	5		
University of San Diego	Alternative, IHE-based	CSET: Multiple Subject Test II	5		

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**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
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<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of San Diego	Alternative, IHE-based	CSET: Multiple Subject Test III	5		
University of San Francisco	Alternative, IHE-based	CBEST	14	14	100
University of San Francisco	Alternative, IHE-based	CSET Math I	1		
University of San Francisco	Alternative, IHE-based	CSET Math II	1		
University of San Francisco	Alternative, IHE-based	CSET MSE I	11	11	100
University of San Francisco	Alternative, IHE-based	CSET MSE II	11	11	100
University of San Francisco	Alternative, IHE-based	CSET MSE III	11	11	100
University of San Francisco	Alternative, IHE-based	CSET: English Test I	1		
University of San Francisco	Alternative, IHE-based	CSET: English Test II	1		
University of San Francisco	Alternative, IHE-based	CSET: English Test III	1		
University of San Francisco	Alternative, IHE-based	CSET: English Test IV	1		
University of San Francisco	Alternative, IHE-based	CSET: Mathematics Test I	2		
University of San Francisco	Alternative, IHE-based	CSET: Mathematics Test II	2		
University of San Francisco	Alternative, IHE-based	CSET: Mathematics Test III	1		
University of San Francisco	Alternative, IHE-based	CSET: Multiple Subject Test I	21	21	100
University of San Francisco	Alternative, IHE-based	CSET: Multiple Subject Test II	21	21	100
University of San Francisco	Alternative, IHE-based	CSET: Multiple Subject Test III	21	21	100
University of San Francisco	Alternative, IHE-based	CSET: Science Test I	1		
University of San Francisco	Alternative, IHE-based	CSET: Science Test II	1		
University of San Francisco	Alternative, IHE-based	CSET: Science Test III Physics	1		
University of San Francisco	Alternative, IHE-based	CSET: Social Science Test I	2		
University of San Francisco	Alternative, IHE-based	CSET: Social Science Test II	2		
University of San Francisco	Alternative, IHE-based	CSET: Social Science Test III	2		
University of San Francisco	Alternative, IHE-based	RICA	11	11	100
University of the Pacific	Alternative, IHE-based	CBEST	7		
University of the Pacific	Alternative, IHE-based	CSET MSE I	6		
University of the Pacific	Alternative, IHE-based	CSET MSE II	6		
University of the Pacific	Alternative, IHE-based	CSET MSE III	6		
University of the Pacific	Alternative, IHE-based	CSET Sci III Bio/Life	1		
University of the Pacific	Alternative, IHE-based	CSET Science I	1		
University of the Pacific	Alternative, IHE-based	CSET Science II	1		
University of the Pacific	Alternative, IHE-based	CSET: English Test I	1		
University of the Pacific	Alternative, IHE-based	CSET: English Test II	1		
University of the Pacific	Alternative, IHE-based	CSET: English Test III	1		
University of the Pacific	Alternative, IHE-based	CSET: English Test IV	1		
University of the Pacific	Alternative, IHE-based	CSET: Multiple Subject Test I	5		

**Appendix A-4**  
**Pass rate by Assessment for Alternative Route Teacher Preparation Programs**  
**2008-09**

<b>Institution</b>	<b>ProgramType</b>	<b>Assessment</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass Rate</b>
University of the Pacific	Alternative, IHE-based	CSET: Multiple Subject Test II	5		
University of the Pacific	Alternative, IHE-based	CSET: Multiple Subject Test III	5		
University of the Pacific	Alternative, IHE-based	CSET: Science Test I	1		
University of the Pacific	Alternative, IHE-based	CSET: Science Test II	1		
University of the Pacific	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	1		
University of the Pacific	Alternative, IHE-based	RICA	6		
Whittier College	Alternative, IHE-based	CBEST	8		
Whittier College	Alternative, IHE-based	CSET Health Subtest I	1		
Whittier College	Alternative, IHE-based	CSET Health Subtest II	1		
Whittier College	Alternative, IHE-based	CSET Health Subtest III	1		
Whittier College	Alternative, IHE-based	CSET Math I	3		
Whittier College	Alternative, IHE-based	CSET Math II	3		
Whittier College	Alternative, IHE-based	CSET MSE I	1		
Whittier College	Alternative, IHE-based	CSET MSE II	1		
Whittier College	Alternative, IHE-based	CSET MSE III	1		
Whittier College	Alternative, IHE-based	CSET Sci III Bio/Life	1		
Whittier College	Alternative, IHE-based	CSET Science I	1		
Whittier College	Alternative, IHE-based	CSET Science II	1		
Whittier College	Alternative, IHE-based	CSET Spanish Subtest I	1		
Whittier College	Alternative, IHE-based	CSET Spanish Subtest II	1		
Whittier College	Alternative, IHE-based	CSET Spanish Subtest III	1		
Whittier College	Alternative, IHE-based	CSET: Mathematics Test I	2		
Whittier College	Alternative, IHE-based	CSET: Mathematics Test II	2		
Whittier College	Alternative, IHE-based	CSET: Mathematics Test III	1		
Whittier College	Alternative, IHE-based	CSET: Science Test I	1		
Whittier College	Alternative, IHE-based	CSET: Science Test II	1		
Whittier College	Alternative, IHE-based	CSET: Science Test III Biology/Life Science	1		
Whittier College	Alternative, IHE-based	RICA	1		

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

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

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



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

**For each elemen**

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

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

**For each elemen**

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

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

**For each elemen**

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	
Claremont Graduate University	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No	No
Concordia University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No
Fresno Pacific University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Yes
Hebrew Union College	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	No
Holy Names University	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	Yes	No	Yes	Yes
Hope International University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No	No
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes
InterAmerican College	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Yes
John F. Kennedy University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Yes
La Sierra University	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes
Loyola Marymount University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	No	No

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

*\*Traditional enrollment includes Alternate Route enrollment also.*

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

Institution	Average # of clock hours required prior to student teaching	Average # of clock hours required for student teaching	# of full-time equivalent faculty in supervised clinical experience during this academic year	# of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)	# of students in supervised clinical experience during this academic year	Additional information about or descriptions of the supervised clinical experiences
Stanford University	0	785	18	117.5	84	<p>Multiple Subject candidates have three separate placements during the year-long program. All Multiple Subject candidates experience field placements in at least two of the following grade spans: K-2, 3-5, and 6-9. During the summer school placement, candidates work with students in grades 2-5. During the academic year, Multiple Subject candidates complete two five-month teaching assignments at two different school sites and two different grade-level spans.</p> <p>All Single Subject candidates complete subject-specific teaching assignments at a local middle school over the summer. During the school year, the majority of candidates are placed in one or two high school classrooms for their year-long placement. STEP occasionally arranges high school placements of four to six weeks for the candidates who prefer a middle school placement for their year-long clinical placement.</p> <p>STEP candidates begin their clinical work during the first quarter of the program at a summer school jointly planned by STEP and a local district. Single Subject candidates are placed in pairs or small groups within summer school middle school classes. Later they are individually assigned to the middle or high school placement where they remain throughout the regular academic year. Pairs of Multiple Subject candidates are placed in summer school elementary classrooms. During the academic year they complete two additional individual placements, one in the upper grades and one in the lower grades.</p> <p>At the beginning of the fall quarter, cooperating teachers and curriculum and instruction instructors in both STEP Secondary and STEP Elementary meet to share expectations for candidates' learning, as well as the curriculum and instruction syllabi and assignments.</p> <p>As the summer placement unfolds, members of the STEP staff finalize candidates' academic year placements. STEP takes into consideration the information in the Preliminary Placement Questionnaire, through which candidates have the opportunity to share preferences regarding subject matter emphases and school characteristics. Once potential matches have been established, candidates and cooperating teachers meet by phone and in person to get acquainted and prepare to begin the school year. The consideration of mutual strengths, interests, and needs is the primary deciding factor in this partnership. When a match does not work out, the director of clinical work seeks another placement that is a better fit for the candidate. Administrators from STEP and the placement sites work hard to accommodate the schedules of both the cooperating teacher and the teacher candidate and to allow ample time for frequent collaborative planning.</p> <p>Once candidates are placed with cooperating teachers in the fall, STEP focuses on a scaffolded learning experience that emphasizes graduated responsibility. STEP looks for cooperating teachers who are qualified to mentor novice teachers. The teacher candidates play an active role in the classroom early in the placement, supporting individual students and small groups and implementing small learning segments with the support of the supervisor and cooperating teacher. Over time candidates extend their responsibility for planning, instruction,</p>

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

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

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

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

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

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



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William Jessup University	90	540	1	0	16	

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

*\*Traditional data includes Alternate Route also.*

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

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

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

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

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

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



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

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

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

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

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Sonoma State University	2008-09	Meet teacher shortage	Yes	Elementary/Multiple Subject: Outreach continues at all field sites as credentialed teachers who are interested in mathematics are encouraged to gain a second credential in the field. Any candidate who has a substantial interest in mathematics is encouraged to switch to the single subject program for a credential in that area. Secondary/Single Subject: Allocate grants and other forms of support to recruit 30 teachers this year. Focus on multiple entry points for the preparation program including high school students, junior college students, current undergraduates, post graduates and re-entry students. Capitalize on existing recruitment efforts through the MESA programs, the university recruitment office, and with other linking organizations.	Elementary/Multiple Subjects: All candidates are advised of the new credentials available in general/foundational mathematics. Secondary/Single Subject: Prepare teachers efficiently and efficaciously depending on their backgrounds and needs; provide financial support for candidates; support and retain teachers in the community by establishing a mathematics professional learning community; and establish networks in the community to provide ongoing support for teachers and students. Establish new and stronger contacts with the participants at local agencies to promote recruitment; for example, send representatives to the local high schools to speak to students in math classes about becoming teachers. Invite students to campus to learn more about education programs.
Stanford University	2008-09	16	Yes	Recruiting sessions at Stanford and events nationwide, informing applicants of the Knowles grant, loan forgiveness options for math teachers for Perkins and Stafford loans, promoting the Avery-Stanford loan and Woodrow Wilson fellowship	
The Master's College	2008-09				<p>The 2010-11 academic year will be the first year for setting goals for increasing prospective teachers trained in this teacher shortage area. The steps we plan to use to achieve the goal of acquiring at least one candidate for this area include:</p> <ol style="list-style-type: none"> <li>1) Presenting the program in individual classes within this major.</li> <li>2) Providing students within this major with information on financial aid that is available for candidates that pursue a credential in this area.</li> </ol>

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Brandman University	Yes	Yes	Yes	Yes	Yes	Yes	No	<p>Each campus has an Advisory Council composed of members of local education agencies. The council provides input to the campus on the needs of local education agencies.</p> <p>Many of the course instructors are practitioners in local school districts who help candidates explore the instructional decisions they may face in the classroom.</p> <p>Candidates participate in fieldwork experiences and student teach in local school districts so they are able to examine instructional issues while participating in these field-based experiences.</p> <p>All credential candidates take EDUU 511 Collaboration for Inclusive Schools which prepares candidates to address the needs of students with disabilities. The course addresses disabilities, strategies for working with students and with families as well as the legal aspects of special education. The course involves extensive fieldwork. Core content courses also incorporate strategies for universal access as a part of lesson and unit planning.</p> <p>Strategies for meeting the needs of limited English proficient students are embedded into all credential courses. Candidates work one-on-one with an English learner in their literacy courses to gain experience assessing student performance and developing appropriate instructional interventions based on student need.</p>
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	No	



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California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	During the past two years, the Department of Teacher Education has focused on purposeful placement of our candidates in (2) professional development school (PDS) settings and what are termed "School Leadership Centers (SLCs)." Schools which were approached to become SLCs were chosen specifically because of their diverse student population, integration of technology, a strong collaborative culture, and administrative and teacher leadership. In addition, the PDS school relationships are very strong; teachers on those campuses serve as adjuncts as well as evaluators for the Teacher Performance Assessments (TPAs).

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California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The Single Subject Program embeds strategies for general education teachers in coursework, providing multiple and systematic instruction for children with disabilities, with limited English proficiency, and from low-income families in urban and rural schools. The PACT Teaching Event provides a culminating experience that includes the context for learning, which impacts planning and instruction in each subject area.</p> <p>The Multiple Subject Program courses present all subjects with a multicultural perspective that specifically integrates teaching limited English proficient students. The School of Education is currently reviewing all teacher education programs with an emphasis on meeting 21st Century professional teaching standards. Review efforts are focused on addressing standards as they relate to teacher leadership, assessment, differentiation of instruction, diversity, and classroom management.</p> <p>The Special Education Program tracks the identified needs of graduates' employers to monitor the types of positions graduates obtain and the requirements of those positions. Candidates work in schools every quarter. In addition to methods coursework, candidates are required to complete a reading course and its fieldwork component. During coursework and student teaching, candidates demonstrate their ability to plan and design academic learning experiences for students with mild/moderate disabilities.</p>

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

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

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

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

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

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



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

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Institution	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Instructional faculty are closely connected and engaged in research and service to the local public schools which allows them to sustain their skills and knowledge base regarding the educational success of all students. Furthermore, we are recognized as highly effective in the preparation of teachers to work with English learners. The curriculum is built around a foundational credential class with best practices regarding language acquisition and literacy acquisition integrated into all credential classes.
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Collaboration with school districts to address specific needs in their districts; input from advisory committee; feedback from employer and graduate surveys.

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

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

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

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

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

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



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

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

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Mount St. Mary's College	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Our program meets the above assurances through a variety of means. One of our foundations courses requires students to do fieldwork in local schools and consider the needs of that community and school. They complete a textbook inquiry wherein they examine a State adopted textbook to ensure that they understand not only the State standards, but also the expectations and needs of local agencies and what instructional decisions they will face when they enter the classroom. Our programs use a standardized lesson plan that they practice using throughout the program and the Teacher Performance Expectations, adopted by the State, anchor all of our coursework. Our candidates in Special Education also take select courses from our General Education program, and we recently received a College grant to augment our General Education coursework to include additional focus on children with disabilities. Due to the requirements of our SB2042 program, we offer training in regards to working with limited English proficient students throughout our coursework. Fieldwork placements and coursework is designed to support candidates' abilities to work with a diverse student body, an essential focus for us since our candidates teach primarily in urban Los Angeles. □
National Hispanic University	Yes	Yes	Yes	Yes	Yes	No	No	Students develop a lesson plan integrating the use of technology. Students complete 60 hours of required coursework. The items mentioned with a "no" just need more in-depth coverage as the course discusses data & analysis

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

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

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

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

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



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	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
St. Mary's College of California	Yes	Yes	No	Yes	Yes	Yes	Yes	<p>Single Subject – in addition to PACT coursework, candidates are required to experience part of their student teaching placement in a Title 1 type of school. Education Specialists receive specific training in coursework which requires a fieldwork placement.</p> <p>Multiple Subject – Coursework is provided concurrent with the first student teaching placement on teaching children with disabilities and children who are English learners. Coursework is provided concurrent with the second student teaching placement that focuses on teaching children from urban, rural and low-income families. All coursework and field placement support focuses on the needs of the learner, the school and on learning how to make appropriate instructional decisions, as does the PACT Teaching Performance Assessment (distributed among 5 courses). Finally, the second student teaching placement takes place in a low performing or hard-to-staff school in a classroom with at least 25% English learners.</p>

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	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Stanford University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>STEP seeks to prepare and support teacher leaders working with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms. STEP works to expand the goal of diversity among candidates, faculty, and P-12 students to include goals of equity and excellence. Demographic diversity in itself is not sufficient. To narrow the achievement gap among students from different socio-economic, racial, ethnic, linguistic, and cultural backgrounds, students with exceptionalities, and students of different sexual orientation, candidates learn to create equitable classrooms and to recognize the strengths, interests, and needs of all students. Beyond understanding the curricular and pedagogical challenges of teaching in diverse classrooms, candidates learn how to capitalize upon the diverse intellectual contributions, ideas, and perspectives that emerge in heterogeneous groups of students.</p> <p>To meet these goals, candidates are supported in developing the following proficiencies: designing learning segments where students can access information relevant to the task through multiple representations, via different media, and in different ways; developing assessments that allow students to demonstrate their knowledge and understanding in multiple formats, orally and in writing; using different participant structures in the classroom to maximize student engagement; and engaging in inquiry and reflecting on their practice. Candidates develop the empathy and vision to see their students for who they are, the skills to address student learning strengths, interests and needs, and the commitment to continue working for students</p>

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

Institution	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
The Master's College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Teacher candidates are first provided with a conceptual foundation for teaching and learning through coursework in each of the credentialing classes. During this time they also participate in public school classrooms through observation and teaching experience, such as a few lessons from a unit. This includes differentiated lessons for both English Learners and students with special needs. During their student teaching experience, candidates are required to develop and implement lessons to a wide range of diverse students represented by local school districts. Their culminating experience is the successful completion of the Teaching Performance Assessments.

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

Institution	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Touro University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the College of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. □</p> <p>Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout the duration of the program. To teach effectively in general education and specialized settings demands</p>
University of California, Berkeley	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>Close adherence to State standards which require imbedding these elements throughout the curriculum, and include a culminating performance assessment. Small programs allow for close advising and supervision. Our programs expose students to a variety of student teaching experiences so that they can successfully handle different school and classroom settings.</p>
University of California, Davis	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	

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

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
University of California, Irvine	Yes	Yes	No	Yes	Yes	Yes	Yes	<p>1. Training Related to District/School Needs <input type="checkbox"/></p> <p>We work closely with our local and regional school districts to assure that our teacher preparation programs are responding to their needs in terms of state standards, curriculum and student achievement goals. We have established an Advisory Council for our intern and student teaching programs that includes our school district partners who are district and school site administrators with responsibilities for certificated personnel, student teacher placement and professional development, as well as teacher association and community representatives. We meet regularly with this Council to ask for their input, to plan programs of mutual benefit, and for program improvement purposes. We also survey our alumni and their employers to assess candidate competence and program effectiveness and analyze and use data for ongoing program improvement. <input type="checkbox"/></p> <p>2. Instruction for General Education Teachers in the Areas of Special Education, English Language Learners, Children from Low-Income Families, Urban and Rural Schools includes the following coursework for MS and SS Teacher Candidates: ED328/248 Theory and Methods of Instruction of Special Populations in the General</p>
University of California, Los Angeles	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Partnerships with local school district LAUSD involving program faculty working closely with school administrators.
University of California, Riverside	Yes	Yes	Yes	Yes	Yes	Yes	Yes	All UCR teacher education candidates are required to complete coursework that covers multicultural education, language development and acquisition, and teaching the exceptional child. Our candidates complete observation and teaching practicum experiences in public schools that have students from diverse backgrounds that include low socio-economic families, second language learners, English language learners, and those with special needs. School site data is reviewed each year and administrators provide the School Accountability Report Cards as part of our review of local education agency trends.

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

Institution	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Partnerships with urban school districts; partnerships with professional development providers; intensive clinical practice in urban settings including large numbers of English learners; cohort approach for methods courses that include multiple-subject/education specialist candidates; clinical faculty who teach methods and supervise candidates are experienced K-12 teachers. All candidates complete PACT (Performance Assessment For California Teachers) which is aligned with California academic content standards as well as teaching performance expectations set by the state.

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

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



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

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

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Vanguard University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	One of our institution's most successful strategies is the partnering our with a local elementary school in an after school reading program. We are partnered with College Park Elementary School in Newport Mesa Unified School District which has a student population of 63% English Language Learners and 81% of their students are classified as Socioeconomically Disadvantaged (2008-2009 school statistics). As part of our multiple subject reading courses, our teacher candidates are partnered with two elementary students. Once a week, the teacher candidates tutor two elementary students in reading, while being supervised by our reading faculty and other reading support providers. After the tutoring sessions, teacher candidates meet with the reading instructors to discuss the elementary students' progress and to strategize for the following week. Teacher candidates have the opportunity to learn how to teach reading and then given the opportunity to practice what they have learned on the weekly basis at the elementary school site. As a result, the reading skills of the elementary students are improving and the teaching of reading skills of our teacher candidates are solid as reflected in their passing scores on the RICA examination.
Western Governors University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	We have designed Courses of Study that include materials covering all of the aforementioned areas, and we then assess students' knowledge, skills, and dispositions towards them via our competency-based assessments. We support students' learning via online Learning Communities, facilitated by subject matter experts in those fields of study.

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Westmont College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>Response to local needs: Compliant. Local teachers, principals, and key district officials are on our Teacher/Principal Advisory Board, and regularly contribute suggestions on how we can serve the local community even more effectively. The fact that all full-time faculty serve as supervisors for student teachers in the local schools helps to ensure that we are in at least weekly direct contact with local schools and local students, and are constantly in conversation with our own teacher candidates about how to address local needs most effectively. Local principals and teachers consistently point to this area as a strength of the Westmont program, in contrast to larger programs where several layers of bureaucracy potentially interfere with the kind of direct communication described above.</p> <p>Link to needs of schools: Compliant. In addition to the above, we survey our graduates and their employers each year, and ask for ways to align even more effectively candidates' professional preparation with the felt needs and current conditions of schools in the local area and beyond.</p> <p>Special Education Teachers: Non-applicable. Westmont does not prepare Special Education teachers.</p> <p>Training for disabilities: Compliant. All teacher candidates complete a course in Special Education for the Classroom teacher. Westmont's course is regularly taught by a local practicing and experienced professional with a graduate degree. Among other evidence considered, all candidates demonstrate their preparedness to work with students with disabilities on the California Teaching Performance Assessment.</p> <p>Training for LEP: Compliant. This is a major and pervasive theme in our program, unsurprising given the demographics of Santa Barbara-area schools, where over half the student body is classified Latino and significant numbers of students with limited English proficiency are present in all schools where candidates are assigned to student teach. All teacher candidates complete a course on theories and practices relevant to working with students for whom English is a Second Language. All methods courses</p>

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Whittier College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>Whittier College teacher candidates must complete coursework that is integrated with fieldwork experiences which address the above assurances and meet program standards identified by the California Commission on Teacher Credentialing. Some of our most successful strategies include:</p> <p>Whittier College teacher credentialing programs use local school districts and communities in the East Los Angeles County region for fieldwork placements. These communities are culturally and linguistically diverse giving our candidates multiple opportunities to connect theory and practice. One definite strength of our program is having situated learning settings in communities that are ethnically, socio-economically, and linguistically diverse.</p> <p>A second successful strategy is to recruit students, faculty and staff that are representative of our rich cultural environment. Future teachers take coursework with peers and from instructors who mirror the K-12 populations in local schools.</p>
William Jessup University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	

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

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

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

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

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

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



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

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Alliant International University	Yes	Yes	Yes	Yes	Each Teacher education candidate is required to take a course on Technology in the Classroom before recommendation for a credential from Alliant. The Technology curriculum has been designed to work in tandem with other courses in the Teacher Education Program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts. Candidates are trained to be proficient in the software, multimedia tools and programs for classroom administration so that they can effectively integrate these components into student learning and effective management of the classroom. To assure understanding and the ability to successfully integrate technology, candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the candidate's teaching situation.
Antioch University Los Angeles	Yes	Yes	No	No	Candidates develop skills and knowledge to enable them to use technology as a teaching and learning tool in the K-8 classroom. Candidates learn to integrate educational technology into the curriculum for the purpose of supporting student achievement of standards-based goals. Technology is used to create access for all students throughout all lessons, making the learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage and remember.
Antioch University Santa Barbara	Yes	Yes	Yes	Yes	A 3-unit course, "Education Technology for Universal Design" is offered and required during the winter quarter. Antioch maintains both "First Class" and "Sakai". Both these support off-site learning and research. Sakai is supported by a staff position. Library and reference librarian services are available to support students' research and resource needs.
Argosy University	Yes	Yes	Yes	Yes	Given the importance of technology in the 21st Century classroom, all of Argosy's teacher preparation courses are heavily infused with the most current approaches to distance learning. Through the use of Class Live Pro, all students become proficient at utilizing real time technology to download course content, upload presentation materials, and collaborate with their colleagues state-wide. Such an approach allows the candidates to take those skills and apply them to their own teaching experience over time. Syllabi requires candidates to integrate technology into their lesson plans, especially with respect to the learning needs of second language learners and special needs students. As such, they become proficient Power Point presentation development, utilizing the web for instructional purposes, and teaching critical analysis of Internet content to include various data affecting education.
Azusa Pacific University	Yes	Yes	Yes	Yes	Every class we offer has technology standards and technology elements fully integrated with signature assignments that address the California technology standards. Every syllabus reflects the technology signature assignments. All technology signature assignments are submitted online to TaskStream, and assessors are trained to score them.
Bethany University	Yes	Yes	Yes	Yes	The first is embedded into coursework. □ The last 3 are included in a class in Research Methods and Statistics.

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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Pacific Union College	Yes	Yes	Yes	Yes	All teacher candidates take the core technology class, EDUC 238/L: Computer Technology for Teachers/Lab. This is the only undergraduate course specifically designed to address many methods of integrating computer technology in curricula and instruction. The topics in the course are: copyright & fair use issues; portfolio of useful Internet sites for specific topics; presentation software, from traditional and constructivist perspectives; project based learning through the construction and use of WebQuests; management of student scores through use of comoputer grade books; assessing reliability and safety of websites; student safety on the Internet; Acceptable Use Policies; wikis; newsletters. In each of these topics, candidates receive direction instruction in how to create and/or use the strategy, and what value it holds of the teacher and student. Candidates create products in 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 presentation are often especially helpful in accomodating the needs of diverse learners. EDUC 238 is one of several courses in which teacher candidate encounter project-based learning, both as learners and as future teachers. A major component of this course in the creation of a WebQuest by each candidate in the content area and grade level that he or she is mosted interested in teaching. Basing the WebQuest on California state teaching standards and writing instructional objectives to guide their work, candidates design and build WebQuests while learning how to use Microsoft Publisher. This results in a profound respect of the value of project-based learning and the degree of planning required to produce a quality product as well as a high level of proficiency in the use of the program. Emphasis is given to the importance of providing multiple ways for learners to demonstrate their knowledge, so each candidate incorporates several varied student products into the WebQuest.
Patten University	Yes	Yes	Yes	Yes	Admission pre-requisite requirement includes Basic level computer competence. State CTC Level I certification, required for Pre-liminary Credential, is embedded into the Credential Program coursework, as part of the California SB 2042 program requirements. Level II competence is later required by the CTC for the Professional Clear Credential during the Induction program phase.
Pepperdine University	Yes	Yes	Yes	Yes	Both Seaver and GSEP teacher education candidates use educational technology throughout their college careers in their own coursework, including online classroom support, presentation software, word processing software, spreadsheet software, and Internet research. Seaver's Teacher education candidates take a 2-unit course in educational technology during their final semester in the program in which they study principles of integration of educational technology as well as practical applications of educational technology in the K-12 classroom. At Seaver and GSEP, each teacher education candidate purchases a subscription to TaskStream, and data regarding teaching and learning are collected, managed, and analyzed via TaskStream. Candidates learn to differentiate instruction for the full range of students in literacy and all content areas. Specifically, they learn how to differentiate instruction for students with learning disabilities or delays, students with limited English proficiency, and students learning at an advanced level. Their instructional planning and implementation is evaluated in part by their ability to differentiate instruction.

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

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San Francisco State University	Yes	Yes	Yes	Yes	<p>1. Instruction in uses of educational technology to support student learning and assessment and to manage data to improve teaching and learning is infused throughout the methods courses in all credential areas. In addition, credential candidates must complete a one-unit stand alone course, ITEC 601 (or equivalent), to meet the Level One technology requirement to earn a preliminary credential.</p> <p>2. Faculty and credential candidates in all courses use iLearn (<a href="https://ilearn.sfsu.edu">https://ilearn.sfsu.edu</a>), a Learning Management System (LMS) that SF State has adopted to enhance online student learning and collaboration. Whether an instructor uses iLearn to merely supplement a course or teach an entire class online, instructors may customize their use of iLearn features by mixing and matching technology that best fits the course objectives and student needs. Using this LMS becomes a model for candidates to use in K-12 schools.</p> <p>Instructors may use iLearn to enhance teaching and learning in the following ways:</p> <ul style="list-style-type: none"> <li>- Sharing resources and posting all course documents online.</li> <li>- Facilitating student interactivity and collaboration through assignments to participate in online Forums.</li> <li>- Assessing student performance online</li> <li>- Gathering student feedback.</li> </ul> <p>3. Secondary and Elementary Education Departments use the digital TaskStream System to upload candidate responses (which include student-teaching videos) to the Performance Assessment for California Teachers (PACT). This assessment is a culminating experience required by the State of California. All candidates in are required to purchase a TaskStream account during their first semester in the program. This on-line resource is used for the culminating assessment during the candidates' enrollment in their second semester final student teaching seminar. Other resources available to candidates using TaskStream are outlined below:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p>4. Technology is used to manage and deliver instruction to candidates through LCD Projectors to present course content; the appropriate use of PowerPoint software is addressed and applications is, word processing software used in all credential courses. Other courses use excel and other specialized software programs.</p> <p>5. Universal design for Learning is covered in student teaching support seminars and in the adolescent development course required for all single subject credential candidate</p>

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



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

<b>Institution</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>General Education Comments</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>Special Education Comments</b>
Antioch University Los Angeles	Yes	Yes	Yes	<p>TEP 601 B Teaching and Accommodating Students with Disabilities, which are required of all general education teacher candidates, include detailed information on all special education related laws, including historical context, as well as practical application on how to write present levels of performance and goals in keeping with legal requirements. The IEP, section 504, SST and RTI roles of general education teachers, special education teachers and administrators are covered. In addition, all teacher candidates complete a detailed case study on a student with special needs from identification, through the IEP process, including lesson plans and accommodations necessary to make it possible for the case study student to access the lessons within the general education curriculum. Within these classes, all IDEA eligibility categories are covered, including their characteristics, common academic issues and viable accommodations. □</p> <p>ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant populations of second language learners. TEP 458, Language Development and Acquisition, is required of all candidates and combines the study of cognitive, personal and social development with the study of first and second language acquisition, language structure and its use and the developmental and socio-cultural factors that affect language learning and use. Candidates review current theory and research on how the variables of development, class, culture and ethnicity impact language learning. Relevant federal laws, policies and legal</p>	Yes	Yes	Yes	<p>TESE 601B Individualized Education Design and Policy Implementation and TESE 509 Assessment in Special Education - In addition to extensive coverage of all laws related to special education, teacher candidates are required to observe a case study student, perform assessments and conduct interviews regarding the student, create an assessment report and perform a mock IEP for the student.</p> <p>TESE 538 Comprehensive Behavior Assessment and Positive Behavior Support- Students are required to perform a behavioral analysis and create a behavior plan for a case study student,</p> <p>TESE 517 Understanding and Teaching of Students with Mild and Moderate Disabilities II and TESE 516 Understanding and Teaching of Students with Mild and Moderate Disabilities- Students accumulate and learn interventions and teaching strategies for students from all IDEA eligibility categories. They create lesson and unit plans for case study students, as well as design accommodations and teaching interventions. For TESE 517, they video tape and analyze two lessons taught to classes with students with special needs.</p> <p>TESE 518 Family Dynamics and Communication for Special Education Services- Students investigate community resources and create family service plans for a case study student, in addition to investigating transition services that are available to students leaving HS.</p> <p>ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant</p>

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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St. Mary's College of California	Yes	Yes	Yes	<p>Single Subject Credential candidates take a course SSE 276: Universal Access which prepares general education teachers to teach students with disabilities. This training is also incorporated directly into the PACT TPA. □</p> <p>Multiple Subject Credential candidates are introduced to kinds of learning disabilities in the first term in MSTE 210 Learning &amp; 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</p>	Yes	Yes	Yes	Education Specialist candidates take highly specialized courses to prepare them to teach students with disabilities and English Learners.

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

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

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Touro University	Yes	Yes	Yes	<p>Touro University’s multiple and single subject teacher credential program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, and to effectively teach students who are limited English proficient. LEARNING &amp; 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</p>	Yes	Yes	Yes	<p>The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the College of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. □ Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout</p>

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

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

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



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

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University of California, Santa Barbara	Yes	Yes	Yes	<p>Candidates complete a series of readings, classroom activities, web activities and fieldwork assignments aimed at giving them a more in-depth understanding of the practices of assessment related to special education in the regular classroom. For example, in ED 222A, students read Turnbull, Turnbull, and Wehmeyer (2010) and each chapter focused on a particular disability presents in depth discussion of best assessment and evaluation practices. In the special education courses for elementary and secondary general education candidates (Elementary is ED222A and secondary is EDS390), candidates receive instruction and perform classroom assignments on conducting task analytic assessments, applied behavioral assessments (specifically as related to School-Wide Positive Behavior Supports), and curriculum-based assessment, specifically progress monitoring with curriculum-based measures (as related to Response-to-Intervention, or RTI, systems). In addition each candidate completes a comprehensive case study of a child with identified special education needs, including assessment results relevant to referral and placement, instructional design and evaluation. (See course syllabus for ED 222A, including the case study assignment specific requirements). In the SST course in special education, a similar set of readings and assignments focus on assessment skills. For example, candidates are required to attend both a Student Study Team and IEP meeting, and to report on both specific assessment procedures and how these are woven into programmatic decisions for children. Candidates also complete a case study of a student with identified special education needs. The</p>	Yes	Yes	Yes	<p>The Special Education Credential Program is a yearlong program with extensive academic instruction in teaching student with Moderate/Severe Disabilities in a least restrictive school environment as possible. The program is competency based so students demonstrate proficiency in all skills required by Special Education teachers. The program provides 30 weeks of student teaching at 16 hours per week with weekly direct supervision, providing in-vivo coaching and modeling. <input type="checkbox"/></p> <p>The program includes competencies to review student cumulative files particularly former IEP, to interview families prior to IEP meetings, to help develop IEP goals, and to participate in IEP meetings. <input type="checkbox"/></p> <p>The program provides full ELD/SDAIE preparation including strategies to work with limited English proficient students are integrated in course work and the methods classes including direct strategies with students who are English learners. <input type="checkbox"/></p>

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

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

<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
Alliant International University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Antioch University Santa Barbara	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Azusa Pacific University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes
Biola University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No
Brandman University	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No
California Lutheran University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No
California State Polytechnic University, Pomona	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, Bakersfield	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
California State University, Channel Islands	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

**For each elem**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
Alliant International University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	US Constitution competency, passing TFE exam score	Postgraduate		1
Antioch University Santa Barbara	No	No	No	No	No	No	No	Yes	Yes	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No		Senior year		0
Azusa Pacific University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	NA	Postgraduate	NA	1
Biola University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Postgraduate	Postgraduate	0
Brandman University	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	NA	Postgraduate		1
California Baptist University	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No		Other	Undergraduate and Postgraduate	1
California Lutheran University	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No		Postgraduate		1
California State Polytechnic University, Pomona	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	TB Clearance, Student Program Plan	Postgraduate		1
California State University, Bakersfield	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	Yes	No	No	No	No		Postgraduate		1
California State University, Channel Islands	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	Credential Request Form	Postgraduate		0

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

**For each element**

Institution	Admissions Comments
Alliant International University	Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement. Application fee and faculty interview are waived for applicants who are affiliated with partner programs.
Antioch University Santa Barbara	The "Early Decider" program allows BA students to take education courses that apply towards their teacher credentialing program during their senior year .
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.
Biola University	Candidates applying for the Internship Program must meet the above admissions requirements as well as provide verification of a district contract with a district that has an internship agreement with Biola University.
Brandman University	Multiple and Single Subject applicants with a GPA lower than a 2.5 may, under certain conditions, petition for admission consideration under an "exceptional admit" category. Applicants must have passed the CBEST and one of the approved graduate admissions examinations (GRE minimum score for Verbal and Quantitative sections is 450, Analytic Writing is 4.5. Miller Analogies Test: minimum scaled score of 403. Subject Matter Competency Examinations: successfully complete all subtests of the appropriate California Subject Examinations for Teachers (CSET). Exceptions are Foundational Level General Math where only subtests I and II are required and Foundational Level General Science where only subtest I and II are required) to be considered for an exceptional admit. The School of Education encourages applicants to take the appropriate Subject Matter Competency Examination as a way to demonstrate suitability for admission to a credential application. Once a student does this, they would fill out an application and the "Exceptional Admit" form and during the once a month Standards meeting, an education faculty member and the other Standards Team determine if the student will be accepted.
California Baptist University	
California Lutheran University	
California State Polytechnic University, Pomona	Students are conditionally admitted if minimum GPA is less than 2.67 and subject matter verification is in progress. Students also fall into this category if they are in the process of completing prerequisites
California State University, Bakersfield	Students not meeting the minimum GPA requirement, may be accepted into the Intern Programs as "exceptional" admits. These students must meet all other admission requirements, i.e. passage of CBEST, passage of CSET Exam(s) or subject matter, and a job offer from an Intern partnering school district.
California State University, Channel Islands	

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
California State University, Chico	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, Dominguez Hills	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, East Bay	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes	No	Yes	No	No	No	No	No	No	No	No
California State University, Fresno	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
California State University, Fullerton	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, Long Beach	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No
California State University, Los Angeles	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No



**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission	
California State University, Chico	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		1	
California State University, Dominguez Hills	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A		Postgraduate		0
California State University, East Bay	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	No	No	Yes	Negative TB Test, US Constitution	Postgraduate	Bachelors Plus Early Pathway Program (BPEP)	1	
California State University, Fresno	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	orientation, medical clearance, advising form, university admission	Postgraduate		1	
California State University, Fullerton	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	TB, MMR, Eng. Prof., prereq. coursework, CPR training, U.S. Const./Gov.	Postgraduate		1	
California State University, Long Beach	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	No	No	No		Postgraduate		0	
California State University, Los Angeles	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	writing proficiency, speech, US Constitution	Postgraduate		0	
California State University, Monterey Bay	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No	No	No	No	No		Postgraduate		1	

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

Institution	AdmissionsComments
California State University, Chico	Second link (single subject): <a href="http://www.csuchico.edu/educ/programs/single_sub_intern.shtml">http://www.csuchico.edu/educ/programs/single_sub_intern.shtml</a>
California State University, Dominguez Hills	Admission to the Special Education credentials requires concurrent admission to the MA degree, so the minimum GPA is higher than that required for admission to the general education programs.
California State University, East Bay	We offer an option for current undergraduate students to earn their Bachelors degree and teaching credential in four years as part of our Bachelors Plus Early Pathway (BPEP) Program in Multiple Subject or Single Subject Teaching. BPEP students are not eligible for internship credentials because they do not possess a bachelor's degree, a requirement for certification in California.
California State University, Fresno	Exception to the Postgraduate admissions is our blended Liberal Studies students who do our Multiple Subject (Elementary Education)credential program concurrently with their Liberal Studies major in their Junior and Senior years.
California State University, Fullerton	Students must be enrolled in the University before applying to the credential program.
California State University, Long Beach	
California State University, Los Angeles	
California State University, Monterey Bay	Just a clarification that "undergraduate" students refer to the 4-5 students in the integrated/blended pathway that just began 2008-2009.

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
California State University, Northridge	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No
California State University, Sacramento	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No
California State University, San Marcos	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
CalState TEACH	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Chapman University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes
Claremont Graduate University	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
California State University, Northridge	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	No	No	Yes	Pre-service Component, Tuberculosis Clearance and Language Proficiency for Bilingual Programs	Postgraduate		0
California State University, Sacramento	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	U.S. Constitution requirement	Postgraduate		0
California State University, San Bernardino	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	Yes	No	No	No	No		Other	see below	1
California State University, San Marcos	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		0
California State University, Stanislaus	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	No		Other	Completion of prerequisites	0
CalState TEACH	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	None	Postgraduate		1
Chapman University	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	Postgraduate		1
Claremont Graduate University	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes	On-Site Writing Sample	Postgraduate		1

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

Institution	AdmissionsComments
California State University, Northridge	Intern Coordinator Advisement required to apply to the Intern Program. Exceptional Admission for GPA.
California State University, Sacramento	
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: <a href="http://www.csusb.edu/coe/programs/">http://www.csusb.edu/coe/programs/</a>
California State University, San Marcos	
California State University, Stanislaus	Ed Specialist Credential Program is housed in Advanced Studies in Education ( <a href="http://www.csustan.edu/advstd/SpecialEd/">www.csustan.edu/advstd/SpecialEd/</a> ). Multiple and Single Subject Credential Programs are in Department of Teacher Education ( <a href="http://www.csustan.edu/TeacherEd/">www.csustan.edu/TeacherEd/</a> ).
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 preintern 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.
Chapman University	<p>The Multiple and Single Subject Credential programs and the Education Specialist Instruction Credential program (mild/moderate and moderate severe) admit candidates on a conditional basis. Applicants are required to have an undergraduate GPA of 2.75 (based on the last 60 semester credits of the undergraduate program) to be considered for regular admission. If a candidate's GPA is below 2.75 and above 2.5 she may be admitted on a conditional basis provided she takes and passes one of the following assessments:</p> <ul style="list-style-type: none"> <li>(a)The California Subject Exam for Teachers (CSET), or</li> <li>(b)The Graduate Records Exam (GRE), or</li> <li>(c)The Miller Analogies Test (MAT).</li> </ul> <p>Only candidates who have met the all of the other entrance requirements aside from the GPA would be eligible for a conditional admission. A candidate who has been admitted on a conditional basis must pass one of the three aforementioned exams during her initial semester of enrollment. If she does not pass, then she cannot enroll in additional coursework until the exam has been passed.</p>
Claremont Graduate University	While GPA and experience with youth are important factors in the application process, we do not have a cut-off requirement for either. The admissions score is based on GPA, experience with youth, essay, interview, site writing sample, and letters of recommendation with a maximum point value of 130. Candidates are reviewed holistically, and high overall application scores drive admissions and fellowships.

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
Concordia University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Dominican University of California	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Fortune School of Education (Project Pipline)	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Fresno Pacific University	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes	No	No	No	Yes	No	No	No	No	No	No
High Tech High Communities	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Holy Names University	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	Yes	No	Yes	No	No	No	No	No	No	No	No
Humboldt State University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
IMPACT (San Joaquin County Office of Education)	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
John F. Kennedy University	N/A	Yes	N/A	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
Concordia University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		0
Dominican University of California	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	TB Test	Postgraduate		0
Fortune School of Education (Project Pipline)	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	Demonstration Lesson for ECO Candidates	Other	When application, Pre-Service, and employment requirements are met.	0
Fresno Pacific University	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	No	No	No		Postgraduate		1
High Tech High Communities	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	Intern Program	Postgraduate	Intern Program	1
Holy Names University	No	No	No	No	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No		Postgraduate		1
Humboldt State University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	none	Postgraduate		0
IMPACT (San Joaquin County Office of Education)	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	U.S. Constitution Requirement for Teachers	Postgraduate		0
John F. Kennedy University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	None other than specified above	Postgraduate	Summer Quarter (June( of the year admitted.	1

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

Institution	AdmissionsComments
Concordia University	
Dominican University of California	
Fortune School of Education (Project Pipeline)	All applicants must complete and submit the required documentation at one of three application deadlines: March 1st, June 1st, and October 1st. If their 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, Fall, or Spring. Upon successful completion of Pre-Service and with the recommendations and GPA required, eligible candidates will be able to advance to the District Intern Program once they are able to obtain a full time teaching position as teacher of record in a classroom. The first deadline to find a position is September 30th and the second is December 31st. 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	Students applying to the teacher education program are looked at individually by the program director. Decisions on admissions are made after reviewing their application, academic performance (using transcripts), letters of recommendation, writing samples, test scores, and the personal interview. 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. Candidates must also have an offer of employment appropriate for the the program they are completing.
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.
Humboldt State University	
IMPACT (San Joaquin County Office of Education)	
John F. Kennedy University	A University Intern must have completed the CCTC required amount of preservice hours or credits in order to be eligible for an internship and must have obtained a position as an Intern in a school district that is verified by the district's credential analyst. This job offer is sent in writing to the IHE Credential Analyst. Candidastes accepted must haave passed the CBEST Basic Skills Test and the CSET exams in their subject area. Internships are needed when a district cannot find qualifiedd teachers in these areas particularly i.e. Biology, Chemistry, Physics, English(Drama), English, Spanish. Although in 2008-09, two districts needed Art Interns, these particular candidates were outstanding in the field of Art and were already known by their districts. In today's market the market for Art Intern is non-existent as Art Teachers are not being hired. (2010 Market) To clarify the comment about conditionally accepted candidates for admission to the program, i.e. Provisional admission is primarily granted when the admisissions office has not received transcripts from every previously attended university or college.



**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
La Sierra University	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
Los Angeles Unified School District	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Loyola Marymount University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Mount St. Mary's College	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No
National Hispanic University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
National University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
Notre Dame de Namur University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
La Sierra University	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	Yes	Yes	CPR, TB Skin Test	Sophomore year	Postgraduate	1
Los Angeles Unified School District	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Postgraduate		0
Loyola Marymount University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	Technology Requirement	Other	After first 4 courses with grade of "B" or better	1
Mount St. Mary's College	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	No		Postgraduate	Blended Program	1
National Hispanic University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	US Constituion & 120 Clock intern hours	Postgraduate		1
National University	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	Yes	No	No	No	No	Yes	Yes	Basic skills required but no minimum test score for admission. Must pass Basic Skills for st.teach	Other	Open enrollment any month.	1
Notre Dame de Namur University	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No		Postgraduate		1

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

Institution	AdmissionsComments
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.
Los Angeles Unified School District	
Loyola Marymount University	Applicants who have been denied admissions based on GPA may appeal through the exceptions process upon recommendation of the program director or admissions coordinator. A student with a GPA below 2.8 and above 2.5 may submit a written petition for admission. Candidates accepted through exceptions process will be admitted on controlled admission status as described above.
Mount St. Mary's College	
National Hispanic University	
National University	<p>Graduate Admission Exceptions:            Students with an undergraduate grade point average of 2.0 to 2.49 may be accepted to National University on probation (instead of taking the above tests). Students who receive a grade below "B" during their first 4.5 quarter units while on probation are disqualified and must apply to the Committee on the Application of Standards to be considered for reinstatement. □</p> <p>Undergraduate Admission Exceptions:            Applicants with a GPA below 2.0 may be admitted on probation if the Committee on the Application of Standards judges that there is sufficient evidence of potential to complete college studies. Applicants below a 2.0 may submit a letter to CAS.</p>
Notre Dame de Namur University	

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<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
Oakland Unified School District	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Orange County Office of Education	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Pacific Oaks College	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Patten University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Pepperdine University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No
Point Loma Nazarene University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
San Diego City Unified School District	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
Oakland Unified School District	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	NA	Other	We serve career changers; they can apply to the program after they have received a B.A.	0
Orange County Office of Education	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	California State Requirements: U.S. Constitution, CBEST, CSET. Official, sealed transcripts.	Postgraduate		1
Pacific Oaks College	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		0
Patten University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	Haberman Star Interview	Postgraduate	120 hour pre-service requirement	0
Pepperdine University	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	Proof of attempt for the Basic Skills Requirement	Postgraduate		0
Point Loma Nazarene University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	None	Postgraduate		0
San Diego City Unified School District	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate	Fall	0

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

Institution	AdmissionsComments
Oakland Unified School District	
Orange County Office of Education	Provisional acceptance to program for outstanding requirements. Requirements must be met by end of credential introductory course. Applicant put on hold until requirements are met.
Pacific Oaks College	
Patten University	
Pepperdine University	The University Intern Program is available to all of the students 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 students must meet the requirements for traditional student teaching, complete 120 hours of pre-service education, and demonstrate subject area competence.
Point Loma Nazarene University	Applicants who do not meet the minimum standards for program eligibility, but who can demonstrate an exceptionally rich experiential background and/or have shown a dramatic change in academic performance, may petition the academic dept or school for a special review of their status. A copy of the petition must be filed with the Office of Graduate Admissions. In order to apply for program eligibility under exception, the applicant must also provide a statement outlining the applicant's reasons and justification for requesting an exception to admission policies with supporting documentation. The applicant is also required to schedule an interview with a Point Loma Nazarene University academic advisor from the school to which the applicant is applying. Following the interview, the academic advisor submits a summary of the applicant's interview and petition package to the department chair or dean of the school. When appropriate, the dean submits the petition to the Graduate Studies Committee with a recommendation. The Graduate Studies Committee or designee is the final authority for all petitions for program eligibility under exception.
San Diego City Unified School District	

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
San Diego State University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
San Francisco State University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
San Jose State University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Santa Clara University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Sonoma State University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
St. Mary's College of California	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Stanislaus County Office of Education	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Touro University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
University of California, Irvine	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes
University of California, Los Angeles	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No
University of California, Riverside	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No	No	Yes
University of LaVerne	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
San Diego State University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		1
San Francisco State University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	2nd language requirement	Postgraduate		1
San Jose State University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	None	Postgraduate		1
Santa Clara University	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	none	Postgraduate	post bac	1
Sonoma State University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		1
St. Mary's College of California	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	none	Postgraduate	none	1
Stanislaus County Office of Education	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	none	Postgraduate		1
Touro University	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	NA	Postgraduate		1
University of California, Irvine	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	N/A	Postgraduate	Spring Start Program	1
University of California, Los Angeles	No	No	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No		Postgraduate		0
University of California, Riverside	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	None	Postgraduate		1
University of California, San Diego	No	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes	No	No	No	No	No	Yes	2nd language acquisition, U.S. Constitution, TB test	Senior year		1
University of LaVerne	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No		Postgraduate		1



**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

Institution	AdmissionsComments
San Diego State University	Students may be admitted to some programs prior to passing CBEST. They are not allowed to do the second semester of student teaching until they have passed the exam.
San Francisco State University	
San Jose State University	
Santa Clara University	The information above are the admissions requirements for the 2009-2010 academic year. Our policies and procedures are currently being evaluated and will be changing for the next academic term.
Sonoma State University	
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. Multiple Subject students who are missing elements of the required documentation for admissions are admitted conditionally until those documents are received. Students whose grade point average is between 2.5 and 3.0 are admitted conditionally and must attain a grade point average of 3.0 for the first semester of the program in order to stay in the program.
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, Irvine	Exceptions made to the admissions are as follows: Degree posting, passage of State required Exams like CBEST and CSET, GRE, Certificate of Clearance, lower GPA, etc.
University of California, Los Angeles	
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 candidates must also secure a teaching position with one of the school districts who has 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 LaVerne	

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
University of Phoenix	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
University of Redlands	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No
University of San Diego	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
University of San Francisco	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No
University of the Pacific	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
Whittier College	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
William Jessup University	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
University of Phoenix	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	0	Other	Within 12 credits of program	1
University of Redlands	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No		Postgraduate		1
University of San Diego	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No		Postgraduate		1
University of San Francisco	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	None	Postgraduate		1
University of the Pacific	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No		Junior year	Graduate students are formally admitted after completing the prerequisite teacher education courses.	0
Whittier College	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No		Postgraduate		0
William Jessup University	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	after Initial Student Teaching 1	Postgraduate	none	1

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

Institution	AdmissionsComments
University of Phoenix	Students in graduate degree programs who have less than the minimum 3.0 GPA upon admission will be admitted on a conditional basis. Under conditional admission, students will have the opportunity to take four (4) UPX courses and at the end of the 4th course, must have attained the required GPA for their degree program. If they have failed to meet this requirement, they will be disqualified for admission to the University.
University of Redlands	
University of San Diego	All data for alternative programs are combined with those reported for our traditional program. 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. <u>Before they are eligible for the credential, candidates must pass a subject area/academic content test.</u>
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. 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. Conditional admittance may be granted for those whose BA/BS degree will post prior to entering the first summer courses.
University of the Pacific	
Whittier College	Undergraduates are formally admitted once they graduate and apply to the Whittier College teacher preparation program. They either apply to start or finish the credential program they started as an undergraduate. Although Whittier College does not formally admit undergraduates to the credential program undergraduates are allowed to start taking credential coursework in their junior and senior year of college. All other graduate students must be formally admitted before they start taking their credential coursework.
William Jessup University	We admit on a probationary basis for students who do not have a 3.0 GPA. They have one semester to prove they can maintain a 3.0 GPA within our program.

**Appendix B-2: Institutional and Program Report Card - Section 1.b. Program Enrollment**

<b>Institution</b>	<b>Program Type</b>	<b>Total Enrollment</b>	<b>Male</b>	<b>Female</b>	<b>Hispanic/Latino of any race</b>	<b>American Indian or Alaska Native</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Native Hawaiian or Other Pacific Islander</b>	<b>White</b>	<b>Two or more races</b>
Alliant International University*	Alternative, IHE-based										
Antioch University Santa Barbara	Alternative, IHE-based	1	0	1	1	0	0	0	0	0	0
Azusa Pacific University*	Alternative, IHE-based										
Biola University	Alternative, IHE-based	1	0	1	0	0	0	1	0	0	0
Brandman University	Alternative, IHE-based	743	259	484	136	4	37	24	0	436	0
California Baptist University	Alternative, IHE-based	49	9	40	11	0	0	2	0	29	3
California Lutheran University	Alternative, IHE-based	28	4	24	1	0	0	0	0	27	0
California State Polytechnic University, Pomona	Alternative, IHE-based	17	3	14	2	0	11	0	0	4	0
California State University, Bakersfield	Alternative, IHE-based	85	24	61	28	0	3	5	2	52	0
California State University, Channel Islands	Alternative, IHE-based	22	17	5	4	0	2	0	0	16	0
California State University, Chico	Alternative, IHE-based	67	23	44	1	0	1	0	1	55	0
California State University, Dominguez Hills	Alternative, IHE-based	231	57	174	75	0	18	55	0	52	1
California State University, East Bay	Alternative, IHE-based	89	31	58	16	1	11	6	0	38	17
California State University, Fresno*	Alternative, IHE-based				0	0	0	0	0	0	0
California State University, Fullerton	Alternative, IHE-based	128	37	91	35	1	8	3	0	70	0
California State University, Long Beach	Alternative, IHE-based	66	25	41	21	0	7	2	0	28	2
California State University, Los Angeles	Alternative, IHE-based	70	29	41	19	0	0	2	0	5	0
California State University, Monterey Bay*	Alternative, IHE-based										
California State University, Northridge	Alternative, IHE-based	385	272	113	95	3	24	22	4	171	66
California State University, Sacramento	Alternative, IHE-based	43	8	35	7	0	4	2	1	20	0
California State University, San Bernardino	Alternative, IHE-based	195	81	114	63	3	9	12	0	83	0
California State University, San Marcos	Alternative, IHE-based	12	7	5	3	0	0	0	0	6	0
California State University, Stanislaus	Alternative, IHE-based	76	27	49	14	1	9	1	1	30	5
CalState TEACH	Alternative, IHE-based	209	42	167	53	4	7	11	0	83	0
Chapman University	Alternative, IHE-based	35	24	11	6	1	5	1	0	21	0
Claremont Graduate University	Alternative, IHE-based	256	68	188	82	0	35	28	0	86	21
Concordia University	Alternative, IHE-based	1	1	0	0	0	0	0	0	1	0
Dominican University of California	Alternative, IHE-based	34	10	24	1	1	1	1	0	24	2
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	411	199	212	41	3	35	34	6	249	16
Fresno Pacific University	Alternative, IHE-based	58	18	40	9	2	1	1	0	44	0
High Tech High Communities	Alternative, not IHE-based	35	15	20	3	0	2	1	1	26	0
Holy Names University*	Alternative, IHE-based										
Humboldt State University	Alternative, IHE-based	4	1	3	0	1	0	0	0	3	0
IMPACT (San Joaquin COE)	Alternative, not IHE-based	641	245	396	103	8	19	43	10	365	0
John F. Kennedy University	Alternative, IHE-based	4	2	2	1	0	0	0	0	3	0
La Sierra University*	Alternative, IHE-based										
Los Angeles Unified School District	Alternative, not IHE-based	245	99	146	96	2	24	34	5	83	0
Loyola Marymount University	Alternative, IHE-based	208	60	148	37	0	22	24	0	122	0
Mount St. Mary's College	Alternative, IHE-based	13	3	10	1	0	1	2	0	7	0

**Appendix B-2: Institutional and Program Report Card - Section 1.b. Program Enrollment**

<b>Institution</b>	<b>ProgramType</b>	<b>Total Enrollment</b>	<b>Male</b>	<b>Female</b>	<b>Hispanic/Latino of any race</b>	<b>American Indian or Alaska Native</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Native Hawaiian or Other Pacific Islander</b>	<b>White</b>	<b>Two or more races</b>
National Hispanic University	Alternative, IHE-based	72	32	40	47	0	6	6	0	18	1
National University	Alternative, IHE-based	1075	434	641	213	8	48	90	4	535	1
Notre Dame de Namur University	Alternative, IHE-based	49	5	44	8	0	7	1	0	28	1
Oakland Unified School District	Alternative, not IHE-based	27	21	6	2	0	3	2	0	17	3
Orange County Office of Education	Alternative, not IHE-based	67	32	35	13	1	4	2	0	42	3
Pacific Oaks College	Alternative, IHE-based	1	0	1	1	0	0	0	0	0	0
Patten University	Alternative, IHE-based	16	10	6	3	0	2	4	0	4	1
Pepperdine University	Alternative, IHE-based	14	5	9	0	0	0	2	0	5	0
Point Loma Nazarene University*	Alternative, IHE-based										
San Diego City Unified School District	Alternative, not IHE-based	38	11	27	7	0	2	1	1	27	0
San Diego State University	Alternative, IHE-based	61	19	42	31	0	3	1	2	19	5
San Francisco State University	Alternative, IHE-based	176	78	98	24	1	24	11	3	65	0
San Jose State University	Alternative, IHE-based	82	21	61	15	0	11	2	0	42	1
Santa Clara University	Alternative, IHE-based	69	5	64	3	0	0	0	0	4	0
Sonoma State University*	Alternative, IHE-based										
St. Mary's College of California*	Alternative, IHE-based										
Stanislaus County Office of Education	Alternative, not IHE-based	10	5	5	0	0	0	0	0	10	0
Touro University*	Alternative, IHE-based										
University of California, Irvine	Alternative, IHE-based	15	7	8	2	0	7	0	0	5	0
University of California, Los Angeles	Alternative, IHE-based	18	11	7	6	0	3	6	0	3	0
University of California, Riverside	Alternative, IHE-based	25	6	19	9	0	5	2	0	7	1
University of California, San Diego*	Alternative, IHE-based										
University of LaVerne*	Alternative, IHE-based										
University of Phoenix*	Alternative, IHE-based										
University of Redlands	Alternative, IHE-based	31	19	12	5	0	0	1	0	20	1
University of San Diego*	Alternative, IHE-based										
University of San Francisco	Alternative, IHE-based	28	11	17	5	0	3	1	1	14	0
University of the Pacific*	Alternative, IHE-based										
Whittier College	Alternative, IHE-based	136	30	106	58	1	6	3	1	67	2
William Jessup University	Alternative, IHE-based	3	0	3	0	0	0	0	0	3	0

\*Alternate Route enrollment reported along with Traditional route enrollment.

**Appendix B-2: Institutional and Program Report Card - Section 1.c. Supervised Experience**

<b>Institution</b>	<b>Average # of clock hours required prior to student teaching</b>	<b>Average # of clock hours required for student teaching</b>	<b># of full-time equivalent faculty in supervised clinical experience during this academic year</b>	<b># of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)</b>	<b># of students in supervised clinical experience during this academic year</b>	<b>Additional information about or descriptions of the supervised clinical experiences</b>
Alliant International University	120	1260	6	10.25	318	
Antioch University Santa Barbara	160	560	2	0	1	Four part-time adjunct faculty also supervise clinical experience. One part time adjunct supervised our alternative/intern candidate
Azusa Pacific University	300	600	20	77	224	
Biola University	35	665	0	1	1	Intern candidates are required to complete a minimum of 35 fieldwork hours during their Internship program coursework. The student teaching course is replaced by four 3 unit Internship courses which are taken every semester by the Intern candidate during employment in a school district as the teacher of record. The intern course can be taken for a maximum of four semesters.
Brandman University	225	240	230	0	411	Candidates performance in Supported and/or Directed Teaching will be reflected with a grade of Pass/No Pass. A grade of Pass indicates that the candidate has demonstrated acceptable competency in meeting the Teacher Performance Expectations (TPE) standards. A grade of No Pass indicates that the candidate has not met the TPE standards and must successfully complete additional Supported/Directed Teaching or may be dismissed from the program. Directed teaching in Multiple and Single Subject consists of two sessions of full-day directed teaching at two different grade levels in at least one assignment that meets multicultural criteria. If the candidate is in one of the combined special education/general education programs, one assignment must be in a special education setting. For special education only credentials, the candidate has only one session of full day directed teaching assignment that meets the multicultural criteria. Directed Teaching placements must be completed in public schools. The fieldwork coordinator, not the student, at each location will make the Directed Teaching placements. University personnel will supervise all student teachers. Directed Teaching placements in special education classrooms are not acceptable for the Single Subject only or Multiple Subject only Credential. Summer school placements are not acceptable unless in year-round public schools. □
California Baptist University	123	420	7	13	169	

**Appendix B-2: Institutional and Program Report Card - Section 1.c. Supervised Experience**

Institution	Average # of clock hours required prior to student teaching	Average # of clock hours required for student teaching	# of full-time equivalent faculty in supervised clinical experience during this academic year	# of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)	# of students in supervised clinical experience during this academic year	Additional information about or descriptions of the supervised clinical experiences
California Lutheran University	157	480	1	24	203	These numbers include both Alternative and Traditional IHE-based programs.
California State Polytechnic University, Pomona	45	800	5	20	68	
California State University, Bakersfield	45	300	14	7	85	
California State University, Channel Islands	48	384	0	1	20	<p>Field experience is embedded into all phases of the teacher preparation programs at CSU Channel Islands. We begin in prerequisite courses where we require that all prospective candidates must participate in a field experience that focuses on observing and guiding behavior in classrooms. Students attend local schools for one day per week during which they assist the classroom teacher and complete specific assignments designed to sharpen their observation skills and to begin to take on tasks associated with managing student behavior in the classroom with such activities as running small groups and hallway duties. Some of the observational activities focus on the entire classroom environment and how it assists students learning and other activities focus on specific types of learners such as students who are English learners or have special needs. Field experience is about 20% of the prerequisite program.</p> <p>During each of two semesters of the credential program, teacher preparation candidates work in classrooms for one day per week during the first eight weeks of the semester and five days per week during the second eight weeks of the semester. Teacher candidates complete assignments associated with their teaching methods classes and gradually take over full responsibility for teaching the entire day. Student teaching is about 55% of the</p>
California State University,	200	600	0.97	1.71	67	The average clock hours above are only for the Single and Multiple subject interns. 200 hours is based on a traditional first semester placement; however, interns may teach full time both semesters. SpEd Interns complete a two year program with approximately 4 semesters of full time teaching.



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California State University, Dominguez	160	0	1.87	13.7	309	Intern Candidates are not student teaching. They are teaching full-time in a classroom as teacher of record. They are supervised by a Support Provider and an on-site supervisor. We do not count clock hours for student teaching in this case. Instead, their time in the classroom follows their contract requirements. Note: the numbers for FTE Faculty and Adjunct supervisors reflect a full-time work load of 24 units.
California State University, East Bay	120	576	2	16	86	Prior to holding and paid internship, the candidate must complete the state-mandated 120 hours of pre-service experience which are courses embedded in the teaching credential program. These interns, or student teachers under contract complete their field practicum as paid teachers in their own classrooms. Interns share the same responsibilities as standard classroom teachers and are fully accountable for the learning experience of the children under their direction. Their teaching positions may be full time or part time and must match and their credential objectives. Each must partner with an experienced teacher at the site who holds the appropriate credential(s) and can provide support as needed.
California State University, Fresno	45	1440	0	0	0	Alternative program students (interns) are included with program completers not currently enrolled student population.
California State University, Fullerton	100	468	36.5	18	49	
California State University, Long Beach	90	517	11	24	71	

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California State University, Los Angeles	73	318	14	84	168	<p>Students enrolled in alternative (intern) credential programs complete final supervised clinical experiences in their own classrooms as teachers of record. Interns in the elementary and secondary education programs also complete two support seminars at approximately the mid-point of their program. Interns in the special education (education specialist) program attend quarterly seminars with their school district support providers, for a total of 6 sessions. Special education interns complete two supervised clinical experiences. The first experience is typically completed mid-way through the program and includes work with students with and without disabilities. The final directed teaching experience is a full-time experience completed at the end of the program. Based on the broad definition provided for the term "supervised" clinical experience, candidates in the alternative program (both completers and enrolled) are continually engaged in "supervised" clinical field experience. Therefore, the large numbers of candidates engaged in supervised clinical experience represents the total of completers and enrolled students for elementary or secondary education. Students enrolled in the special education (education specialist) program, complete two supervised clinical experiences. The first experience is typically completed mid-way through the program and includes work with students with and without disabilities.</p>
California State University, Monterey Bay	0	600	9	7	162	<p>All data are combined and reported in the Traditional Report.</p>
California State University, Northridge	65	1586.67	1.64	14.35	180	<p>30 hours of supervised school-based experiences and assignments are completed in single subject credential courses during the program. There are two part-time full-semester supervised student teaching experiences, and three full-time full-semester supervised internship teaching experiences. How calculated: Dividing the number of units of supervision for full-time faculty by 12, and for part-time faculty and Pre-K –12 supervisors by 15.</p>
California State University, Sacramento	50	550	10	35	35	<p>Candidates in our Sacramento State, College of Education alternative programs (intern teachers) are "teacher of record" in a classroom of their own, hired by a local education agency (district or county office). Supervision and support is provided by both a university supervisor and a site-level educator. General education intern candidates must pass a standardized culminating performance assessment (PACT: Performance Assessment for California Teachers) prior to earning the certification. PACT activities occur in the candidate's intern teaching placement.</p>

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Institution	Average # of clock hours required prior to student teaching	Average # of clock hours required for student teaching	# of full-time equivalent faculty in supervised clinical experience during this academic year	# of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)	# of students in supervised clinical experience during this academic year	Additional information about or descriptions of the supervised clinical experiences
California State University, San Bernardino	190	700	6	38	141	<p>Please Note: Numbers for full-time equivalent faculty &amp; full-time equivalent adjunct faculty are individual counts. That is, supervisors may supervisor candidates from more than one program; however, each supervisor is only counted once. The numbers do not represent the number of supervised clinical experiences candidates completed.</p> <p>Please Note: Numbers for students completed supervised clinical experience are non-duplicative counts (students only counted once even though they may have completed more than one clinical experience).</p>
California State University, San Marcos	70	320	0	0.92	8	
California State University, Stanislaus	120	626	10.23	1.55	118	
CalState TEACH	160	1640	9	26	209	<p>Our alternative candidates complete 160 hours of preintern 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 PreK-12 site mentors and supervised by CalState TEACH faculty. Every intern has a dedicated site mentor who spends approximately 80 hours per semester supporting the intern. We have calculated that commitment at .18 FTEF.</p>

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Chapman University	120	480	3	1	27	<p>Applicants for student teaching must be filed with the College of Educational Studies at the beginning of the semester/term prior to the one in which a student plans to student teach. Subject matter competency or passage of CSET must be met prior to enrolling in student teaching.</p> <p>Applicants for student teaching must be filed with the College of Educational Studies at the beginning of the semester/term prior to the one in which a student plans to student teach. Subject matter competency or passage of CSET must be met prior to enrolling in student teaching.</p> <p>Student teaching consists of one semester of full-day student teaching at two different grade levels in schools which meet multicultural criteria. If the candidate is in one of the special education programs, one assignment must be in a special education setting.</p> <p>Student teaching placements must be completed in public schools. Student teaching placements must be in public schools. Student teaching placements are made by the coordinator, not by students. All student teachers will be supervised by university personnel.</p> <p>Student teaching placements in special education classroom are not acceptable for the single subject only or a multiple subject only credential. Summer school placements are not acceptable unless in year-round public schools. Single Subject experience must be in appropriate subject area. Neither substitute teaching, work as a</p>
Claremont Graduate University	120	924	0	11.5	91	<p>The Claremont Graduate University Teacher Education Internship Program (CGU TEIP) is an internship only program. A year of internship teaching as the teacher of record is completed with extensive faculty supervision as the equivalent to the student teaching experience. Due to the difficult job market in some credential areas in California, a few students have completed the program through a traditional student teaching instead.</p> <p>For the Internship year, candidates are visited a minimum of 15 times by their faculty adviser, who also teaches coursework on Saturdays. The CGU TEIP tightly couples clinical and theoretical work.</p>
Concordia University	120	1360	1	0	1	
Dominican University of California	160	1260	0.94	1.52	23	The Alternative IHE-based Program is the Intern Program at Dominican.

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Fortune School of Education (Project Pipeline)	0	70	3	48	411	District Interns are not "student teachers." Instead, they are teachers of record in a full-time teaching environment with salary and benefits. The only difference is that they are in an internship setting in which they are mentored, supervised and reviewed more frequently than fully credentialed teachers.
Fresno Pacific University	120	450	5	22	47	The university is also piloting multiple models of university-school partnerships which have strengthened the student teaching/internship component of the program. These partnerships address the persistent problem of coherence within teacher preparation programs. The university is concurrently engaged in research evaluating the impact of student teaching programs on K-12 student achievement.
High Tech High Communities	120	1080	0	8	35	All 35 Interns are the teacher of record and responsible for day to day teaching. They are observed and assessed by their on-site mentors, course instructors, and a Lead Mentor. Interns must pass a Practicum course to graduate from the program. Student teaching is every day of the school year.
Holy Names University	45	140	4	6	28	<p>Prior to assuming daily teaching responsibilities as a student teacher, the candidate enrolls in courses which required supervised field experience and offer University faculty opportunities to assess the candidate's readiness to assume daily teaching duties. Fieldwork experiences are required in coursework throughout the programs. Each fieldwork experience is accompanied by a written assignment in which themes and issues from course readings are described with reference to the observations and/or participation. Extended hours are required in the preliminary student teaching courses. These hours require observation, participation, reflection and discussion of planning, organizing for instruction and delivering instruction.</p> <p>EDUC 330 C/I: Candidates in fulltime student teaching in the multiple subjects program complete two eight-week assignments. One of these must be in a primary grade (1,2 or 3) and one must be in upper elementary (4 or 5). Each of these is fulltime, and they are required to follow the schedule of the master teacher attending parent conferences, school meetings as part of the assignment. A ten day solo is required for each placement. They attend a weekly seminar with the course instructor and complete assignments relevant to their field placements. These include: Student Assessments in reading and math, Instructional Goals Summary, written lesson plans, unit plans and assessments of unit taught, and ongoing daily journals.</p> <p>EDUC 320 C/I: Candidates in secondary student teaching/intern teaching are required to complete one semester placement in two classes at the secondary level. Each class must be in a separate placement within the broad subject description. Each of these is a full-time placement, including attendance at parent conferences, school meetings, and professional development requirements of the school as part of the assignment.</p>

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Humboldt State University	45	836.67	0	0.26	4	
IMPACT (San Joaquin County Office of Education)	160	2000	0	115	641	District Interns do not have student teaching; they are the teacher of record for the duration of their program. Since we are a district intern program, the Average Number of Clock Hours represents the program duration teaching hours not student teaching.
John F. Kennedy University	264	726	1	2	5	Supervised clinical experience relates to Supervised Intern Teaching in this Alternate Program. The number of clock hours for Supervised Student Teaching and Intern Teaching are the same. As mentioned previously, A candidate cannot obtain an internship unless he or she have the required preservice hours stated by CCTC.
La Sierra University	50	720	5	1	36	All adjunct faculty in student teaching supervision placements are highly experienced in instruction and leadership. These individuals hold a minimum of a masters degree but most have earned a doctorate degrees.
Los Angeles Unified School District	60	1080	0	130	245	
Loyola Marymount University	0	900	0	9	112	In 2006, the unit established the Department of Clinical Education to manage and support initial and advanced teacher candidates in field experiences and clinical practice. Clinical Education partners internally with the teacher preparation academic departments, programs, university supervisors, and the University Teacher Education Committee to design and deliver field and clinical experiences that assist candidates in meeting state and professional standards and unit outcomes. Clinical Education also works with the unit's external partners to provide support for candidates in the field.

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Mount St. Mary's College	30	2880	4	8	13	<p>prior to qualifying for the intern credential. As the teacher of record, teaching on the intern credential, they are supervised while they complete the full credential program.</p> <p>Fieldwork requirements for Pre-service and Interns:                      Within our program, all candidates are required to participate in an Intensive Fieldwork General Education placement for approximately two weeks (an average of 65-80 hours). Interns have additional requirements. They are required to take pre-service coursework and participate in an Intensive Fieldwork Special Education placement for approximately two weeks (an average of 65-80 hours) in the summer. Once the pre-service coursework is completed, the intern's assumption of teaching responsibilities begins in the fall. The pre-service coursework focuses on foundational instruction skills that the intern will need to assume teaching responsibilities including strategies for teaching English language learners. When the intern assumes teaching responsibilities, a district support provider will be assigned along with a college supervisor to provide guidance and support throughout the two-year program. In addition to required coursework, the intern participates in an Induction Colloquium (EDU 323) each fall and spring semester. This colloquium will provide an opportunity for interns to come together as a cohort to support each other as they share the challenges of their new teaching positions.</p>
National Hispanic University	120	480	1	5.5	36	
National University	30	640	21	142	746	Internship hours for Special Education are 480.
Notre Dame de Namur University	45	500	0.5	1	19	
Oakland Unified School District	180	900	4	27	27	
Orange County Office of Education	15	40	0	13	67	<p>Students in the program are interns, serving as teacher-of-record. They are supervised by practicum supervisor for three semesters. Practicum supervisors are adjunct, retired educators working with beginning teachers, one-to-one with each intern in the field. The interns (students) are full-time teachers, the practicum supervisors are part-time. The practicum supervisor is not be confused with clinical faculty (as in field of behavior science).</p>

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Pacific Oaks College	160	0	2	0	1	Students are not required to complete a student teaching placement. Students are employed and supervised by a field supervisor throughout the course of their programs.
Patten University	100	1440	0	1	2	None
Pepperdine University	0	900	1	0	14	Supervised clinical hours are much higher for University Interns because they teach in classrooms full-time. This is required by both the state of California and the contractual agreement entered into by the intern and the school or district issuing the contract. Since interns are required to pass the CSET before entering the classroom full-time, these students do not clock hours before receiving supervision.
Point Loma Nazarene University	60	480	0	8	24	Because of 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 ½ hour.
San Diego City Unified School District	65	0	16	0	38	Student Teaching is waived in lieu of a (2) two year Internship. Intern is teacher of record for (2) two full years.
San Diego State University	100	450	9.8	37	37	For purposes of this report, cooperating teachers for the final semester of student teaching are being counted as adjunct faculty.
San Francisco State University	60	303	12	12	146	Interns are employed teachers and are supervised by 1) University faculty and lecturers and 2) On-site principals or vice-principals. They complete the same requirements as candidates in the traditional program, but they are in classrooms a much greater number of hours.
San Jose State University	230	1716	8	6	106	



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Santa Clara University	130	600	2	64	37	
Sonoma State University	168	525	2.99	7.05	470	Structured, integrated clinical experiences make up over 40% of our preliminary credential programs. These experiences are enacted at schools with high percentages of low income, ethnic minority, and English language learners. All of our placements also ensure that candidates work with students with special needs and exceptionalities. Resident/mentor teachers are selected for their expertise, ability to mentor new colleagues, and most importantly are accomplished at helping their students achieve. Data are combined and reported in the Traditional Report.
St. Mary's College of California	137	344	0	50	123	<p>Average number of clock hours required prior to student teaching</p> <ul style="list-style-type: none"> <li>•Single Subject – 100 hours</li> <li>•Education Specialist – 50 hours</li> <li>•Multiple Subject – 262 hours</li> </ul> <p>Average number of clock hours required for student teaching</p> <ul style="list-style-type: none"> <li>•Single Subject – 370 hours</li> <li>•Education Specialist – 270 hours</li> <li>•Multiple Subject – 392 hours</li> </ul> <p>Number of full-time equivalent faculty in supervised clinical experience during this academic year</p> <ul style="list-style-type: none"> <li>•Single subject – 0</li> <li>•Education Specialist – 0</li> <li>•Multiple subject – 0</li> </ul> <p>Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</p> <ul style="list-style-type: none"> <li>•Single Subject – 20</li> <li>•Education Specialist – 10</li> <li>•Multiple Subject – 20</li> </ul> <p>Number of students in supervised clinical experience during this academic year</p> <ul style="list-style-type: none"> <li>•Single Subject – 40</li> <li>•Education Specialist – 10</li> <li>•Multiple Subject – 73</li> </ul>

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Stanislaus County Office of Education	10	42	4	0	10	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 classroom setting. Supervisors are assigned to evaluate the candidate's classroom practice throughout the candidate's program.
Touro University	240	525	11.25	0	22	<p>-During the 2008/2009 the Multiple Subject/Single Subject Credential program was a block program. The Multiple Subject/Single Subject credential program required a minimum of 225 clock hours prior to being intern eligible (EDU 701/702, EDU 703, &amp; EDU 704). Interns in the Multiple Subject/Single Subject credential program had to do a minimum of 1 semester of internship (525 clock hours). Depending upon when they entered the program, some candidates completed 2 semesters of interning (1050 clock hours). There were 6.75 FTE faculty in supervised clinical experience for 13 interns. □</p> <p>-During the 2008/2009 the Education Specialist Level I Mild/Moderate and Moderate/Severe program was a block program. The Education Specialist required a minimum of 555 clock hours prior to being intern eligible (EDU 704 &amp; SEPS 703). Interns in the Education Specialist credential program complete 1 Semester of internship (525 clock hours). There were 4.5 FTE faculty in supervised clinical experience for 9 interns.</p>
University of California, Irvine	150	1450	1	21	15	
University of California, Los Angeles	100	432	4	2	18	

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University of California, Riverside	90	600	4	0	23	<p>Candidates attend an appropriate seminar series in cohort groups in which they study and discuss state-adopted content standards and curriculum frameworks, diversity in student learning styles, capabilities and interests of students, and research-based teaching strategies. As part of their teaching and seminar coursework, candidates must demonstrate a variety of competencies (these are listed in their Professional Development Handbooks), which require their understanding of and familiarity with the California Frameworks for Teaching and the California Standards for the Teaching Profession. Candidates are required to conduct needs assessments, to use the information from those assessments in planning instruction, to devise plans for and demonstrate proficiency in classroom organization and control, to plan and teach lessons addressing state and local standards, to demonstrate effective teaching skills, to identify and meet the needs of special needs students, to use technology to enhance instruction, and to undertake professional growth and responsibility.</p> <p>At the end of each quarter, by referencing the lesson and unit evaluations and using UCR's Developmental Continuum each candidate meets with the university supervisor to identify strengths in teaching and to formulate a plan for further improvement.</p>
University of California, San Diego	140	600	7	2	78	<p>All data includes both Traditional and Alternative Route programs. Multiple subject candidates complete 2 student teaching experiences at K-3 and 4-6 grade levels; single subject candidates serve as interns or student teachers in English, math, or science at grades 7-12. Candidates for the Education Specialist credential (Deaf and Hard of Hearing) complete 3 student teaching experiences in a variety of K-6 special education settings. All candidates are supervised by clinical faculty who have significant public school experience.</p>
University of LaVerne	135	600	14	50	303	
University of Phoenix	100	600	28	38	472	
University of Redlands	75	720	6	19	31	
University of San Diego	150	480	2	3	80	<p>All data for our internship program in Special Education are combined with those in the traditional program. They are included in the report for the traditional program.</p>

**Appendix B-2: Institutional and Program Report Card - Section 1.c. Supervised Experience**

Institution	Average # of clock hours required prior to student teaching	Average # of clock hours required for student teaching	# of full-time equivalent faculty in supervised clinical experience during this academic year	# of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)	# of students in supervised clinical experience during this academic year	Additional information about or descriptions of the supervised clinical experiences
University of San Francisco	0	0	0	0	28	<p>Our program is an intern only program, thus our candidates are teachers of record throughout the program. However, candidates are required to do 20 hours of observation or volunteer work in classrooms while taking 162 hours of preservice coursework in the summer prior to entering their classrooms as full-time teachers (interns). Under the internship credential, interns complete 4 full semesters of teaching in a supervised clinical experience in which supervisors visit, observe, evaluate, and discuss with the interns their performance in the classroom. The interns are teachers of record in these classrooms and work between .5 and 1.0 Full Time Equivalents (FTEs) during the two years of internship. Total hours vary based on the school's semester length and number of daily hours.</p> <p>The Special Education Internship program employs fieldwork supervisors to observe Interns at various points during the two year program. Interns are observed teaching classes in such as reading, mathematics, science, and social science to special education students in both large and small group, as well as one-on-one settings. They are also observed running IEP meetings. The university fieldwork coordinator assigns each fieldwork supervisor from one to five Interns to work with during the school year. The average supervisor will support three. Most supervisors stay with the intern throughout the entire two years of the program.</p> <p>Fieldwork supervisors visit Interns in their classrooms at least five times in the first semester of their teaching experiences, and at least three times per semester in each of the following three semesters. They record the student's performance based on the 13 Teaching Performance Expectations (TPEs) and record, in narrative form,</p>
University of the Pacific	148	640	2.5	2	39	The number in supervised clinical experiences includes student teachers and any one who was an intern.
Whittier College	125	480	1	7	9	<p>Adjunct faculty supervise interns an average of once every other week (observation and conference) for one academic year in the district of employment. Interns also receive ongoing support on site from our experienced fellow staff member as as often as but no less than once a week with four formal observations per semester. Full time faculty interacts with student teachers in a one semester seminar (12 weeks) and visits/observes confers with each student teachre at least once a semester.</p>
William Jessup University	60	400	1	0	3	

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Alliant International University	Alternative, IHE-based	TOTAL (all areas/subjects)	205	88	72
Alliant International University	Alternative, IHE-based	Art	0	1	1
Alliant International University	Alternative, IHE-based	BCLAD: Mandarin	1	0	0
Alliant International University	Alternative, IHE-based	BCLAD: Spanish	4	1	1
Alliant International University	Alternative, IHE-based	Business	1	2	1
Alliant International University	Alternative, IHE-based	Cambodian	0	1	0
Alliant International University	Alternative, IHE-based	Clothing and Textiles (Home Economics)	1	0	0
Alliant International University	Alternative, IHE-based	Computer Concepts and Applications	1	0	2
Alliant International University	Alternative, IHE-based	Crosscultural, Language & Academic Development Er	0	0	3
Alliant International University	Alternative, IHE-based	Economics (social science)	0	0	1
Alliant International University	Alternative, IHE-based	Drama	0	1	0
Alliant International University	Alternative, IHE-based	English	27	24	11
Alliant International University	Alternative, IHE-based	Foreign Language: Filipino	1	0	1
Alliant International University	Alternative, IHE-based	Foreign Language: Spanish	3	2	2
Alliant International University	Alternative, IHE-based	Foundational-Level Mathematics	13	10	5
Alliant International University	Alternative, IHE-based	General Subjects	104	32	29
Alliant International University	Alternative, IHE-based	Geography	1	0	0
Alliant International University	Alternative, IHE-based	Health Science	0	0	1
Alliant International University	Alternative, IHE-based	History	1	0	0
Alliant International University	Alternative, IHE-based	Industrial and Technology Education	1	0	0
Alliant International University	Alternative, IHE-based	Introductory Art	1	0	0
Alliant International University	Alternative, IHE-based	Introductory English	0	0	2
Alliant International University	Alternative, IHE-based	Introductory Business	0	2	2
Alliant International University	Alternative, IHE-based	Introductory French	0	1	0
Alliant International University	Alternative, IHE-based	Introductory Korean	1	0	0
Alliant International University	Alternative, IHE-based	Introductory Mathematics	0	0	1
Alliant International University	Alternative, IHE-based	Introductory Science	0	2	0
Alliant International University	Alternative, IHE-based	Introductory Social Science	0	2	0
Alliant International University	Alternative, IHE-based	Introductory Spanish	0	0	1
Alliant International University	Alternative, IHE-based	Mathematics	13	10	7
Alliant International University	Alternative, IHE-based	Mild/Moderate Disabilities	14	2	0
Alliant International University	Alternative, IHE-based	Music	0	2	1
Alliant International University	Alternative, IHE-based	Physical Education	1	1	1
Alliant International University	Alternative, IHE-based	Psychology	1	1	0
Alliant International University	Alternative, IHE-based	Science	0	1	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Alliant International University	Alternative, IHE-based	Science: Biological Sciences	25	7	7
Alliant International University	Alternative, IHE-based	Science: Chemistry	6	1	2
Alliant International University	Alternative, IHE-based	Science: Geosciences	3	0	2
Alliant International University	Alternative, IHE-based	Science: Physics	6	3	0
Alliant International University	Alternative, IHE-based	Social Science	5	2	8
Alliant International University	Alternative, IHE-based	Sociology	0	0	2
Alliant International University	Alternative, IHE-based	Spanish	0	1	1
Antioch University Santa Barbara	Alternative, IHE-based	TOTAL (all areas/subjects)	1	0	0
Antioch University Santa Barbara	Alternative, IHE-based	multiple subject	0	0	0
Antioch University Santa Barbara	Alternative, IHE-based	ed. spec. m/m	1	0	0
Azusa Pacific University	Alternative, IHE-based	TOTAL (all areas/subjects)	495	526	612
Azusa Pacific University	Alternative, IHE-based	Education Specialist: Mild/Moderate	111	137	147
Azusa Pacific University	Alternative, IHE-based	Education Specialist: Moderate/Severe	3	0	0
Azusa Pacific University	Alternative, IHE-based	Multiple Subject	203	225	293
Azusa Pacific University	Alternative, IHE-based	Art	6	9	5
Azusa Pacific University	Alternative, IHE-based	Business	3	2	1
Azusa Pacific University	Alternative, IHE-based	Biological Science:Specialized	1	3	1
Azusa Pacific University	Alternative, IHE-based	Chemistry: Specialized	1	2	0
Azusa Pacific University	Alternative, IHE-based	English	38	41	43
Azusa Pacific University	Alternative, IHE-based	Foreign Language: American Sign Language	1	0	0
Azusa Pacific University	Alternative, IHE-based	Foreign Language: French	1	1	1
Azusa Pacific University	Alternative, IHE-based	Foreign Language: Mandarin	2	0	0
Azusa Pacific University	Alternative, IHE-based	Foreign Language: Spanish	10	6	13
Azusa Pacific University	Alternative, IHE-based	Foundational Mathematics	27	13	12
Azusa Pacific University	Alternative, IHE-based	Health Science	2	2	6
Azusa Pacific University	Alternative, IHE-based	Home Economics	1	1	1
Azusa Pacific University	Alternative, IHE-based	Industrial Arts and Technology	1	0	1
Azusa Pacific University	Alternative, IHE-based	Geoscience: Specialized	0	3	0
Azusa Pacific University	Alternative, IHE-based	Music	8	9	10
Azusa Pacific University	Alternative, IHE-based	Mathematics	11	7	12
Azusa Pacific University	Alternative, IHE-based	Physical Education	24	14	13
Azusa Pacific University	Alternative, IHE-based	Science: Biology	13	8	8
Azusa Pacific University	Alternative, IHE-based	Science: Chemistry	2	1	2
Azusa Pacific University	Alternative, IHE-based	Science: Geoscience	4	3	0
Azusa Pacific University	Alternative, IHE-based	Science: Physics	0	2	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Azusa Pacific University	Alternative, IHE-based	Social Science	23	31	30
Biola University	Alternative, IHE-based	TOTAL (all areas/subjects)	0	3	3
Biola University	Alternative, IHE-based	Chemistry (specialized)	0	0	1
Biola University	Alternative, IHE-based	Foundationl-Level Mathematics	0	1	0
Biola University	Alternative, IHE-based	Foreign Language: Spanish	0	1	0
Biola University	Alternative, IHE-based	Mathematics	0	1	1
Biola University	Alternative, IHE-based	Physical Education	0	0	1
Brandman University	Alternative, IHE-based	TOTAL (all areas/subjects)	308	0	0
Brandman University	Alternative, IHE-based	Elementary Education	67	0	0
Brandman University	Alternative, IHE-based	Secondary Education	114	0	0
California Baptist University	Alternative, IHE-based	TOTAL (all areas/subjects)	99	119	125
California Baptist University	Alternative, IHE-based	Multiple Subject	44	69	78
California Baptist University	Alternative, IHE-based	Single Subject	36	27	29
California Baptist University	Alternative, IHE-based	Education Specialist	19	23	18
California Lutheran University	Alternative, IHE-based	TOTAL (all areas/subjects)	115	90	101
California Lutheran University	Alternative, IHE-based	Secondary Mathematics	7	7	3
California Lutheran University	Alternative, IHE-based	Secondary Biology	3	0	1
California Lutheran University	Alternative, IHE-based	Secondary Spanish	4	1	1
California Lutheran University	Alternative, IHE-based	Secondary English	12	5	9
California Lutheran University	Alternative, IHE-based	Secondary Social Science	11	12	13
California Lutheran University	Alternative, IHE-based	Secondary Chemistry	0	0	2
California Lutheran University	Alternative, IHE-based	Secondary Physical Education	6	3	3
California Lutheran University	Alternative, IHE-based	Secondary Music	1	1	1
California Lutheran University	Alternative, IHE-based	Secondary Health Science	0	1	1
California Lutheran University	Alternative, IHE-based	Secondary Business	0	0	1
California Lutheran University	Alternative, IHE-based	Secondary Art	1	0	0
California Lutheran University	Alternative, IHE-based	Secondary Geoscience	0	1	0
California Lutheran University	Alternative, IHE-based	Elementary Education	40	46	45
California Lutheran University	Alternative, IHE-based	Special Education Mild to Moderate Disabilities	11	6	12
California Lutheran University	Alternative, IHE-based	Special Education Moderate to Severe Disabilities	14	7	11
California Lutheran University	Alternative, IHE-based	Special Education Deaf and Hard of Hearing	5	0	0
California State Polytechnic University, Po	Alternative, IHE-based	TOTAL (all areas/subjects)	75	95	110
California State Polytechnic University, Po	Alternative, IHE-based	Multiple Subject	5	10	13
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Agriculture	0	0	0
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Art	0	0	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/licensed in 2008-09</b>	<b>Number certified/licensed in 2007-08</b>	<b>Number certified/licensed in 2006-07</b>
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Business	3	1	4
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject English	6	13	9
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Mathematics	6	9	7
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Foundational Level Math	3	4	12
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Music	1	1	2
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Chemistry Specialized	0	0	0
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Physics	0	0	0
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Biological Sciences	3	0	1
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Physical Education	0	3	4
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Chemistry	1	1	2
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Geo Science	0	2	0
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Physics	1	1	0
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Social Science	2	6	7
California State Polytechnic University, Po	Alternative, IHE-based	Education Specialist Mild Moderate	10	4	11
California State Polytechnic University, Po	Alternative, IHE-based	Education Specialist Moderate Severe	12	13	17
California State University, Bakersfield	Alternative, IHE-based	TOTAL (all areas/subjects)	84	128	103
California State University, Bakersfield	Alternative, IHE-based	Elementary Education	12	62	42
California State University, Bakersfield	Alternative, IHE-based	Special Education	45	38	27
California State University, Bakersfield	Alternative, IHE-based	Secondary Education	28	27	34
California State University, Bakersfield	Alternative, IHE-based	Art	0	0	2
California State University, Bakersfield	Alternative, IHE-based	Biol.Sci. Specialized	1	0	1
California State University, Bakersfield	Alternative, IHE-based	Chemistry Specialized	0	0	1
California State University, Bakersfield	Alternative, IHE-based	English	6	11	9
California State University, Bakersfield	Alternative, IHE-based	Foreign Language: Spanish	1	1	2
California State University, Bakersfield	Alternative, IHE-based	Foreign Language: French	0	1	0
California State University, Bakersfield	Alternative, IHE-based	Foundation Level Math	0	3	1
California State University, Bakersfield	Alternative, IHE-based	Health Science	1	0	2
California State University, Bakersfield	Alternative, IHE-based	Mathematics	10	3	2
California State University, Bakersfield	Alternative, IHE-based	Music	4	4	4
California State University, Bakersfield	Alternative, IHE-based	Physical Education	0	3	1
California State University, Bakersfield	Alternative, IHE-based	Science: Biol. Specialized	1	1	6
California State University, Bakersfield	Alternative, IHE-based	Science: Chemistry	0	0	1
California State University, Bakersfield	Alternative, IHE-based	Science: Geoscience	2	0	0
California State University, Bakersfield	Alternative, IHE-based	Social Science	2	1	2
California State University, Channel Island	Alternative, IHE-based	TOTAL (all areas/subjects)	17	24	11



**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/licensed in 2008-09</b>	<b>Number certified/licensed in 2007-08</b>	<b>Number certified/licensed in 2006-07</b>
California State University, Channel Island	Alternative, IHE-based	Elementary Education	0	0	0
California State University, Channel Island	Alternative, IHE-based	Secondary Education	3	9	5
California State University, Channel Island	Alternative, IHE-based	Education Specialist	14	15	6
California State University, Chico	Alternative, IHE-based	TOTAL (all areas/subjects)	37	45	49
California State University, Chico	Alternative, IHE-based	Agriculture	3	5	4
California State University, Chico	Alternative, IHE-based	Art	1	0	0
California State University, Chico	Alternative, IHE-based	English	1	6	3
California State University, Chico	Alternative, IHE-based	General Subjects	3	5	5
California State University, Chico	Alternative, IHE-based	Mathematics	3	2	5
California State University, Chico	Alternative, IHE-based	Mild/Moderate Disabilities	10	6	17
California State University, Chico	Alternative, IHE-based	Moderate/Severe Disabilities	11	9	5
California State University, Chico	Alternative, IHE-based	Physical Education	3	7	0
California State University, Chico	Alternative, IHE-based	Social Science	3	2	4
California State University, Chico	Alternative, IHE-based	Health Science	1	0	0
California State University, Chico	Alternative, IHE-based	Introductory Business	1	0	0
California State University, Chico	Alternative, IHE-based	Science: Biological Sciences	1	2	4
California State University, Chico	Alternative, IHE-based	Science: Geosciences	0	1	0
California State University, Chico	Alternative, IHE-based	Science: Chemistry	0	1	0
California State University, Chico	Alternative, IHE-based	Music	0	1	2
California State University, Chico	Alternative, IHE-based	Business	0	1	0
California State University, Chico	Alternative, IHE-based	Foreign Language: Spanish	0	0	1
California State University, Chico	Alternative, IHE-based	Foundation-Level Mathematics	0	0	2
California State University, Chico	Alternative, IHE-based	Drama	0	0	1
California State University, Dominguez Hills	Alternative, IHE-based	TOTAL (all areas/subjects)	223	320	241
California State University, Dominguez Hills	Alternative, IHE-based	Special Education Intern	138	160	98
California State University, Dominguez Hills	Alternative, IHE-based	Multiple Subject Intern	31	3	4
California State University, Dominguez Hills	Alternative, IHE-based	Single Subject Intern	34	157	139
California State University, East Bay	Alternative, IHE-based	TOTAL (all areas/subjects)	67	86	147
California State University, East Bay	Alternative, IHE-based	Multiple Subject	31	37	56
California State University, East Bay	Alternative, IHE-based	Single Subject	36	49	91
California State University, Fresno	Alternative, IHE-based	TOTAL (all areas/subjects)	427	497	504
California State University, Fresno	Alternative, IHE-based	Multiple Subject	218	289	304
California State University, Fresno	Alternative, IHE-based	Special Education-Deaf & Hard Hearing	0	9	10
California State University, Fresno	Alternative, IHE-based	Special Education-Mild/Moderate Disabilities	18	35	28
California State University, Fresno	Alternative, IHE-based	Special Education-Moderate/Severe Disabilities	14	7	18

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
California State University, Fresno	Alternative, IHE-based	Single Subject-Agriculture	8	19	7
California State University, Fresno	Alternative, IHE-based	Single Subject-Art	6	5	6
California State University, Fresno	Alternative, IHE-based	Single Subject-Business	7	3	2
California State University, Fresno	Alternative, IHE-based	Single Subject-English	34	22	29
California State University, Fresno	Alternative, IHE-based	Single Subject-Foundation Level Math	0	0	1
California State University, Fresno	Alternative, IHE-based	Single Subject-French	0	2	1
California State University, Fresno	Alternative, IHE-based	Single Subject-Home Economics	2	0	1
California State University, Fresno	Alternative, IHE-based	Single Subject-Industrial Technology	1	1	3
California State University, Fresno	Alternative, IHE-based	Single Subject-Mathematics	22	22	12
California State University, Fresno	Alternative, IHE-based	Single Subject-Music	12	13	14
California State University, Fresno	Alternative, IHE-based	Single Subject-Physical Education	19	16	17
California State University, Fresno	Alternative, IHE-based	Single Subject-Science: Biological	15	9	6
California State University, Fresno	Alternative, IHE-based	Single Subject-Science: Chemistry	2	4	6
California State University, Fresno	Alternative, IHE-based	Single Subject-Science: Geological Science	3	1	2
California State University, Fresno	Alternative, IHE-based	Single Subject-Science: Physics	1	0	0
California State University, Fresno	Alternative, IHE-based	Single Subject-Social Science	33	34	32
California State University, Fresno	Alternative, IHE-based	Single Subject-Spanish	12	6	5
California State University, Fullerton	Alternative, IHE-based	TOTAL (all areas/subjects)	84	126	107
California State University, Fullerton	Alternative, IHE-based	Art	2	1	0
California State University, Fullerton	Alternative, IHE-based	Biological (Specialized)	2	0	1
California State University, Fullerton	Alternative, IHE-based	Biology	8	9	4
California State University, Fullerton	Alternative, IHE-based	Business	1	2	2
California State University, Fullerton	Alternative, IHE-based	Chemistry	2	1	1
California State University, Fullerton	Alternative, IHE-based	Early Childhood Special Education	24	26	18
California State University, Fullerton	Alternative, IHE-based	English	6	17	15
California State University, Fullerton	Alternative, IHE-based	Foundation Level Mathematics	5	12	11
California State University, Fullerton	Alternative, IHE-based	Geology	0	2	1
California State University, Fullerton	Alternative, IHE-based	Mathematics	4	7	4
California State University, Fullerton	Alternative, IHE-based	Mild/Moderate Disabilities	15	25	29
California State University, Fullerton	Alternative, IHE-based	Moderate/Severe Disabilities	11	19	10
California State University, Fullerton	Alternative, IHE-based	Elementary Education	0	1	7
California State University, Fullerton	Alternative, IHE-based	Music	0	1	1
California State University, Fullerton	Alternative, IHE-based	Physical Education	1	1	0
California State University, Fullerton	Alternative, IHE-based	Physics	1	0	0
California State University, Fullerton	Alternative, IHE-based	Social Science	2	1	1

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/licensed in 2008-09</b>	<b>Number certified/licensed in 2007-08</b>	<b>Number certified/licensed in 2006-07</b>
California State University, Fullerton	Alternative, IHE-based	Spanish	0	1	2
California State University, Long Beach	Alternative, IHE-based	TOTAL (all areas/subjects)	75	106	88
California State University, Long Beach	Alternative, IHE-based	Education Specialist Mild/Moderate	19	19	20
California State University, Long Beach	Alternative, IHE-based	Education Specialist Moderate/Severe	11	11	8
California State University, Long Beach	Alternative, IHE-based	Multiple Subjects	3	7	10
California State University, Long Beach	Alternative, IHE-based	Single Subject Art	0	2	1
California State University, Long Beach	Alternative, IHE-based	Single Subject English	11	15	8
California State University, Long Beach	Alternative, IHE-based	Single Subject Foreign Language French	0	1	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Foreign Language Japanese	0	1	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Foreign Language Latin	0	1	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Foreign Language Mandarin	2	2	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Foreign Language Spanish	1	8	10
California State University, Long Beach	Alternative, IHE-based	Single Subject Foundational Level Mathematics	4	7	2
California State University, Long Beach	Alternative, IHE-based	Single Subject Home Economics	0	6	2
California State University, Long Beach	Alternative, IHE-based	Single Subject Health Science	2	1	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Mathematics	7	10	11
California State University, Long Beach	Alternative, IHE-based	Single Subject Music	2	1	1
California State University, Long Beach	Alternative, IHE-based	Single Subject Physical Education	1	0	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Biological Science	5	4	5
California State University, Long Beach	Alternative, IHE-based	Single Subject Chemistry	3	2	2
California State University, Long Beach	Alternative, IHE-based	Single Subject Geoscience	1	0	1
California State University, Long Beach	Alternative, IHE-based	Single Subject Physics	0	1	1
California State University, Long Beach	Alternative, IHE-based	Single Subject Social Science	3	7	6
California State University, Los Angeles	Alternative, IHE-based	TOTAL (all areas/subjects)	92	98	81
California State University, Los Angeles	Alternative, IHE-based	Multiple Subject	2	0	1
California State University, Los Angeles	Alternative, IHE-based	Biology	1	3	3
California State University, Los Angeles	Alternative, IHE-based	Chemistry	1	1	1
California State University, Los Angeles	Alternative, IHE-based	English	7	18	14
California State University, Los Angeles	Alternative, IHE-based	Foundational Level Mathematics	3	3	1
California State University, Los Angeles	Alternative, IHE-based	Industrial and Technology Ed	3	4	3
California State University, Los Angeles	Alternative, IHE-based	Mandarin	1	0	0
California State University, Los Angeles	Alternative, IHE-based	Mathematics	8	10	4
California State University, Los Angeles	Alternative, IHE-based	Music	2	1	2
California State University, Los Angeles	Alternative, IHE-based	Physical Education	2	2	3
California State University, Los Angeles	Alternative, IHE-based	Social Science	6	4	6

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<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
California State University, Los Angeles	Alternative, IHE-based	Spanish	5	2	2
California State University, Los Angeles	Alternative, IHE-based	Mild/Moderate Disabilities	29	34	25
California State University, Los Angeles	Alternative, IHE-based	Moderate/Severe Disabilities	16	8	7
California State University, Los Angeles	Alternative, IHE-based	Visual Impairments	6	3	3
California State University, Los Angeles	Alternative, IHE-based	Art	0	2	1
California State University, Los Angeles	Alternative, IHE-based	Physics	0	0	1
California State University, Los Angeles	Alternative, IHE-based	Physical and Health Impairments	0	3	4
California State University, Monterey Bay	Alternative, IHE-based	TOTAL (all areas/subjects)	205	0	0
California State University, Monterey Bay	Alternative, IHE-based	Multiple Subject	65	0	0
California State University, Monterey Bay	Alternative, IHE-based	Single Subject	59	0	0
California State University, Monterey Bay	Alternative, IHE-based	Ed. Specialist	81	0	0
California State University, Monterey Bay	Alternative, IHE-based	All data combined in Traditional Report	0	0	0
California State University, Northridge	Alternative, IHE-based	TOTAL (all areas/subjects)	143	167	175
California State University, Northridge	Alternative, IHE-based	Elementary Education	9	7	12
California State University, Northridge	Alternative, IHE-based	Secondary Education	75	80	85
California State University, Northridge	Alternative, IHE-based	Special Education	59	79	78
California State University, Sacramento	Alternative, IHE-based	TOTAL (all areas/subjects)	52	85	61
California State University, Sacramento	Alternative, IHE-based	Art	0	0	1
California State University, Sacramento	Alternative, IHE-based	English	2	6	9
California State University, Sacramento	Alternative, IHE-based	Spanish	1	2	1
California State University, Sacramento	Alternative, IHE-based	Math	3	5	6
California State University, Sacramento	Alternative, IHE-based	Physical Education	1	0	0
California State University, Sacramento	Alternative, IHE-based	Chemistry	0	1	0
California State University, Sacramento	Alternative, IHE-based	Biological Sciences	0	7	2
California State University, Sacramento	Alternative, IHE-based	Geosciences	0	0	1
California State University, Sacramento	Alternative, IHE-based	Music	0	0	1
California State University, Sacramento	Alternative, IHE-based	Home Economics	0	1	1
California State University, Sacramento	Alternative, IHE-based	Health Science	0	0	1
California State University, Sacramento	Alternative, IHE-based	Social Science	0	2	3
California State University, Sacramento	Alternative, IHE-based	Mild/Moderate Special Education	30	28	19
California State University, Sacramento	Alternative, IHE-based	Moderate/Severe Special Education	6	22	12
California State University, Sacramento	Alternative, IHE-based	Early Childhood Special Education	9	11	4
California State University, San Bernardino	Alternative, IHE-based	TOTAL (all areas/subjects)			
California State University, San Marcos	Alternative, IHE-based	TOTAL (all areas/subjects)	8	10	8
California State University, San Marcos	Alternative, IHE-based	Multiple Subject (dual program w/ Special Education c	4	5	4

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
California State University, San Marcos	Alternative, IHE-based	Special Educations (dual program w/ additional Multi	4	5	4
California State University, Stanislaus	Alternative, IHE-based	TOTAL (all areas/subjects)	78	90	68
California State University, Stanislaus	Alternative, IHE-based	General Subjects	25	40	28
California State University, Stanislaus	Alternative, IHE-based	Art	3	1	4
California State University, Stanislaus	Alternative, IHE-based	Business	2	0	0
California State University, Stanislaus	Alternative, IHE-based	Chemistry (Specialized)	1	1	0
California State University, Stanislaus	Alternative, IHE-based	English	10	16	11
California State University, Stanislaus	Alternative, IHE-based	Foreign Language: Spanish	3	2	1
California State University, Stanislaus	Alternative, IHE-based	Foundational-Level Math	6	2	2
California State University, Stanislaus	Alternative, IHE-based	Industrial and Technology Education	1	0	0
California State University, Stanislaus	Alternative, IHE-based	Math	6	11	13
California State University, Stanislaus	Alternative, IHE-based	Moderate/Severe Disabilities	1	0	0
California State University, Stanislaus	Alternative, IHE-based	Music	1	1	1
California State University, Stanislaus	Alternative, IHE-based	Physical Education	5	5	1
California State University, Stanislaus	Alternative, IHE-based	Science: Biological Sciences	3	2	1
California State University, Stanislaus	Alternative, IHE-based	Science: Chemistry	3	0	1
California State University, Stanislaus	Alternative, IHE-based	Science: Geosciences	3	0	1
California State University, Stanislaus	Alternative, IHE-based	Social Science	5	5	3
California State University, Stanislaus	Alternative, IHE-based	Biological Sciences (Specialized)	0	3	0
California State University, Stanislaus	Alternative, IHE-based	Science: Physics	0	1	0
California State University, Stanislaus	Alternative, IHE-based	Home Economics	0	0	1
CalState TEACH	Alternative, IHE-based	TOTAL (all areas/subjects)	97	140	154
CalState TEACH	Alternative, IHE-based	Elementary Education	97	140	154
Chapman University	Alternative, IHE-based	TOTAL (all areas/subjects)	63	0	0
Chapman University	Alternative, IHE-based	Elementary Education	24	0	0
Chapman University	Alternative, IHE-based	Secondary Education	23	0	0
Claremont Graduate University	Alternative, IHE-based	TOTAL (all areas/subjects)	86	64	75
Claremont Graduate University	Alternative, IHE-based	Single Subject, Agriculture	1	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Art History	1	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Business	1	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Computer Science and Applicaton	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Chemistry, Specialized	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Economics	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, English	6	18	13
Claremont Graduate University	Alternative, IHE-based	Single Subject, Foreign Language, Spanish	5	1	4

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/licensed in 2008-09</b>	<b>Number certified/licensed in 2007-08</b>	<b>Number certified/licensed in 2006-07</b>
Claremont Graduate University	Alternative, IHE-based	Single Subject, Foundational Level Mathematics	11	7	3
Claremont Graduate University	Alternative, IHE-based	Single Subject, Mathematics	5	3	5
Claremont Graduate University	Alternative, IHE-based	Single Subject, Geoscience	1	0	3
Claremont Graduate University	Alternative, IHE-based	Single Subject, Biological Sciences	7	1	4
Claremont Graduate University	Alternative, IHE-based	Single Subject, Chemistry	3	2	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Specialized Chemistry	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Foundational General Science	2	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Social Science	11	6	6
Claremont Graduate University	Alternative, IHE-based	Single Subject, Physics	1	1	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Specialized Physics	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Drama	1	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Intro. Art	0	1	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Intro. Business	1	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Intro. Music	0	1	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, History	1	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Psychology	0	1	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Intro. Spanish	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Literature	0	0	1
Claremont Graduate University	Alternative, IHE-based	Education Specialist, Mild/Moderate	16	12	7
Claremont Graduate University	Alternative, IHE-based	Education Specialist, Moderate/Severe	7	3	0
Claremont Graduate University	Alternative, IHE-based	Multiple Subjects	17	12	15
Concordia University	Alternative, IHE-based	TOTAL (all areas/subjects)	1	2	3
Concordia University	Alternative, IHE-based	Science: Biology	0	0	1
Concordia University	Alternative, IHE-based	Foundational Math	1	0	1
Concordia University	Alternative, IHE-based	Foreign Language: Spanish	0	1	1
Concordia University	Alternative, IHE-based	Social Science	0	1	0
Dominican University of California	Alternative, IHE-based	TOTAL (all areas/subjects)	17	25	29
Dominican University of California	Alternative, IHE-based	Education Specialist	7	11	8
Dominican University of California	Alternative, IHE-based	Multiple Subject	3	8	12
Dominican University of California	Alternative, IHE-based	Single Subject: English Examination	1	1	1
Dominican University of California	Alternative, IHE-based	Single Subject: Foreign Language: French (Examination)	0	1	1
Dominican University of California	Alternative, IHE-based	Single Subject: Foreign Language: Spanish	0	0	2
Dominican University of California	Alternative, IHE-based	Single Subject: Foundational-Level Mathematics (Examination)	3	2	8
Dominican University of California	Alternative, IHE-based	Single Subject: Mathematics (Examination)	0	3	1
Dominican University of California	Alternative, IHE-based	Single Subject: English	1	1	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Dominican University of California	Alternative, IHE-based	Single Subject: Mathematics	0	1	0
Dominican University of California	Alternative, IHE-based	Single Subject: Science-Biological Sciences (Examina	1	1	1
Dominican University of California	Alternative, IHE-based	Single Subject: Science-Physics (Examination)	1	2	0
Dominican University of California	Alternative, IHE-based	Single Subject: Social Science (Examination)	1	2	1
Dominican University of California	Alternative, IHE-based	Authorization: Introductory English	0	1	0
Dominican University of California	Alternative, IHE-based	Single Subject: Physical Education (Examination)	1	2	0
Dominican University of California	Alternative, IHE-based	Single Subject: Physics (Specialized)	0	1	0
Dominican University of California	Alternative, IHE-based	Single Subject: Biological Sciences (Specialized)	1	0	0
Dominican University of California	Alternative, IHE-based	Single Subject: Biological Sciences (Specialized) (Exa	1	0	0
Dominican University of California	Alternative, IHE-based	Single Subject: Science-Chemistry (Examination)	1	0	0
Dominican University of California	Alternative, IHE-based	Single Subject: Social Science	1	0	0
Dominican University of California	Alternative, IHE-based	Authorization: Introductory Spanish	1	0	0
Dominican University of California	Alternative, IHE-based	Single Subject: Science: Geosciences (Examination)	1	0	0
Fortune School of Education (Project Pipli	Alternative, not IHE-based	TOTAL (all areas/subjects)	149	121	156
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Art	3	1	2
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Biology (Specialized)	1	0	1
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Business	0	1	2
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Chemistry (Specialized)	1	1	0
Fortune School of Education (Project Pipli	Alternative, not IHE-based	English	34	32	28
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Foundational-Level Mathematics	15	7	4
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Health Science	0	1	0
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Home Economics	0	2	0
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Mathematics	13	15	30
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Multiple Subjects	1	1	2
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Music	1	2	1
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Physical Education	5	5	8
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Science: Biological Sciences	19	9	21
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Science: Chemistry	4	1	5
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Science: GeoSciences	0	1	2
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Science: Physics	0	0	3
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Social Science	9	10	6
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Spanish	5	4	6
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Special Education	38	29	35
Fresno Pacific University	Alternative, IHE-based	TOTAL (all areas/subjects)	24	23	20
Fresno Pacific University	Alternative, IHE-based	English	2	5	3

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Fresno Pacific University	Alternative, IHE-based	Multiple Subject	11	10	2
Fresno Pacific University	Alternative, IHE-based	Mathematics	1	3	1
Fresno Pacific University	Alternative, IHE-based	Mild/Moderate	7	3	7
Fresno Pacific University	Alternative, IHE-based	Moderate/Severe	1	1	3
Fresno Pacific University	Alternative, IHE-based	Physical Education	1	0	0
Fresno Pacific University	Alternative, IHE-based	Social Science	1	0	0
Fresno Pacific University	Alternative, IHE-based	Foundational Math	0	1	2
Fresno Pacific University	Alternative, IHE-based	Physical & Health Impairments	0	0	2
High Tech High Communities	Alternative, not IHE-based	TOTAL (all areas/subjects)	20	7	15
High Tech High Communities	Alternative, not IHE-based	Single Subject English	4	1	2
High Tech High Communities	Alternative, not IHE-based	Single Subject Math	3	0	4
High Tech High Communities	Alternative, not IHE-based	Single Subject Science	5	5	6
High Tech High Communities	Alternative, not IHE-based	Single Subject History Social Science	4	0	1
High Tech High Communities	Alternative, not IHE-based	Spanish	3	0	1
High Tech High Communities	Alternative, not IHE-based	Art	1	0	0
High Tech High Communities	Alternative, not IHE-based	Mandarin	0	0	1
Holy Names University	Alternative, IHE-based	TOTAL (all areas/subjects)	11	13	9
Holy Names University	Alternative, IHE-based	GSX	3	4	2
Holy Names University	Alternative, IHE-based	MM	5	3	2
Holy Names University	Alternative, IHE-based	FMX	1	1	0
Holy Names University	Alternative, IHE-based	PE	1	0	0
Holy Names University	Alternative, IHE-based	SSX	1	3	1
Holy Names University	Alternative, IHE-based	ENGX	0	1	1
Holy Names University	Alternative, IHE-based	FLSX	0	1	3
Humboldt State University	Alternative, IHE-based	TOTAL (all areas/subjects)	4	10	15
Humboldt State University	Alternative, IHE-based	Math	2	0	0
Humboldt State University	Alternative, IHE-based	Education Specialist	2	5	4
Humboldt State University	Alternative, IHE-based	Music	0	1	0
Humboldt State University	Alternative, IHE-based	English	0	1	0
Humboldt State University	Alternative, IHE-based	Multiple Subject	0	3	11
IMPACT (San Joaquin County Office of E	Alternative, not IHE-based	TOTAL (all areas/subjects)	222	545	420
IMPACT (San Joaquin County Office of E	Alternative, not IHE-based	Multiple Subjects	15	85	63
IMPACT (San Joaquin County Office of E	Alternative, not IHE-based	Education Specialists	139	280	194
IMPACT (San Joaquin County Office of E	Alternative, not IHE-based	Single Subjects	68	180	163
John F. Kennedy University	Alternative, IHE-based	TOTAL (all areas/subjects)	5	2	2



**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/licensed in 2008-09</b>	<b>Number certified/licensed in 2007-08</b>	<b>Number certified/licensed in 2006-07</b>
John F. Kennedy University	Alternative, IHE-based	Elementary Education	0	2	2
John F. Kennedy University	Alternative, IHE-based	Art	1	0	0
John F. Kennedy University	Alternative, IHE-based	Physics	2	0	0
John F. Kennedy University	Alternative, IHE-based	Chemistry	1	0	0
John F. Kennedy University	Alternative, IHE-based	Spanish	1	0	0
La Sierra University	Alternative, IHE-based	TOTAL (all areas/subjects)	27	24	14
La Sierra University	Alternative, IHE-based	Elementary Education	14	17	10
La Sierra University	Alternative, IHE-based	Biology	0	0	1
La Sierra University	Alternative, IHE-based	Chemistry	1	0	1
La Sierra University	Alternative, IHE-based	Chemistry Specialized	0	1	0
La Sierra University	Alternative, IHE-based	English	1	4	1
La Sierra University	Alternative, IHE-based	Foundational-level Mathematics	3	1	0
La Sierra University	Alternative, IHE-based	Music	2	0	0
La Sierra University	Alternative, IHE-based	Physical Education	4	0	0
La Sierra University	Alternative, IHE-based	Social Science	1	1	0
La Sierra University	Alternative, IHE-based	Spanish	0	0	1
La Sierra University	Alternative, IHE-based	Mathematics	1	0	0
Los Angeles Unified School District	Alternative, not IHE-based	TOTAL (all areas/subjects)	121	160	168
Los Angeles Unified School District	Alternative, not IHE-based	Multiple Subject	13	30	57
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - English	20	44	39
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Biology	15	12	7
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Chemistry	6	3	5
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Geoscience	1	1	2
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Physics	4	2	2
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Math	5	13	10
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Math Foundations	10	24	9
Los Angeles Unified School District	Alternative, not IHE-based	Education Specialist - Mild/Moderate	34	27	37
Los Angeles Unified School District	Alternative, not IHE-based	Education Specialis - Moderate/Severe	13	4	0
Loyola Marymount University	Alternative, IHE-based	TOTAL (all areas/subjects)	158	134	109
Loyola Marymount University	Alternative, IHE-based	Art	1	0	0
Loyola Marymount University	Alternative, IHE-based	English	39	29	19
Loyola Marymount University	Alternative, IHE-based	Foreign Language: Spanish	8	2	2
Loyola Marymount University	Alternative, IHE-based	Foundational-Level Mathematics	10	3	5
Loyola Marymount University	Alternative, IHE-based	General Subjects	50	44	44
Loyola Marymount University	Alternative, IHE-based	Mathematics	3	3	2

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/licensed in 2008-09</b>	<b>Number certified/licensed in 2007-08</b>	<b>Number certified/licensed in 2006-07</b>
Loyola Marymount University	Alternative, IHE-based	Mild/Moderate Disabilities	16	20	15
Loyola Marymount University	Alternative, IHE-based	Physical Education	1	0	0
Loyola Marymount University	Alternative, IHE-based	Science: Biological Sciences	16	20	16
Loyola Marymount University	Alternative, IHE-based	Science: Chemistry	7	8	3
Loyola Marymount University	Alternative, IHE-based	Science: Physics	1	0	1
Loyola Marymount University	Alternative, IHE-based	Social Science	6	4	2
Loyola Marymount University	Alternative, IHE-based	Foreign Language: French	0	1	0
Mount St. Mary's College	Alternative, IHE-based	TOTAL (all areas/subjects)	5	2	3
Mount St. Mary's College	Alternative, IHE-based	Elementary Education	1	0	0
Mount St. Mary's College	Alternative, IHE-based	Secondary Education	1	2	1
Mount St. Mary's College	Alternative, IHE-based	Education Specialist	3	0	2
National Hispanic University	Alternative, IHE-based	TOTAL (all areas/subjects)	24	29	29
National Hispanic University	Alternative, IHE-based	Education Specialist Instruction	5	1	0
National Hispanic University	Alternative, IHE-based	Multiple Subject Teaching	10	14	16
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Social Science	1	2	5
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Science: Biological Sciences	1	0	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Physical Education	2	1	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Mathematics	1	2	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Foreign Language: Spanish	2	4	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ English	2	0	2
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Science: Geosciences	0	1	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Foundational-Level Mathem	0	2	0
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Biological Sciences (Special	0	1	0
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Art	0	0	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Physics (Specialized)	0	0	1
National University	Alternative, IHE-based	TOTAL (all areas/subjects)	673	627	388
National University	Alternative, IHE-based	ART PROGRAM	3	1	4
National University	Alternative, IHE-based	ART EXAM	3	2	2
National University	Alternative, IHE-based	BIO SPEC EXAM	5	3	2
National University	Alternative, IHE-based	BUS PROGRAM	2	1	1
National University	Alternative, IHE-based	BUS EXAM	3	2	2
National University	Alternative, IHE-based	CHEM SPEC PROGRAM	0	1	0
National University	Alternative, IHE-based	CHEM SPEC EXAM	2	1	1
National University	Alternative, IHE-based	ENG PROGRAM	8	17	10
National University	Alternative, IHE-based	ENG EXAM	48	55	30

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
National University	Alternative, IHE-based	FRENCH EXAM	2	0	1
National University	Alternative, IHE-based	GERMAN EXAM	0	0	1
National University	Alternative, IHE-based	LATIN PROGRAM	1	0	0
National University	Alternative, IHE-based	SPAN PROGRAM	4	2	5
National University	Alternative, IHE-based	SPAN EXAM	10	11	7
National University	Alternative, IHE-based	FOUNDATIONAL LEVEL MATH PRGM	1	0	0
National University	Alternative, IHE-based	FOUNDATIONAL LEVEL MATH EXAM	59	47	31
National University	Alternative, IHE-based	GEO SPEC PROGRAM	1	0	1
National University	Alternative, IHE-based	GEO SPEC EXAM	1	1	0
National University	Alternative, IHE-based	HOME EC EXAM	0	3	2
National University	Alternative, IHE-based	HEALTH EXAM	8	8	7
National University	Alternative, IHE-based	IND TECH EXAM	1	0	2
National University	Alternative, IHE-based	MATH PROGRAM	6	10	8
National University	Alternative, IHE-based	MATH EXAM	10	21	9
National University	Alternative, IHE-based	MUSIC EXAM	6	10	2
National University	Alternative, IHE-based	PE PROGRAM	9	22	12
National University	Alternative, IHE-based	PE EXAM	27	20	21
National University	Alternative, IHE-based	PHYSICS SPEC EXAM	1	0	0
National University	Alternative, IHE-based	BIO PROGRAM	3	0	1
National University	Alternative, IHE-based	BIO EXAM	12	21	18
National University	Alternative, IHE-based	CHEM EXAM	4	3	2
National University	Alternative, IHE-based	GEO EXAM	6	5	2
National University	Alternative, IHE-based	PHYSICS PROGRAM	1	0	0
National University	Alternative, IHE-based	PHYSICS EXAM	2	0	0
National University	Alternative, IHE-based	SOC SCI PROGRAM	3	4	5
National University	Alternative, IHE-based	SOC SCI EXAM	27	25	22
National University	Alternative, IHE-based	MILD MODERATE	226	188	103
National University	Alternative, IHE-based	MODERATE SEVERE	99	71	41
National University	Alternative, IHE-based	DEAF AND HARD OF HEARING	1	2	0
Notre Dame de Namur University	Alternative, IHE-based	TOTAL (all areas/subjects)	22	18	16
Notre Dame de Namur University	Alternative, IHE-based	multiple subjects	0	2	3
Notre Dame de Namur University	Alternative, IHE-based	Educational specialist (mild/moderate)	12	6	6
Notre Dame de Namur University	Alternative, IHE-based	Educational specialist (mod/severe)	7	1	1
Notre Dame de Namur University	Alternative, IHE-based	Biology	1	2	1
Notre Dame de Namur University	Alternative, IHE-based	Chemistry	1	0	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Notre Dame de Namur University	Alternative, IHE-based	Geoscience	0	0	0
Notre Dame de Namur University	Alternative, IHE-based	Health Science	0	0	0
Notre Dame de Namur University	Alternative, IHE-based	Physics	1	2	1
Notre Dame de Namur University	Alternative, IHE-based	English	0	1	0
Notre Dame de Namur University	Alternative, IHE-based	Art	0	0	0
Notre Dame de Namur University	Alternative, IHE-based	Physical Education	0	1	1
Notre Dame de Namur University	Alternative, IHE-based	Music	0	0	0
Notre Dame de Namur University	Alternative, IHE-based	Spanish	1	0	1
Notre Dame de Namur University	Alternative, IHE-based	Mathematics	3	3	2
Notre Dame de Namur University	Alternative, IHE-based	Social Science	0	0	0
Oakland Unified School District	Alternative, not IHE-based	TOTAL (all areas/subjects)	24	0	0
Oakland Unified School District	Alternative, not IHE-based	Special Education (Mild-Moderate)	24	0	0
Orange County Office of Education	Alternative, not IHE-based	TOTAL (all areas/subjects)	20	24	23
Orange County Office of Education	Alternative, not IHE-based	Level II Education Specialist Mild/Moderate	19	17	18
Orange County Office of Education	Alternative, not IHE-based	Clear Multiple Subject	1	7	2
Orange County Office of Education	Alternative, not IHE-based	Preliminary Multiple Subject	0	0	3
Orange County Office of Education	Alternative, not IHE-based	Clear Single Subject Social Science	0	1	0
Pacific Oaks College	Alternative, IHE-based	TOTAL (all areas/subjects)	1	0	0
Pacific Oaks College	Alternative, IHE-based	Education Specialist Credential	1	0	0
Patten University	Alternative, IHE-based	TOTAL (all areas/subjects)	6	9	6
Patten University	Alternative, IHE-based	Multiple Subject	1	2	1
Patten University	Alternative, IHE-based	S.S. English	1	0	0
Patten University	Alternative, IHE-based	S.S. Mathematics	3	2	3
Patten University	Alternative, IHE-based	Science Bio	1	2	0
Patten University	Alternative, IHE-based	S.S. Science Life	0	1	1
Patten University	Alternative, IHE-based	Physical Education	1	0	0
Patten University	Alternative, IHE-based	S.S. Business	0	1	0
Patten University	Alternative, IHE-based	S.S. Social Science	0	0	1
Pepperdine University	Alternative, IHE-based	TOTAL (all areas/subjects)	10	13	0
Pepperdine University	Alternative, IHE-based	English	1	2	0
Pepperdine University	Alternative, IHE-based	Foreign Language: Spanish	1	0	0
Pepperdine University	Alternative, IHE-based	Foundational-Level Mathematics	4	3	0
Pepperdine University	Alternative, IHE-based	Multiple Subject	3	3	0
Pepperdine University	Alternative, IHE-based	Industrial and Technology Education	1	0	0
Pepperdine University	Alternative, IHE-based	Mathematics	0	1	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Pepperdine University	Alternative, IHE-based	Physical Education	0	1	0
Pepperdine University	Alternative, IHE-based	Science: Chemistry	0	1	0
Pepperdine University	Alternative, IHE-based	Science: Geosciences	0	2	0
Point Loma Nazarene University	Alternative, IHE-based	TOTAL (all areas/subjects)			
San Diego City Unified School District	Alternative, not IHE-based	TOTAL (all areas/subjects)	38	37	19
San Diego City Unified School District	Alternative, not IHE-based	Education Specialist - General Subjects	14	22	0
San Diego City Unified School District	Alternative, not IHE-based	Multiple Subject - General Subjects	8	12	10
San Diego City Unified School District	Alternative, not IHE-based	Single Subject - Math	7	1	5
San Diego City Unified School District	Alternative, not IHE-based	Single Subject - Science	7	1	4
San Diego City Unified School District	Alternative, not IHE-based	Single Subject - Music	2	1	0
San Diego State University	Alternative, IHE-based	TOTAL (all areas/subjects)	7	32	57
San Diego State University	Alternative, IHE-based	English	0	2	10
San Diego State University	Alternative, IHE-based	Foreign Language	0	1	0
San Diego State University	Alternative, IHE-based	Foundation Level Math	0	0	2
San Diego State University	Alternative, IHE-based	Mathematics	1	3	4
San Diego State University	Alternative, IHE-based	Mild/Moderate Disabilities	3	12	17
San Diego State University	Alternative, IHE-based	Moderate/Severe Disabilities	3	3	8
San Diego State University	Alternative, IHE-based	Multiple Subject	0	6	8
San Diego State University	Alternative, IHE-based	Music	0	1	1
San Diego State University	Alternative, IHE-based	Science: Biological Science	0	1	0
San Diego State University	Alternative, IHE-based	Science: Chemistry	0	0	2
San Diego State University	Alternative, IHE-based	Social Science	0	3	5
San Francisco State University	Alternative, IHE-based	TOTAL (all areas/subjects)	90	101	122
San Francisco State University	Alternative, IHE-based	Single Subject	50	55	43
San Francisco State University	Alternative, IHE-based	Multiple Subject	31	21	21
San Francisco State University	Alternative, IHE-based	Specialist	22	16	21
San Francisco State University	Alternative, IHE-based	Service	14	9	4
San Francisco State University	Alternative, IHE-based	Desingated Subjects	5	0	4
San Jose State University	Alternative, IHE-based	TOTAL (all areas/subjects)	83	94	98
San Jose State University	Alternative, IHE-based	Multiple Subects	4	43	46
San Jose State University	Alternative, IHE-based	Single Subjects	19	28	13
San Jose State University	Alternative, IHE-based	Art	0	0	1
San Jose State University	Alternative, IHE-based	Biology	0	8	1
San Jose State University	Alternative, IHE-based	Chemistry	1	0	1
San Jose State University	Alternative, IHE-based	English	4	8	4

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/licensed in 2008-09</b>	<b>Number certified/licensed in 2007-08</b>	<b>Number certified/licensed in 2006-07</b>
San Jose State University	Alternative, IHE-based	French	0	0	0
San Jose State University	Alternative, IHE-based	Mandarin	0	0	0
San Jose State University	Alternative, IHE-based	GeoScience	0	1	0
San Jose State University	Alternative, IHE-based	Math	1	3	1
San Jose State University	Alternative, IHE-based	Music	1	3	0
San Jose State University	Alternative, IHE-based	Physical Education	6	3	1
San Jose State University	Alternative, IHE-based	Physics	0	1	2
San Jose State University	Alternative, IHE-based	Social Science	4	0	0
San Jose State University	Alternative, IHE-based	Spanish	2	1	0
Santa Clara University	Alternative, IHE-based	TOTAL (all areas/subjects)	9	18	51
Santa Clara University	Alternative, IHE-based	Ed Specialist - Mild Moderate Disabilities	3	4	11
Santa Clara University	Alternative, IHE-based	Ed Specialist - Early Childhood	6	14	6
Sonoma State University	Alternative, IHE-based	TOTAL (all areas/subjects)			
Sonoma State University	Alternative, IHE-based	Data are combined in Traditional Report	0	0	0
St. Mary's College of California	Alternative, IHE-based	TOTAL (all areas/subjects)	15	17	10
St. Mary's College of California	Alternative, IHE-based	Education Specialist Mild/Moderate	3	6	1
St. Mary's College of California	Alternative, IHE-based	Education Specialist Moderate/Severe	5	1	0
St. Mary's College of California	Alternative, IHE-based	Single Subject English	2	3	3
St. Mary's College of California	Alternative, IHE-based	Single Subject Spanish	2	1	0
St. Mary's College of California	Alternative, IHE-based	Single Subject Foundational Mathematics	1	1	0
St. Mary's College of California	Alternative, IHE-based	Single Subject Mathematics	0	1	1
St. Mary's College of California	Alternative, IHE-based	Single Subject Science: Biology	0	1	0
St. Mary's College of California	Alternative, IHE-based	Multiple Subject	1	1	3
St. Mary's College of California	Alternative, IHE-based	Single Subject Social Science	1	2	1
St. Mary's College of California	Alternative, IHE-based	Single Subject Health Science	0	0	1
Stanislaus County Office of Education	Alternative, not IHE-based	TOTAL (all areas/subjects)	10	6	4
Stanislaus County Office of Education	Alternative, not IHE-based	Special Education	10	6	4
Touro University	Alternative, IHE-based	TOTAL (all areas/subjects)	17	16	22
Touro University	Alternative, IHE-based	Multiple Subject	9	2	3
Touro University	Alternative, IHE-based	Education Specialist Level I Mild/Moderate	3	3	9
Touro University	Alternative, IHE-based	Education Specialist Level I Moderate/Severe	1	3	1
Touro University	Alternative, IHE-based	Single Subject Biology	0	1	3
Touro University	Alternative, IHE-based	Single Subject English	1	2	3
Touro University	Alternative, IHE-based	Single Subject Foundational Math	1	2	1
Touro University	Alternative, IHE-based	Single Subject Health Science	0	1	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/licensed in 2008-09</b>	<b>Number certified/licensed in 2007-08</b>	<b>Number certified/licensed in 2006-07</b>
Touro University	Alternative, IHE-based	Single Subject Math	1	0	1
Touro University	Alternative, IHE-based	Single Subject Physical Education	1	3	1
University of California, Irvine	Alternative, IHE-based	TOTAL (all areas/subjects)	20	13	9
University of California, Irvine	Alternative, IHE-based	Art	1	0	0
University of California, Irvine	Alternative, IHE-based	Biological Sciences	0	0	1
University of California, Irvine	Alternative, IHE-based	Business	1	0	0
University of California, Irvine	Alternative, IHE-based	Chemistry	1	1	0
University of California, Irvine	Alternative, IHE-based	English	4	3	4
University of California, Irvine	Alternative, IHE-based	Foundational Level Math	5	1	0
University of California, Irvine	Alternative, IHE-based	Geoscience (Specialized)	0	1	0
University of California, Irvine	Alternative, IHE-based	Mathematics	3	1	2
University of California, Irvine	Alternative, IHE-based	Physics (Specialized)	0	1	0
University of California, Irvine	Alternative, IHE-based	Science: Biological Sciences	1	2	1
University of California, Irvine	Alternative, IHE-based	Science: Geosciences	0	1	0
University of California, Irvine	Alternative, IHE-based	Science: Physics	0	1	0
University of California, Irvine	Alternative, IHE-based	Social Science	1	0	0
University of California, Irvine	Alternative, IHE-based	Sociology	0	0	1
University of California, Los Angeles	Alternative, IHE-based	TOTAL (all areas/subjects)	18	21	25
University of California, Riverside	Alternative, IHE-based	TOTAL (all areas/subjects)	23	18	37
University of California, Riverside	Alternative, IHE-based	Biological Sciences (Specialized)	0	0	1
University of California, Riverside	Alternative, IHE-based	English	3	3	5
University of California, Riverside	Alternative, IHE-based	Foreign Language: Spanish	0	0	0
University of California, Riverside	Alternative, IHE-based	Foundational-Level Mathematics	1	1	0
University of California, Riverside	Alternative, IHE-based	General Subjects	1	2	7
University of California, Riverside	Alternative, IHE-based	Mathematics	13	4	17
University of California, Riverside	Alternative, IHE-based	Mild/Moderate Disabilities	4	2	3
University of California, Riverside	Alternative, IHE-based	Moderate/Severe Disabilities	0	1	0
University of California, Riverside	Alternative, IHE-based	Science: Biological Sciences	1	3	1
University of California, Riverside	Alternative, IHE-based	Science: Chemistry	0	0	1
University of California, Riverside	Alternative, IHE-based	Science: Geosciences	0	0	0
University of California, Riverside	Alternative, IHE-based	Science: Physics	0	1	0
University of California, Riverside	Alternative, IHE-based	Social Science	0	1	1
University of California, San Diego	Alternative, IHE-based	TOTAL (all areas/subjects)	78	96	81
University of California, San Diego	Alternative, IHE-based	255	78	96	81
University of LaVerne	Alternative, IHE-based	TOTAL (all areas/subjects)	226	260	280

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/licensed in 2008-09</b>	<b>Number certified/licensed in 2007-08</b>	<b>Number certified/licensed in 2006-07</b>
University of LaVerne	Alternative, IHE-based	Business	2	0	2
University of LaVerne	Alternative, IHE-based	English	23	20	22
University of LaVerne	Alternative, IHE-based	Foundational Mathematics	6	8	14
University of LaVerne	Alternative, IHE-based	General Subjects	146	180	189
University of LaVerne	Alternative, IHE-based	Geoscience Specialized	2	0	0
University of LaVerne	Alternative, IHE-based	Health Science	6	2	1
University of LaVerne	Alternative, IHE-based	Foreign Language: Mandarin	1	0	0
University of LaVerne	Alternative, IHE-based	Mathematics	3	2	2
University of LaVerne	Alternative, IHE-based	Physical Education	6	8	13
University of LaVerne	Alternative, IHE-based	Science: Biology	5	10	8
University of LaVerne	Alternative, IHE-based	Science: Chemistry	2	2	0
University of LaVerne	Alternative, IHE-based	Science: Geoscience	1	1	0
University of LaVerne	Alternative, IHE-based	Biology: Specialized	0	1	0
University of LaVerne	Alternative, IHE-based	Social Science	18	18	21
University of LaVerne	Alternative, IHE-based	Foreign Language: Spanish	5	3	2
University of LaVerne	Alternative, IHE-based	Art	0	4	6
University of LaVerne	Alternative, IHE-based	Foreign Language: French	0	1	0
University of Phoenix	Alternative, IHE-based	TOTAL (all areas/subjects)	446	475	639
University of Phoenix	Alternative, IHE-based	Art	7	1	1
University of Phoenix	Alternative, IHE-based	Business	2	2	3
University of Phoenix	Alternative, IHE-based	English	56	43	61
University of Phoenix	Alternative, IHE-based	Foreign Language	10	6	1
University of Phoenix	Alternative, IHE-based	Foundational Level Mathematics	41	44	35
University of Phoenix	Alternative, IHE-based	Health Science	5	3	0
University of Phoenix	Alternative, IHE-based	Physical Education	19	7	2
University of Phoenix	Alternative, IHE-based	Science	32	20	33
University of Phoenix	Alternative, IHE-based	Social Science	39	32	56
University of Phoenix	Alternative, IHE-based	Multiple Subject	221	286	443
University of Redlands	Alternative, IHE-based	TOTAL (all areas/subjects)	31	56	77
University of Redlands	Alternative, IHE-based	GS	9	23	24
University of Redlands	Alternative, IHE-based	FM	5	4	5
University of Redlands	Alternative, IHE-based	FLS	2	2	3
University of Redlands	Alternative, IHE-based	ENGL	2	7	14
University of Redlands	Alternative, IHE-based	SS	0	1	4
University of Redlands	Alternative, IHE-based	MATH	7	6	8



**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/licensed in 2008-09</b>	<b>Number certified/licensed in 2007-08</b>	<b>Number certified/licensed in 2006-07</b>
University of Redlands	Alternative, IHE-based	PE	2	2	2
University of Redlands	Alternative, IHE-based	SBS	1	1	3
University of Redlands	Alternative, IHE-based	GES	0	0	1
University of Redlands	Alternative, IHE-based	SG	1	1	1
University of Redlands	Alternative, IHE-based	SC	1	0	1
University of Redlands	Alternative, IHE-based	ART	0	1	2
University of Redlands	Alternative, IHE-based	BSS	1	0	1
University of Redlands	Alternative, IHE-based	MUSI	0	1	0
University of Redlands	Alternative, IHE-based	HS	0	1	0
University of San Diego	Alternative, IHE-based	TOTAL (all areas/subjects)	72	69	77
University of San Diego	Alternative, IHE-based	Special Education (including interns)	16	19	22
University of San Francisco	Alternative, IHE-based	TOTAL (all areas/subjects)	8	5	13
University of San Francisco	Alternative, IHE-based	Mild/Moderate Education Specialist	8	5	13
University of the Pacific	Alternative, IHE-based	TOTAL (all areas/subjects)	42	59	80
University of the Pacific	Alternative, IHE-based	Multiple Subject	20	28	40
University of the Pacific	Alternative, IHE-based	Single Subject: English	2	7	3
University of the Pacific	Alternative, IHE-based	Single Subject: Music	8	9	12
University of the Pacific	Alternative, IHE-based	Single Subject: Spanish	2	1	6
University of the Pacific	Alternative, IHE-based	Single Subject: Mathematics	1	4	3
University of the Pacific	Alternative, IHE-based	Single Subject: Social Science	1	2	2
University of the Pacific	Alternative, IHE-based	Single Subject: Science, Biological Science	1	1	2
University of the Pacific	Alternative, IHE-based	Single Subject: Physical Education	0	2	1
University of the Pacific	Alternative, IHE-based	Single Subject: Science, Geosciences	0	0	2
University of the Pacific	Alternative, IHE-based	Single Subject: Biological Sciences	0	0	1
University of the Pacific	Alternative, IHE-based	Single Subject: Science, Chemistry	0	0	1
University of the Pacific	Alternative, IHE-based	Education Specialist: Mild/Moderate	4	3	4
University of the Pacific	Alternative, IHE-based	Education Specialist: Moderate/Severe	0	2	3
University of the Pacific	Alternative, IHE-based	Single Subject: Foundational Mathematics	2	0	0
Whittier College	Alternative, IHE-based	TOTAL (all areas/subjects)	6	8	8
Whittier College	Alternative, IHE-based	Multiple Subject	1	0	0
Whittier College	Alternative, IHE-based	Foundational Level Math (examination)	2	1	2
Whittier College	Alternative, IHE-based	English	1	2	3
Whittier College	Alternative, IHE-based	Foreign Language Spanish (examination)	1	0	0
Whittier College	Alternative, IHE-based	Health Science (examination)	1	0	0
Whittier College	Alternative, IHE-based	Physical Education	0	2	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Whittier College	Alternative, IHE-based	Mathematics (examination)	0	1	0
Whittier College	Alternative, IHE-based	Mathematics	0	1	1
Whittier College	Alternative, IHE-based	Science:Biological Science (examination)	0	1	0
Whittier College	Alternative, IHE-based	Social Science (examination)	0	0	1
Whittier College	Alternative, IHE-based	Biological Science Specialized (exam)	0	0	1
William Jessup University	Alternative, IHE-based	TOTAL (all areas/subjects)	2	3	4
William Jessup University	Alternative, IHE-based	Multiple Subject	2	3	4

**Appendix B-2: Institutional and Program Report Card - Section 1.e. Program Completers**

<b>Institution</b>	<b>ProgramType</b>	<b>Total # of initial teacher certification preparation program completers in 2008-09</b>	<b>Total # of initial teacher certification preparation program completers in 2007-08</b>	<b>Total # of initial teacher certification preparation program completers in 2006-07</b>
Alliant International University*	Alternative, IHE-based			
Antioch University Santa Barbara	Alternative, IHE-based	1	0	0
Azusa Pacific University*	Alternative, IHE-based			
Biola University	Alternative, IHE-based	1	3	3
Brandman University	Alternative, IHE-based	341	403	0
California Baptist University*	Alternative, IHE-based			
California Lutheran University*	Alternative, IHE-based			
California State Polytechnic University, Pomona	Alternative, IHE-based	60	115	126
California State University, Bakersfield	Alternative, IHE-based	84	128	103
California State University, Channel Islands	Alternative, IHE-based	10	19	8
California State University, Chico	Alternative, IHE-based	36	43	48
California State University, Dominguez Hills	Alternative, IHE-based	214	252	265
California State University, East Bay	Alternative, IHE-based	88	141	183
California State University, Fresno	Alternative, IHE-based	71	78	78
California State University, Fullerton	Alternative, IHE-based	43	81	77
California State University, Long Beach	Alternative, IHE-based	59	75	84
California State University, Los Angeles	Alternative, IHE-based	98	100	95
California State University, Monterey Bay*	Alternative, IHE-based			
California State University, Northridge	Alternative, IHE-based	130	147	150
California State University, Sacramento	Alternative, IHE-based	52	85	61
California State University, San Bernardino	Alternative, IHE-based	131	182	217
California State University, San Marcos	Alternative, IHE-based	6	5	7
California State University, Stanislaus	Alternative, IHE-based	79	87	74
CalState TEACH	Alternative, IHE-based	127	184	223
Chapman University	Alternative, IHE-based	18	25	0
Claremont Graduate University	Alternative, IHE-based	105	75	63
Concordia University	Alternative, IHE-based	1	2	3
Dominican University of California	Alternative, IHE-based	17	25	30
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	149	121	156
Fresno Pacific University	Alternative, IHE-based	21	39	24
High Tech High Communities	Alternative, not IHE-based	15	7	15
Holy Names University	Alternative, IHE-based	8	9	14
Humboldt State University	Alternative, IHE-based	4	10	15
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	222	120	157
John F. Kennedy University	Alternative, IHE-based	12	13	9
La Sierra University*	Alternative, IHE-based			
Los Angeles Unified School District	Alternative, not IHE-based	153	168	166
Loyola Marymount University	Alternative, IHE-based	175	152	135

**Appendix B-2: Institutional and Program Report Card - Section 1.e. Program Completers**

<b>Institution</b>	<b>ProgramType</b>	<b>Total # of initial teacher certification preparation program completers in 2008-09</b>	<b>Total # of initial teacher certification preparation program completers in 2007-08</b>	<b>Total # of initial teacher certification preparation program completers in 2006-07</b>
Mount St. Mary's College	Alternative, IHE-based	6	2	2
National Hispanic University	Alternative, IHE-based	24	29	29
National University	Alternative, IHE-based	614	589	532
Notre Dame de Namur University	Alternative, IHE-based	25	19	19
Oakland Unified School District	Alternative, not IHE-based	24	0	0
Orange County Office of Education	Alternative, not IHE-based	17	6	8
Pacific Oaks College	Alternative, IHE-based	1	0	0
Patten University	Alternative, IHE-based	3	4	6
Pepperdine University	Alternative, IHE-based	11	15	14
Point Loma Nazarene University	Alternative, IHE-based	95	26	
San Diego City Unified School District	Alternative, not IHE-based	38	37	19
San Diego State University	Alternative, IHE-based	32	56	61
San Francisco State University	Alternative, IHE-based	90	101	122
San Jose State University	Alternative, IHE-based	83	94	98
Santa Clara University	Alternative, IHE-based	9	18	51
Sonoma State University*	Alternative, IHE-based			
St. Mary's College of California	Alternative, IHE-based	15	17	10
Stanislaus County Office of Education	Alternative, not IHE-based	10	6	4
Touro University	Alternative, IHE-based	23	19	9
University of California, Irvine	Alternative, IHE-based	15	10	8
University of California, Los Angeles	Alternative, IHE-based	14	19	22
University of California, Riverside	Alternative, IHE-based	23	26	40
University of California, San Diego*	Alternative, IHE-based			
University of LaVerne*	Alternative, IHE-based			
University of Phoenix*	Alternative, IHE-based			
University of Redlands	Alternative, IHE-based	31	56	77
University of San Diego*	Alternative, IHE-based			
University of San Francisco	Alternative, IHE-based	10	19	12
University of the Pacific*	Alternative, IHE-based			
Whittier College	Alternative, IHE-based	8	8	8
William Jessup University	Alternative, IHE-based	2	3	4

\*Alternate Route data included with Traditional route data.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Alliant International University	2008-09	25 candidates	Yes	Delivery of alternative credentialing program and collaborative recruitment of career-changers in Mathematics, resulting in 40 enrolled candidates.	The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they can both enter the alternative program and support the start of the school year.
Azusa Pacific University	2008-09	20% increase	Yes	Fifty percent part-time recruiters have been employed. They are able to inform prospective candidates about the job opportunities in the shortage areas. The format of information meetings has been changed to include an enrollment counselor from Graduate Admissions. The enrollment counselor can answer all admission questions. Recruiters, advisers, credential analysts, and enrollment counselors encourage candidates to consider Foundational Mathematics and other shortage areas as their subject area.	It is hoped that the 50% part-time recruiters will be moved to full-time employees. They are learning, as they go, about what recruiting methods work. Teaching jobs in California are currently scarce. Potential candidates are being informed that their best job opportunities will be in the shortage areas.
Brandman University	2008-09	0	Yes	Not Applicable.	Not Applicable.
California Lutheran University	2010-11	Recruit add'l students	No	Continue to develop working relationship with the Math Department, and support assigned professor assigned to mentor math majors who are interested in teaching. Continue to improve pathway we've created from undergrad to graduate work for the students to pursue. Strengthen support for education faculty who are very visible in the math community providing advisement opportunities. The math department has made education courses part of their major requirement thus uniting the two departments. Math is state-approved for subject matter, which is also helpful.	The math department has made education courses part of their major requirement. This partnership has worked well and we are working to maintain it. We plan to pursue joint faculty and student projects in 2010-11 which will further strengthen our efforts in meeting our goal.
California State Polytechnic University, Pomona	2008-09		Yes	Cal Poly Pomona leads a Noyce Scholars Program and MTSI (Math Science Teaching Initiative) Program	The Robert Noyce Scholarship Program for Math and Science Teachers seeks to encourage talented Science, Technology, Engineering, and Mathematics (STEM) majors and professionals who might otherwise not have considered the teaching profession, particularly those from underrepresented groups. Cal Poly Pomona provides support to the scholars throughout the period covered by the scholarships and up to four years after to assist the scholars to reach their goal of a credential and a teaching position. During 2008-2009, we accepted an additional 19 Noyce Scholars; 18 others were alumni scholars. Through the College of the Extended University, Cal Poly Pomona Department of Education is offering MSTI (Math Science Teaching Initiative) program to prepare Pomona USD teachers for authorization to teach mathematics through Algebra II. The program targets middle and elementary school teachers with a multiple subject credential and entails a series of four courses in mathematics designed to teach the content and pedagogy required to pass the CSET I and II, and a secondary methods course. The first of the four-course math series, Algebraic Thinking Part I – Connections between K-12 & CSET Standards, was offered from March-

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
California State University, Channel Islands	2008-09	Increase from 6-6	No	Implement a school-site undergraduate capstone experiential course for prospective single subject mathematics credential students. Disseminate print and web-based information to current students on campus and at local community colleges and to targeted high schools. Provide scholarships for credential students in mathematics education program.	Continue to seek special funding to enhance information dissemination, opportunities and support for students seeking credential in mathematics.
California State University, Dominguez Hills	2008-09	Double the num. from '06	Yes	In 08-09 CSUDH prepared 147 credentialed Math teachers, the highest number in the CSU system. We have a comprehensive plan to recruit, prepare, place, and support Math teachers in hard-to-staff schools. We have developed a true pipeline linking community colleges, undergraduate programs, and credential programs.	Preparing Math teachers has been a focus of the School of Education for some time. We have obtained funding through state and federal grants, including several Transition to Teaching grants, a Math/Science Initiative grant (MSTI), a NOYCE grant, and more recently a TQE grant. We have learned that we must approach this comprehensively, and in direct response to our school partners. We've learned that we must recruit from several populations, including high schools and middle schools. We are expanding our work to professional development for Master Math Teachers in our local district.
California State University, Fresno	2008-09	43 by 2010; 50 by 2013	No	Mathematics and Science Teacher Initiative (MASTI), a multi-year systemwide effort to recruit and train Math and Science teachers.	AY 2006 - 13 teachers AY 2007 - 22 teachers AY 2008 - 35 teachers
California State University, Fullerton	2008-09	See below	Yes	Goal: Our goal for 2008-09 was a 5% increase in mathematics credentials, from 55 to 58. Strategies for mathematics candidate recruitment and support include: <ul style="list-style-type: none"> <li>• scholarships</li> <li>• distribution of brochures throughout campus</li> <li>• articulation with undergraduate programs that are math-rich to promote mathematics teaching as a career option</li> <li>• websites for mathematics and foundational-level mathematics credential programs</li> <li>• web-based video about mathematics teaching</li> <li>• community college outreach presentations</li> <li>• outreach in Intro to Teaching courses about job opportunities for teachers of mathematics and science</li> <li>• mentoring and support for students from underrepresented populations in the mathematics major who plan to enter teaching</li> <li>• involvement of local teachers of mathematics in methods coursework to model effective practices</li> <li>• training in the use of technology tools such as Geogebra</li> <li>• funding to attend local mathematics education conferences (CMC-S and NCTM)</li> </ul>	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.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
California State University, Los Angeles	2008-09	increase applications 10%	No	We increased our efforts using MSTI and Noyce resources to increase our applicant pool. We worked very closely with our feeder community college to assist in increasing our applicant pool. We obtained an Intern Grant to support the Interns in mathematics. However, due to the extraordinary teacher lay-offs in California, we were unable to convince more teacher education applicants to apply in math.	Continue to write Intern Grants with an emphasis on recruiting mathematics teachers.
California State University, Monterey Bay	2008-09	# of Math Credentials	Yes	Goal: Increase the percentage of students who have been credentialed in Math by 5%.	Goal met by increased recruitment efforts.
California State University, Northridge	2008-09	80	No	Math Science Technology Initiative (MSTI) a grant that supports workshops to help prepare future math and science teachers prepare to pass the California Standards Examination for Teachers exam.	
California State University, Stanislaus	2010-11	Increase by 10%		Recruit teachers with various outreach services: workshops, information sessions, informational pamphlets, and advising. The College of Education's Teacher Recruitment and Retention Program (TRRP) and Math and Science Teaching Initiative (MSTI) also assists students in CSET preparation.	
Claremont Graduate University	2008-09	25 Students	Yes	Strong fellowship packages. We have an NSF grant and also a partnership with Harvey Mudd College and USC called Math for America. We also recruit heavily on Noyce participant college campuses like Berkeley, Pomona College, Harvey Mudd College, Scripps College, Pitzer College, and Claremont McKenna College	We admitted 35 students in 2009/10, our methods are working.
Concordia University	2008-09	1	Yes		
Holy Names University	2008-09			Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Worked with national recruiting agency, Oakland Teaching Fellows Held webinar which faculty constructed describing our Credential Programs	Continue webinar and evaluate webinar with Oakland Teaching Fellow staff In beginning stages of building pathways from Undergraduate majors (Math) to Teacher Education Programs Teacher Education and Undergraduate faculty have met with K-12 high school(academies)which focus on Math in high schools
Humboldt State University	2008-09	Financial Incentives	Yes	Use NOYCE Scholars Program to provide financial incentives/stipends to candidates.	Write proposal to the National Science Foundation.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
John F. Kennedy University	2008-09	One math	No	In 2007-08 we had a goal of one and made that goal. We attended recruiting fairs and Mr. Diablo Unified School district fairs, county fairs, Se lost two possible candidastes -one to Project Pipeline and one to St. Marys College. Most of our candidates came from referrals from former teacher candidates or license teachers, or supervisors.	Because our institution had decided to move towards a teach out of our program due to two years of decreasing enrollment, we worked with the candidates already admitted by Fall 2008. No candidates were admitted after Fall 2008.
Los Angeles Unified School District	2008-09	Based on District Need	Yes	monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information	
Mount St. Mary's College	2008-09	Increase math candidates	Yes	Outreach to math department to encourage undergraduate students who with to teach K-12 to apply for the credential program.	Encourage prospective teacher candidates from outside the college to consider math as a credential option. Continued outreach to inservice teachers in private schools to complete their credentials.
National University	2009-10	Increase MTH enroll.		50% reduction tuition for the following courses: MATH 311 and MATH 325.	
Notre Dame de Namur University	2009-10	4		Increase marketing. Individualized attention with program directors.	Increased enrollment means larger class size, so we capped class size.
Patten University	2008-09	Increase Enrollment	No	Info Nights on campus by Associate Dean. Increase mailing & flyers to districts and schools. Some additional students realized.	Need an additional person to help with recruitment. Hired a recruiter April 2010.
Pepperdine University	2011-12	3		Previously, no numerical goals were set for the intern program regarding this particular shortage area. Recruitment for the upcoming school-year is already complete. Currently, none of the University Interns are earning credentials in math. For this reason, it should be our goal to recruit and retain a small cadre of interns who will help address this need. In order to do that, recruiters should consider contacting Pepperdine undergraduates earning degrees in math, they should also contact schools whose math teachers do not have a preliminary or clear credential, and we may consider adding a special note to math teachers on our website.	
Point Loma Nazarene University	2008-09			Designed, proposed to the university, and was approved to provide course to prepare candidates for passage of the test for Mathematics subject matter competence in the state of California	Offer course to candidates at four teaching sites. Include community members and LEAs in enrollment for this course
San Francisco State University	2008-09	10	Yes	Interns who are teaching math are referred directly by the school districts to SF State's program. Also, website advertises special loans, grants and scholarships available to credential candidates teaching math.	Goal: Seek funding to support teacher preparation in math. Credential program funding cuts have impacted the number of interns able to be served. Cuts in district funding to IHE's for interns reduces support available on campus.



**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

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

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Sonoma State University	2008-09	Meet teacher shortage	Yes	Elementary/Multiple Subject: Outreach continues at all field sites as credentialed teachers who are interested in mathematics are encouraged to gain a second credential in the field. Any candidate who has a substantial interest in mathematics is encouraged to switch to the single subject program for a credential in that area. Secondary/Single Subject: Allocate grants and other forms of support to recruit 30 teachers this year. Focus on multiple entry points for the preparation program including high school students, junior college students, current undergraduates, post graduates and re-entry students. Capitalize on existing recruitment efforts through the MESA programs, the university recruitment office, and with other linking organizations.	Elementary/Multiple Subjects: All candidates are advised of the new credentials available in general/foundational mathematics. Secondary/Single Subject: Prepare teachers efficiently and efficaciously depending on their backgrounds and needs; provide financial support for candidates; support and retain teachers in the community by establishing a mathematics professional learning community; and establish networks in the community to provide ongoing support for teachers and students. Establish new and stronger contacts with the participants at local agencies to promote recruitment; for example, send representatives to the local high schools to speak to students in math classes about becoming teachers. Invite students to campus to learn more about education programs.
Touro University	2009-10	Curriculum & Literacy		Single subject mathematics candidates undertake an intensive study of the state adopted 7-12 Mathematics Content Standards and the Mathematics Framework for California Public Schools(2006) in the curriculum and instruction courses, EDU 775: Secondary Methods 1 and EDU 777: Secondary Methods 2, through a series of observations in EDU 780: Orientation to Student Teaching & Seminar, and through supervised teaching in EDU 781: Student Teaching & Seminar. Candidates identify the connections across major concepts and principles within mathematics and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected progression of conceptual understanding, computational skills, procedural skills, and problem-solving skills throughout the 7-12 grade levels. Thoroughly grounded in understanding the Standards and what constitutes a balanced mathematics program, single subject math candidates follow the Touro University Lesson Plan to design mathematics instruction. Drawing on their subject matter competency upon entering the credential program, with the opportunity to observe exemplary mathematics teachers for 60 hours during EDU 780: Orientation to Student Teaching & Seminar, and in-depth curriculum and instruction courses in teaching their subject matter (EDU 775 and EDU 777), candidates learn specific teaching strategies that are effective in supporting them to teach the	All math candidates need specific instruction in math strategies and literacy in the content area of math.
University of California, Irvine	2008-09	Increase Undergrad prep	Yes	offer multiple introductory courses related to math teaching and learning; b) increase opportunities for early field experience in K-12 classrooms; and c) target recruiting efforts at freshmen and sophomores.	Successful recruitment of math majors and the development and staffing of new courses has necessitated a strong partnership between deans and faculty representing mathematics and education departments. The availability of special funding from the UC President's Office and from grants has been a significant factor in achieving our goal.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
University of California, Riverside	2008-09	15	Yes	The Graduate School of Education works closely with the Science Mathematics Initiative program to recruit undergraduates majoring in mathematics. Presentations and workshops are scheduled throughout the year to provide information on a career in teaching. Math majors can participate in 60 hours of observation/field experience to explore teaching prior to admission. Scholarships and loan assumption programs are available to support candidates who pursue high need certification areas such as mathematics. Workshops discussing these incentives are organized so prospective candidates can take advantage of this assistance.	The Graduate School of Education collaborates with the Academy of Learning for Partnerships for Higher Achievement Center (ALPHA) to develop programs for those seeking math and science careers. This partnership resulted in the award of an NSF scholarship known as the Robert Noyce Teacher Scholarship and will be used to recruit undergraduates into the program. The 2010-2011 academic year will have the first group of candidates who began their journey to teacher education and are scheduled to complete the teacher education program and licensure requirements. A partnership with a local school district has resulted in the development of the Pythagoras Program that will help foster professional development of all levels of teachers involved in mathematic curriculum.
University of California, San Diego	2008-09	12 program completers	No	Science Math Initiative (SMI) collaboration with Math department on recruitment for Math Education minor as well as coursework & field placements; financial support for credential/M.Ed program	Continue early outreach through freshman seminars and faculty mentorships
University of LaVerne	2008-09	Mathematics waiver	Yes	Mathematics was approved by the credential commission as a subject matter waiver program. Approved STEM program.	Actively pursue STEM students and increase number of STEM scholarships.
University of Phoenix	2009-10	13			
University of the Pacific	2008-09	3	Yes	We informed Diversified Majors in the Multiple Subject program who have concentrations in mathematics to take the CSET-Mathematics, subtests 1 and 2 and a single subject methods course so that they can qualify for two credentials (Multiple Subject and Foundational Mathematics, Single Subject).	We continue to recruit Diversified Major students with concentrations in mathematics to take the CSET-Mathematics, subtests 1 and 2. We work with a consortium to recruit high school juniors for careers in math teaching. Students attend the local community college and then apply to transfer to the University of the Pacific to major in mathematics or in liberal students (diversified major) with a mathematics minor.

**Appendix B-2: Institutional and Program Report Card - Section II Annual Goals for Science**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Alliant International University	2008-09	40	Yes	Delivery of alternative credentialing program and collaborative recruitment of career-changers in Science resulted in 53 candidates enrolled.	The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they can both enter the alternative program and support the start of the school year.
Antioch University Santa Barbara	2009-10	na		only multile subject credentials and ed. spec. credentials offered	
Azusa Pacific University	2008-09	20% increase	Yes	Fifty percent part-time recruiters have been employed. They are able to inform prospective candidates about the job opportunities in the shortage areas. The format of information meetings has been changed to be more convenient for prospective candidates. Recruiters, advisers, credential analysts, and enrollment counselors encourage candidates to consider Foundational Science and other shortage areas as their subject area.	It is hoped that the 50% part-time recruiters will be moved to full-time employees. They are learning, as they go, about what recruiting methods work. Teaching jobs in California are currently scarce. Potential candidates are being informed that their best job opportunities will be in the shortage areas.
California Lutheran University	2010-11	Recruit add'l students		We have created a seamless pathway from undergrad to graduate work for the students to pursue. We are always available for the students and consultation with the faculty.	We have much to do to improve our relationship with the science department. We are in discussion about creating Subject Matter State approval, working with science faculty to support future teachers, and create joint projects for students and faculty.
California State Polytechnic University, Pomona	2008-09		Yes	Cal Poly Pomona leads a Noyce Scholars Program	The Robert Noyce Scholarship Program for Math and Science Teachers seeks to encourage talented Science, Technology, Engineering, and Mathematics (STEM) majors and professionals who might otherwise not have considered the teaching profession, particularly those from underrepresented groups. Cal Poly Pomona provides support to the scholars throughout the period covered by the scholarships and up to four years after to assist the scholars to reach their goal of a credential and a teaching position. During 2008-2009, we accepted an additional 19 Noyce Scholars; 18 others were alumni scholars.
California State University, Channel Islands	2008-09	Increase from 0-4	No	Implement an on-site undergraduate service learning course for prospective single subject science credential students. Disseminate print and web-based information to current students on campus and at local community colleges and target high schools. Participate on science teacher events at local community colleges. Provide scholarships for credential students in science education program.	Continue to seek special funding to enhance information dissemination, opportunities and support for students seeking credential in science.
California State University, Dominguez Hills	2008-09	Double the num. from '06	No	This goal is ongoing, yet numbers remain low. We have a new Natural Science Option in the undergraduate Liberal Studies program to steer candidates into science teaching. We have a newly-approved Subject Matter Preparation Program (SMPP) in Biology. We are expecting to hear about a Chemistry SMPP very soon.	As in Math, we have focused on this goal for some time. The numbers are low because science majors have many other career options, and frequently choose those instead of teaching. We have obtained grant funding to support recruitment, and to support candidates through stipends and regular advising.

**Appendix B-2: Institutional and Program Report Card - Section II Annual Goals for Science**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
California State University, Fresno	2008-09	40 by 2010; 53 by 2013	No	Mathematics and Science Teacher Initiative (MASTI), a multi-year systemwide effort to recruit and train Math and Science teachers.	AY 2006 - 12 teachers AY 2007 - 25 teachers AY 2008 - 27 teachers
California State University, Fullerton	2008-09	See below	Yes	<p>Goal: Our goal for 2008-09 was a 5% increase in science credentials, from 41 to 43. □</p> <p>Strategies for science candidate recruitment and support include:</p> <ul style="list-style-type: none"> <li>• scholarships</li> <li>• distribution of brochures throughout campus</li> <li>• articulation with undergraduate programs that are science-rich to promote science teaching as a career option</li> <li>• web-based video about science teaching</li> <li>• website and blog for science credential program</li> <li>• monthly SciNet newsletter with scholarship and intern opportunities</li> <li>• community college outreach presentations</li> <li>• outreach in Intro to Teaching courses about job opportunities for teachers of mathematics and science</li> <li>• summer internships with local informal science centers</li> </ul>	We have learned that it is critical to reach out to students both at community colleges as they are still deciding upon career pathways and at our own IHE in mathematics- and science-rich majors who are early in their program of study to generate interest in teaching. This is followed up with opportunities to get involved with local mathematics and science education activities and scholarship opportunities for juniors/seniors planning to enter the credential programs. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a wide audience. Our websites, videos, and blog attract large numbers of visitors and cost little to maintain.
California State University, Los Angeles	2008-09	increase applications 10%	No	We increased our efforts using MSTI and Noyce resources to increase our applicant pool. We worked very closely with our feeder community college to assist in increasing our applicant pool. We obtained an Intern Grant to support the Interns in science. However, due to the extraordinary teacher lay-offs in California, we were unable to convince more teacher education applicants to apply in science.	Continue to write Intern Grants with an emphasis on recruiting science teachers.
California State University, Monterey Bay	2008-09	# of Science Credentials	Yes	Goal: Increase the percentage of students who have been credentialed in Science by 5%.	Goal met by increased recruitment efforts.
California State University, Northridge	2008-09	80	No	Math Science Technology Initiative (MSTI) a grant that supports workshops to help prepare future math and science teachers prepare to pass the California Standards Examination for Teachers exam.	We continue with the MSTI grant and increased efforts to recruit math and science teachers. In addition, we offer sizeable scholarships ranging from 2500 to 5000 for single subject math and/or science teacher candidates.
California State University, Stanislaus	2010-11	Increase by 10%		Recruit teachers with various outreach services: workshops, information sessions, informational pamphlets, and advising. The College of Education's Teacher Recruitment and Retention Program (TRRP) and Math and Science Teaching Initiative (MSTI) also assists students in CSET preparation.	

**Appendix B-2: Institutional and Program Report Card - Section II Annual Goals for Science**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Claremont Graduate University	2008-09	20	No	We have an NSF Noyce grant and still are unable to recruit as many science teachers as we need, especially in Physics.	We have just submitted a state grant to start a residency program for Science Teachers and will submit a Stage II Noyce proposal next year to increase the fellowship support for Science Teachers to equal Math for America.
Concordia University	2008-09	1	No		
Holy Names University	2008-09			Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Worked with national recruiting agency, Oakland Teaching Fellows Held webinar which faculty constructed describing our Credential Programs	Continue webinar and evaluate webinar with Oakland Teaching Fellow staff In beginning stages of building pathways from Undergraduate majors (Math) to Teacher Education Programs Teacher Education and Undergraduate faculty have met with K-12 high school(academies)which focus on Math in high schools
Humboldt State University	2008-09	Approved Program	Yes	Biology Program document has been written to receive an approved program from the Commission on Teacher Credentialing. Document has been reviewed and will be revised to gain approval.	Write proposal with assistance of Biology faculty.
John F. Kennedy University	2008-09	2	Yes	We were able to obtain four candidates who wanted to become teachers in biology, chemistry, and physics by responding to district we work with who had candidates wanting to be interns. These candidates happened to be excellent candidates.	
Los Angeles Unified School District	2008-09	Based on District Need	Yes	monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information	
Mount St. Mary's College	2008-09	Increase science candidat	No	Outreach to biology, chemistry, nursing, and physics departments to encourage undergraduate students who wish to teach K-12 to apply for the credential program.	More outreach to science departments at MSMC to encourage teaching as an option. Encourage prospective teacher candidates from outside the college to consider science as a credential option. Continued outreach to inservice teachers in private schools to complete their credentials.
National University	2009-10	Increase SCI enroll.		50% reduction for the following course: SCS 331.	
Notre Dame de Namur University	2009-10	4		Increase marketing. Individualized attention with program directors.	Increased enrollment means larger class size, so we capped class size.
Patten University	2008-09	Increase Enrollment	No	Info Nights on campus by Associate Dean Increase mailing & flyers to districts and schools. Some additional students realized.	Need an additional person to help with recruitment. Hired a recruiter April 2010.
Pepperdine University	2011-12	5		Three of the current University Interns are earning credentials on science. It should be our goal to increase this number by a reasonable amount. We can use the same strategies indicated for math.	
Point Loma Nazarene University	2008-09			Encouraged current single subject candidates to consider added authorization in science. Encouraged current multiple subject candidates to consider added authorization in science	Work with LEAs to identify current teachers to add authorization in science

**Appendix B-2: Institutional and Program Report Card - Section II Annual Goals for Science**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
San Francisco State University		10	No	Interns who are teaching science are referred directly by the school districts to SF State's program. Also, website advertises special loans, grants and scholarships (e.g., APLE, Noyce) available to credential candidates teaching science. Cuts in district funding to IHE's for interns reduces support available on campus.	Goal: Emphasize new foundational-level science subject matter credential in information sessions. Cuts in district funding to IHE's for interns reduces support available on campus, so emphasize this need in negotiating with school districts for intern dollars.
Santa Clara University	2008-09	as many as possible	Yes	<p>Santa Clara University's teaching credential programs have an outstanding reputation in the San Jose/Silicon Valley area. Individuals with strong mathematics and science backgrounds, particularly those leaving careers in the high tech and dot-com industries to pursue careers in education, often initiate contact with our faculty or admissions staff, or find out about our programs by attending an our Information Night session. Another source of teacher candidates in mathematics and science is SCU's undergraduate population. SCU students who majored in mathematics or the sciences with the intent of joining the teaching profession frequently choose to remain at SCU to pursue their credential.</p> <p>During the 2007-08 academic year, we partnered with colleagues in the College of Arts and Sciences to reach a previously untapped source of potential mathematics and science teachers. We secured a Noyce Foundation grant designed to provide scholarships covering the full cost of our secondary school teaching credential program to Santa Clara University undergraduates majoring in mathematics, science or engineering who had not necessarily considered the possibility of a teaching career. Noyce Scholars do their clinical field placements in under-performing or hard-to-staff schools in highly diverse urban school districts.</p> <p>We spent the 2008-09 academic year recruiting potential Noyce</p>	The high attrition rate among our Noyce Scholars is not an anomaly; other institutions that were awarded Noyce teacher education grants for mathematics and science have experienced similar outcomes. At this point it is not clear why the program has not been more successful. We intend to work with the other Noyce Scholar institutions to understand the weaknesses in the program and to develop new strategies for finding candidates who have a better fit with the program.
Sonoma State University	2008-09	Meet teacher shortage	Yes	<p>Elementary/Multiple subject: Outreach continues at all field sites as credentialed teachers who are interested in the sciences are encouraged to gain a second credential in the field. Any candidate who has a substantial interest in the sciences is encouraged to switch to the single subject program for a credential in those areas. Secondary/Single Subject: Allocate grants and other forms of support to recruit 30 teachers this year. Focus on multiple entry points for the preparation program including high school students, junior college students, current undergraduates, post graduates and re-entry students.</p> <p>Capitalize on existing recruitment efforts through the MESA programs, the university recruitment office, and with other linking organizations.</p>	Elementary/Multiple Subjects: All candidates are advised of the new credentials available in integrated/general science. Secondary/Single Subject: Prepare teachers efficiently and efficaciously depending on their backgrounds and needs; provide financial support for candidates; support and retain teachers in the community by establishing a sciences professional learning community; and establish networks in the community to provide ongoing support for teachers and students. Establish new and stronger contacts with the participants at local agencies to promote recruitment; for example, send representatives to the local high schools to speak to students in science classes about becoming teachers. Invite students to campus to learn more about education programs.

**Appendix B-2: Institutional and Program Report Card - Section II Annual Goals for Science**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Touro University	2009-10	Curriculum & Literacy		Single subject science candidates undertake an intensive study of the state adopted 7-12 science Content Standards and the Science Framework for California Public Schools (2004) in the curriculum and instruction courses, EDU 775: Curriculum and Instruction: Secondary Methods 1 and EDU 777: Curriculum and Instruction: Secondary Methods 2, through a series of observations in EDU 780: Orientation to Student Teaching & Seminar, and through supervised teaching in EDU 781: Student Teaching & Seminar. Candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted content standards. Candidates identify the connections across major concepts and principles within science and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected sequence of instruction designed to provide students with opportunities to reinforce foundational skills and knowledge and to revisit concepts, principles, and theories previously taught throughout the 7-12 grade levels. Thoroughly grounded in understanding the Standards and what constitutes a balanced science program, single subject science candidates follow the Touro University Lesson Plan to design science instruction. Drawing on their subject matter competency upon entering the credential program, with the opportunity to observe exemplary science teachers for 60 hours during EDU 780: Orientation to Student Teaching & Seminar, and in-depth curriculum and instruction courses in teaching their subject matter	All science credential candidates need specific instruction in both life and physical science curriculum strategies along with instruction on incorporating literacy in the content area of science.
University of California, Irvine	2008-09	Increase Undergrad prep	Yes	a) offer multiple introductory courses related to science teaching and learning; b) increase opportunities for early field experience in K-12 classrooms; and c) target recruiting efforts at freshmen and sophomores.	Successful recruitment of biology, chemistry, earth science, and physics majors, and the development and staffing of new courses, has necessitated a strong partnership between deans and faculty representing the science and education departments. The availability of special funding from the UC President's Office and from grants has been a significant factor in achieving our goal.



**Appendix B-2: Institutional and Program Report Card - Section II Annual Goals for Science**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
University of California, Riverside	2008-09	10	No	The Graduate School of Education works closely with the Science Mathematics Initiative program to recruit undergraduates majoring in the sciences. Presentations and workshops are scheduled throughout the year to provide information on a career in teaching. Science majors can participate in 60 hours of observation/field experience to explore teaching prior to admission. Scholarships and loan assumption programs are available to support candidates who pursue high need certification areas such as science. Workshops discussing these incentives are organized so prospective candidates can take advantage of this assistance.	The Graduate School of Education collaborates with the Academy of Learning for Partnerships for Higher Achievement Center (ALPHA) to develop programs for math and science careers. This partnership resulted in the award of an NSF scholarship known as the Robert Noyce Teacher Scholarship and will be used to recruit undergraduates with an interest in teaching science. The 2010-2011 academic year will have the first group of candidates who began their journey to teacher education as undergraduates and are scheduled to complete the teacher education program and licensure requirements. A partnership with a local school district has resulted in the development of the Pythagoras Program that will help foster professional development of teachers who can work to mentor future science candidates. Outreach to candidates at other institutions and career changers has been implemented in hopes of attracting more science candidates.
University of California, San Diego	2008-09	12 program completers	No	Science Math Initiative (SMI) collaboration with Math department on recruitment for Math Education minor as well as coursework & field placements; financial support for credential/M.Ed program	Continue early outreach through freshman seminars and faculty mentorships; consider ways to streamline Science Education minor and to collaborate with departmental advisors.
University of LaVerne	2008-09	Science waiver	Yes	Approval of science subject matter waiver. Approved STEM program. Actively pursue STEM students and increase number of STEM scholarships.	Actively pursue STEM students and increase number of STEM scholarships.
University of the Pacific	2008-09	1	Yes	We recruited students from biological sciences to pursue teaching.	We will continue to meet with faculty in the sciences and to provide information to students in these fields to consider teaching as a career.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Alliant International University	2008-09	20	Yes	Collaboration with high-needs local districts and local district credentialing programs brought students into an alternative credentialing intern program and into a summative credentialing program to assure maintenance and continuation of special education teachers. This resulted in 47 candidates in 2008-09.	Support is necessary to maintain employment and engagement of these teachers in this profession. Our university field supervisors are trained to work with interns and employers on sustainability goals.
Antioch University Santa Barbara	2009-10	increase over 2008-09	Yes	Antioch SB is only in its 3rd year of offering the Ed. Spec. MM program. More students are responding to advertising and counseling efforts.	More students see the Ed. Spec. credential as a way to improve employment prospects.
Azusa Pacific University	2008-09	20% increase	Yes	A 50% part-time recruiter has been employed to target Special Education recruitment. Information meetings and the admission process has been revised and improved. New credential programs and added authorization programs have been written and approved by the Commission on Teacher Credentialing. They include a new clear credential program, and added authorizations in autism, emotional disturbance, and resource specialist.	Advertising the availability of the new programs and authorizations is currently in process. The recruiter is connecting with local school districts to inform them of our new programs. Potential teacher education candidates are being
California Baptist University	2010-11	Improve autism pedagogy	No	Create a new professional methods course on autism and interventions.	
California Lutheran University	2010-11	Increased enrollment	No	We are currently working on a redesign of our special education program. We are expanding recruitment efforts.	Continue to strengthen this aspect of our program.
California State Polytechnic University, Pomona	2008-09		Yes	Increase the number of MS and SS credential holders who add an ES credential. Description of strategies used to achieve goal: emailed information to BTSA Regional participants; local area school districts; MS and SS candidates already in Cal Poly Pomona's program. Posted flyers in campus buildings. Email information to relevant undergraduate programs (Liberal Studies, EWS).	(1)continue to disseminate information; (2) information dissemination regarding revisions to ES program and new Autism authorization/certificate.
California State University, Channel Islands	2008-09	Increase from 10-12	No	Recruited Multiple Subject teachers who have been laid off from their teaching positions to return to school and pursue special education credential. Recruited full-time cohort of students.	Continue to recruit
California State University, Dominguez Hills	2008-09	Recruit 25 in a cohort	No	This is a relatively new project, and is still being developed with faculty in Special Education. CSUDH has many Special Education Interns, however the TTT grant is aiming to recruit one cohort of 25 students who will be placed as teachers of record in specially-selected local schools.	As collaboration improves between general education and special education programs, we expect this program to grow as well.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
California State University, Fresno	2008-09	85% by 2015	No	Use data from annual CTQ survey to make continual improvements in SPED.	Secondary Ed: 06-07 = 69%, 07-08 = 77% Elementary Ed: 06-07 = 76%, 07-08 = 77%
California State University, Fullerton	2008-09		Yes	Goal: To increase the number of trained teachers in the field of special education by 5%. The goal was met in the area of moderate/severe disabilities. The following strategies were used: <ul style="list-style-type: none"> <li>• Recruitment at local conferences and school districts</li> <li>• Improved, user-friendly website</li> <li>• Coordinator-model of support where students meet the candidates at the admissions interview and follow their progress throughout the program</li> <li>• Pre-orientations held each semester as well as program overviews for candidates that have an interest in applying</li> </ul>	The number of teachers trained in early childhood special education was slightly down and comparable to the number of teachers trained for mild/moderate. To improve in these areas, we plan to do more recruiting in undergraduate majors – Child and Adolescent Studies, Liberal Studies, Nursing, etc.
California State University, Los Angeles	2008-09	increase applications 10%	No	We increased our efforts using MSTI and Noyce resources to increase our applicant pool. We worked very closely with our feeder community college to assist in increasing our applicant pool. In addition, we obtained an Intern Grant in special education and an Intern Recruitment Grant specific to low incidence areas (Visually Impaired and Physical and Health Impaired). However, due to the extraordinary teacher lay-offs in California, we were unable to convince more teacher education applicants to apply in special education.	Continue to write Special Education Intern Grants with an emphasis on recruitment.
California State University, Monterey Bay	2008-09	# of Education Specialist	Yes	Goal: Increase the percentage of students who have been credentialed in Special Education by 5%.	Goal met by increased recruitment efforts.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
California State University, San Marcos	2008-09			<p>Goal: Improve performance on CSU Exit Survey so that fewer graduating candidates and their supervisors indicate they are less prepared to meet the needs of students with special needs in the regular education classrooms.</p> <p>Goal met? Unknown – we do not see the impact of curricular changes until at least two years after change is implemented.</p> <ol style="list-style-type: none"> <li>1. Special education and teaching and learning faculty spent considerable time and effort in creating signature assignments and class activities that focus on developing regular education teachers’ skills sets to work with special needs students within a year long sequence of credential classes.</li> <li>2. Faculty continue to collaborate to monitor candidate progress in these areas as measured through the Teacher Performance Assessment.</li> <li>3. Faculty are currently engaged in another directed collaboration in order to integrate Response to Intervention skills and knowledge base within the targeted credential courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum development must include a plan for constant reflection, update and revision.</li> <li>2. Time and space must be devoted to support faculty in these endeavors.</li> <li>3. Mentoring of adjunct faculty is essential to maintain fidelity to the course structure and outcomes.</li> </ol>
California State University, Stanislaus	2010-11	Increase enrollment		Created alternative route to obtain credential.	
Claremont Graduate University	2008-09	25	Yes	Once again, outside fellowships in addition to institutional funds are key to recruiting sufficient numbers of quality candidates in high need fields. We have had to federal OSEP grant to help us increase our numbers in special education.	
Holy Names University	2008-09			Continued collaboration with our Special Education Community Advisory Council	<p>Special Education Community Advisory Committee made recommendations to provide services to children with Autism courses to begin Fall 2010. (for new Education Specialis program standards - August 2010)</p> <p>Exploring possibility of offering Autism Authorization for current Education Specialist Mild/Moderate credential holders. Courses to begin Fall 2010</p> <p>Spring 2010 meetings is scheduled to publiciza courses</p>
Humboldt State University	2008-09	Increase Numbers	Yes	Increase number of Special Education teachers in the Moderate/Severe program area by implementing summer program.	Secured additional funding from the Humboldt County Office of Education.
Los Angeles Unified School District	2008-09	Based on District Need	Yes	monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information	

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Mount St. Mary's College	2008-09	Ensure universal access	Yes	During the initial stage, I had met up with Dr. Feldman-Abe, who is the current director of Multiple Subject teaching credential. Together, we discussed and brainstormed ideas on how we can proceed with the required California's new Reading Program Standard (7A) changes. Afterwards, I met with my entire adjunct faculty as a group to ensure that everyone was also aware of the changes. Then, I met with each adjunct faculty individually to see how the new requirements may affect their courses. In cases where certain courses were impacted, I met with the specific adjunct faculty and together, we brainstormed how we can address the new standards. A matrix was then created and the task was completed within the Fall 2008 semester.	One of the major lessons I've learned from this experience is the importance of maintaining having good working relationships with the adjunct faculty. Open communication was also a key to ensuring as smooth of a transition as possible. I realized that as the only full time faculty at this institution, I do rely heavily on my adjunct team to ensure that we are staying updated with and adapting to all of the changes. In addition, having good working professionals within your institution is important as well, especially those who are supportive of your professional growth and are always willing to offer assistance.
Notre Dame de Namur University	2009-10	20		Increase marketing. Individualized attention with program directors.	Increased enrollment means larger class size, so we capped class size.
Oakland Unified School District	2008-09	25-27 teachers	Yes	The program used the following strategies to achieve its goals:  1)Setting clear recruitment goals 2)Cultivating candidates throughout the recruitment process by holding events, such as a diversity reception 3)Attending local job and career fairs 4) Job postings on career and college websites	
Orange County Office of Education	2008-09	Assess Other Needs	Yes	Assessment of the need for additional Education Specialist credentials: Moderate-Severe, Communication Development, and Autism Add-On Authorization. We surveyed present intern cohorts, culminated interns, and district H.R. administrators. After studying the need, a proposal for those authorizations was sent to CTC for approval.	Surveying interns, alumni was very effective with e-mail survey. Surveying and meeting with district H.R. representatives could have had more focus on their projected numbers of teachers needed. The CTC could have provided a more timely template for the points to be met in our credential proposals.
Pacific Oaks College	2008-09	10	No	Increased advisor office hours; increased tutoring resources; increased student services availability	Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts
Point Loma Nazarene University	2008-09			Worked with LEAs to provide instruction to current, in-service classroom teachers to add authorization to teach special education	Continue to work with LEAs to increase numbers of participants in these programs
San Francisco State University	2008-09	60	Yes	As a high-need area, Special Education has many applications from interns to enter the credential program.	

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Santa Clara University	2008-09	as many as possible	Yes	The School of Education and Counseling Psychology deploys its new Recruitment and Outreach Coordinator to recruitment events throughout the State. These include visits to specific universities within close proximity to Santa Clara University as well as fairs highlighting professional programs in education. Our recruitment officer focuses attention on all programs and academic awards within the Department of Education.	Moving forward, we are examining our recruitment goals and hope to adjust our strategy as necessary.
Sonoma State University	2008-09	Meet teacher shortage	Yes	The Education Specialist program is intent on providing the most comprehensive program available to the targeted service area. Demand is increasing for qualified, fully-credentialed special education teachers and the intent is to provide those teachers. The program will study the conversion rate of applicants to those admitted and work to increase that number through the thoughtful targeting of specific and sympathetic populations.	Target prior multiple and single subject credential recipients with information describing the benefits of adding the special education credential through the accelerated program available for second credential candidates; increase faculty presence at university information workshops; examine pre-applicant advising information; examine conversion data from application through admittance to acceptance.
Stanislaus County Office of Education	2008-09	Increase by 20%	No	Monthly informational meetings Bi-monthly meetings with personnel directors Articles in internal media Participation with California Teacher Corps	Word-of-mouth continues to be the most effective recruiting tool. Continue to strengthen relationships with school district officials by attending Personnel Administrator meetings.
University of California, Riverside	2008-09	10	No	The faculty has worked to create two new graduate degree programs in special education that will allow candidates to combined the teacher preparation program with a masters degree. The curriculum is also being restructured to eliminate program prerequisites that could hinder entry into the program.	Additional measures will be made to include bilingual education into the special education curriculum. Future school sites and placements has been identified and the curriculum has been updated to include this content. There has been better communication with the local districts and county offices of education to promote the special education program. These partnerships should assist in attracting general education teachers and paraprofessionals into the special education program.
University of California, San Diego	2008-09	6 program completers	No	Nationwide recruitment of qualified candidates; financial support for two-year MA program	Continue to identify high quality field placement settings; early outreach to candidates regarding exams required for CA credentials
University of LaVerne	2008-09	Added EL Authorization	Yes	The Special Education program was approved by the credential commission as having the EL Authorization embedded in the Level I program.	Ongoing analysis of EL during student fieldwork will determine effective strategies and areas of improvement
University of San Diego	2008-09	Maintain enrollment level	Yes	Enrollment in some specializations within Special Education have dropped off over the past two years and the decision was made to limit the number of specializations to two starting Fall 2009: deaf and hard of hearing and mild/moderate programs.	Please note that all other areas are reported in the traditional program report. Our only active alternative program is in Special Education. By focusing on two specializations, we expect to maintain viable programs with consistent enrollment.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
University of San Francisco	2009-10	Increase by 25%	Yes	Goal: Increase number of prospective teachers in training by 25%. We sent letters and flyers to schools and district offices, attended district intern meetings and recruitment fairs, encouraged alumni to participate in recommending teachers and paraprofessionals to obtain special education credentials, increased advertising in newspapers, revised and improved website describing advantages of our program, held additional recruitment meetings and open houses at the university, emphasized social justice and developing skills to work with diverse, urban learners in our program.	Our strategies appear to have been successful in attracting more applicants and in attracting people with some experience in the field of education. Strategies have not been highly effective in attracting persons of diverse cultural or racial backgrounds into special education. We will increase outreach to paraprofessionals by targeting them with presentations in school districts. We will also add the TEACH grant to the various ways we can assist candidates with the cost of the program.
University of the Pacific	2008-09	4	Yes	We include undergraduates in pursuing a special education teaching credential. We have many attempting both a Multiple Subject and Educational Specialist credential.	We will continue to inform undergraduates in liberal studies and in single subject fields of the option to take courses in the special education credential program. We are more broadly publicizing our Master of Education and Education Specialist program.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Alliant International University	2008-09	Train all candidates	Yes	Delivery of alternative credentialing program with special attention to strategies that help ELL students become proficient in English while keeping up with grade-level coursework. Additionally, university field supervisors work with each new teacher to target and differentiate instruction for effective advancement of English language learners.	The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they can both enter the alternative program and support the start of the school year.
Azusa Pacific University	2008-09			English Language Learner Authorization is included in all of the preliminary teacher education credential programs that are offered at Azusa Pacific University. California Teacher of English Learners (CTEL) is available for teachers who do not have an English language authorization connected to their credential. Information about our CTETL program has been distributed to school districts surrounding our seven campuses.	Combining sections of the CTEL exam and coursework was approved this last year. This gives the candidates more options in obtaining the CLAD Certificate more quickly. We continue to make teachers in our local districts aware of our CTEL program.
California Baptist University	2010-11	SIOP Instruction	No	Implement enhanced training in SIOP for pre-service Education Specialists in Mild/Moderate and Moderate/Severe Disabilities.	
California State Polytechnic University, Pomona	2008-09		Yes	Continue mapping ELL strategies into the courses in a developmental sequence. In fall 2009-a faculty member was hired with expertise in English Language Learners	Continue to examine learning outcomes in all courses to insure appropriateness, consistency, clarity, rigor and adherence to credential program expectations with respect to infusion of ELL strategies across each program.
California State University, Channel Islands	2008-09	Continue EL preparation	Yes	Prerequisite course on English language development and assessment, intensive infusion of strategies for teaching ELL in literacy and other courses. English learners must be addressed on lesson plans and in student teaching. Teacher performance assessment includes competency with English learners.	none needed, but on-going review of candidate and first year graduate competence in this area is measured every year. CSU CI has added a Bilingual credential to elementary level credential for more in-depth work for Spanish speakers.
California State University, Dominguez Hills	2008-09	N/A		CSUDH does not have a stand-alone English Learner preparation program; instead, the Cross-Cultural Language and Academic Development emphasis (CLAD) is embedded in each credential program.	
California State University, Fresno	2008-09	85% by 2015	No	Use data from annual CTQ survey to make continual improvements in EL.	SPED: 06-07 not assessed, 07-08 = 90% (goal met) Secondary Ed: 06-07 = 75%, 07-08 = 80% Elementary Ed: 06-07 = 78%, 07-08 = 80%



**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State University, Fullerton	2008-09		Yes	<p>Goal: Exit survey results and CSU Center for Teacher Quality year-out results will show an increase of 5% of new teachers who are prepared or well- prepared to teach English learners.</p> <p>Recent surveys show an increase in the number of supervisors who report that their CSUF first year teachers meet the instructional needs of students who are English language learners. Strategies used include the implementation of the California Teaching Performance Assessment (TPA) in our multiple subject (elementary) and single subject programs; community websites for faculty to share EL learning strategies/instructional ideas/resources; using full-time faculty with specific research and teaching expertise in the area of working with English Language Learners to teach diversity and EL courses; candidates interview an EL student to learn their perspectives and experiences and relate these to course readings and discussions; candidates demonstrate the use of specific sheltered instruction strategies; guest speakers with an expertise in working with EL students provide presentations; podcasts are used to support candidates' understanding; candidates are provided with online resources.</p>	<p>SPED 425 has been developed as a prerequisite to our new Special Education program and is designed to assist special education teachers with English Language Learners in the classroom. Year out data from the CSU has not yet been reported for 2008-09, but recent data show gains in our general education candidates' ability to teach EL students.</p>
California State University, Monterey Bay	2008-09	Intro. of LEP students	Yes	<p>although there is not a stand-alone certification program, instruction of LEP students is infused in all general and special education programs.</p>	N/A
California State University, San Marcos	2008-09			<p>Goal: Reduce the percentage of candidates who indicate they are less prepared to meet the needs of English learners on the CSU Exit Survey.</p> <p>Goal met? Unknown – we do not see the impact of curricular changes until at least two years after change is implemented.</p> <ol style="list-style-type: none"> <li>1. Program area faculty regularly meet to review the readings and assignments for foundational multicultural/multilingual credential classes across all programs.</li> <li>2. Adjunct faculty are mentored by tenure-line faculty in order to assure fidelity to the course content and goals.</li> <li>3. We began collaboration with WestEd on a study of our best practices in this area because we were designated as a stellar CSU campus in preparing teachers to work with English learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum development must include a plan for constant reflection, update and revision.</li> <li>2. Time and space must be devoted to support faculty in these endeavors.</li> </ol>

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Claremont Graduate University				All our students graduate with the credentials to teach limited English proficient students.	
Holy Names University	2008-09			Students in all Credential programs have a strong component of learning to teach English Learners in all coursework	Faculty meetings have focused on strengthening of this component of all coursework. (Sample topics-academic language, English Development standards.)
John F. Kennedy University	2008-09	13	Yes	All elementary and Sacondary candidates must be able to work with LEP and Special Needs students inorder to obtain a CLAD embeded SB2042 credential.	All students must be competent in the areas of LEP and Special Needs to obtain a credential. The State requirement in TPATasks require candidates to be competent in these ares also.
La Sierra University			No	N/A We do not have a government funded program.	
Los Angeles Unified School District	2008-09	Based on District Need	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	
Mount St. Mary's College	2008-09	Prepare to instruct ELL	Yes	The Mount St. Mary's College 2042 credential programs are designed to prepare candidates to meet the California Teacher Performance Expectations (TPEs) which are formatively assessed throughout the coursework and summatively assessed in the California Teacher Performance Assessment (Ca-TPA) and in the Final Reports of Supervised Teaching. The Teacher Performance Expectation (TPE) 7: Teaching English Language Learners specifically measures the candidates' competence at meeting the needs of limited English proficient students including: 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. The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first-and second-languages, classroom organization, and participation by specialists and paraprofessionals. The professional preparation courses build on the knowledge of first and second language acquisition gained in the prerequisite linguistics courses ENG 102 (undergraduates) and EDU 253 (graduates), and, throughout the program, candidates gain	We regularly monitor teacher candidates' performance on TPE 7 throughout our coursework and on the Teacher Performance Assessment (TPA) and Final Reports of Supervised Teaching as part of our ongoing assessment of student learning outcomes. We continue to enhance our instructional strategies to meet candidates' needs. For example, we modified our SDAIE lesson plan design to include a section for candidates to explain their rationale for their strategies to meet the specific needs of English Language Learners. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.
Pacific Oaks College	2008-09	10	No	Increased advisor office hours; increased tutoring resources; increased student services availability	Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts □

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Pepperdine University	2011-12	All	Yes	All of our students, both traditional and alternative, 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. Students take two courses, EDTC 673 and EDTC 674 to ensure they meet this goal.	
Point Loma Nazarene University	2008-09			Proposed authorization and was approved by the California Commission for Teacher Credentialing (CCTC) to offer coursework to authorize current, in-service classroom teachers to teach limited English proficient students	Continue to provide coursework at all teaching sites. Increase recruiting efforts in local LEAs
San Francisco State University	2008-09		Yes	LEP students are instructed by almost all interns.	
Sonoma State University	2008-09	Embed Eng learner content	Yes	The demand for teachers qualified to teach those students for whom English is a second language has increased dramatically over the last ten years. The university has redesigned all credential programs to ensure that any graduate will be completely equipped to ensure a quality educational experience for all students regardless of literacy background or country of origin.	English language learner content has been embedded in all three credential programs and has been recognized as successful by the state credentialing body. Students interested in earning a fully-bilingual certification are advised using a combination of classes and state exams.
St. Mary's College of California	2008-09	100%	Yes	California state law mandates that all teacher preparation programs include instruction to teach limited English proficient students and that all program completers have competence in this area.	
Stanislaus County Office of Education	2008-09	100% EL auth.	Yes	Implement EL coursework English Language Learner and Specially Designed Academic Instruction in English checklists completed by supervisors.	Recruit diverse faculty Provide PD for practicum supervisors in identifying instructional techniques to be used with ELs.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Touro University	2009-10	Effective Teaching of ELL		In Touro University's College of Education Teacher Credential program, candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.	In EDU 780: Orientation to Student Teaching & Seminar, candidates spend sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional programs for the effective teaching and support of English learners. Candidates record their observed lessons in the basic lesson format before discussing in seminar the local and school organizational structures and resources designed to meet English learner students' needs. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners. Beginning in the introductory courses EDU 770: Educational Psychology & Classroom Management, EDU 771: Teaching Diverse Learners, and EDU 772 or EDU 773: Elementary/Secondary Literacy & Planning Instruction, candidates learn the pedagogical theories and principles of English Language Development. Candidates observe best practices in teaching English learners while observing in local public school classrooms as a course requirement in EDU 780: Orientation to Student Teaching & Seminar. Additional grade-appropriate and academic language
University of California, Irvine	2008-09	Serve LE Proficient Pop.	Yes	It is embedded in the program and no special strategies were used to achieve this goal.	Enforce the mandates required by the State.
University of California, Riverside	2008-09	10	Yes	The Graduate School of Education works closely with our Liberal Studies majors to advise those who are proficient in a second language with pathways to obtain an elementary credential that includes an emphasis in bilingual education. Courses offered at the undergraduate level allow students to observe in bilingual classrooms prior to program entry. A survey has been created to query applicants about their proficiency in languages other than English so alternate pathways and opportunities are made available as they enter the program. □ UCR Teacher Education has also developed a partnership with a charter school that has a dual immersion program. Two-way immersion program, integrate language minority students (English learners) and language majority students (English speakers) in order to develop their bilingualism and bi-literacy in English and another language.	The Graduate School of Education goal is to enhance its campus partnerships that will include Hispanic Studies and Spanish majors who may wish to pursue an elementary or secondary teaching track in bilingual education. Students who pursue the secondary track are often late deciders so it will be important to make information available to undergraduates early in their undergraduate career.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
University of California, San Diego	2008-09	All program completers	Yes	Both MS and SS candidates are placed in classrooms with English learners, beginning with foundations/prerequisite year; support for EL integrated throughout coursework; data on candidate performance in teaching academic language as part of the PACT assessment required for licensure is reviewed by faculty on an on-going basis	Outreach to increase applicant pool for SS credential program
University of LaVerne	2008-09	Program EL Authorized	Yes	Incorporated EL strategies throughout program to fulfill state requirements. Strategies embedded throughout program allow for instruction of diverse strategies and practice of instruction.	Lessons learned - students are very well prepared for diverse instruction immediately upon completing program.
University of the Pacific	2008-09	N/A		We do not have a specific credential for teaching limited English proficient students. However, all teacher education candidates complete credentials to provide services to English language learners.	

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals - Other**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal	Other Goal Specify	Comments
Antioch University Santa Barbara	2009-10					na	CTC policy allows for a holder of a multiple subject credential to apply for and receive a single subject credential by providing evidence of passage of the CSET in the subject AND a 4 quarter unit course in single subject methodology. This course is offered once per year at Antioch SB
California Baptist University	2010-11	Design new program	No	Redesign current Education Specialist programs to align with new program standards from the Commission on Teacher Credentialing.			
California State Polytechnic University, Pomona	2008-09		Yes	One of the components of the new clinical practice model includes better linkage between the Teaching Performance Expectations and the supervision process. One of the early activities requires candidates to explore the resources in the community and through the school that address meeting the needs of at-risk students.	Series of professional development sessions on New Teacher Center Supervision Model	Focus on new model of clinical practice	
California State University, East Bay							For 2008-2009, specific goals were not set by the listed shortage areas. The university is in the process of setting enrollment goals for the 2011-2012 admissions cycle and will include specifics for the listed teacher shortage areas.
California State University, Sacramento							Our alternative programs are designed in such a way that students are not initially accepted specifically to them. Instead, if we increase the numbers of students who are accepted into our traditional mathematics, science and special education programs, there will be an increase in the numbers who ultimately enter our alternative programs in those same areas. Because of this, our annual goals for these areas are described in the Title 2 report for our traditional programs.
California State University, San Bernardino							Please Note: This section was not completed at this time as this is a new reporting requirement for the IPRC and thus we are not able to report out for 2008-2009. This information will be included in next year's report.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals - Other**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal	Other Goal Specify	Comments
CalState TEACH							All elementary education programs in CA are required to embed the English Language Authorization in the preliminary program; therefore, we do not have a stand alone program in instructing English Learners. It is in every aspect of our program.
Fortune School of Education (Project Pipeline)							At Fortune School of Education, we do not have specific, subject-by-subject goals. Instead, we have an organization-wide goal that encompasses our mission and vision. <input type="checkbox"/> <input type="checkbox"/> Vision Statement: <input type="checkbox"/> To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. <input type="checkbox"/> <input type="checkbox"/> Mission Statement: <input type="checkbox"/> To prepare eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.
Holy Names University							Our Field Supervisors are in regular contact with Program Coordinators so we can be responsive to the needs in the field.
John F. Kennedy University	2008-09	At least one candidate	Yes	We worked hard to recruit a student in Foreign Language Spanish-using some contacts in the Field.	Keep making contacts in the field. The last student we admitted in the Fall or 2008 was a Physics candidate.	Foreign Language Spanish	We stopped recruiting students after the Summer of 2008 due to a decision made by the Administration to shut down the Program and teach it out. We committed ourselves to teach out the program to all students who we had accepted and who had met all requirements to advance to student or intern teaching or were in the process of meeting such requirements.
Los Angeles Unified School District							As an alternative route towards teacher certification, the District Intern Program exists to fulfill shortage areas in Math, Science and Special Education when a fully licensed/credentialed teacher is unavailable. Interns in the program are also authorized to teach limited English proficient students. Given the District's evolving needs, goals are determined based on varying shortages each school year.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals - Other**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal	Other Goal Specify	Comments
Oakland Unified School District							<p>The Oakland Practitioner Teacher Program consists of a partnership between the Oakland Unified School District and The New Teacher Project (TNTP), a national non-profit dedicated to closing the student achievement gap in high-needs schools and subject areas. Oakland Unified School District partnered with TNTP to address persistent hard-to-staff vacancies in special education and the inadequate training and preparation of new teachers for the reality of special education teaching in OUSD. Together TNTP and OUSD established the Oakland Practitioner Teacher Program (OPTP), a District Internship Program for Special Education interns. The goal of the partnership is to ensure that new educators are prepared to immediately raise achievement levels among all Oakland Unified students. TNTP has a proven national track record of partnering with high-need school districts to train and credential alternate route teachers. The organization has more than ten years of data and experience recruiting, selecting, training, and preparing new teachers in similar districts around the country. <input type="checkbox"/></p> <p><input type="checkbox"/> Together, OUSD and TNTP share the belief that high-quality training and preparation for alternate route candidates must be field-based, highly relevant to practice, and focused on immediately increasing participants' ability to translate their existing deep content knowledge into effective classroom practice. <input type="checkbox"/></p>
Orange County Office of Education		N/A				N/A	<p>The program is confident that it will meet the goal for approval for the Moderate/Severe Credential and the Autism Add-On. There are still some unknowns on the state's part in writing and approving the standards for the Communication Development Credential. The goal in meeting district needs for the CD credential may be delayed. Considering the condition of the state budget, its various unknowns and tentative predictions at this time, we feel that we are making good effort to serve our districts.</p>



**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals - Other**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>	<b>Other Goal Specify</b>	<b>Comments</b>
Pepperdine University							Our intern program is a way that we help the state meet goals in all of the teacher shortage areas except special education.
San Jose State University							No goals for the intern program because interns are determined by the districts availability.
Sonoma State University							Data are combined and in Traditional Report.
Stanislaus County Office of Education							All intern candidates in the Special Education Intern Program complete coursework and practicum supervision to prepare to effectively instruct and complete appropriate IEPs for English Learners in Special Education.

Appendix B-2: Institutional and Program Report Card - Section II: Assurances

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Alliant International University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Alliant's teacher education program includes two semesters of intensive summative seminars that, in collaboration with fieldwork, address the need for appropriate training. A unique facet of the program pairs experienced local practitioners with candidates as mentors, utilizing the expertise of local teachers and their knowledge of the area to provide close one-on-one field supervision during the teaching experience. Additionally, classroom topics specifically address each of the areas described above. For example, the instruction on teaching English language learners explores explicit and systematic English Language Development (ELD) instruction best practices, with a focus on highlighting misunderstandings about what is and is not ELD instruction, where to find ELD standards, and how CELDT data can inform instruction. Candidates are shown how consistency and calm contribute to successful implementation of ELD programs. Classroom instruction topics are closely matched to the needs of today's teachers and students in their focus on geographic, socio-economic and learning diversity. Alliant also collaborates, both in planning and delivery, with local school districts that employ Alliant-prepared teachers, addressing the specific needs and climate of each district, its community and its families.
Antioch University Santa Barbara	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Teacher candidates participate in at least two placements while fulfilling their field experience and student teaching requirements. Each student teacher plans, under the supervision of university faculty and cooperating teacher, a two-week "takeover" of the class. Student teaching is paired with a professional seminar. PACT is also required. For interns, supervised field experience is still required as well as course work as in traditional program

Appendix B-2: Institutional and Program Report Card - Section II: Assurances

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Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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, providing instruction to children from low income families and children with a variety of disabilities. Situations the candidates may encounter are discussed in coursework and clinical practice offers practical experience.
Biola University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	
Brandman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Each campus has an Advisory Council composed of members of local education agencies. The council provides input to the campus on the needs of local education agencies.</p> <p>Many of the course instructors are practitioners in local school districts who help candidates explore the instructional decisions they may face in the classroom. Candidates participate in fieldwork experiences and student teach in local school districts so they are able to examine instructional issues while participating in these field-based experiences.</p> <p>All credential candidates take EDUU 511 Collaboration for Inclusive Schools which prepares candidates to address the needs of students with disabilities. The course addresses disabilities, strategies for working with students and with families as well as the legal aspects of special education. The course involves extensive fieldwork. Core content courses also incorporate strategies for universal access as a part of lesson and unit planning.</p> <p>Strategies for meeting the needs of limited English proficient students are embedded into all credential courses. Candidates work one-on-one with an English learner in their literacy courses to gain experience assessing student performance and developing</p>

**Appendix B-2: Institutional and Program Report Card - Section II: Assurances**

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California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	No	
California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Successful strategies are embedded in our curriculum. Teacher candidates in the Multiple and Single Subjects credential programs are required to take TED 551 (Special Populations) as part of their preliminary credential course requirements. Courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. □</p> <p>All candidates are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings, 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.</p>
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

Appendix B-2: Institutional and Program Report Card - Section II: Assurances

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

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	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The CSU, Chico Special Education Advisory Board meets bi-annually to discuss the specific regional hiring needs and of the local educational agencies. Board members include all regional LEAs, regional special education teachers, and special education program faculty.</p> <p>An Advisory Board Needs-Assessment to determine regional hiring and instructional needs in the area of special education is conducted annually. The structure and design of the program reflects the unique rural needs of a region that covers 12 counties.</p> <p>To serve the needs of teacher candidates who often working in rural, isolated regions, 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.</p> <p>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.</p> <p>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.</p> <p>Candidates demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>•develop clearly-stated lesson plans</li> </ul>

Appendix B-2: Institutional and Program Report Card - Section II: Assurances

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	Yes	Yes	Yes	CSUDH maintains close partnerships with local districts and schools. Members of our Advisory Council give us feedback and insight into our programs. Employer surveys allow us to respond to local needs for teachers. Coursework in the General Education programs emphasizes strategies for teaching children with special needs, children who are learning English as a second language. Specific assignments require candidates to become familiar with community resources, families, and school cultures. We are located in an urban area, and this is the focus of our programs. We place student teachers and interns in local urban schools, and they are supported by Field Supervisors who guide their observations and instruction along these lines.
California State University, East Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes	As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting. The most successful strategies we employ in meeting the assurances is to stay well-connected to our school partners through district partnership programs in high-need districts and by holding regular meetings with our advisory councils which consist of members from school, community, and university partners.
California State University, Fresno	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Enrolling students in cohorts and placing them in □ "Partner Schools" for coursework and field experience.

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



Appendix B-2: Institutional and Program Report Card - Section II: Assurances

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

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California State University, Sacramento	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>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. <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>In order to meet other assurances listed above, all special education credential students</p>

Appendix B-2: Institutional and Program Report Card - Section II: Assurances

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California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	Yes	NOTE: training to provide instruction to children from low-income families and how to effectively teach in urban and rural schools is not specifically covered in course curriculum; however, supervision experiences in our diverse and vast service area addresses these issues. Additionally, these issues may also be addressed through coursework (i.e., Family, Culture & School). <input type="checkbox"/> 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	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Instructional faculty are closely connected and engaged in research and service to the local public schools which allows them to sustain their skills and knowledge base regarding the educational success of all students. Furthermore, we are recognized as highly effective in the preparation of teachers to work with English learners. The curriculum is built around a foundational credential class with best practices regarding language acquisition and literacy acquisition integrated into all credential classes.
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Collaboration with school districts to address specific needs in their districts; input from advisory committee; feedback from employer and graduate surveys.

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CalState TEACH	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>To ensure that CalState TEACH prepares teachers to meet the needs of local educational agencies and school partners the program consults with its stakeholders at its advisory board meetings, attends monthly meetings at regionally specific County Offices of Education, participates in Beginning Teacher Support and Assessment (Induction)/IHE Collaborative by region, and consults regularly with the Directors and Assistant Superintendents of Human Resources. These collaborations ensure that the program is aware of local staffing trends, curriculum initiatives, and other needs of the schools.</p> <p>CalState TEACH provides a standards based teacher preparation program utilizing as its frameworks the California Standards for the Teaching Profession, the California Academic Content Standards, and the California Curriculum Frameworks. Candidates study specific modules on content pedagogy, use an academic content standards based lesson and unit planner, and demonstrate their teaching proficiency in the eight content areas of the elementary curriculum in supervised clinical practice and the four core content areas in the California Teacher Performance Assessment.</p> <p>CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching English Learners and special populations in a general education classroom in a spiraling, reiterative curriculum. Their readings in Echevarria and Graves (Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities), Herrell and Jordan (Fifty Strategies for Teaching English Language Learners) and Lewis and Doorlag (Teaching</p>
Chapman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not Applicable.

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

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Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The School of Education and Counseling Psychology uses assessment data and the California Commission on Teacher Credentialing (CCTC) accreditation process to measure success. The primary assessment data come from two sources. The first is the Teacher Performance Assessment data. Data from Teacher Performance Assessment and the related Teacher Performance Expectations (TPE's) are obtained and analyzed for program strengths and weaknesses. Making adaptations was identified for the most recent review based on assessment data. As a result, the lesson plan format used by teacher candidates was changed to include specific sections on second language learning and children with special needs. The result was a higher score by teacher candidates on their TPA tasks related to this topic. In addition, the School of Education has joined a number of private universities and colleges using the Center for Teacher Quality (CTQ) to gather information about the program from Dominican credential completers. When compared to our 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
Fortune School of Education (Project Pipeline)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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.

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Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Three Exemplary strategies:                      Local educational agency personnel participate annually in Fresno Pacific University's teacher candidates' Exit Interviews in order to assess the quality of preparation these candidates have received at FPU. Following the Exit Interviews, these personnel participate in an evaluation of the program with respect to the needs of local schools. The Teacher Education program, which prepares general education teachers, has developed courses in reading methods, math methods, and teaching English Learner, in collaboration with the Special Education Department. All prospective teachers, general education and special education teachers, take these courses. In addition, all candidates take the same course which addresses the needs of students with disabilities. Moreover, the university supports a strong articulation agreement between both divisions, thus allowing many students to complete both the general and special education credentials concurrently. In so doing, the university has developed a shared vision that all graduates will be prepared to work effectively with all students. The teacher education program is committed to preparing candidates to teach effectively in low-income schools, in both rural and urban areas. To this end, all students are required to complete field-based assignments such as the "School and</p>
High Tech High Communities	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<ol style="list-style-type: none"> <li>1. On site, similarly credentialed and trained Mentors provide day to day supervision for Education Specialist teachers.</li> <li>2. Daily one hour long morning meetings at which all faculty, including Interns, meet to discuss teaching issues.</li> <li>3. Each Intern must pass a Teaching Performance Assessment to graduate from the Teacher Preparation (Intern Program) and gain a preliminary CA credential.</li> <li>4. Veteran teachers share best practices.</li> <li>5. Video tape analysis of teaching with cohorts, instructors, and mentors.</li> </ol>

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Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>*Our programs are accredited by the California Commission on Teacher Credentialing. We address specific program requirements in all the above areas. We provide extensive documentation and evidence for meeting the above assurances.</p> <p>*Community Advisory Council meets regular times twice a year</p> <p>*Credential Programs administer a Survey Monkey to Graduates, Employers, Supervisors, and Instructors once a year</p> <p>*Regular Intern Seminars are held. Supervisors are in contact with Seminar Instructors. Seminar Instructors, Supervisors, and Full-time Faculty supervise in the field and are well acquainted with challenges in the field.</p> <p>*Special Education teachers, in both Multiple and Single Subject, must take courses in Core Subjects in general education programs.</p> <p>*Specific courses designated for this specific purpose, in addition, all other coursework supports providing instruction</p> <p>*There is a specific course that provides Theory and Practice in Second Language Acquisition. In addition, all other coursework supports providing instruction for English Learners. Assignment and fieldwork are included.</p> <p>*Our mission of the university is aligned with the mission of the Education Department which is preparation for Urban schools. Values and strategies are in every course.</p>



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

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John F. Kennedy University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	JFKU has worked with Superintendents of rural and urban districts in identifying their needs and matching needs with our candidates. Several superintendents have taught key courses here and can speak to our candidates with experience in diversity, and real life experiences working with low-income or disadvantaged youth. We attempt to match our students with needs for teachers that districts contact us about , especially interns. Since 1989, JFKU has earned a reputation for providing high quality holistically oriented teacher/leadership preparation programs . Our student teachers have experince in two different school setting, over three 11 week quaraters. Human Resoure Directors are invited in to help canidates in the interviewing experience as pasrt of our teaching seminars. Our English Learners are taught by a leader in that field.
La Sierra University	Yes	Yes	Not applicable	No	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	Candidates receive training in the above through coursework, field experiences and clinical practice.

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Mount St. Mary's College	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Our program meets the above assurances through a variety of means. One of our foundations courses requires students to do fieldwork in local schools and consider the needs of that community and school. They complete a textbook inquiry wherein they examine a State adopted textbook to ensure that they understand not only the State standards, but also the expectations and needs of local agencies and what instructional decisions they will face when they enter the classroom. Our programs use a standardized lesson plan that they practice using throughout the program and the Teacher Performance Expectations, adopted by the State, anchor all of our coursework. Our candidates in Special Education also take select courses from our General Education program, and we recently received a College grant to augment our General Education coursework to include additional focus on children with disabilities. Due to the requirements of our SB2042 program, we offer training in regards to working with limited English proficient students throughout our coursework. Fieldwork placements and coursework is designed to support candidates' abilities to work with a diverse student body, an essential focus for us since our candidates teach primarily in urban Los Angeles.
National Hispanic University	Yes	Yes	Yes	Yes	Yes	No	No	Integrating information on, and strategies for teaching and assessing, English language learners throughout many courses.

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

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Oakland Unified School District	Yes	Yes	Yes	Yes	Yes	Yes	Yes	As a District Internship Program, OPTP is positioned to provide coordinated support and create a learning experience infused with both theory and practice. This ensures new special education teachers are well-supported, prepared, and can apply knowledge and skills in a range of classroom settings and through various delivery models. Participants attend OPTP Seminars at an OUSD school site and are taught by expert K-12 practitioners who have extensive knowledge of special education and documented success teaching in high-need schools in the district. The OPTP curricula specifically tailored to meet the needs of novice special education teachers in high-need schools. The curriculum addresses how to tackle a variety of content areas. Seminar Leaders are specifically trained to make content applicable to the new teacher experience in Oakland. The program works to carefully match participants with a Field Supervisor, Seminar Leader, and other staff so that they are surrounded by a support network within OUSD. Participants receive coordinated support from at least includes two seminar leaders, a Field Supervisor, and a District Program Specialist in the Special Education Department. In addition, special education interns have a network of special education teachers that program structures promote and foster. These structures mean participants are supported by a minimum of four effective practitioners who offer ongoing, structured support as a community of special education teachers and
Orange County Office of Education	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The most successful strategies include the fact that the instructors are practitioners 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 is made on the application of coursework in their teaching situation, with their instructor, members of the cohort, practicum supervisors and advisors.

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

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Point Loma Nazarene University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Inclusion of LEAs</p> <p>During the 2009-2010, the School of Education (SoE) interviewed various Local Education Agencies (LEAs) through site based Advisory Councils. At each of the SoE's four teaching locations, members of the Advisory Council are members of LEAs. These stakeholders provided specific input regarding program need, context for instruction and proposed effective program design to best serve self identified needs.</p> <p>Providing General Education Teachers with Training to Service (SWD)</p> <p>In order to equip general education teaching candidates with the requisite skills for providing service to students with disabilities (SWD), the SoE revised the sequence of coursework for these candidates and added a requirement that they must take EDU 602 Foundations of Special Education.</p>
San Diego City Unified School District	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

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San Francisco State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Interns are placed in separate cohorts in credential programs to share their knowledge and experience in 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.</p> <p>Credential candidates are regularly placed in urban districts in classrooms with LEP, special needs and low income students.</p> <p>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.</p>
San Jose State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Santa Clara University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	



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Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Elementary/Multiple Subjects: The program addresses the needs of all students. Special populations of students and their needs are addressed throughout the program. Specifically, the needs of limited English proficient students are met through the course EDMS 411: Teaching Second Language Learners and in EDMS 470: Multicultural Pedagogy. In addition, EDMS 463: Reading for Young Students and EDMS 464: Teaching Reading to the Older and Struggling Students, include strategies for limited English proficient students. In the field component of the program student populations reflect the growing need for teaching skills addressing the needs of children from low-income families. Courses and supervision are designed to meet the needs of students who qualify under special education guidelines, learners of English, or those who are low-income. 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

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St. Mary's College of California	Yes	Yes	No	Yes	Yes	Yes	Yes	<p>Single Subject – in addition to PACT coursework, candidates are required to experience part of their student teaching placement in a Title 1 type of school. Education Specialists receive specific training in coursework which requires a fieldwork placement.</p> <p>Multiple Subject – Coursework is provided concurrent with the first student teaching placement on teaching children with disabilities and children who are English learners. Coursework is provided concurrent with the second student teaching placement that focuses on teaching children from urban, rural and low-income families. All coursework and field placement support focuses on the needs of the learner, the school and on learning how to make appropriate instructional decisions, as does the PACT Teaching Performance Assessment (distributed among 5 courses). Finally, the second student teaching placement takes place in a low performing or hard-to-staff school in a classroom with at least 25% English learners.</p>
Stanislaus County Office of Education	Yes	Yes	Yes	No	No	No	No	<p>Network regularly with school district human resource directors <input type="checkbox"/></p> <p>Provide training for peer coaches to mentor interns <input type="checkbox"/></p> <p>Provide 160 hours of pre-service training to intern teachers prior to teaching <input type="checkbox"/></p> <p>Prepare intern teachers through coursework and practicum supervision to address core content standards</p>

Appendix B-2: Institutional and Program Report Card - Section II: Assurances

Institution	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Touro University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the College of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. □</p> <p>Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout the duration of the program. To teach effectively in general education and specialized settings demands</p>

Appendix B-2: Institutional and Program Report Card - Section II: Assurances

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
University of California, Irvine	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>1. Training Related to District/School Needs We work closely with our local and regional school districts to assure that our teacher preparation programs are responding to their needs in terms of state standards, curriculum and student achievement goals. We have established an Advisory Council for our intern and student teaching programs that includes our school district partners who are district and school site administrators with responsibilities for certificated personnel, student teacher placement and professional development, as well as teacher association and community representatives. We meet regularly with this Council to ask for their input, to plan programs of mutual benefit, and for program improvement purposes. We also survey our alumni and their employers to assess candidate competence and program effectiveness and analyze and use data for ongoing program improvement.</p> <p>2. Instruction for General Education Teachers in the Areas of Special Education, English Language Learners, Children from Low-Income Families, Urban and Rural Schools includes the following coursework for MS and SS Teacher Candidates: ED328/348 Theory and Methods of Instruction of Special Populations in the General</p>
University of California, Los Angeles	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	

Appendix B-2: Institutional and Program Report Card - Section II: Assurances

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
University of California, Riverside	Yes	Yes	Yes	Yes	Yes	Yes	Yes	All UCR teacher education candidates are required to complete coursework that covers multicultural education, language development and acquisition, and teaching the exceptional child. Our candidates complete observation and teaching practicum experiences in public schools that have students from diverse backgrounds that include low socio-economic families, second language learners, English language learners, and those with special needs. School site data is reviewed each year and administrators provide the School Accountability Report Cards as part of our review of local education agency trends. The program also utilizes aggregations of district administrators and teachers, and University personnel who engage in shared planning and decision-making regarding the program.
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Partnerships with urban school districts; partnerships with professional development providers; intensive clinical practice in urban settings including large numbers of English learners; cohort approach for methods courses that include multiple-subject/education specialist candidates; clinical faculty who teach methods and supervise candidates are experienced K-12 teachers. All candidates complete PACT (Performance Assessment For California Teachers) which is aligned with California academic content standards as well as teaching performance expectations set by the state.
University of LaVerne	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The University of La Verne provides two courses to teacher education students instructing them on strategies and techniques to work with limited English proficient students. The RICA exam is required for all Multiple Subjects teacher credential candidates.

Appendix B-2: Institutional and Program Report Card - Section II: Assurances

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
University of Phoenix	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>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.</p> <p>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.</p> <p>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.</p>
University of Redlands	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Our SB2042 program integrates the above assurances throughout all courses.
University of San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes	We have diversified our pool of university supervisors for candidates' field experiences. In order to attain any credential, all candidates are required to demonstrate competence in teaching limited English speaking and special needs students.

Appendix B-2: Institutional and Program Report Card - Section II: Assurances

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
University of San Francisco	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>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.</p> <p>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, 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.</p> <p>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</p>
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>All candidates take courses in teaching English Language Learners, Teaching Exceptional Learners, and teaching in urban and rural settings. Field experiences prior to student teaching give first-hand experiences in classrooms and opportunities to experience the curriculum. All special education candidates receive training in adapting core subjects in the curriculum for the general classroom.</p>

Appendix B-2: Institutional and Program Report Card - Section II: Assurances

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



Appendix B-2: Institutional and Program Report Card - Section IV: Low-Performing

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

**Appendix B-2: Institutional and Program Report Card - Section IV: Low-Performing**

<b>Institution</b>	<b>Is your teacher preparation program currently approved or accredited?</b>	<b>Accredited?</b>	<b>Accredited by state?</b>	<b>Accredited by NCATE?</b>	<b>Accredited by TEAC?</b>	<b>Accredited by other?</b>	<b>Other Accreditation agency</b>	<b>Is your teacher preparation program currently under a designation as "low-performing" by the state?</b>
Fortune School of Education (Project Pipeline)	Yes	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
Fresno Pacific University	Yes	Yes	Yes			Yes	Western Association of Schools and Colleges	No
High Tech High Communities	Yes	Yes	Yes					No
Holy Names University	Yes	Yes	Yes					No
Humboldt State University	Yes	Yes	Yes					No
IMPACT (San Joaquin County Office of Education)	Yes	Yes	Yes					No
John F. Kennedy University	Yes	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
La Sierra University	Yes	Yes	Yes			Yes	WASC	No
Los Angeles Unified School District	Yes	Yes	Yes					No
Loyola Marymount University	Yes	Yes	Yes	Yes				No
Mount St. Mary's College	Yes	Yes	Yes			Yes	WASC	No
National Hispanic University	No	Yes	Yes			Yes	CCTC & WASC	No
National University	Yes	Yes	Yes			Yes	WASC	No
Notre Dame de Namur University	Yes	Yes	Yes			Yes	WASC	No
Oakland Unified School District	Yes	Yes	Yes					No
Orange County Office of Education	Yes	Yes	Yes					No
Pacific Oaks College	Yes	Yes	Yes					No
Patten University	Yes	Yes	Yes			Yes	CTC and WASC	No
Pepperdine University	Yes	Yes	Yes			Yes	WASC	No
Point Loma Nazarene University	Yes	Yes	Yes					No
San Diego City Unified School District	Yes	Yes	Yes					No
San Diego State University	Yes	Yes	Yes	Yes				No
San Francisco State University	Yes	Yes		Yes		Yes	WASC	No
San Jose State University	Yes	Yes	Yes	Yes				No
Santa Clara University	Yes	Yes				Yes	WASC	No
Sonoma State University	Yes	Yes		Yes				No
St. Mary's College of California	Yes	Yes	Yes			Yes	WASC	No

**Appendix B-2: Institutional and Program Report Card - Section IV: Low-Performing**

<b>Institution</b>	<b>Is your teacher preparation program currently approved or accredited?</b>	<b>Accredited?</b>	<b>Accredited by state?</b>	<b>Accredited by NCATE?</b>	<b>Accredited by TEAC?</b>	<b>Accredited by other?</b>	<b>Other Accreditation agency</b>	<b>Is your teacher preparation program currently under a designation as "low-performing" by the state?</b>
Stanislaus County Office of Education	No	Yes	Yes					No
Touro University	Yes	Yes	Yes					No
University of California, Irvine	Yes	Yes	Yes			Yes	WASC	No
University of California, Los Angeles	Yes	Yes	Yes					No
University of California, Riverside	Yes	Yes	Yes					No
University of California, San Diego	Yes	Yes	Yes					No
University of LaVerne	Yes	Yes	Yes					No
University of Phoenix	Yes	Yes		Yes				No
University of Redlands	Yes	Yes	Yes					No
University of San Diego	Yes	Yes		Yes				No
University of San Francisco	Yes	Yes	Yes					No
University of the Pacific	Yes	Yes	Yes	Yes				No
Whittier College	Yes	Yes	Yes					No
William Jessup University	Yes	Yes	Yes			Yes	WASC	No

Appendix B-2: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Alliant International University	Yes	Yes	Yes	Yes	Each Teacher education candidate is required to take a course on Technology in the Classroom before recommendation for a credential from Alliant. The Technology curriculum has been designed to work in tandem with other courses in the Teacher Education Program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts. To assure understanding and the ability to integrate technology, 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. Candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the candidate's teaching situation.
Antioch University Santa Barbara	Yes	Yes	Yes	Yes	A 3-unit course, "Education Technology for Universal Design" is offered and required during the winter quarter. Antioch maintains both "First Class" and "Sakai". Both these support off-site learning and research. Sakai is supported by a staff position. Library and reference librarian services are available to support students' research and resource needs.
Azusa Pacific University	Yes	Yes	Yes	Yes	Every class we offer has technology standards and technology elements fully integrated with signature assignments that address the California technology standards. Every syllabus reflects the technology signature assignments. All technology signature assignments are submitted online to TaskStream, and assessors are trained to score them.
Biola University	Yes	Yes	Yes	Yes	Teacher candidates are expected to use the internet as a resource, include video clips, and/or a PowerPoint when teaching field placement lessons, and become proficient on the ELMO digital projector or overhead projector. Teacher candidates prepare a thematic unit that includes PowerPoint, desktop publishing and web hosting. Guest speakers introduce teacher candidates to the assistive technologies available to special needs students or physically handicapped students; information presented is then followed up by a video presentation. Teacher candidates are introduced to assistive technologies available for special needs students, mentally challenged students, or physically handicapped students and have the opportunity for hands-on experience with these technologies. Teacher candidates are introduced to online grading systems used by school districts in the surrounding area and the skills necessary for analyzing student assessment data. Teacher candidates gather information from state and district web sites to discover trends in standardized test results, SES, language abilities, community demographics and educational background of parents. This data provides the basis for candidates to make recommendations to improve teaching and learning. Teacher candidates practice various ways

Appendix B-2: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Brandman University	Yes	Yes	Yes	Yes	Candidates in the credential programs must take EDUU 551-Educational Applications of Computers. In this course candidates learn how to use technology to utilize interactive tools such as wikis, blogs, and threaded discussions. Candidates also learn how to integrate technology into lesson planning, develop multimedia presentations, and use databases and spreadsheets to gather and analyze data on student performance. Technology is also integrated into each of the core content courses of the credential programs.

Appendix B-2: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California Baptist University	Yes	Yes	Yes	Yes	<p>Integrating Technology: Candidates are introduced to a variety of hardware and software technologies, all with the educational focus on classroom integration:</p> <ul style="list-style-type: none"> <li>• Input devices (i.e., mouse, keyboard, graphic tablets)</li> <li>• Processing devices (i.e., system unit, CPU, memory devices)</li> <li>• Output devices (i.e., monitor, printer, speakers, projection devices)</li> <li>• Storage devices (i.e., hard drives, optical drives)</li> <li>• Mass storage devices</li> <li>• Display devices</li> <li>• Digital cameras</li> <li>• Digital video cameras</li> <li>• Visual presenters (document cameras)</li> <li>• Smart classrooms</li> <li>• Operating system software (i.e., Windows, Mac OS, Linux)</li> <li>• Applications software (i.e., word processing, spreadsheets, database management, presentation software)</li> <li>• Computer managed instructional software (e.g., grade keeping, database queries, productivity software, etc.)</li> <li>• Computer assisted instructional software (e.g., assistive technology, electronic portfolios, etc.)</li> <li>• Types of educational software (i.e., drill and practice, tutorials, problem-solving software, simulations, microcomputer-based laboratories, multimedia applications, educational games)</li> <li>• Basic troubleshooting techniques</li> <li>• Various technology-related ethical issues (Privacy Invasion, Computing Inequities, Information Overload, Security: Hacking and Cracking, Computer Viruses, Student Internet Safety Issues, Netiquette Issues, Plagiarism &amp; Copyright Issues)</li> <li>• Internet research skills (application of search engines, subject directories, meta search engines and Boolean logic)</li> <li>• Various technology tools (Web 2.0 applications, assistive technology, smart classrooms, collaboration tools)</li> <li>• Technology integration tools (lesson design, best practices, appropriate technology use, integration models)</li> </ul> <p>Collecting, Managing, &amp; Analyzing Data: Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents. Candidates are instructed in the use of computer applications such as spreadsheets and databases for the following tasks:</p>

Appendix B-2: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California Lutheran University	Yes	Yes	Yes	Yes	<p>The use of technology as a teaching and as a management tool is integrated throughout the multiple and single subject coursework. Within the past few years, the majority of our candidates come to the program equipped with knowledge and ability to word process and use productivity tools such as Word, Excel, and PowerPoint. Candidates are required to upload all of their course assignments an electronic portfolio system which requires a working knowledge of word-processing, cutting /pasting, uploading, and linking skills.</p> <p>In the Spring of 2009, the School of Education transitioned to TaskStream. This decision was made to improve our data collection and analysis capabilities. The transition to move all signature assignments for candidates in the Department of Teacher Education as well as all other programs occurred during 2009.</p> <p>During the orientation to methods block coursework, multiple and single subject candidates receive information as to the uploading of their assignments to TaskStream. In order to do so, all candidates must be at the basic level of computer literacy and know how to:</p> <ul style="list-style-type: none"> <li>• Operate a computer</li> <li>• Find and use software applications such as Word</li> <li>• Access the Internet</li> <li>• Utilize email</li> </ul> <p>Students who do not meet the basic level of proficiency in these areas are referred to courses provided by ISS, the Information Systems Services Department or are required to complete the EDTP 563 Microcomputers in Education course.</p> <p>In the EDSP 521 Literacy and Language in Diverse Classrooms course, candidates research various Internet sites as possible resources for technology-related materials, such as those available on the site established by the</p>

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	A prerequisite course in education technology prepares candidates with a common set of knowledge and skills to integrate the use of technology into teaching and learning. The course is designed to meet the ISTE standards in education technology with additional experiences in common tools used in the program. These tools include the use of Task Stream, the candidate and program assessment software, SMARTboards, videoconferencing tools including Skype, internet-based resources, as well as other teaching-specific tools found in our local school districts. All professional program courses have technology embedded into the teaching of core concepts. Technology is also used to manage instruction with teacher candidates and to provide experiences within courses on effective teaching and learning in online environments. Blackboard course management software is commonly used in local school districts as well as being the platform of choice in the university. The key to its use is both learning to use the tool--- and using the tool to learn. Credential programs are exploring better ways to use EdResults, a database that focuses on achievement data from local schools. Candidates look at aggregated student learning data, comparing low performing schools in the region, and map school profiles as methods to learn about improving school and student performance.
California State University, Bakersfield	Yes	Yes	Yes	Yes	Students and instructor use LiveText as a tool to improve teaching and learning through ongoing assessment. This tool allows assignment submission, comments from instructors for revisions, and data management. Instructors and programs use the data on student learning outcomes collected through the tool for reviewing and assessing teaching and learning. Additionally, technology is integrated throughout the programs. Students use online discussions, reserach databases, video cameras for lesson recording and analysis, podcasts and vidcasts, presentation software, and more. Their assignments often require the incorporation of technologies ranging from WebQuests to podcasting.



Appendix B-2: Institutional and Program Report Card - Section V: Technology

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

Appendix B-2: Institutional and Program Report Card - Section V: Technology

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

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California State University, Fullerton	Yes	Yes	Yes	Yes	<p>All programs integrate at least the following: (a) Powerpoint for instructor and student presentations; (b) Word for instructor and student documents; (c) Blackboard for all electronic communication and collaboration between the instructor and students; (d) Internet search and retrieval for research; (e) electronic citation machines; (f) electronic gradebook for assessment and assignments management; and (g) web-based student handbooks and lesson plan.</p> <p>Department of Special Education                      In specific courses, students evaluate reading software (SPED 433: Language Arts/Reading Instruction in Public Schools), evaluate a piece of educational software and complete a website/software assignment where they examine modifications for English Learners and students with all types of disabilities (SPED 435: Mathematics Curriculum and Instruction in Elementary School), use a variety of interactive books and assistive technologies to teach emergent literacy to young children (SPED 436: Literacy for Early Childhood Special Education), use of specific websites for IEP development and objectives (SPED 482A and B: Curriculum and Methods for Individuals with Mild/Moderate and Moderate/Severe Disabilities), use of computer assisted scoring for standardized tests (SPED 520: Assessment in Special Education), and use a variety of assistive technologies to support students with disabilities (SPED 504: Advanced Proficiency in Educational Technologies).</p> <p>Department of Secondary Education                      Candidates participate in online chat and discussion in EDSC 440S (General Pedagogy of Secondary School</p>
California State University, Long Beach	Yes	Yes	Yes	Yes	

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

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

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CalState TEACH	Yes	Yes	Yes	Yes	<p>Technology Best Practice</p> <p>The online component of the CalStateTEACH curriculum develops the technological proficiency of candidates through a combination of face-to-face instruction, print and electronic instructional materials, practical applications, and extensive engagement with an online learning environment. Use of a wide variety of computer hardware and software is integral to the program and required for success.</p> <p>Interaction using email and collaborative tools including threaded discussions is fundamental within the CalStateTEACH program. Candidates are provided face-to-face training in these skills during a one-day orientation conducted prior to beginning the program. Proficiency is developed through the continued use of email for communication and collaboration with peers and faculty, and through electronic submission of assignments. Academic feedback is also provided electronically. In addition to email communication, candidates participate in structured and unstructured threaded-discussions throughout the course of the program. In total, candidates are required to participate actively in a minimum of 15 curriculum related discussions. In addition, the structure of the program requires that candidates become proficient with a variety of online tools to create lesson plans and instructional units, develop electronic portfolios, and compile and distribute shared curriculum resource collections.</p> <p>Each of the subject-specific all day seminars (language acquisition, reading, science, mathematics, visual and performing arts, and physical education) models the use of a variety of technologies for teaching and learning.</p>
Chapman University	Yes	Yes	Yes	Yes	<p>The educational application of technology is a theme that is integrated in credential coursework, but the notion is introduced and developed in a course entitled Educational Applications of Technology (EDUC 551). The course provides instruction of current technologies used in a variety of educational settings within and across all curriculum content areas. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies. Focus is on information and communication technologies as means of gathering, processing, and communicating information. Critical issues include access, equity, privacy, safety, and ethical situations characterizing technology. Hardware and software and other technological tools will be evaluated as effective elements of instruction in a constructivist learning environment.</p>

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Claremont Graduate University	Yes	Yes	Yes	Yes	<p>Our candidates are prepared to integrate technology into their curricula and instruction in a variety of ways. All are introduced to the notion of utilizing technology in their lesson planning during the first phase of the program (i.e., the Pre-Internship Phase). For example, for the multiple subject and education specialist candidates in EDUC 343 the candidates are introduced to Kidspiration, ComicLife and iMovie and are asked to create standards-based curricular units that utilize these programs. All candidates are also working under the tutelage of their Master Teachers in a Pre-Internship Teaching Experience and in this intimate context being trained in the effective use of technology.</p> <p>During the Fall, candidates work with their Faculty Advisers (their field supervisors who also teach their classes at CGU) to look at school-specific e-programs for grade recording and address the use of technology in their specific classrooms. In the Spring [in EDUC 330: Innovative Technology for the Elementary Classroom, EDUC 331: Innovative Technology for the Secondary Classroom, and EDUC 332: Innovative Technology for the Special Education Classroom] technology takes center stage. These classes address California's Level I technology standards in a time-efficient manner so that Level II standards can be explored.</p> <p>In these classes, all candidates complete four assignments-in-common: 1) Technology 101. This assignment/assessment involves having the candidates demonstrate in a time-efficient manner their understanding of the majority of Level I Technology Standards; 2) The Inventory Project. This assignment has the candidates research</p>
Concordia University	Yes	Yes	Yes	Yes	
Dominican University of California	Yes	Yes	Yes	Yes	<p>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.</p>

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Fortune School of Education (Project Pipeline)	Yes	Yes	Yes	Yes	ED 309: Technology in the Classroom (30hours) is a course that Single Subject interns take in Year 2, and Education Specialists take in Year 3. This course is an introduction to teaching using technology and the applications of technology which will assist in effective learning within the school environment. The interns will experience instructional applications on the computer and learn about a variety of educational software. In addition, we will introduce different uses for technology in our pedagogy for the Pre-Service classes this summer.
Fresno Pacific University	Yes	Yes	Yes	Yes	1. <input type="checkbox"/> 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.
High Tech High Communities	Yes	Yes	Yes	Yes	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 <a href="http://hightechhigh.org">hightechhigh.org</a> . HTH uses Powerschool to collect and analyze student test scores, grades, pass rates. Universal Design is introduced and explored with Education Specialist and our general education teachers in each of the courses required. It is measured in the Teaching Performance Assessment.



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Holy Names University	Yes	Yes	Yes	Yes	<p>In all coursework, instructors model the use of technology in curriculum and instructions. A variety of assignments are completed throughout the programs. Some examples are: In Curriculum and Instruction courses, such as EDUC 331 candidates learn to use spreadsheets as tools for teaching mathematical concepts such as probability and descriptive statistics. In EDUC 332, candidates learn to aggregate data from social studies investigations. In EDUC 333, candidates learn how to use spreadsheets to record and analyze data from experiments, and help their students to do the same. Candidates integrate computer technology in lesson plan design in EDUC 334. Computer-based strategies which enhance the writing process for students are introduced in EDUC 336.</p> <p>Productivity and presentation tools are used throughout the program. Internet resources are used to help develop and complete a project describing a culture other than the candidate's own culture in EDUC 103. In EDUC 332, candidates use appropriate websites in EDUC 102A for information for parents and educators who are involved with students with special needs.</p> <p>In relevant courses in the Programs, candidates access and evaluate software that promotes effective content acquisition by students. For example, in EDUC 332, candidates evaluate the content of websites for use in their</p>
Humboldt State University	Yes	Yes	Yes	Yes	<p>Candidates in the credential program are assessed for entry level computer skills. Candidates are required to verify entry level skills by either passing a computer competency test or completing a computer course that includes basic computer skills.</p> <p>The program entry level skills include the following: Each candidate demonstrates knowledge of current basic computer hardware and software terminology; demonstrates competency in the operation and care of computer related hardware (e.g. cleaning input devices, avoiding proximity to magnets, proper startup and shutdown sequences, scanning for viruses, and formatting storage media); implements basic troubleshooting techniques for computer systems and related peripheral devices (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems) before accessing the appropriate avenue of technical support; demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology; and uses computers to communicate through printed media (e.g. newsletters incorporating graphics and charts, course descriptions, and student reports).</p> <p>Humboldt State University collaborates with local school personnel in selecting suitable school sites for prospective teacher candidates where they can observe effective uses of technology. In collaboration with Humboldt County Office of Education, school sites are identified that have District Technology Plans.</p>

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IMPACT (San Joaquin County Office of Education)	Yes	Yes	Yes	Yes	Two technology courses are required in addition to instructors integrating technology throughout non-technology courses.
John F. Kennedy University	Yes	Yes	Yes	Yes	All of our credential candidates have to enroll in two one unit courses in technology taught by the Director of the Computer Lab at Diablo Valley College who has a doctorate. After an orientation by the instructor and the discussion of IZZIO as the platform, the course becomes on line. The first course is taken before Curriculum and Instruction courses which require some technical expertise. This course is entitled "Introduction to Computer -Based Technology in Education. The second course, which cannot be taken unless the student passes the first course, is entitled ITechnology, Learning, and Social Issues and provides a a higher level of technology which is needed for the more advanced Curriculum and Instruction courses. Almost every student has a laptop computer and also has availability of computers in an extensive computer laboratory on campus.
La Sierra University	Yes	Yes	Yes	Yes	In teacher education methods classes candidates are required to demonstrate dynamic use of technology as a tool for instructional delivery and assessment. Textbooks for methods coursework are preferred choices when they include methodologies that incorporate technology. Additionally, during the candidates' field placements and formal student teaching, candidates engage K-12 students in interactive learning experiences. Candidates must show ability to effectively use technology when responding to the Teaching Performance Assessment. Several teacher education courses require candidates to use an online program for designing lessons. This model is recognized for its alignment with brain-friendly cognitive processing and with learning theory.
Los Angeles Unified School District	Yes	Yes	Yes	Yes	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.

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Loyola Marymount University	Yes	Yes	Yes	Yes	Professional development will be provided to all teacher education faculty related to Response to Intervention (RTI) and progress monitoring of student achievement utilizing Aimsweb (AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to <u>determine response to intervention</u> ).
Mount St. Mary's College	Yes	Yes	Yes	Yes	Our programs prepare candidates to integrate technology effectively into their curriculum through modeling, practice, and exploration. Instructors in most courses utilize a computer-based classroom management system (Angel) that allows students to log in from campus or beyond to view syllabi, course assignments, and grades. In addition, instructors model the use of this system to candidates. Candidates are given opportunities for practice through multiple course assignments that integrate multi-media technology into the learning process. Candidates have occasions to view and create PowerPoint presentations, participate in online discussions, and use large data bases to learn about school demographics and test scores. Candidates are also given opportunities to explore additional technology uses in their school placements.
National Hispanic University	Yes	No	No	No	Students develop a lesson plan integrating the use of technology. Students complete 60 hours of required coursework. The items mentioned with a "no" just need more in-depth coverage as the course discusses data & analysis.
National University	Yes	Yes	Yes	Yes	All our courses (except for student teaching) are taught utilizing our updated premier version of the course. Even when the course is taught onsite, our instructors use an eCompanion Supplement to present narrated lectures, video clips, Audio Visual Kinethetics instructional activities, and a host of websites as important information or additional resources. Instructors in many of our online classes also use synchronous activities, which encourages real time feedback and discussions with candidates. All our programs have a required educational technology course, which teaches and requires that candidates use the most up-to-date technologies in their own instruction. All our Course Leads are required to collaborate with the Program Lead to prepare a Program Annual Review, which is done in the Accountability Management System of TaskStream. The template for PARs include listing the Program Learning Outcomes (PLOs), creating a Curriculum Map, Multi-Year Plan, and Assessment Plan. By the beginning of August each year, the faculty involved in the program then enters their Assessment Finds (which comes from two direct and one indirect measure for each PLO) and determines what needs to be changed in the program to address issues that surface in the review of the assessments. Data is collected from the Grade Book section of our online courses and from the Grade Book section of the eCompanions that are used in onsite

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Notre Dame de Namur University	Yes	Yes	Yes	Yes	Rearranged technology course to include visits to school sites that have new technology in use.
Oakland Unified School District	Yes	Yes	Yes	Yes	<p>Throughout pre-service training and school year seminars, participants must demonstrate technological literacy. All participants regularly use a web-based tracking system called Certification Track. In Certification Track, participants view assignments, track their own tuition payments and attendance, and access and read required documents from the program.</p> <p>Seminar Leaders (SLs) use and model collaborative technology-based tools with their participants. In seminar sessions, SLs regularly highlight ways technology may be used to enhance curriculum. This may include modeling appropriate uses of technology (e.g., use of a PowerPoint presentation, projectors, graphing calculators, Excel spreadsheets, online collaboration tools, etc.) to specifically demonstrate how technology can support and boost student learning. Seminar Leaders are charged with connecting technology to best practices in the classroom, particularly its uses in creating standards-based lessons and units, using High Impact Teaching Strategies (HITS), and applying differentiated instruction.</p> <p>Seminar Leaders guide participants in exploring how technology resources can be used to help develop lesson plans that are engaging, and that meet the individual learning needs and goals of all students. Participants explore lessons that integrate State standards and technology. This gives participants tools they can take back to their classrooms to help students both understand content and develop technology skills.</p> <p>During seminars, participants are asked to examine a variety of educational technologies. Seminar Leaders model</p>

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Orange County Office of Education	Yes	Yes	Yes	Yes	<ol style="list-style-type: none"> <li>1. Review technologies that improve the quality of life of individuals with disabilities.</li> <li>2. Analyze and reflect on best practices and research findings about the use of various technologies and design lessons accordingly.</li> <li>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.</li> <li>4. Recognize and assess the relationship between various technologies and academic subject mastery.</li> <li>5. Identify which technologies are appropriate for certain disabilities.</li> <li>6. Adapt teaching tools for learning input and output: visual and auditory.</li> <li>7. Demonstrate how to assess and select compatible software.</li> <li>8. Use research and theory to set up a classroom technology program for his/her students.</li> <li>9. Demonstrate an understanding of how to use age-appropriate technologies for augmentative and alternative communication, desktop publishing, and word processing.</li> <li>10. Design a classroom environment that allows for increased mobility, computer access, and elimination of visual and auditory barriers.</li> <li>11. Exhibit intellectual integrity, engage in a continuous program of professional development, demonstrate the ability to accept professional advice, and assess his/her progress.</li> <li>12. Demonstrate the ability to link theory and research with practice and then reflect upon his/her practice.</li> <li>13. Plan and use instructional strategies, activities, and materials that appeal to and challenge diverse interests,</li> </ol>
Pacific Oaks College	Yes	No	No	No	Although our programs prepare teachers to collect data as part of improving their teaching practice, the program does not specifically facilitate the use of technology as a means of data collection. The data is both qualitative and quantitative, and is usually "reported" through assignments qualitatively, through narrative.
Patten University	Yes	Yes	Yes	Yes	Pre-requisite 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	Yes	Yes	Yes	Yes	Teachers learn to integrate technology into curricula and 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 students outcomes and teaching quality.

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Point Loma Nazarene University	Yes	Yes	Yes	Yes	Throughout credentialing coursework, candidates are required to use technology as a tool for instruction. In the assessment course (EDU 603), candidates use technology to collect data and analyze results to improve instruction. All candidates examine grading and course management software in the subject specific methods courses. During clinical practice, candidates are required to use presentation software to deliver instruction. Finally, all candidates experience course management software as students themselves throughout the program.
San Diego City Unified School District	Yes	Yes	Yes	Yes	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. 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.
San Diego State University	Yes	Yes	Yes	Yes	All teaching credential candidates are required to take an Educational Technology course. This course introduces teachers to the possibilities and potentials of computer technology for education. The goal of this course is for pre-service teachers to begin to use a wide variety of computer-based technology for both professional and instructional use. Technology is also integrated into most courses throughout the program.

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San Francisco State University	Yes	Yes	Yes	Yes	<p>Technology</p> <p>1. Instruction in uses of educational technology to support student learning and assessment and to manage data to improve teaching and learning is infused throughout the methods courses in all credential areas. In addition, credential candidates must complete a one-unit stand alone course, ITEC 601 (or equivalent), to meet the Level One technology requirement to earn a preliminary credential.</p> <p>2. Faculty and credential candidates in all courses use iLearn (<a href="https://ilearn.sfsu.edu">https://ilearn.sfsu.edu</a>), a Learning Management System (LMS) that SF State has adopted to enhance online student learning and collaboration. Whether an instructor uses iLearn to merely supplement a course or teach an entire class online, instructors may customize their use of iLearn features by mixing and matching technology that best fits the course objectives and student needs. Using this LMS becomes a model for candidates to use in K-12 schools.</p> <p>Instructors may use iLearn to enhance teaching and learning in the following ways:</p> <ul style="list-style-type: none"> <li>- Sharing resources and posting all course documents online.</li> <li>- Facilitating student interactivity and collaboration through assignments to participate in online Forums.</li> <li>- Assessing student performance online</li> <li>- Gathering student feedback.</li> </ul> <p>3. Secondary and Elementary Education Departments use the digital TaskStream System to upload candidate responses (which include student-teaching videos) to the Performance Assessment for California Teachers (PACT). This assessment is a culminating experience required by the State of California. All candidates in are required to purchase a TaskStream account during their first semester in the program. This on-line resource is used for the culminating assessment during the candidates' enrollment in their second semester final student teaching seminar. Other resources available to candidates using TaskStream are outlined below:</p>

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



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Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Sonoma State University	Yes	Yes	Yes	Yes	Elementary/Multiple Subjects: Technology is integrated into courses where appropriate for instruction. The use of web-based, video clips, software, and graphic organizer tools are a few of the teaching strategies taught and modeled in the program. For mid and final semester evaluations of candidates, web survey tools are used to help collect and aggregate data. The platform LiveText is used for portfolio assessment of candidates at the mid and final point in the program, which includes candidates' submissions of coursework and rationales for instruction. The mandated PACT (Teaching Event) is also submitted and assessed by all final-semester candidates via LiveText. These LiveText submissions and the related evaluations become the source for department analysis for program improvement. Secondary/Single Subject: Faculty in the program model the use of technology via the use of WEB CT. The University is transitioning to Moodle in 2011. This will significantly enhance faculty's ability to use technology in their 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
St. Mary's College of California	Yes	Yes	Yes	Yes	<p>Candidates in the Single Subject and Multiple Subject Credential Programs use the PACT TPA which incorporates all of the descriptions above in addition to specific coursework required in the program. <input type="checkbox"/></p> <p><a href="http://www.pacttpa.org/_main/hub.php?pageName=Home">http://www.pacttpa.org/_main/hub.php?pageName=Home</a> <input type="checkbox"/></p> <p><input type="checkbox"/> 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. <input type="checkbox"/></p> <p><input type="checkbox"/> 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 &amp; Instruction: Social Studies and Humanities; and candidates create tables summarizing student performance on a mathematics test in MSTE 350 Curriculum &amp; 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. <input type="checkbox"/></p>

Appendix B-2: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Stanislaus County Office of Education	Yes	Yes	Yes	Yes	Intern candidates take a technology class for each year of the three year program. Interns take Technology 1A during their first year which introduces how technology can be used to enhance instruction and promote personal productivity. Interns learn about privacy, copyright, safety and acceptable use policies during this course. They also learn how to utilize technology to collect and analyze data to improve instruction. During the second year, interns take Technology 1B which expands on what was learned during 1A. Technology II is taken during the third year of the intern's program. In this course the intern must demonstrate their application of technology into the learning process by submitting an electronic portfolio highlighting the integration of technology into their lessons and activities. Interns learn about universal design during Tech 1A and 1B.
Touro University	Yes	Yes	Yes	Yes	<p>Touro University-California's College of Education provides opportunities for candidates to learn and use appropriate computer-based technology. Candidates enter the program with a wide range of technology skills, and they develop those skills throughout the program. The use of technology is one aspect of instructional design embedded in every course and every school-based learning experience. Each course includes an online Blackboard component, and candidates post all Key Assignments on TaskStream for instructor comments and assessment. Each candidate shows competency in the thirteen TPEs through an online Teaching Portfolio, collected on TaskStream. Each candidate who is recommended for a preliminary teaching credential has a basic understanding of technological proficiency and an understanding that continuation of skill development in this area is fundamental to professional development.</p> <p><b>TEACHING &amp; LEARNING WITH TECHNOLOGY</b></p> <p>Candidates use appropriate technology to facilitate the teaching and learning process. Each candidate learns to use appropriate technology and, in turn, how to use the same technology in the teaching and learning process. In literacy and curriculum and instruction courses, as candidates become familiar with writing units and lessons, accessing the California State Curriculum Standards, and developing appropriate rubrics on TaskStream, they learn how to use the same technology when teaching their students. After learning to conduct electronic database searches in class, candidates are encouraged to use the same research skills when teaching their K-12 students. 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,</p>

Appendix B-2: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
University of California, Irvine	Yes	Yes	Yes	Yes	SS Candidates Instruction and practice in technology is integrated across coursework and field experiences. All SS Candidates take ED334 Literacy and Technology in the Secondary Classroom that is designed to "teach strategies for incorporating, tools for evaluating and selecting, learning theories for understanding" how technology can be utilized in secondary classrooms. Course work in each of the SS methods courses includes instruction and practice in using technology in the core subject: English, mathematics, music, science, social science and world languages. Candidates learn how to use technology in the classroom for instruction, class management, assessment and reflection on practice with the ultimate goal of increasing student achievement. In addition, candidates learn principles of universal design in a foundational course that is linked to field-based experiences: ED305/315 Learning to Learn from Teaching in Secondary schools. In addition, candidates learn to apply these principles in two courses that are linked to their observation/participation experience and their student/intern teaching experiences: ED302/319 Directed Secondary Experiences and ED307 Student Teaching in Secondary
University of California, Los Angeles	Yes	Yes	Yes	No	
University of California, Riverside	Yes	Yes	Yes	Yes	Each candidate is required to incorporate technology into the curriculum by using multimedia tools such as PowerPoint and Windows Movie maker to design lesson plans. Lesson plans are developed, along with copies of instructional and assessment materials, and video clips that will be reviewed in the California license requirement known as the teaching performance assessment (TPA). As part of this assessment, candidates are required to analyze student performances and identify patterns of student performance across the whole class and within subgroups. This analysis is used to develop specific strategies in instruction that address the needs of individual students, subgroups of students, and whole class patterns. The principles of universal design are utilized in that candidates are required to demonstrate instructional strategies in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology.

Appendix B-2: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
University of California, San Diego	Yes	Yes	Yes	Yes	<p>The EDS program is cohort-based. The MS cohort includes approximately 44 candidates annually in a combined credential-M.Ed program as well as 6 candidates in a two-year MA program. These MA students receive both MS and Special Education credentials (Education Specialist: Deaf/Hard of Hearing). The SS cohort includes approximately 40 candidates annually across three SS areas: Math, Science and English/Language arts. All MS/SS candidates take a required course at the beginning of their program entitled “Technology, Teaching and Learning” (EDS 203). In this course, they learn to integrate technology effectively into curricula and instruction. This course reviews current literature on effective applications of technology in the classroom. Students become fluent in the use of productivity tools, presentation software, and Web development for teaching and learning; critique software relevant to their area of teaching; and develop an educational activity based on their review of the literature that harnesses the power of technology.</p> <p>All SS candidates plus MS pursuing the M.Ed degree take a required course called “Technology and Professional Assessment” (EDS 204). Advanced techniques for using network-based resources for teaching and learning are introduced. Students review relevant research on advanced technologies related to assessment of professional performance and student achievement. Students present a Web-based professional Teaching Performance Assessment Portfolio that reflects teaching performance during their student teaching or internship field.</p>
University of LaVerne	Yes	Yes	Yes	Yes	<p>The teacher education program integrates technology into teaching practice through communication and learning activities that serve curriculum objectives and educational goals, to enhance learning for the target students. These goals are to facilitate more effective teaching strategies in ways that interest, excite, and challenge students to contemplate and evaluate effective teaching practices and understand technologies that can benefit content delivery. Some of the areas of training include the use of interactive whiteboards, student response systems, and mobile learning environments. Students are required to design computer-enhanced instruction that motivates and engages students from diverse backgrounds in the active construction and/or evaluation of new knowledge, and foster the building of habits and attitudes that support lifelong learning. Candidates are also expected to analyze, discuss, and implement current theory and research related to education technology and to develop lesson plans which effectively integrate technology to facilitate instruction and enhance learning.</p> <p>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</p>

Appendix B-2: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
University of Phoenix	Yes	Yes	Yes	Yes	The use of technology is integrated throughout our curricula and instruction in University of Phoenix teacher education programs. Some of the resources that are located on the online course materials page include the College of Education Web Links, an electronic-portfolio system (TaskStream), and the Virtual School Portal. Through the College of Education Web Links, students are introduced to a variety of online resources and Web 2.0 tools that can be used for course assignments and for instruction in their own classrooms. Students use the TaskStream e-portfolio to upload completed benchmark assignments. Faculty members score the posted assignments using assignment rubrics and provide feedback to the students in order to improve their academic work. The Virtual School Portal is a virtual school environment that provides a look at possible situations that may be encountered in schools. The Virtual School is incorporated into course work and assignments. For example, one resource it contains is continually changing test score data that can be used to practice analyzing student learning and planning for academic success. In addition to these online resources, students are exposed to a variety of technology tools that are modeled by their instructors throughout the course of the program and they are given opportunities to incorporate the use of the tools in their assignments and reflect on how they would use them in their own classroom to increase student achievement. □
University of Redlands	Yes	Yes	Yes	Yes	Technology is integrated in all courses. Current use of Taskstream for all lesson design planning includes principles of universal design for learning.
University of San Diego	Yes	Yes	Yes	Yes	All teacher candidates are required to take an on line technology module regarding use of technology in classroom instruction before applying for the preliminary credential. In EDSP 389/589, all candidates are introduced to assistive technology for differentiated instruction for all students. Across the general education curriculum, teacher candidates use case studies to identify the appropriate use of instructional technology. USD has been awarded two private gifts focused on helping general education teacher candidates in the early identification of struggling readers, dyslexia and related language and communication disorders. The project is named, "Strategies to Teach All for Real Success (STARS)," and expects to strengthen the interface between general and special education. Some funds have been used to purchase assessment tools, some of which have electronic components, and instructional materials that have application for preparing teachers who serve K-12 children and youth. Some funds were used to pay stipends to three consultants to the project in the areas of special education, English learner and educational technology who began development of integrated teacher education modules. Many of the full time faculty have served and continue to serve on the STARS council; the committee is also comprised of school personnel. In Spring 2009, all faculty were paid a stipend to participate in the IRIS program and develop increased skills the use of online interactive resources that translate research about the education of students with disabilities into

Appendix B-2: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
University of San Francisco	Yes	Yes	Yes	Yes	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	Yes	Yes	Yes	Yes	Students teach a micro lesson, include special topics in an educational technology presentation, and develop a "webquest." The lesson and "webquest" must be developed by using California content standards. Students understand English language development strategies and talk about using them to teach technology in a discussion board. Students use EXCEL to teach a lesson. Students are given opportunities to use a smartboard and clickers in a demonstration room in the Center for Teaching and Learning. During 2010-11, the teacher education faculty will develop plans and implement them to augment exposure to data management for selected content areas and to monitor student progress. Also, systems used in one or more public schools will be viewed so that students have opportunities to become aware of technological methods for managing and analyzing data.

Appendix B-2: Institutional and Program Report Card - Section V: Technology

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

Appendix B-2: Institutional and Program Report Card - Teacher Training

Institution	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:				
	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
Alliant International University	Yes	Yes	Yes	<p>Alliant’s teacher preparation programs take a multi-prong approach to ensuring that general educators can effectively teach individuals with special needs and limited English proficiency.</p> <p>Weekly seminars provide in-depth training on specific topics, with attention given to individuals with special needs and English language learners. Candidates are taught the development of high leverage modifications and accommodations to support students with special needs. Additionally, candidates learn how to effectively assess English proficiency level and instruct using SDAIE strategies to help students gain fluency in English while also progressing academically. Combined with the TPA assessments to demonstrate competence in these areas, coursework prepares the candidates to meet the needs of their students.</p> <p>Close supervision from the university field supervisor also targets these crucial areas. Feedback and advice, as well as resource materials, are given after regular field observations with particular attention paid to best practices for working with special education students and English language learners. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students’ IEP goals and</p>	Yes	Yes	Yes	<p>Special education training at Alliant 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.</p> <p>Specific coursework also focus on planning, modifications, delivery, student work and plans, 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. Candidates are prepared to actively and in an informed manner participate in IEP meetings and the application of students’ IEP goals and recommendations through their coursework and field supervision. □</p>



**Appendix B-2: Institutional and Program Report Card - Teacher Training**

<b>Institution</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>General Education Comments</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>Special Education Comments</b>
Antioch University Santa Barbara	Yes	Yes	Yes	Candidates for the multiple subject credential take Social and Legal Dimensions of Special Education (TEP 601A) and Teaching and Accommodating Students with Disabilities (601B). These courses include IEP team meeting functions. Multiple Subject candidates' knowledge of English Language learning is supported by Language Development and Acquisition (HDV458A); Reading Instruction in the Elementary Classroom (TEP505) and Language Arts Curricula, Theory and Practice (TEP 511)	Yes	Yes	Yes	Candidate for the Mild/Moderate credential require Behavior Assessment and Support (TESE 538); Assessment in Special Education (TESE 509); Understanding and Teaching Students with Mild/Moderate Disabilities ( TESE 516 & 517); and Family Dynamics (TESE 518). IEP team participation is provided by IEP Design and Policy Implementation (TESE 601). Field work is also required for the M/M credential. English Language learning is supported by Language Development and Acquisition (HDV458A).
Azusa Pacific University	Yes	Yes	Yes	We have fully integrated strategies and methods for meeting the needs of special needs students in the general education classes. Response to Intervention is covered along with the whole IEP process. Specific assignments are designed to measure students' skills and competencies in these areas, and they are submitted and scored online on TaskStream.	Yes	Yes	Yes	All of the courses in the special education specialist program are updated and aligned to the CTC standards and the programs were approved by the state. Each candidate in the program has access to an advisor and university mentor throughout the credential program. The scope and sequence of the program includes how to develop, implement and participate in an IEP in each of the four modules.

**Appendix B-2: Institutional and Program Report Card - Teacher Training**

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

**Appendix B-2: Institutional and Program Report Card - Teacher Training**

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

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

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<b>Institution</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>General Education Comments</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>Special Education Comments</b>
California Lutheran University	Yes	Yes	Yes	<p>Teacher candidates learn about major categories of disabilities through coursework and fieldwork in EDTP 508 Students With Diverse Learning Needs, EDTP 502 Theories of Teaching and Learning, and EDTP 506 Child and Adolescent Growth and Development. They acquire knowledge of basic definitions, etiologies, behavioral characteristics, and educational needs of major exceptionalities including: mental retardation, giftedness, orthopedic and other health impairments, visual impairment, deafness and hard of hearing, communication handicaps, emotional disturbance, and learning disabilities. Teacher candidates learn about the history of special education, the state and federal laws pertaining to the education of exceptional populations through coursework and fieldwork in EDTP 508 Students With Diverse Learning. Candidates learn about the legal responsibilities and laws pertaining to special needs students in the EDTP 520 Leadership and Law in Diverse Classrooms – Elementary and EDTP 530 Leadership and Law in Diverse Classrooms – Secondary courses.</p> <p>Teacher candidates observe and work in their classrooms to develop an understanding of the changing attitudes toward students with disabilities as well as learn about the role and responsibilities of the general education</p>	Yes	Yes	Yes	<p>Both the Multiple and Single Subject Credential and Education Specialist programs at California Lutheran University are English Learner Emphasis programs, rich with theory and pragmatic applications related to teaching in a multicultural society. The Education Specialist Credential candidates take courses, all of which have been approved by the state as of July 1, 2007 and are enriched to address issues of diversity including handicapping conditions. EDSP 549 First and Second Language Acquisition and Development, in particular, provides in-depth knowledge of linguistic abilities. The curriculum and methods courses address differences in learning styles, including assessment and instructional strategies. This course also addresses the impact of cultural, linguistic, and socioeconomic diversity on opportunity to learn, assessment procedures, curriculum and instruction, and multiple perspectives of disability. Specialized courses in Mild to Moderate and Moderate to Severe disabilities address these issues specifically related to the credential area.</p> <p>The course structure of each of the teaching credentials indicates the interrelatedness of assessment and instruction. The approach in courses for assessment, curriculum and instruction integrate these items within the same courses. Students learn that assessment</p>

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

**Appendix B-2: Institutional and Program Report Card - Teacher Training**

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

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California State University, Channel Islands	Yes	Yes	Yes	<p>For students with disabilities our candidates all take a prerequisite course in special education that describes each type of disability, strategies for teaching and environmental modifications, IEP components and process, and RTI process. In the Single Subject (secondary education) program candidates also take a course specifically designed to address the teaching adaptations, modifications and IEP requirements associated with middle and high school students. For students who have limited English skills, candidates all complete a prerequisite course about English learning where the development progress of English learners, assessment and strategies for teaching English learners are emphasized. The Single Subject program has a course accompanying the credential program teaching the specific skills for secondary educators.</p> <p>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</p>	Yes	Yes	Yes	<p>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.</p>



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California State University, Chico	Yes	Yes	Yes	<p>•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.</p> <p>•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.</p> <p>•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.</p> <p>•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.</p>	Yes	Yes	Yes	<p>Students with Special Needs (IEP participation)</p> <p>Coursework is focused on effective, evidence-based practices in the field of special education teacher preparation. Candidate competency is assessed in the following areas:</p> <ul style="list-style-type: none"> <li>•Professional, Legal and Ethical Practices</li> <li>•Educational Policy and Perspectives</li> <li>•Educating Diverse Learners with Disabilities</li> <li>•Special Education Field Experiences with Diverse Populations</li> <li>•Managing Learning Environments</li> <li>•Effective Communication and Collaborative Partnerships</li> <li>•Assessment, Curriculum, and Instruction</li> <li>•Knowledge and Skills of Assessment in General Education</li> <li>•Curricular and Instructional Skills in General Education</li> <li>•Positive Behavior Support</li> <li>•Characteristics &amp; Needs of Individuals with Mild/Moderate or Moderate/Severe Disabilities</li> </ul> <p>Candidates are prepared to work as collaborative team members with their partners in the development of Individual Education Plans. Roles and responsibilities of each IEP team member are defined and students have an opportunity to engage in “mock” IEP meetings. Effective</p>

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California State University, Dominguez Hills	Yes	Yes	Yes	<p>Preparing candidates to teach students with disabilities: General Education candidates learn about students with disabilities in TED 402 Educational Psychology. They learn (1) how students can differ in the cognitive, affective, and psychomotor domains, (2) how to instructionally and socially accommodate students with various needs in the regular classroom, (3) the rights and responsibilities of the general education teacher regarding the teaching of students with special needs, and (4) about the special education process, including their specific role in the IEP system. Our approach is to prepare candidates to work in inclusive settings when appropriate, and to work closely with Education Specialists in the Response to Intervention process. □</p> <p>Candidates are prepared to work with English Learners through coursework and fieldwork. The program philosophy and design consists of three components: (1) the theoretical and philosophical coursework consisting of 6 units; (2) the infusion of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) methods, strategies, techniques, and materials throughout the methods classes; and (3) the practice and implementation of ELD and SDAIE methods and philosophy in student</p>	Yes	Yes	Yes	<p>Candidates in all three Education Specialist Credential programs take SPE 460 Introduction to Special Education, which provides an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans. More in-depth study of these issues occurs in subsequent coursework, including SPE 561 Typical and Atypical Developmental and Assessment Issues in Special Education. In their early fieldwork and student teaching, candidates receive extensive experience in teaching students with disabilities effectively. Master Teachers and Field Supervisors closely support their learning over a period of 16 weeks. □</p> <p>Education Specialist candidates take general education coursework in the area of Reading/Language Arts. This two-course requirement includes an emphasis on teaching English Learners using ELD and SDAIE strategies, assessments, and philosophies. In addition, candidates take SPE 545 Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners, and practice through course-based fieldwork. Working with parents and paraprofessionals is an important component of the course. □</p> <p>Currently, the Special Education faculty is</p>

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California State University, East Bay	Yes	No	Yes	All teaching credential candidates take a course in teaching special populations. Additionally, within the teaching performance assessments, candidates are asked to demonstrate their instructional strategies employed for specific classes and learners, including limited English proficient students and those with special needs. The candidates develop and provide written reflections on their responses to the case studies.	Yes	Yes	Yes	As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting.
California State University, Fresno	Yes	Yes	Yes	Students in the elementary and secondary credentials programs have required courses in both teaching students with special needs as well as teaching English Learners. EL and special needs strategies are also infused in all other required coursework as well as in field experiences.	Yes	Yes	Yes	All Special Education students take required courses in teaching students with disabilities and in teaching English Learners. Students also have training on working within an IEP team in their coursework as well as "hands-on" experience in their field placements.

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

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California State University, Long Beach	Yes	Yes	Yes	During course work and fieldwork throughout their program, candidates demonstrate their knowledge and skills related to planning for instruction; assessing, analyzing, and monitoring student learning; adjusting instruction to meet the needs of English learners, special needs, and otherwise challenging students; and supporting learning for all students. Candidates are assessed through course work and field experiences utilizing case studies, student work samples, signature assignments, portfolios, and during culminating experiences.	Yes	Yes	Yes	During course work and fieldwork throughout their program, candidates demonstrate their knowledge and skills related to planning for instruction; assessing, analyzing, and monitoring student learning; adjusting instruction to meet the needs of English learners, special needs, and otherwise challenging students; and supporting learning for all students. Candidates are assessed through course work and field experiences utilizing case studies, student work samples, signature assignments, portfolios, and during culminating experiences.

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California State University, Los Angeles	Yes	Yes	Yes	<p>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.</p> <p>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.</p>	Yes	Yes	Yes	<p>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. 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.</p>
California State University, Monterey Bay	Yes	Yes	Yes	See comments from Traditional Report.	Yes	Yes	Yes	See comments from Traditional Report.

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

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



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California State University, San Bernardino	Yes	Yes	Yes	<p>CSUSB's general education teachers' experience varies based on their supervision experiences and placements. Typically, our candidates receive a lot of experience working with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Autism as these are the most frequent diagnosis seen in the classrooms in our service area.</p> <p>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.</p> <p>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</p>	Yes	Yes	Yes	Please see above text box. In addition to the above, special education candidates also meet state standards in mild/moderate, moderate/severe, or early childhood areas and all these programs also include emphasis on teaching of English Learners.

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California State University, San Marcos	Yes	Yes	Yes	A two-semester course sequence in Teaching and Learning explicitly prepares general education teachers to work collaboratively with Education Specialist teachers. Candidates learn about their roles and responsibilities as general education teachers through course readings and assignments that include participation in an IEP when possible.	Yes	Yes	Yes	The program is structured around the approved state standards and includes multiple school-based learning assignments.
California State University, Stanislaus	Yes	No	Yes	MSCP and SSCP teach students about IEP's, but we do not participate in them. We have special courses designed to accommodate students with special needs: Special Education, EL, and IEP.	Yes	Yes	Yes	Students complete relevant coursework and practica.

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CalState TEACH	Yes	Yes	Yes	<p>Best Practice for Students with Special Needs</p> <p>CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching special populations in a general education classroom in a spiraling, reiterative curriculum. Readings in Lewis and Doorlag’s text, Teaching Special Students in General Education Classrooms, and thirteen electronic IRIS modules (<a href="http://iris.peabody.vanderbilt.edu/index.html">http://iris.peabody.vanderbilt.edu/index.html</a>) containing print materials, streaming video, and activities form the foundation of candidates' understandings. The focus is three-fold: 1) to promote the concept that educating the special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for all special populations in the general classroom.</p> <p>Candidates are introduced to relevant state and federal laws, the general education teacher’s role and the IEP process. They learn about IDEA and legal issues surrounding the education of children with special needs and are introduced to the processes of the Student Study Team where they begin to learn about IEP planning, implementation, and evaluation. Throughout these studies, candidates read</p>	Not applicable	Not applicable	Not applicable	

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

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Claremont Graduate University	Yes	Yes	Yes	<p>It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of underperforming students. As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Language Learners, and students with designated special needs. All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners.</p> <p>In our program, General Education candidates are often sitting side-by-side with Education Specialists candidates to help establish the professional expectation and norm of collaboration. All candidates are introduced to the frame provided by IDEA in our first course, Teaching/Learning Process (TLP) I and introduced to the Professional Standards related to Special Education. The scope of how to work with students with designated special needs is continued in the Fall in TLP II where candidates work with Dr. Maria Imbeau on differentiated instruction and Dr. Skip Baker on brain-based research related to learning. The work of both stress the message</p>	Yes	Yes	Yes	<p>It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of underperforming students. As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Language Learners, and students with designated special needs. All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners.</p> <p>In our program, General Education candidates are often sitting side-by-side with Education Specialists candidates to help establish the professional expectation and norm of collaboration. All candidates are introduced to the frame provided by IDEA in our first course, Teaching/Learning Process (TLP) I and introduced to the Professional Standards related to Special Education. The scope of how to work with students with designated special needs is continued in the Fall in TLP II where candidates work with Dr. Maria Imbeau on differentiated instruction and Dr. Skip Baker on brain-based research related to learning. The work of</p>
Concordia University	Yes	Yes	Yes		Not applicable	Not applicable	Not applicable	

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Dominican University of California	Yes	Yes	Yes	<p>All these elements are in place as required by the State of California as part of the SB 2042 Multiple and Single Subject credentials. General education teachers demonstrate their competence to teach these students within the courses listed below. Competence is measured also during field work including student teaching and by the four-task assessment with the California Teacher Performance Assessment (Cal TPA). Working with students with disabilities is embedded in:</p> <p>EDUC 5056/5556 Elementary Reading            EDUC 5140/5540 Secondary Reading            EDUC5130/5530/5131/5531/5230/5630/5131/5631 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</p> <p>Working with students who are limited English proficient is embedded in:            EDUC 5000/5500 Education and Culture (Multiple/Single subject candidates enrolled)</p>	Yes	Yes	Yes	<p>Each special education teacher candidate is prepared according to Education Specialist standards required by the California Commission on Teacher Credentialing. Special education teachers demonstrate their competence to teach students with disabilities within coursework listed below. In addition, competence is measured during supervised fieldwork experiences, through an external assessment process called the California Teaching Performance Assessment, and by anchor assignments evaluated on 4 point rubric scales. Training related to participation as a member of IEP program teams is imbedded in EDUC 5301-Introduction to Special Education, EDUC 5302-Program Design, and EDUC 5306-Behavior Intervention and Support. In addition, candidates are required to participate in an IEP during supervised field experiences which is evaluated by trained University supervisors. 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</p>

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Fortune School of Education (Project Pipeline)	Yes	Yes	Yes	<p>The ED 102 course, Language Acquisition: Communication for 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 Methodology of Teaching Reading and Writing course to focus on literacy instruction and assessment of English Learners.</p> <p>The ED 203 course, Teaching Students with Special Needs in the General Education Classroom, draws together divergent perspectives on a variety of issues including the history and development of special</p>	Yes	Yes	Yes	<p>Please see the following course descriptions that describe how our program prepares special education teachers:            Education Specialist Mild/Moderate (ESMM) 506: Developing IEPs            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.</p> <p>ESMM 702: Strategies for Teaching Special Needs Children– 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</p>

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Fresno Pacific University	Yes	Yes	Yes	The program prepares candidates to teach students with disabilities effectively by requiring candidates to take SED 605. In this course candidates are provided with the direction necessary to understand the psychological characteristics, cognitive styles, behavior patterns, and accompanying learning problems of students with exceptional needs. Students are asked to demonstrate knowledge of current legislation (IDEA, Individuals with Disabilities Act) pertaining to exceptional students, including teaching implications of cultural and linguistically different children. In addition, candidates are asked to describe the major components of an IEP (Individual Education Plan) and its process. Candidates are asked to attend an IEP meeting during final directed student teaching. Finally, candidates demonstrate an awareness of differences and similarities of exceptional and non exceptional students, including the instructional implications of culturally and linguistically different children. The Teacher Education Lesson Plan Template requires that candidates select an exceptional as well as an English learner as focus students, and plan each lesson	Yes	Yes	Yes	Candidates in the Education Specialist programs are highly scrutinized for their academic and practicum performance, as they attain the knowledge and skills that are required by law for their professional responsibilities. General and specific courses address the EL student needs and candidates verify their abilities to implement an effective instructional learning environment. The FPU coursework includes an extended course for Language Development, which expands the knowledge and application of all other coursework for students who have special needs. The IEP process and team performance expectancies are integrated throughout all courses in Level I, followed by advanced stages of assimilation during the Level II program. Together it is a sound and comprehensive program of studies for all Education Specialists service providers.



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High Tech High Communities	Yes	Yes	Yes	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 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.	Yes	Yes	Yes	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 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.

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Holy Names University	Yes	Yes	Yes	<p>The mission of Holy Names University credential programs is to prepare teachers for urban schools, we believe it is essential that every candidate in our program be well-equipped to teach English Learners. All programs are infused with English Language Development and teaching to content and language objectives. In addition, English Learners are molded and observed in the field, written in lesson plans and practiced by candidates.</p> <p>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.</p>	Yes	Yes	Yes	<p>The candidates in the Education Specialist Mild Moderate Program take several courses to acquire the before mentioned skills. In EDUC 261, students learn about the characteristics of students in the thirteen disability categories recognized in the Federal Law. In EDUC 267, students learn the theory and practice needed for effective collaboration for the education of students with disabilities. In this class, students participate in a mock IEP and SST.</p> <p>In EDUC 102A, candidates review the legal requirements for educating exceptional children, including mainstreaming into the general education program. Candidates learn the research on effective teaching practices and examine those practices in light of the needs of gifted students and those with handicapping conditions. Candidates complete a field observation of a mainstreaming situation, where special education students participate in the general education program; adapt a lesson to meet the needs of students with specific learning needs, review the IEP and placement process for a student with a learning disability. Through readings, lectures, in class presentations and internet searches, candidates learn about resources and strategies that will provide students with learning needs access to resources and</p>

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

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John F. Kennedy University	Yes	Yes	Yes	Students in Intern Programs and in Traditional Programs must have some experience attending IEP conferences when students in their classrooms are on an IEP program. Our students also have to attend Student Study Team sessions. The California TPA Task system requires that teaching candidates have Focus Students in their task lessons who are LEP, disabled (IEP) or offer a special challenge to the teacher candidate. All three of the tasks that Teacher Candidates must pass, required demonstration of teaching practice with these students. Students must have different students over a three quarter period in which they Intern or Student Teach. In Seminars, conducted by faculty, students are educated about how to prepare for these Tasks. Evaluators of the tasks are specially trained in scoring such tasks and must have current	Not applicable	Not applicable	Not applicable	Not Applicable, as we do not have a special education credential program.
La Sierra University	No	No	Yes	The State of California does not require coursework in special education in the teacher education program. However, we require this when they do their Master of Arts in Teaching AND when students are preparing for the Seventh-day Adventist teaching credential in addition to the State credential. To improve our program we are in the process of requiring all candidates to take EDCI 464/564 Special Education in the Regular Classroom. This change will be in place by Fall quarter, 2010. 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.	Not applicable	Not applicable	Not applicable	We do not offer this program currently.

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Los Angeles Unified School District	Yes	Yes	Yes	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.	Yes	Yes	Yes	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	Yes	Yes	Yes	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences and clinical practice.	Yes	Yes	Yes	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences and clinical practice.

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

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

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



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Oakland Unified School District	No	No	No	NA. Currently, we only serve special education teachers.	Yes	Yes	Yes	The OPTP prepares participants to be effective instructors and advocates for students with disabilities throughout the program, beginning with pre-service training and continuing through their full-time, year-long internship and seminar sessions. Before attending pre-service summer training (the rigorous 6 week training prior to interns' teacher-of-record school year) participants read the Teaching for Student Achievement guidebook designed specifically for special educators. During pre-service training, participants spend substantial time identifying and exploring the types of disabilities they will encounter, examples of appropriate accommodations and modifications, and the ways they can work to meet their students' special needs. Additionally, as part of the practice teaching component of pre-service training, participants are paired with highly-successful veteran special education teachers who help them learn how to create effective Individualized Education Programs, how to use plans effectively in instruction, and how to conduct successful IEP meetings. During the school year, interns participate in a Teaching for Results Special Education seminar. These sessions help participants develop into effective special educators by teaching them to use content pedagogy and

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Orange County Office of Education	Yes	Yes	Yes	Due to the hiring situation at this time, the general education teacher preparation program has been deactivated. There are teachers in our program who hold general education credentials, so that population is taught through our special education program as enrolled interns. The descriptions of program preparation follows in the special education teachers segment.	Yes	Yes	Yes	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 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

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Pacific Oaks College	Yes	Yes	Yes	Students in our Multiple Subject Credential Program (general education) are required to take two special education courses in addition to completing at least one fieldwork placement in an inclusive setting. As part of their coursework, they are introduced to the IEP (as well as IDEA). As part of this credential program, students are authorized to teach English Learners - this training is embedded in specific coursework as part of the authorization, as well as woven	Yes	Yes	Yes	Students in the Education Specialist Credential Program are required to complete coursework that trains them to work as part of IEP teams. For instance, coursework includes: The Child With Special Needs, Collaboration and Communication for Special Educators, Behavior Intervention and Program Planning, and Instructing and Assessing Students. In addition, the English Learner authorization is embedded in this program.
Patten University	Yes	Yes	Yes	Teaching students with disabilities is integrated throughout the program with EDU594, a separate required class on Educating the Exceptional Child. Candidates must write and teach lessons that are adapted to meet the needs of students with disabilities. They must write IEPs and participate in team meetings. Strategies, assessments, and adapting lessons for ELLs, are integrated throughout the program including EDU 587 specifically addressing the needs of ELLs. CAL TPAs with adaptations for both areas, are also required in	Not applicable	Not applicable	Not applicable	N/A
Pepperdine University	Yes	Yes	Yes	This is done through the coursework and is identical to what is done in the traditional program.	Not applicable	Not applicable	Not applicable	

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Point Loma Nazarene University	Yes	No	Yes	<p>Throughout credentialing coursework, candidates are introduced to and required to display an understanding of meeting the needs of SWD and limited English proficient students.</p> <p>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.</p> <p>All candidates enroll in EDU 601 Language Acquisition, which specifically addresses meeting the needs of limited English proficient students.</p>	1	No	Yes	<p>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.</p> <p>The program includes theory and methodology instruction provided to candidates, as well as fieldwork and clinical practice in special education in local LEAs.</p> <p>All special education candidates must complete the course EDU 652 Collaboration &amp; Consultation for IEP Implementation, Evaluation &amp; Program Improvement.</p>

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San Diego City Unified School District	Yes	Yes	Yes	<p>Title II General Ed and English Learners</p> <p>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.</p> <p>The four semesters of Practice Teaching provide systematic opportunities for candidates to design and deliver instruction that addresses</p>	Yes	Yes	Yes	<p>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.</p> <p>Competencies related to teaching English learners are addressed within each of course</p>

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

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San Francisco State University	Yes	Yes	Yes	<p>IEP development is incorporated into generic courses and key advanced methods courses. All credential specialty areas require participation on IEP teams as course assignments.</p> <p><b>SPECIAL NEEDS STUDENTS</b></p> <p>The Elementary Education Program has designated a credential course, Developmental Teaching and Learning in Diverse Settings (EED 783) to include an introduction to students with disabilities, such as the law governing disabilities, an understanding of IEPs, and an introduction to disabilities that a teacher would be expected to address in a general education classroom. In addition, teacher candidates are provided with some initial training about adaptations for the child with disabilities. This area of the program continues to be a challenge; the program has started to explore possibilities through collaboration with the Special Education Department. Presently, the two chairs and four professors from Elementary Education and special education are scheduling two sets of math methods (EED 784) and literacy methods (EED 782/882) courses, which will be team-taught in fall 2010. General education teachers (and instructors) will receive training in working with children with disabilities and special education teachers (and instructors) will receive training in working with children</p>	Yes	Yes	Yes	<p>SPED only: IEP development is incorporated into generic courses and key advanced methods courses. In Special Education, credential candidates in all specialty areas participate on IEP teams as course assignments.</p> <p>Three seminar courses in Special Education deal with Limited English Proficient learners. Students are required to implement assignments during fieldwork with English learners with disabilities.</p>

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San Jose State University	Yes	Yes	Yes	<p>The Department of Special Education offers the course, EDSE 192A: “Including and supporting Students with Special Needs in General Education Classrooms”, that is required for the Multiple Subject and Single Subject credential. A description and knowledge base for this course are the following: <input type="checkbox"/></p> <p><input type="checkbox"/> Course Description <input type="checkbox"/></p> <p>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</p>	Yes	Yes	Yes	<p>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: <input type="checkbox"/></p> <p><input type="checkbox"/> Standard 7: Preparation to Teach Reading-Language Art <input type="checkbox"/></p> <p>For each candidate, the study of reading and language arts includes knowledge of the home and community literacy practices, and instructional uses of ongoing diagnostic strategies that guide teaching and assessment; early intervention techniques in classroom settings; guided practice of techniques; study of phonological and morphological structure of English; study of methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers. Field experience, site placement(s), and/or supervised teaching assignments include: extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught. <input type="checkbox"/></p> <p><input type="checkbox"/> Standard 13: Preparation to Teach English Learners <input type="checkbox"/></p>



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

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

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St. Mary's College of California	Yes	Yes	Yes	Single Subject Credential candidates take a course SSTE 276: Universal Access which prepares general education teachers to teach students with disabilities. This training is also incorporated directly into the PACT TPA. Multiple Subject Credential candidates are introduced to kinds of learning disabilities in the first term in MSTE 210 Learning & Development, and to categories of all disabilities in MSTE 317 Introduction to Field Experience. MSTE 317 also introduces foundational material about second language learning. Candidates are taught specific instructional strategies and how to participate in individualized education program teams in MSTE 318 Teaching Diverse Learners. This course also prepares candidates to teach English learners effectively, and all candidates are observed and receive feedback after teaching two kinds of lessons: lessons that meet the content learning needs of English learners, and English language development lessons for English learners.	Yes	Yes	Yes	Education Specialist candidates take highly specialized courses to prepare them to teach students with disabilities and English Learners.
Stanislaus County Office of Education	No	No	No	This program does not prepare general education teachers.	Yes	Yes	Yes	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.

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Touro University	Yes	Yes	Yes	<p>Touro University’s multiple and single subject teacher credential program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, and to effectively teach students who are limited English proficient.</p> <p>LEARNING &amp; 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</p>	Yes	Yes	Yes	<p>The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the College of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. □</p> <p>Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the</p>

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University of California, Irvine	Yes	Yes	Yes	Instruction for General Education Teachers in the Areas of Special Education, English Language Learners, Children from Low-Income Families, Urban and Rural Schools includes the following coursework for MS and SS Teacher Candidates: ED328/348 Theory and Methods of Instruction of Special Populations in the General Education Classroom; ED329/349 Theories and Methods of English Language Development Applied to Elementary/Secondary Students; ED327/347 Foundations of Equity and Diversity for Elementary/Secondary School Teachers; ED332/352 Creating a Supportive and Healthy Environment for Student Learning in the Elementary/Secondary Classroom. Field experiences, including a 90 hour pre-student/intern teaching practicum and 20-week student/intern teaching assignments, are designed to provide extensive school/classroom experiences with students who are diverse in terms of ethnicity and culture, language, socio-economic status and learning/social needs.	Not applicable	Not applicable	Not applicable	NA
University of California, Los Angeles	Yes	Yes	Yes	Alternative Pathway is limited to secondary single subject candidates only.	Not applicable	Not applicable	Not applicable	

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

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University of California, San Diego	Yes	Yes	Yes	<p>All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates.</p> <p>Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars.</p> <p>All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.</p>	Yes	Yes	Yes	<p>All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates.</p> <p>Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars.</p> <p>All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.</p>
University of LaVerne	Yes	No	Yes	<p>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.</p>	Yes	Yes	Yes	<p>Students are required to separate curriculum/assessment strategies as opposed to combining them. Required practicum experience and/or classroom activities and creating related notebooks. Students are required to simulate, attend, and critique IEP meeting. Student are required to reflect on videos relating to adapting curriculum and instruction. Required use of the internet for further research on students with disabilities.</p>

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University of Phoenix	Yes	Yes	Yes	<p>University of Phoenix’s teacher preparation program prepares general education teachers to effectively teach students with disabilities and students who are limited English proficient, in multiple ways. Every course in the program includes content, assignments, and activities that address diverse learners and differentiating instruction and assessments to meet the needs of every learner. In addition, a program course, SPE/514, Survey of Special Populations, provides an overview of the categories of exceptionality for P-12 students with special needs and familiarizes teachers with terminology. The course focuses on differentiated methods used for the identification, placement, assessment, and instruction of diverse populations.</p> <p>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.</p>	Not applicable	Not applicable	Not applicable	



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University of Redlands	Yes	Yes	Yes	The courses in our program are based upon Teaching Performance Expectations which describe the set of knowledge, skills, and abilities that California expects of each candidate for a Multiple or Single Subject Teaching Credential. Teaching limited English proficient students effectively and teaching students with disabilities effectively are TPE standards that must be met throughout the coursework in our program. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion 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.	Not applicable	Not applicable	Not applicable	N/A

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University of San Diego	Yes	Yes	Yes	<p>There are two methods courses USD teacher candidates are required to take that specifically address students with disabilities and teaching students with limited English proficiency. These are both 3 credit hour courses, Healthy Environments and Inclusive Education and Methods of Teaching English Language and Academic Development. Student Teaching placements with classrooms including special needs students provide IEP experience for students. The Performance Assessment of California Teachers (PACT) assessment expects students to include thorough adaptations for special education in their lesson development, implementation, and assessment.</p> <p>Faculty members in both general education and special education participated in an IRIS workshop (from Vanderbilt University's Peabody College) to develop additional skills to teach teacher candidates to integrate strategies for special needs students in the general education classroom.</p>	Yes	Yes	Yes	<p>First, we have a CTC approved Level I Education Specialist Credential with English Learner Authorization in these three areas:</p> <ol style="list-style-type: none"> <li>1) mild/moderate disability</li> <li>2) moderate/severe disability (No longer accepting students as of fall 2009)</li> <li>3) early childhood disability (No longer accepting students as of fall 2009)</li> </ol> <p>We also have Council for Exceptional Children SPA NCATE recognition. Second our 42-unit credential with master degree (41 including student teaching without M.Ed. only course) is designed sequentially to build candidate competency in all areas of teaching students with special needs. Here is the course preferred sequence:</p> <p>FOUNDATIONS BLOCK (must be completed before beginning Methods Block)</p> <p>Course title/ Unit/ Field requirement</p> <p>EDUC 558XB First and Second Language Development for the Classroom Teacher/ 3 CEU/na</p> <p>EDSP 589 Healthy Environments and Inclusive Education/ 3 units/5 hours</p> <p>EDSP 574 Characteristics &amp; Needs Mild to Moderate/ 3 units/ na</p> <p>EDSP 573 Family Systems/ 3 units/ Family case study 5 hours</p> <p>EDSP 579 Cultural, Legal &amp; Ethical Aspects/ 2 units/ na</p> <p>EDUC 500 Research Design/ 3 units/ na</p>

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University of San Francisco	Yes	Yes	Yes	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.	Yes	Yes	Yes	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, 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, multicultural education, 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

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University of the Pacific	Yes	Yes	Yes	All general education candidates take a course in Teaching Exceptional Learners and Teaching English Learners. The course in teaching exceptional learners includes information on IEPs and how school teams are typically arranged. The 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. The course on Teaching English Learners is a comprehensive course on SIOP and SDAIE	Yes	Yes	Yes	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 students take a Teaching English Learners course with candidates in general education. All candidates participate in one or more IEPs.
Whittier College	Yes	Yes	Yes		Not applicable	Not applicable	Not applicable	
William Jessup University	Yes	Yes	Yes	We accomplish this 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 needs students.	Not applicable	Not applicable	Not applicable	