Annual Report Card on California Teacher Preparation Programs for the Academic Year 2012-2013

as Required by Title II of the Higher Education Act

This report was developed by Marjorie A. Suckow of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact msuckow@ctc.ca.gov.

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This report is available at
http://www.ctc.ca.gov

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Vision Statement

All of California's diverse learners, preschool through grade 12, are inspired and prepared to achieve their highest potential by a well-prepared and exceptionally qualified educator workforce.

Mission Statement

To inspire, educate and protect the students of California.

Table of Contents

Annual Report Card on California Teacher Preparation Programs for the Academic Year 2012-2013 as Required by Title II of the Higher Education Act

Introduction

This agenda item presents the *Annual Report Card on California Teacher Preparation Programs for the Academic Year 2012-2013* 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 started full implementation of the new requirements. This is the fourteenth annual report and it includes the passrate 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 state agencies 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 (ED) 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. The new reporting requirements for Title II 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 U.S. Secretary of Education.

Institutional and Program Report Cards for 2012-2013

Westat, the ED'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. The Commission elected to use Westat's system because it is free to the states and enables data to be collected uniformly across many states. Forty-eight (48) states, Washington DC, and seven (7) jurisdictions used the IPRC developed by Westat for the 2012-2013 reporting year. All California teacher preparation programs that have approved Multiple Subject, Single Subject, and Education Specialist preliminary credential programs submitted their IPRC to Westat on or before April 30, 2014, in compliance with federal reporting deadlines set forth in Title II.

The IPRC web system collected information in the following sections:

Section I Program Information
Admission Requirements
Program Enrollment
Supervised Clinical Experience

Teachers Prepared by Subject Area
Teachers Prepared by Academic Major, and
Program Completers

Section II Annual Goals; Assurances
Section III Assessment Pass Rates and Summary Pass Rates
Section IV Low-Performing Teacher Preparation Programs
Section V Use of Technology
Section VI Teacher Training (General education and Special education)
Section VII Contextual Information (Optional)

The State Report Card for 2012-2013

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 preliminary 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 traditional route, IHE-based alternative route, and non-IHE–based alternative route data collection. There are many common data reporting elements in the IHE and state Title II data collection. 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 ED. 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 ED.

Title II data are intended to inform students and aspiring teachers, the education 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/.

The STRC web system collected information in the following sections:

Section I Program Information
Admission Requirements
Enrollment
Supervised Clinical Experience
Teachers Prepared by Subject Area
Teachers Prepared by Academic Major
Teachers Prepared by Area of Credential, and
Program Completers

Section II	Assurances
Section III	Credential Requirements
Section IV	Standards and Criteria
Section V	Assessment Information by Traditional and Alternative routes
Section VI	Alternative Routes
Section VII	Program Performance
Section VIII	Low Performing
Section IX	HQT Shortages
Section X	Use of Technology
Section XI	Improvement Efforts

Pass rate information by assessment for each of the teacher preparation programs for both traditional and alternate routes are presented in *Appendix A* and all IPRC sections are presented in *Appendix B*. 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 ED will need to be completed via the web-based Title II Data Collection System by October 31, 2014.

Recommendation

Staff recommends that the Commission approve the *2012-2013 Annual Report Card on California Teacher Preparation Programs*, so staff may transmit the reformatted web-based version of the report to the ED on or before October 31, 2014.

Section I: Program Information, Admission Requirements, Enrollment, Supervised Clinical Experience, Teachers Prepared by Subject Area and Academic Major, Program Completers, and Credentials Issued

In the academic year 2012-13, a total of 145 Institution and Program Report Cards (IPRC) were submitted to the U.S. Department of Education (ED). Teacher preparation programs with alternative routes are required to submit two separate reports: one for Traditional Route only and a second report for the Alternative Route only. There were 81 Traditional Route reports, 55 IHE-based Alternative Route (University Intern) reports, and 9 Non IHE-based Alternative Route (District Intern) reports. Data are analyzed and summarized by routes: Traditional Route and Alternative Route (both IHE-based Alternative Route and Non IHE-Based Route reports are combined under Alternative Route). Summary tables are provided in the agenda item and detailed responses by individual teacher preparation program are provided in the *Appendices* as listed on Page 43.

Section 1 of the IPRC requires all teacher preparation programs that offer preliminary teaching credentials to provide data on admission requirements, program enrollment, supervised clinical experience, teachers prepared by subject area and academic major, program completers, and credentials issued. Every data element collected and reported in IPRC comes directly from HEA and the specific section of HEA is listed in *italics* along with each section requirement.

Section 1.b Admission Requirements

This section requires programs to report the following information about the teacher preparation programs' entry and exit requirements. *(§205(a)(1)(C)(i))*

- *Are there initial certification programs at the postgraduate level?*
  If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.
    - *Transcript*
    - *Fingerprint check*
    - *Background check*
    - *Minimum number of courses/credits/semester hours completed*
    - *Minimum GPA*
    - *Minimum GPA in content area coursework*
    - *Minimum GPA in professional education coursework*
    - *Minimum ACT score*
    - *Minimum SAT score*
    - *Minimum basic skills test score*
    - *Subject area/academic content test or other subject matter verification*
    - *Recommendation(s)*
    - *Essay or personal statement, Interview, and any other requirements.*
- *What is the minimum GPA required for admission into the program?*
- *What was the median GPA of individuals accepted into the program in academic year 2012-13?*
- *What is the minimum GPA required for completing the program?*

- *What was the median GPA of individuals completing the program in academic year 2012-13?*

Table 1 indicates that the admission requirements are fairly similar for both traditional and alternative routes. The minimum GPA required for admission into the program ranged between 2.0 and 3.0, however, the median GPA of individuals accepted into the program ranged between 2.5 and 4.0. The median GPA of individuals who completed the program in 2012-13 ranged between 2.85 to 4.0.

Table 1. GPA Requirements for Postgraduate Program, by Route

	All Routes	Traditional Route	Alternative Route
Minimum GPA required for admission into the program (range)	2.0 to 3.0	2.5 to 3.0	2.0 to 3.0
Median GPA of individuals accepted into the program in academic year 2012-13 (range)	2.5 to 4.0	2.5 to 3.9	2.75 to 4.0
Minimum GPA required for completing the program (range)	2.0 to 3.0	2.5 to 3.0	2.0 to 3.0
Median GPA of individuals completing the program in academic year 2012-13 (range)	2.85 to 4.0	3.0 to 4.0	2.85 to 4.0

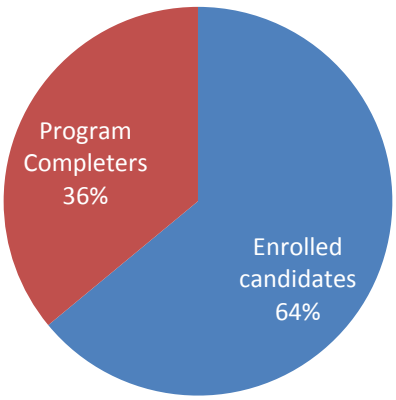
Section 1.c Enrollment

Provide the number of students in the teacher preparation programs in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not yet completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Starting with the 2012-13 reporting year, the program sponsors are asked to report enrolled students and program completers distinctly. About 20,000 teacher candidates were enrolled during the academic year 2012-13 and more than 11,000 teacher candidates completed the programs. A few teacher preparation programs are 12-month programs, hence the teacher candidates may be enrolled students in the beginning of the academic year and become program completers within that 12 month period. Those programs were asked to report the candidates as program completers not as enrolled students. To see a statewide picture of teacher candidates in the preliminary teacher preparation programs, both enrolled students and program completers were combined.

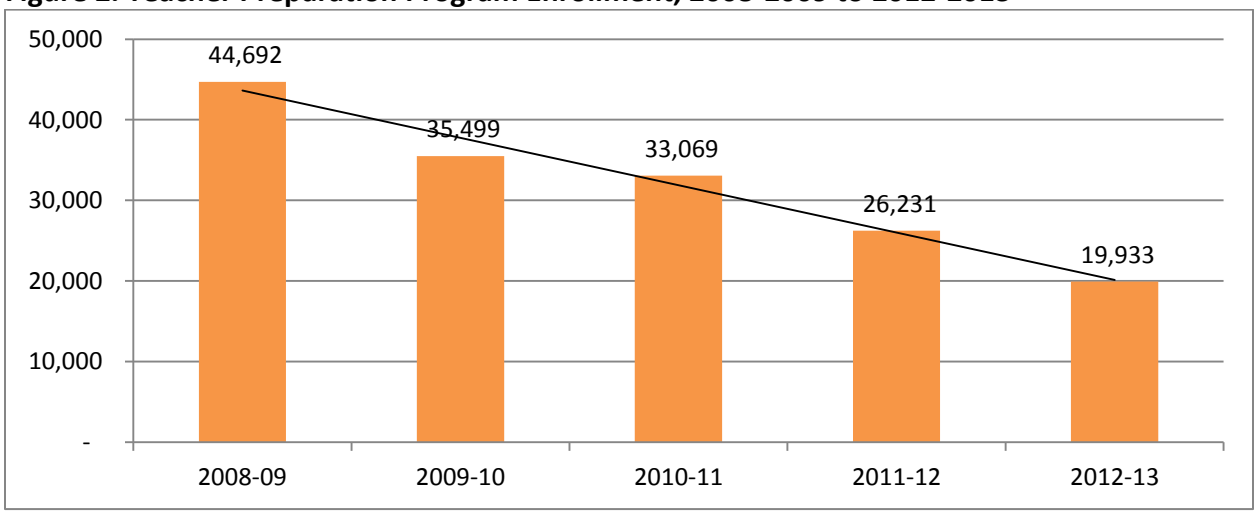
As depicted in Figure 1, nearly two-thirds (64 percent) of the teacher candidates were enrolled in the preliminary teacher preparation programs while more than one-third (36 percent) completed the programs in academic year 2012-13.

Figure 1. Total Candidates in Teacher Preparation Programs for AY 2012-13



The Title II enrollment data indicate a steady decline in the past five years, by about 25,000 or 55 percent. As Figure 2 indicates, total enrollment declined by 24 percent between 2011-12 and 2012-13.

Figure 2. Teacher Preparation Program Enrollment, 2008-2009 to 2012-2013



**Data include both Traditional and Alternative Route totals.*
Note: In a few preliminary teaching programs the enrolled students become program completers at the end of the program year. Those program completers are not included in the enrollment for 2012-13.

Table 2 provides gender and ethnic distribution of enrolled students by routes. The Alternative route had more male students enrolled compared to the Traditional route (31 percent and 27

percent, respectively). The ethnic distribution of teacher candidates did not vary much by routes.

Table 2. Gender and Ethnicity Distribution of Enrolled Students by Route, 2012-13

	All Routes	Traditional Route	Alternative Route
Male	27%	27%	31%
Female	73%	73%	69%
White	51%	51%	52%
Hispanic/Latino	26%	26%	25%
African American	6%	6%	8%
Asian	8%	8%	6%
Pacific Islander	1%	1%	1%
American Indian	1%	1%	1%
Two or more races	7%	7%	7%

As depicted in Figure 3, about three-fourths (73 percent) of those enrolled in the preliminary teacher preparation program were female and less than one-third (27 percent) were male.

Figure 3. Enrolled Students by Gender, 2012-13

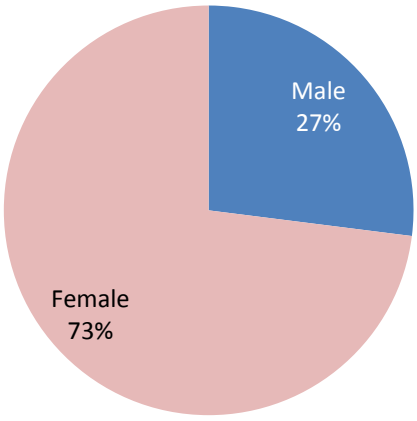
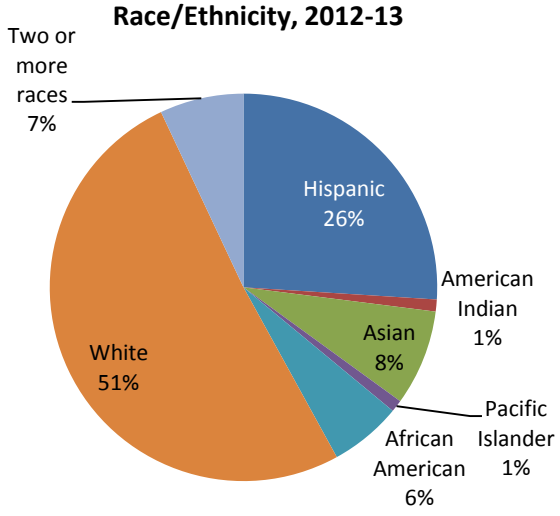


Figure 4. Enrolled Students by Race/Ethnicity, 2012-13



Please note: providing race and ethnicity information is optional for candidates. Teacher Preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity may not necessarily add up to the total number of students enrolled.

More than half (51 percent) of those voluntarily providing ethnicity information identified themselves as White and more than one-fourth (26 percent) as Hispanic/Latino of any race. Asian consisted of 8 percent, African American 6 percent, 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; these candidates are reported under the "two or more

races" category. This category consisted of the remaining 7 percent of the enrolled students responding to the ethnicity information question.

Overall, the race or ethnic distribution of teacher candidates enrolled in the teacher preparation programs has become more diverse in recent years. In 2008-09, 57 percent of those responding to ethnicity information identified themselves as White, 39 percent non-White, and 4 percent two or more races. In 2012-13, the data show 51 percent as White, 42 percent non-White, and 7 percent two or more races.

Enrollment and Program Completers Share by Program Sponsors, 2012-13

When 2012-13 enrollment and program completers' data were analyzed by program sponsors or IHE segments, an interesting picture emerged. More than half (58 percent) of the teacher candidates were enrolled in a private/independent college or university (Private/Independent). More than one-third (38 percent) were enrolled at a California State University (CSU) campus. The University of California (UC) enrolled 1 percent of the state's preliminary teacher preparation candidates and District Intern programs enrolled the remaining 3 percent. However, when the program completers were analyzed by program sponsors or IHE segments, more than half completed the program at a CSU campus, followed by two-fifths (40 percent) at Private/Independent institutions. Seven percent of the total program completers finished the program at a UC campus and remaining 3 percent at district intern programs.

Figure 5. Enrollment by Program Sponsors (N=19,933)

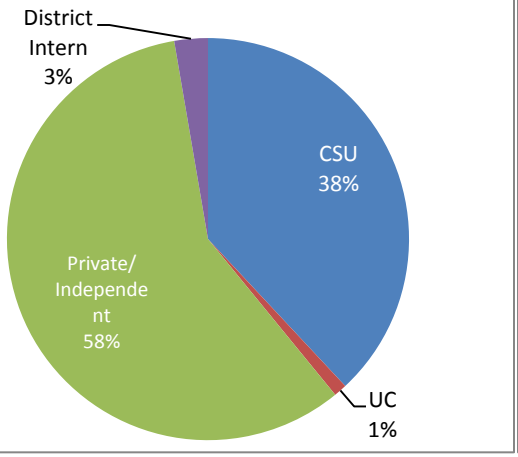
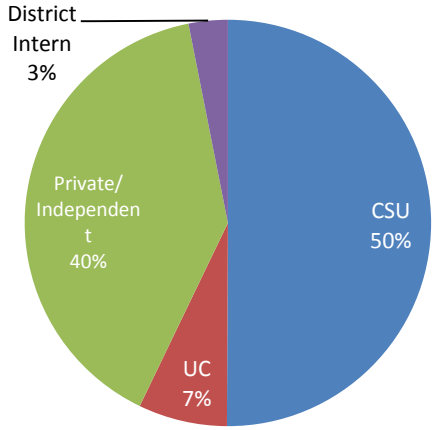


Figure 6. Program Completers by Program Sponsors (N=11,081)



For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not yet completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Section 1.d Supervised Clinical Experience

This section requires states to report data on the supervised clinical experience in each teacher preparation program. Supervised clinical experience is defined *as a series of supervised field experiences (including student teaching) with PreK-12 students that occur as a sequenced,*

integral part of the preparation program prior to the candidate becoming the teacher of record. Section 202 (d)(2) of the *Higher Education Act,* as amended in 2008*,* describes features of clinical experience.

Data on the following elements of supervised clinical experience are reported by the teacher preparation programs for 2012-13:

- *Average number of clock hours of supervised clinical experience required prior to student teaching*
- *Average number of clock hours required for student teaching*
- *Average number of clock hours required for mentoring/induction support*
- *Number of full-time equivalent faculty supervising clinical experience during this academic year*
- *Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)*
- *Number of students in supervised clinical experience during this academic year*

Overall, at the state level, the average number of clock hours of supervised clinical experience required to prior student teaching was 105 hours and the average number of clock hours required for student teaching was 584 hours. The average number of clock hours required for mentoring was 99 hours. At the state level, about 16,000 students participated in supervised clinical experience during the academic year 2012-13. The average number of clock hours of supervised clinical experience required prior to teaching as well as for student teaching varied by routes.

Table 3. Supervised Clinical Experience by Route, 2012-13*

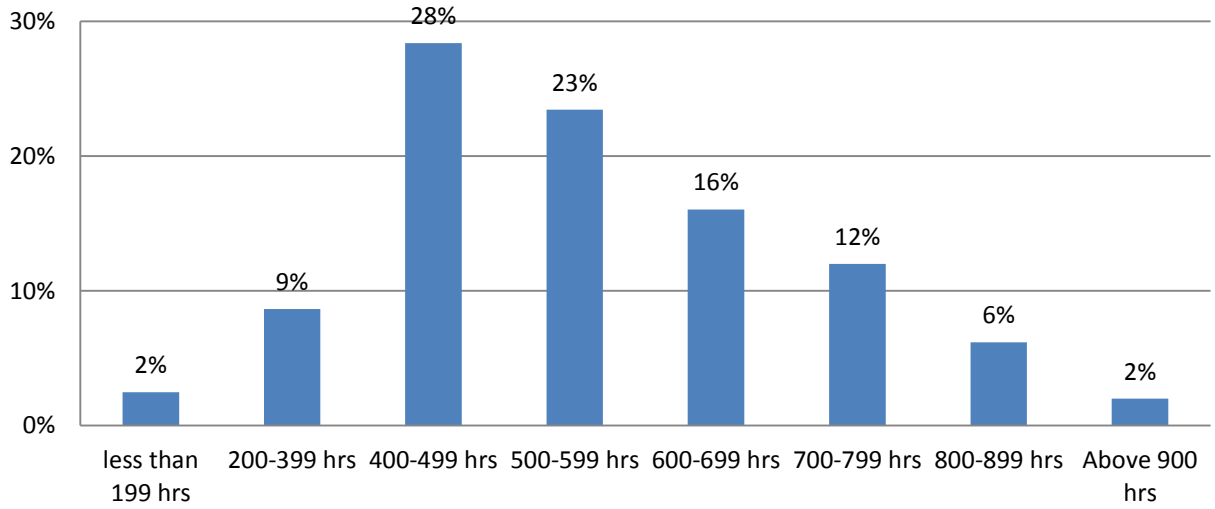
	All Routes	Traditional Route	Alternative Route**
Average number of clock hours of supervised clinical experience required to prior to student teaching	105 hours	105 hours	106 hours
Average number of clock hours required for student teaching	584 hours	566 hours	615 hours
Average number of clock hours required for mentoring/induction support	99 hours	79 hours	108 hours
Number of full-time equivalent faculty supervising clinical experience during this Academic Year	810	633	177
Number of adjunct faculty supervising clinical experience during this AY (IHE and PreK-12 staff)	6,410	5,249	1,161
Number of students in supervised clinical experience during this Academic Year	15,755	13,365	2,390

***Data are reported by individual teacher preparation programs and summary data are provided here. Definitions for Supervised Clinical Experience and questions to collect data for Supervised Clinical Experience come directly from the Title II Higher Education Act. See definition and questions above.*

***For the Alternative Route, data include hours when interns were in the classroom as teacher of record for some programs.*

Figure 7 depicts the distribution of preliminary teacher preparation program by their required clock hours for student teaching for Traditional Route in 2012-13. About one-third (28 percent) of the programs in the traditional route had required an average of 400 to 499 hours for student teaching and more than half the programs (60 percent) had required an average of 500 or more clock hours for student teaching.

Figure 7. Distribution of Programs by Number of Clock Hours Required for Student Teaching for Traditional Route, 2012-13



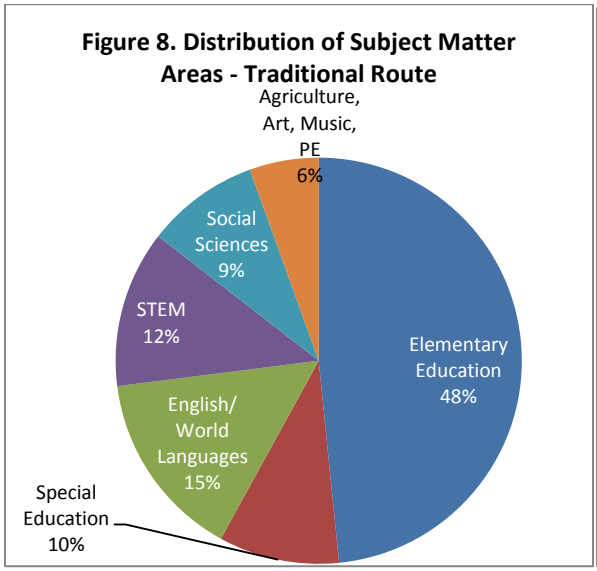
Section 1.e Teachers Prepared by Subject Area

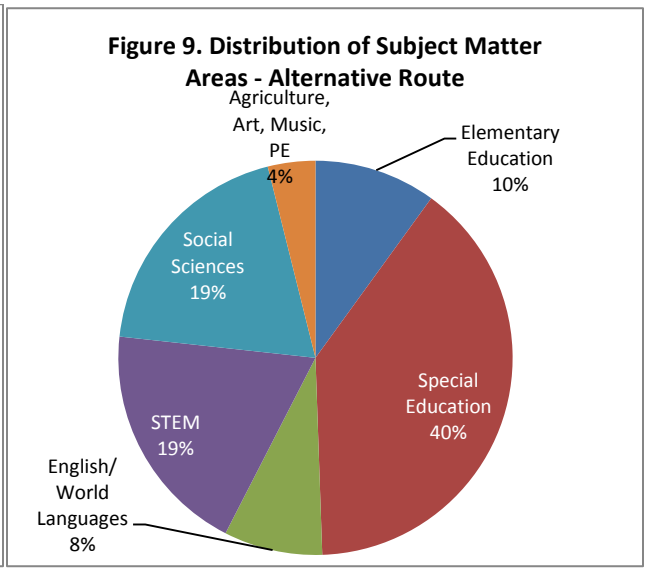
Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. (§205(b)(1)(H)

The following figures depict the distribution of program completers by subject matter areas by routes. For the Traditional route, nearly half were in the elementary education followed by one-tenth in special education. English and World Languages together accounted for 15 percent; Science, Technology, Engineering, and Mathematics (STEM) for 12 percent; and Social Sciences for 9 percent. Low incidence credential areas such as Agriculture, Art, Business, Music, and Physical Education (PE) together accounted for the remaining 6 percent. The distribution differed significantly for the Alternative route: one-tenth was in elementary education while two-fifths (40 percent) were in special education. English and World Languages accounted for 8 percent and STEM for 19 percent. Social Sciences accounted for 19 percent and the remaining 4 percent was in low incidence areas such as Agriculture, Art, Business, Music and PE.

Though nearly half the teachers prepared were in elementary and special education for both routes, the proportions were almost reversed. For the Traditional route elementary education was 48 percent and special education was 10 percent, whereas for the Alternative route it was 10 percent for elementary education and 40 percent for special education. For the Alternative

route, candidates in STEM subjects were 7 percentage points higher and in Social Sciences higher by 10 percentage points than for the Traditional route. For the Traditional route, English and World Languages were 7 percentage points higher than for the Alternative route.





Note –STEM includes science, technology, engineering, and mathematics.

Section 1.e Teachers Prepared by Academic Major

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. (§205(b)(1)(H)

As indicated by the figures below, the distribution of academic majors varied slightly by routes. For the Traditional Route, nearly half (46 percent) had received their undergraduate degree in Social Sciences, followed by 20 percent in Liberal Arts. More than one-tenth (12 percent) had degrees in STEM subjects. Low incidence subjects such as Agriculture, Art, Business, Music, and PE accounted for 9 percent and languages (English and World languages) together accounted for another 9 percent. For the Alternative Route more than two-fifths (41 percent) of the program completers' academic majors were in Social Science and 19 percent were in the Liberal Arts. STEM accounted for 16 percent, Languages 8 percent, and Agriculture, Art, Business, Music, and PE together accounted for 10 percent.

Figure 10. Distribution of Academic Major - Traditional Route

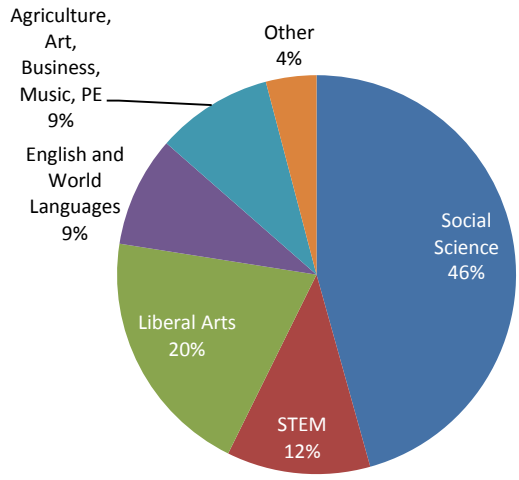
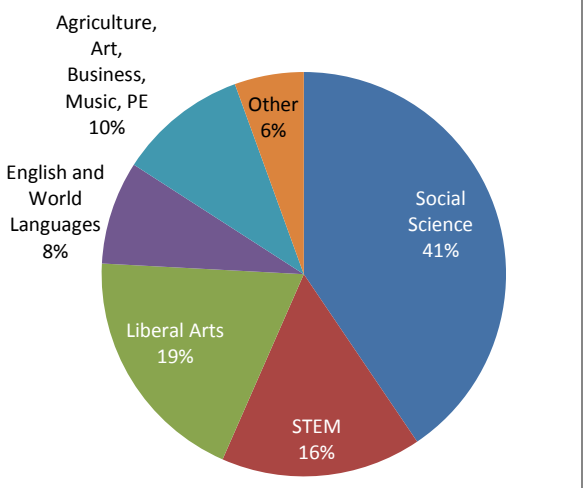


Figure 11. Distribution of Academic Major - Alternative Route



Note – Some of the academic majors are grouped under broad subject categories. Social Science includes philosophy, psychology, history, early childhood education, curriculum and instruction, elementary education, multicultural education, special education, etc. STEM includes science, technology, engineering, and mathematics.

Section 1.e Teaching Credentials Issued for 2012-13

The federal regulations mandate that the states report on the total number of preliminary credential issued in 2012-13 as part of the state report. The Commission's annual *Teacher Supply Report* has detailed data on credentials issued for the 2012-2013 academic year. The following table provides summary data on the total number of individuals who received preliminary credential in the state and individuals who completed their teacher preparation outside of California during the 2012-2013 academic year.

Table 4. Initial Teaching Credentials Issued, by Route: 2012-13

Credential Type	Traditional Route California IHE Prepared	Alternative Route California IHE Based (University Intern)	Alternative Route California Non IHE-Based (District Intern)	Out-of-State Prepared	Total
Multiple Subject	4,282	291	33	1,156	5,762
Single Subject	4,146	567	78	1,151	5,942
Education Specialist	1,557	1,246	239	506	3,548
Total	**9,985**	**2,104**	**350**	**2,813**	**15,252**

Source: Teacher Supply Report, 2012-13

Section 1.f Program Completers

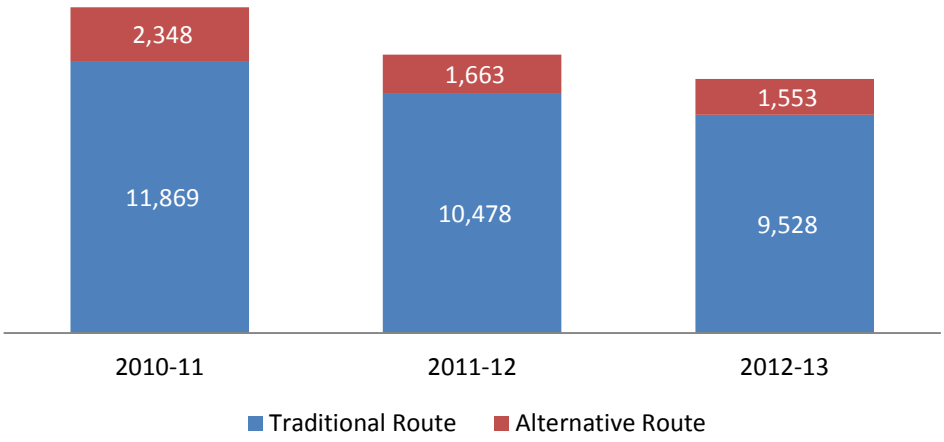
Provide the total number of teacher preparation completers in each of the following academic years – current reporting year (2012-13) and two prior years (2010-11 and 2011-12).

Table 5 provides data for program completers by route for three years. Both routes show a declining pattern: the Traditional route declined by 19.7 percent while the Alternative route declined by 33.9 percent. Both routes combined showed a decline of 22.1 percent in the past three years.

Table 5. Program Completers by Route, 2010-11 to 2012-13

Academic Year	All Routes	Traditional Route	Alternative Route
2010-11	14,217	11,869	2,348
2011-12	12,141	10,478	1,663
2012-13	11,081	9,528	1,553
3-year Change	-22.1%	-19.7%	-33.9%

Figure 12. Program Completers for 2010-11 to 2012-13



Age Distribution of Program Completers, 2012-13

As part of the pass rate data collection, teacher preparation programs submit date of birth for each of their program completers. Table 6 indicates that the average age of program completers for 2012-13 was 31.4 years, with a standard deviation of 8.9. It appears that the average age of program completers has gone down by 2.9 years in the past two years. In other words, younger candidates are entering the teaching profession in recent years.

Table 6 . Age Distribution of Program Completers, 2010-11 to 2012-13

Academic Year	Average Age	Standard Deviation
2010-11	34.3 years	8.9
2011-12	32.9 years	8.6
2012-13	31.4 years	8.4

Section II: Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to the state credential 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 state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. *(§205(a)(1)(A) (ii), (§206(a))*

Provide information about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years 2012-13, 2013-14, and 2014-15:

- *Did your program prepare teachers in mathematics?*
- *How many prospective teachers did your program plan to add in mathematics?*
- *Did your program meet the goal for prospective teachers set in mathematics?*
- *Description of strategies used to achieve goal, if applicable.*
- *Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.*

All teacher preparation programs were asked to answer the questions listed above for science, special education and Limited English Proficient Students (LEP). The number of annual goals ranged widely for IHEs as well as by routes, showing a range from 0 to 60 for mathematics and science and 0 to 150 for special education. Data for LEP is not included here because all programs embed English learner authorization preparation in their teaching credential programs. Hence all current program completers and future program completers will be authorized to teach EL. In other words, for LEP, one hundred percent of the annual goals will be met each year.

Data from the individual IPRC reports are summarized in the following Table 7. For 2014-15, IHEs have set annual goals to increase by about 1,000 candidates in mathematics, 900 in science, and 2,700 in special education, when both routes were combined. Though the goals are modest than two years ago, California teacher preparation programs have indicated a goal that would help address the need of teachers in the shortage areas.

Table 7. Annual Goals to increase number of prospective teachers in Mathematics, Science, Special Education: 2012-13, 2013-14, 2014-15

Route	Subject Area	2012-13	2013-14	2014-15
Traditional	Mathematics	960	955	841
	Science	773	811	707
	Special Education	1461	1496	2061
Alternative	Mathematics	321	307	250
	Science	273	315	214
	Special Education	765	708	677

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

Section II: Assurances

Please certify that your institution is in compliance with the following assurances. *(§205(a)(1)(A) (iii), (§206(b))* Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

- *Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.*
- *Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.*
- *Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.*
- *Prospective general education teachers are prepared to provide instruction to students with disabilities.*
- *Prospective general education teachers are prepared to provide instruction to limited English proficient students.*
- *Prospective general education teachers are prepared to provide instruction to students from low-income families.*
- *Prospective teachers are prepared to effectively teach in urban and rural schools, if applicable.*
- *Describe your institution's most successful strategies in meeting the assurances listed above.*

Detailed responses by each program sponsor to Section II: Assurances are included in *Appendix B: Institutional and Program Report Card – Section II: Assurances.*

Section III: Credential Requirements

List each teaching credential (certificate, license or other) currently issued by the state and answer the questions about each. Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative routes to certification or licensure. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. (§205(b)(1)(A))

In order to be employed in a California public school district, teachers must hold a credential from 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 that each candidate must 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. In addition, for general education (Multiple Subject and Single Subject) and special education (Education Specialist Instruction) the Title II report requires reporting on only the Preliminary teaching credential.

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.

Table 8: Single Subject Credential Content Areas

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

**World Languages include American Sign Language, Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hebrew, Hmong, Italian, Japanese, Khmer, Korean, Latin, Mandarin, Portuguese, Punjabi, Russian, Spanish, and Vietnamese.*

The Education Specialist Instruction Credential authorizes individuals to teach students with disabilities. This credential is now separated into seven distinct authorizations: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, Early Childhood Special Education, and Language and Academic Development. 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 verification of 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. 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 or Clear Education Specialist Credential.

Specific Assessment Requirements

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. 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. For initial teacher certification or licensure, California uses the following written tests or performance assessments:

* Assessment of Basic Skills (CBEST, CSET: Writing, out-of-state basic skills exams)
* Assessment of Subject Matter Knowledge (CSET)
* Assessment of the Methods for Teaching Reading (RICA)
* Assessment of Professional Knowledge and Pedagogy (TPA)

Multiple subject, single subject, and education specialist teacher candidates are required to satisfy the basic skills requirement in order to obtain a preliminary teaching credential. The California Basic Educational Skills Test (CBEST) provides an assessment of a candidate's basic knowledge and skills in reading, writing, and mathematics. While California Education Code §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 the basic skills 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 intern programs are required to satisfy the basic skills requirement prior to assuming their teaching responsibilities. *All* candidates must pass the CBEST, or the equivalent, before they can be begin student teaching.

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 a Commission-approved subject matter preparation program. Candidates are required to demonstrate subject matter competency in the specific content areas they plan to teach in departmentalized classrooms. 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 2012-13, sixty-three (63%) 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.

The RICA is designed specifically for testing professional knowledge in the area of teaching reading. This knowledge is typically acquired by candidates through a program of professional preparation. All multiple subject and special education preparation programs are required to

include instruction in the teaching of reading in their methodology courses. Their candidates must pass the RICA to obtain certification. 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 may not yet have passed the RICA examination. California Education Code Section 44283 requires that candidates for an initial Multiple Subject Teaching Credential and candidates for the initial Education Specialist Instruction Credentials must 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 Education Code allows for multiple versions of a teaching performance assessment to be used, including both the Commission-developed Teaching Performance Assessment (TPA) and other TPA models that meet the Commission's Assessment Design Standards. Programs may choose to use the Commission developed a teaching performance assessment, the California Teaching Performance Assessment (CalTPA) or another approved TPA model. Preparation for the TPA, regardless of TPA model selected by the program, must be embedded into the preparation program. All TPA models include both formative assessment as well as summative assessment for each credential candidate. The performance assessment system contains a set of performance tasks and task-specific rubrics, assessor training, and administrator training. 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 requirement.

The TPA is a program requirement, and the Commission does not collect TPA scores. It is the responsibility of the teacher preparation programs to report TPA data in their biennial reports as part of the accreditation process.

Detailed information on all Commission-approved assessments, the structure, cut score, and total volume are presented in the annual exam pass rate report at Report on Passing Rates of Commission-Approved Examinations from 2008-2009 to 2012-2013.

Section IV: Standards and Criteria

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. *(§205(b)(1)(B), §205(b)(1)(C))*

Standards and Criteria for General Education Teacher Certification

After extensive input from California educators, administrators, and policymakers, the Commission adopted three sets of standards[1] consistent with the provisions of SB 2042. These sets of standards are the:

- *Standards of Quality and Effectiveness for Elementary Subject Matter Preparation Programs*, adopted September 2001.
- *Standards of Quality and Effectiveness for Teacher Preparation Programs*, adopted September 2001, updated March 2007, April 2008, January 2009, and January 2013.
- *Standards of Quality and Effectiveness for Teacher Induction Programs*, adopted March 2002, revised and updated June 2008, and January 2013.

Through its accreditation review process 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

[1] Information about the Commission's SB 2042 standards may be found at http://www.ctc.ca.gov/educator-prep/program-standards.html.

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

In 2012-13, the Commission undertook the task of revising the TPEs to ensure alignment with the Common Core State Standards and English Learners requirements. This work was completed and revised TPEs were adopted by the Commission in March 2013.

In 2013, the Commission revised the Multiple and Single Subject preparation standards to strengthen the preparation of all teachers in the area of English Learners. These revisions were adopted by the Commission in January 2013. All preliminary teacher preparation programs must transition to these new standards by January 31, 2015.

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. All programs fully transitioned to the new Education Specialist credential standards by September 30, 2011. In addition, Teaching Performance Expectations (TPEs) for Special Educators were adopted by the Commission in Fall 2009.

In addition, in 2013 the Commission, in partnership with the California Department of Education convened an expert Special Education Task Force to examine ways in which to improve outcomes for students with disabilities. The report of the Special Education Task Force is expected to release its report and recommendations later in 2014.

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 (now called World Languages), music, and physical education. The requirements for these eight subject matter areas are aligned with the state student content standards and are consistent with 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, American Council on the Teaching of Foreign Language.) 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. Subsequently, based on legislation, subject matter requirements were developed for 6 additional world languages, and following that, for American Sign Language (ASL). In 2013, Subject Matter requirements were updated to align with the Common Core State Standards in Multiple Subjects, Mathematics, and English.

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 intern programs of professional preparation) reflect this requirement. Induction and clear preparation programs continue a candidate's work with effectively teaching the student content standards. In 2011, the State Board of Education adopted the Common Core Standards.

Recently, the Commission has been in the process of ensuring alignment of teacher preparation standards to the Common Core Standards. The Teaching Performance Expectations (TPEs) were recently updated to reflect California's common core and adopted by the Commission (March 2013) and for Special Education (August 2014). In addition, the CSET subject matter requirements and examination for multiple subjects, Math, and English have been updated to align with the Common Core State Standards (adopted in June 2013). Subject matter programs in Mathematics and Science are submitting documentation demonstrating alignment with the new Subject Matter Requirements. All teacher preparation programs are expected to align their programs to the revised TPEs and to the Common Core State Standards.

Section V: Assessment Information

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 2012-2013 academic year along with 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 nearly 90 postsecondary institutions and school districts approved by the Commission to offer Multiple Subject, Single Subject, and/or Education Specialist credential programs in California for the 2012-2013 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 basic skills, subject matter content examinations, and the RICA. Table 9 below indicates the specific California examinations used in the reporting of the assessment categories and a description of the State requirements for those examinations.

Table 9: Description of the Assessments Used

Assessment Categories	Description of the Examination	Who must take the Examination(s)	When passage of the examination(s) is required
Basic Skills*	Assessment of basic skills in reading, writing, and math	Multiple subject, single subject, and education specialist credential candidates	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions
Content Knowledge*	Assessment of subject matter content knowledge for subject area taught in grades K-12	all multiple subject credential candidates and 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
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

Assessment Categories	Description of the Examination	Who must take the Examination(s)	When passage of the examination(s) is required
Pedagogical Knowledge	TPA: assessment of the pedagogical performance of prospective teachers. TPA is a locally-administered assessment with multiple approved test models	Multiple and single subject credential candidates	Before recommendation for the credential

**The knowledge assessed by the basic skills 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.*

***RICA is 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. TPA is a program completion requirement.*

Institutional Pass-Rate Data for Academic Year 2012-2013

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 credential 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, as applicable to the particular credential;
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution;
- A criminal background clearance as specified by the Commission; and
- 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 any examination(s) 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" routes. Pass rate information for programs and subject areas with less than ten program completers is not reported.

Table 10. Assessments Used and Reported for 2012-13

Assessment Name	State Passing Score Standard (Cut Score)	Score Range
Basic Sills -CBEST • Reading • Mathematics • Writing	A scaled score of 41 in each of the three sections (a score as low as 37 on any section is acceptable if the minimum total score is 123)	20 – 80 for each section
Basic Skills -CSET: Multiple Subjects plus Writing	220 on the CSET Multiple Subjects examination and 220 on the Writing Skills examination	100 - 300
Content Knowledge - CSET	220	100 - 300
Professional Knowledge - RICA • Written Exam (WE) • Video Performance Assessment (VPA)	220	100 - 300

The exam pass rates for program completers in the traditional route for the 2012-2013 academic year ranged from 64 percent to 100 percent over the total assessments taken by this group of candidates. The pass rates for program completers in the alternative route ranged from 82 percent to 100 percent. The overall pass rate for 2012-13 program completers was 96 percent for both routes. 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 successfully completed the academic coursework portion of their teacher preparation programs.

Table 11. Summary Pass Rate of all assessments taken by Program Completers, By Route, 2010-11 to 2012-13

Assessment	Traditional Route	Alternative Route
Program Completers, 2012-13	96%	96%
Program Completers, 2011-12	97%	96%
Program Completers, 2010-11	98%	98%
Program Completers 2012-13 Pass rate Range	64% to 100%	82% to 100%
Program Completers 2011-12 Pass rate Range	78% to 100%	70% to 100%
Program Completers 2010-11 Pass rate Range	73% to 100%	82% to 100%

Table 12. Assessment Pass Rate for Program Completers, 2012-13

Assessment Name	Institution Pass Rate	Institution Score Range	Statewide Pass Rate	Statewide Score Range
CBEST	99% to 100%	144 - 190	100%	156 - 159
CSET – all subjects	64% to 100%	221 – 272	95% to 100%	234 - 268
CSET: Writing	94% to 100%	225 – 263	99% to 100%	238 - 261
RICA	70% to 100%	224 – 255	92% to 100%	236 - 239

Detailed pass rate data are provided in *Appendix A*. Appendix A-1 has data for traditional route program completers and Appendix A-3 has pass rate data for alternative route program completers. Appendices A-2 and A-4 have summary assessment data by route for program completers for the current year (2012-13) and two prior years (2011-12 and 2010-11).

Section VI: Alternative Routes

For all state-approved alternative routes, list each alternative route and answer the questions about each route. (§205(b)(1)(E))

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 Credentials. Regardless of whether an individual has met all the necessary requirements for one of the four types of teaching credentials through traditional means, such as a one-year post-baccalaureate program at an institution of higher education, or a four- to five-year "blended" program that allows for the concurrent completion of subject matter and professional preparation, or through alternative means such as a district or university sponsored intern program, the resulting credentials issued are the same. 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 who serve as the teacher of record and are paid a salary by the district. Intern programs may be up to three years in length. 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 intern 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/or 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, Charter organizations, or county offices of education in consultation with accredited colleges and universities. 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 and fulfill a professional development plan for the interns in the program. District intern programs must meet the same standards of program quality and effectiveness as university sponsored intern programs.

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 Intern Credential. The pre-service component must include foundational preparation in pedagogy, including classroom management and planning, reading/language arts, content- specific pedagogy, human development, and teaching English learners.

At its April 2013 meeting, the Commission took action to identify the range of content that is required to be included in the Preservice portion of the Intern program related to the teaching of English learners. The content is a subset of the Commission's program standard addressing the teaching of English learners, which must be addressed comprehensively in the full Intern program http://www.ctc.ca.gov/educator-prep/PS-alerts.html.

Regulations took effect April 1, 2014 mandating that all interns be provided with an annual minimum of 144 hours of general support and supervision and 45 hours of support and supervision specific to teaching English Learners (California Code of Regulations §80003*(3).*

Legislation enacted in 2001, SB 57 (Scott, Chap. 269, Stats. 2001), allows qualified individuals to become multiple and single subject teachers through an Early Completion Option (ECO). Within this option, candidates who successfully complete a Commission-approved teaching foundations exam in their field, which includes teaching methods, learning development, diagnosis and intervention, classroom management and reading instruction (currently the NES Assessment of Professional Knowledge), and who subsequently pass a teacher performance assessment on their first attempt may be granted a preliminary credential. Under SB 57, credential candidates still need to meet the existing requirements of a bachelor's degree, subject matter competence, U.S. 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.

Section VII: Program Performance

Criteria for assessing the performance of teacher preparation programs in the state. (§205(b)(1)(F),§207(a))

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, with the exception of two temporary suspensions due to lean budget years, a comprehensive accreditation system that includes regular, rigorous reviews of the colleges and universities, school districts, county offices of education, and other entities.

The Commission approved the revised accreditation system and adopted a revised *Accreditation Framework* in 2007. One 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. Perhaps even more importantly, a shift in the system was the focus on candidate competence and program effectiveness data as a primary tool to drive program improvement and accountability for all educator preparation programs. This is accomplished by program completion and submission of Biennial Reports to the Commission. 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 Educator Preparation Programs

Under the Commission's accreditation system, institutions are required to meet 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.[2]

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 assessment and program effectiveness data. Every credential preparation program reports to the Commission how it uses data to guide ongoing program improvement activities. Biennial reports move accreditation away from a "snapshot"

[2] 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, Commission on Teacher Credentialing. Available online at: http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf

approach to an ongoing 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 accreditation activity. The program provides aggregated data for 4-6 key assessments and analysis of the data. The report also includes a section in which institution leadership identifies trends observed across educator preparation programs and describes institutional plans for remedying 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 aggregated candidate assessment and program effectiveness 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.

If the data included in a Biennial Report reveals a significant concern with the operation or efficacy of a credential program, the COA could request additional information from the institution, direct staff to hold a technical assistance meeting with the institution to address the concerns, or schedule a focused site visit to be conducted by members of the Board of Institutional Reviewers (BIR).

Use by Review Teams
Biennial Reports are used by both program assessment review teams as well as site visit teams 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 six of the accreditation cycle.

Review Process

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

Teams of two trained content area experts read each Program Assessment document 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. 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 Administrator of Accreditation 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 identify issues that warrant further review or if questions remain unanswered at the conclusion of the Program Assessment, the sixth 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 all programs at an institution. The site team examines 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 include additional members on 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, which 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_2011_2012_annual_report.pdf.

Procedures for Determining Educator 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 COA can deny accreditation upon either an initial visit or a revisit to an institution. Although a recommendation of Denial of Accreditation typically comes after a finding of probationary status at an initial visit and after the institution has been provided with an opportunity to institute improvements a review team can recommend Denial of Accreditation at any time if the situation warrants the finding in accordance with this section of the Handbook.

a) Initial Visits

A COA decision of Denial of Accreditation upon an initial visit means that extremely serious and pervasive issues exist at an institution. In these instances, the COA has determined that it is highly unlikely that the issues and concerns identified by a review team and COA can be successfully addressed and rectified in a timely manner. The particular facts, the leadership and/or the infrastructure indicate that a significant amount of time and work must be devoted should the institution choose to address the identified issues, during which time it is not prudent to have candidates enrolled in the credential program.

b) Revisits

If an accreditation team, upon conducting a revisit to an institution that received major or probationary stipulations, finds that the stipulations have not been adequately addressed or remediated, or determines that significant and sufficient progress has not been made towards addressing the stipulations, a revisit would be required. If an accreditation team finds that: (a) sufficient progress has been made, and/or (b) special circumstances described by the institution justify a delay, the COA may, if requested by the institution, permit an additional period of time for the institution to remedy its severe deficiencies. If the COA votes to deny accreditation, all credential programs must close at the end of the semester or quarter in which the decision has taken place. In addition, the institution's institutional approval ceases to be valid at that time and the institution will no longer be a CTC approved credential program sponsor.

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 revisit 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. In 2012, the Commission's Committee on Accreditation clarified its processes such that Denial of Accreditation is an option upon an initial visit, rather than after a revisit only.

Section VIII: Low Performing

Please provide the following information about low performing teacher preparation programs in your state. (§207(a))

Criteria Used to Classify Low Performing Preparation Programs

The Committee on Accreditation (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. California revised its definitions of Low-Performing and At Risk of Becoming Low-Performing in 2011. 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 a significant number the Commission's standards of quality and effectiveness and receives an accreditation decision of ***Probationary Stipulations*** would be designated as low-performing. Such an institution would be 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 revisit that focuses on the areas of concern noted by the accreditation team during the original visit. If the institution does not address the stipulations, the COA would deny accreditation.
>
> ***At Risk of Becoming Low-Performing*** – An institution that is determined by an accreditation review team and the COA to receive ***Accreditation with Major 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 Major Stipulations are required to have a revisit that focuses on the areas of concern noted by the accreditation team during the original visit.

Currently, there are two (2) teacher preparation programs that have been designated as "at risk of becoming low-performing". These two institutions are:

- California State University, Monterey Bay
- Hebrew Union College

In addition, there is one (1) teacher preparation program that has been designated "low-performing institution". This institution is:

- Pacific Oaks College

Finally, the Committee on Accreditation took action to Deny Accreditation to Envision Schools.
For detailed information about the accreditation status such as most recent accreditation reports, next site visit, etc. please see the following link: https://info.ctc.ca.gov/fmp/accreditation/accreditation_reports.html

Section IX: Teacher Shortage

The reauthorization of the Higher Education Act in 2008 included new provisions addressing teacher shortage.

The 2008 Reauthorized Higher Education Act states the following:

> *Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. §(205(a)(1)(A)(ii),§206(a).*

Table 7 on page 14 provides data of annual goals to increase the number of prospective teachers in mathematics, science, and special education by teacher preparation programs for 2012-13 to 2014-15. 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 Report Card – Section II: Annual Goals.*

Section X: Use of Technology

The reauthorization of the Higher Education Act in 2008 included new provisions addressing use of technology. 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. *(§205(b)(1)(K))*

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

Does your program prepare teachers to:

- *integrate technology effectively into curricula and instruction*
- *use technology effectively to collect data to improve teaching and learning*
- *use technology effectively to manage data to improve teaching and learning*
- *use technology effectively to analyze data to improve teaching and learning*

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The Commission's standards (http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf) require all programs to address the use of technology to support instruction. Detailed responses by each program sponsor to the use of technology are included in *Appendix B: Institutional and Program Report Card – Section V: Technology.*

Section XI: Teacher Training

The 2008 Reauthorized Higher Education Act requires the following:

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

Does your program prepare teachers (general and special education) to:

- *teach students with disabilities effectively*
- *participate as a member of individualized education program teams*
- *teach students who are limited English proficient effectively*

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

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

In 2013, the Commission focused efforts on strengthening the preparation to teach English Learners, updating and revising six sets of educator preparation standards. With respect to educators of students with disabilities, the Commission updated the Special Education Teaching Performance Expectations (TPEs) in 2014 and all special education preparation programs are in the process of aligning with the CCSS and the new TPEs. In addition, the Commission, in partnership with California Department of Education, convened an expert panel to review and

provide recommendations on ways in which to improve outcomes for students with disabilities. This report is expected in late 2014.

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

Section XII: Improving Teacher Quality

List and describe any steps taken by the state during the past year to improve the quality of the current and future teaching force. *(§205(d)(2)(A))*

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.

Common Core State Standards (CCSS)

In the past year, the Commission has taken several steps to ensure that new teachers are fully prepared to teach to the Common Core State Standards in California public schools. In 2013, the Commission had revised the Teaching Performance Expectations to align with the CCSS and all teacher preparation programs are expected to be in alignment with the new TPEs. In 2014, the Commission focused its efforts on revising the Subject Matter Requirements (SMRs) in Multiple Subjects, Mathematics, and English Language Arts. The CSET Examinations in Multiple Subjects, Mathematics, and English Language Arts were revised to align with CCSS. As of June 30, 2014, all Commission approved subject matter programs in Mathematics and English Language Arts were required to submit revised matrices demonstrating the manner in which the subject matter program incorporated and address the CCSS. The Commission is in the process of reviewing these documents at this time.

Next Generation Science Standards (NGSS)

The California State Board of Education (SBE) adopted the NGSS standards in 2013 as required by California Education Code 60605.85. In order to align the teacher preparation programs with the NGSS, informational meetings have been held with the Commission and with the field during 2013-14 concerning the principles and practices exemplified within the NGSS. The Commission plans to revise its teacher preparation program and subject matter preparation program standards to align with the principles of the Next Generation Science standards, with the expectation that new standards and corresponding candidate examinations will be in place by the end of the 2015-16 academic year.

Improving Teacher Preparation in Special Education

The Commission on Teacher Credentialing and the California Department of Education has partnered to improve outcomes for students with special needs. The two agencies jointly convened a Statewide Special Education Task Force comprised of a broad base of constituencies such as parents, teachers, school and district administrators, university professors, and members of policy community. The Task Force has met on several occasions and is expected to release a report with recommendations for improving outcomes for students with disabilities, including for teacher preparation, in the fall or winter of 2014.

In addition, the Commission adopted revised Teaching Performance Expectations (TPEs) for Education Specialist educator preparation programs. Programs are currently beginning the process of aligning the Education Specialist preparation programs with the new TPEs and must be fully aligned by 2016-17 academic year.

Improving Teacher Preparation to Teach English Learners

The Commission incorporated language that significantly strengthens the preparation to teach English Learners into six sets of educator preparation standards. The commission's accreditation system will begin ensuring alignment with these revised standards during accreditation site visits in spring 2015.

In addition, requirements for Multiple Subjects, Single Subjects, and Education Specialist intern programs specifying English learner content and quantifying Support and Supervision expectations were adopted by the Commission. Regulations took effect in April 2014, requiring all intern programs, in partnership with the employing district, to provide 144 hours of general support and supervision and 45 hours of support and supervision specific to preparing teachers to work with English learners. Additionally, all interns are required to complete a minimum of 120 hours of preservice preparation prior to becoming the teacher of record. New regulations mandate that approximately 45 hours of specific English Learner content must be included within that preservice. Specific regulatory language was provided to all program sponsors in Coded Correspondence 14-07 http://www.ctc.ca.gov/notices/coded/2014/1407.pdf.

Recent Legislation Impacting Teacher Preparation

In 2013, SB 5 (Chapt. 171, Statutes of 2013) was signed by Governor Brown. SB 5 revised the limitation on teacher preparation programs from the equivalent of one year, or 1/5 of a five year preparation program, to two years. Given that the one year limitation has been in existence for decades, this new law has significant potential to strengthen and improve educator preparation in California. Incorporating new requirements such as the teaching of English Learners and requiring a teaching performance assessment into the one year cap has been challenging for institutions preparing new teachers. Extending the allowable length of time for a teacher preparation program provides some flexibility to ensure a depth of coverage of critical preparation curriculum that was not previously afforded in California.

Faced with a shortage of special education teachers, and absent a standard method for California institutions of higher education to credit coursework and experience earned across multiple Commission-approved teacher preparation programs, Senate Bill 368 (Pavley), Chapter 717, Statutes 2013, codified guidelines previously adopted by the Commission pursuant to Assembly Bill 2226 (Chap. 233, Stats. 2008), *Comparability of Coursework for Sponsors of Special Education Teacher Preparation Programs*. Codifying these guidelines in Education Code serves to further encourage teacher preparation programs to accept requirements completed in other Commission-approved programs and to allow candidates to earn an additional special education authorizations without completing duplicative coursework or experience.

Appendix - Overview of Institutional and Program Report Card (IPRC)

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Alliant International University	098	CBEST	60	240	123	2				97	150
Alliant International University	129	Physical Education Subtest I	100	300	220	1				88	229
Alliant International University	130	Physical Education Subtest II	100	300	220	1				93	233
Alliant International University	131	Physical Education Subtest III	100	300	220	1				88	232
Antioch University	098	CBEST	60	240	123	1				97	150
Antioch University	103	Multiple Subjects Subtest III	100	300	220	1				94	239
Bard College	098	CBEST	60	240	123	4				97	150
Biola University	120	Biology/Life Science Subtest III	100	300	220	1				95	236
Biola University	098	CBEST	60	240	123	62	60	152	97	97	150
Biola University	105	English Subtest I	100	300	220	8				96	248
Biola University	106	English Subtest II	100	300	220	8				100	250
Biola University	107	English Subtest III	100	300	220	8				88	237
Biola University	108	English Subtest IV	100	300	220	8				85	235
Biola University	110	Mathematics Subtest I	100	300	220	8				82	232
Biola University	111	Mathematics Subtest II	100	300	220	6				80	232
Biola University	112	Mathematics Subtest III	100	300	220	1				86	241
Biola University	101	Multiple Subjects Subtest I	100	300	220	36	33	241	92	92	238
Biola University	102	Multiple Subjects Subtest II	100	300	220	37	36	248	97	95	243
Biola University	103	Multiple Subjects Subtest III	100	300	220	35	33	246	94	94	239
Biola University	081.1	RICA.1	100	300	220	17	14	236	82	69	227
Biola University	118	Science Subtest I	100	300	220	2				99	248
Biola University	119	Science Subtest II	100	300	220	2				95	245
Biola University	114	Social Science Subtest I	100	300	220	1				84	230
Biola University	115	Social Science Subtest II	100	300	220	1				90	237
Biola University	116	Social Science Subtest III	100	300	220	1				87	236
Brandman University	120	Biology/Life Science Subtest III	100	300	220	2				95	236
Brandman University	124	Biology/Life Science Subtest IV	100	300	220	1				100	246
Brandman University	175	Business Subtest I	100	300	220	1					
Brandman University	098	CBEST	60	240	123	50	50	151	100	97	150
Brandman University	105	English Subtest I	100	300	220	5				96	248
Brandman University	106	English Subtest II	100	300	220	5				100	250
Brandman University	107	English Subtest III	100	300	220	5				88	237
Brandman University	108	English Subtest IV	100	300	220	5				85	235
Brandman University	110	Mathematics Subtest I	100	300	220	2				82	232
Brandman University	111	Mathematics Subtest II	100	300	220	1				80	232
Brandman University	101	Multiple Subjects Subtest I	100	300	220	34	31	238	91	92	238

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Brandman University	102	Multiple Subjects Subtest II	100	300	220	33	30	241	91	95	243
Brandman University	103	Multiple Subjects Subtest III	100	300	220	35	31	237	89	94	239
Brandman University	129	Physical Education Subtest I	100	300	220	2				88	229
Brandman University	130	Physical Education Subtest II	100	300	220	2				93	233
Brandman University	131	Physical Education Subtest III	100	300	220	2				88	232
Brandman University	081.1	RICA.1	100	300	220	11	6	219	55	69	227
Brandman University	118	Science Subtest I	100	300	220	1				99	248
Brandman University	119	Science Subtest II	100	300	220	1				95	245
Brandman University	114	Social Science Subtest I	100	300	220	2				84	230
Brandman University	115	Social Science Subtest II	100	300	220	2				90	237
Brandman University	116	Social Science Subtest III	100	300	220	2				87	236
Brandman University	142	Writing Skills	100	300	220	1				94	231
CA State Polytechnic Univ.-Pomona	120	Biology/Life Science Subtest III	100	300	220	2				95	236
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	150	150	144	100	97	150
CA State Polytechnic Univ.-Pomona	121	Chemistry Subtest III	100	300	220	2					
CA State Polytechnic Univ.-Pomona	105	English Subtest I	100	300	220	2				96	248
CA State Polytechnic Univ.-Pomona	106	English Subtest II	100	300	220	2				100	250
CA State Polytechnic Univ.-Pomona	107	English Subtest III	100	300	220	4				88	237
CA State Polytechnic Univ.-Pomona	108	English Subtest IV	100	300	220	4				85	235
CA State Polytechnic Univ.-Pomona	110	Mathematics Subtest I	100	300	220	10	8	230	80	82	232
CA State Polytechnic Univ.-Pomona	111	Mathematics Subtest II	100	300	220	10	8	229	80	80	232
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	82	80	238	98	92	238
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	82	76	244	93	95	243
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	82	76	236	93	94	239
CA State Polytechnic Univ.-Pomona	129	Physical Education Subtest I	100	300	220	2				88	229
CA State Polytechnic Univ.-Pomona	130	Physical Education Subtest II	100	300	220	2				93	233
CA State Polytechnic Univ.-Pomona	131	Physical Education Subtest III	100	300	220	2				88	232
CA State Polytechnic Univ.-Pomona	123	Physics Subtest III	100	300	220	6				91	233
CA State Polytechnic Univ.-Pomona	081	RICA	0	120	81	2				85	87
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	24	20	233	83	69	227
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	8				99	248
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	8				95	245
CA State Polytechnic Univ.-Pomona	114	Social Science Subtest I	100	300	220	8				84	230
CA State Polytechnic Univ.-Pomona	115	Social Science Subtest II	100	300	220	8				90	237
CA State Polytechnic Univ.-Pomona	116	Social Science Subtest III	100	300	220	8				87	236
CA State Polytechnic Univ.-Pomona	142	Writing Skills	100	300	220	2				94	231

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
California Baptist University	120	Biology/Life Science Subtest III	100	300	220	2				95	236
California Baptist University	124	Biology/Life Science Subtest IV	100	300	220	1				100	246
California Baptist University	098	CBEST	60	240	123	66	54	142	82	97	150
California Baptist University	105	English Subtest I	100	300	220	10	9	239	90	96	248
California Baptist University	106	English Subtest II	100	300	220	10	10	249	100	100	250
California Baptist University	107	English Subtest III	100	300	220	9				88	237
California Baptist University	108	English Subtest IV	100	300	220	9				85	235
California Baptist University	178	Health Science Subtest I	100	300	220	1					
California Baptist University	179	Health Science Subtest II	100	300	220	1					
California Baptist University	180	Health Science Subtest III	100	300	220	1					
California Baptist University	110	Mathematics Subtest I	100	300	220	3				82	232
California Baptist University	111	Mathematics Subtest II	100	300	220	2				80	232
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	42	37	231	88	92	238
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	43	37	232	86	95	243
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	43	40	235	93	94	239
California Baptist University	136	Music Subtest I	100	300	220	1				100	258
California Baptist University	137	Music Subtest II	100	300	220	1				100	266
California Baptist University	138	Music Subtest III	100	300	220	1				100	257
California Baptist University	129	Physical Education Subtest I	100	300	220	3				88	229
California Baptist University	130	Physical Education Subtest II	100	300	220	3				93	233
California Baptist University	131	Physical Education Subtest III	100	300	220	3				88	232
California Baptist University	123	Physics Subtest III	100	300	220	1				91	233
California Baptist University	081	RICA	0	120	81	2				85	87
California Baptist University	081.1	RICA.1	100	300	220	31	20	219	65	69	227
California Baptist University	118	Science Subtest I	100	300	220	2				99	248
California Baptist University	119	Science Subtest II	100	300	220	2				95	245
California Baptist University	114	Social Science Subtest I	100	300	220	6				84	230
California Baptist University	115	Social Science Subtest II	100	300	220	6				90	237
California Baptist University	116	Social Science Subtest III	100	300	220	6				87	236
California Baptist University	142	Writing Skills	100	300	220	12	11	218	92	94	231
California Lutheran University	098	CBEST	60	240	123	46	45	152	98	97	150
California Lutheran University	121	Chemistry Subtest III	100	300	220	1					
California Lutheran University	105	English Subtest I	100	300	220	2				96	248
California Lutheran University	106	English Subtest II	100	300	220	2				100	250
California Lutheran University	107	English Subtest III	100	300	220	2				88	237
California Lutheran University	108	English Subtest IV	100	300	220	2				85	235

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
California Lutheran University	110	Mathematics Subtest I	100	300	220	4				82	232
California Lutheran University	111	Mathematics Subtest II	100	300	220	4				80	232
California Lutheran University	112	Mathematics Subtest III	100	300	220	2				86	241
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	40	38	239	95	92	238
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	40	37	243	93	95	243
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	40	38	243	95	94	239
California Lutheran University	081.1	RICA.1	100	300	220	14	11	230	79	69	227
California Lutheran University	118	Science Subtest I	100	300	220	1				99	248
California Lutheran University	119	Science Subtest II	100	300	220	1				95	245
California Lutheran University	142	Writing Skills	100	300	220	3				94	231
California Polytechnic State Univ.-SLO	098	CBEST	60	240	123	34	34	156	100	97	150
California Polytechnic State Univ.-SLO	105	English Subtest I	100	300	220	1				96	248
California Polytechnic State Univ.-SLO	106	English Subtest II	100	300	220	1				100	250
California Polytechnic State Univ.-SLO	107	English Subtest III	100	300	220	1				88	237
California Polytechnic State Univ.-SLO	108	English Subtest IV	100	300	220	1				85	235
California Polytechnic State Univ.-SLO	101	Multiple Subjects Subtest I	100	300	220	28	28	249	100	92	238
California Polytechnic State Univ.-SLO	102	Multiple Subjects Subtest II	100	300	220	28	28	254	100	95	243
California Polytechnic State Univ.-SLO	103	Multiple Subjects Subtest III	100	300	220	28	28	249	100	94	239
California Polytechnic State Univ.-SLO	081.1	RICA.1	100	300	220	25	24	238	96	69	227
California Polytechnic State Univ.-SLO	142	Writing Skills	100	300	220	4				94	231
Chapman University	098	CBEST	60	240	123	28	27	160	96	97	150
Chapman University	105	English Subtest I	100	300	220	4				96	248
Chapman University	106	English Subtest II	100	300	220	4				100	250
Chapman University	107	English Subtest III	100	300	220	4				88	237
Chapman University	108	English Subtest IV	100	300	220	4				85	235
Chapman University	110	Mathematics Subtest I	100	300	220	5				82	232
Chapman University	111	Mathematics Subtest II	100	300	220	5				80	232
Chapman University	112	Mathematics Subtest III	100	300	220	1				86	241
Chapman University	101	Multiple Subjects Subtest I	100	300	220	19	18	242	95	92	238
Chapman University	102	Multiple Subjects Subtest II	100	300	220	18	18	249	100	95	243
Chapman University	103	Multiple Subjects Subtest III	100	300	220	19	18	241	95	94	239
Chapman University	136	Music Subtest I	100	300	220	2				100	258
Chapman University	137	Music Subtest II	100	300	220	2				100	266
Chapman University	138	Music Subtest III	100	300	220	2				100	257
Chapman University	081	RICA	0	120	81	1				85	87
Chapman University	081.1	RICA.1	100	300	220	9				69	227

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Chapman University	115	Social Science Subtest II	100	300	220	1				90	237
Chapman University	116	Social Science Subtest III	100	300	220	1				87	236
Chapman University	145	Spanish Subtest I	100	300	220	1				81	234
Chapman University	146	Spanish Subtest II	100	300	220	1				92	238
Chapman University	147	Spanish Subtest III	100	300	220	1				100	249
Chapman University	142	Writing Skills	100	300	220	3				94	231
Claremont Graduate University	098	CBEST	60	240	123	1				97	150
Claremont Graduate University	114	Social Science Subtest I	100	300	220	1				84	230
Claremont Graduate University	115	Social Science Subtest II	100	300	220	1				90	237
Claremont Graduate University	116	Social Science Subtest III	100	300	220	1				87	236
Concordia University	140	Art Subtest I	100	300	220	2					
Concordia University	141	Art Subtest II	100	300	220	2					
Concordia University	098	CBEST	60	240	123	47	47	153	100	97	150
Concordia University	122	Earth/Planetary Science Subtest III	100	300	220	1					
Concordia University	105	English Subtest I	100	300	220	5				96	248
Concordia University	106	English Subtest II	100	300	220	5				100	250
Concordia University	107	English Subtest III	100	300	220	5				88	237
Concordia University	108	English Subtest IV	100	300	220	5				85	235
Concordia University	110	Mathematics Subtest I	100	300	220	3				82	232
Concordia University	111	Mathematics Subtest II	100	300	220	3				80	232
Concordia University	112	Mathematics Subtest III	100	300	220	2				86	241
Concordia University	101	Multiple Subjects Subtest I	100	300	220	28	23	239	82	92	238
Concordia University	102	Multiple Subjects Subtest II	100	300	220	26	22	238	85	95	243
Concordia University	103	Multiple Subjects Subtest III	100	300	220	26	24	242	92	94	239
Concordia University	136	Music Subtest I	100	300	220	1				100	258
Concordia University	137	Music Subtest II	100	300	220	1				100	266
Concordia University	138	Music Subtest III	100	300	220	1				100	257
Concordia University	081	RICA	0	120	81	2				85	87
Concordia University	081.1	RICA.1	100	300	220	12	7	228	58	69	227
Concordia University	118	Science Subtest I	100	300	220	2				99	248
Concordia University	119	Science Subtest II	100	300	220	2				95	245
Concordia University	114	Social Science Subtest I	100	300	220	7				84	230
Concordia University	115	Social Science Subtest II	100	300	220	7				90	237
Concordia University	116	Social Science Subtest III	100	300	220	7				87	236
Concordia University	142	Writing Skills	100	300	220	1				94	231
CSU Bakersfield	098	CBEST	60	240	123	111	101	144	91	97	150

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Bakersfield	105	English Subtest I	100	300	220	2				96	248
CSU Bakersfield	106	English Subtest II	100	300	220	2				100	250
CSU Bakersfield	107	English Subtest III	100	300	220	2				88	237
CSU Bakersfield	108	English Subtest IV	100	300	220	2				85	235
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	69	53	230	77	92	238
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	67	61	239	91	95	243
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	70	60	233	86	94	239
CSU Bakersfield	129	Physical Education Subtest I	100	300	220	1				88	229
CSU Bakersfield	130	Physical Education Subtest II	100	300	220	1				93	233
CSU Bakersfield	131	Physical Education Subtest III	100	300	220	1				88	232
CSU Bakersfield	081	RICA	0	120	81	1				85	87
CSU Bakersfield	081.1	RICA.1	100	300	220	23	18	231	78	69	227
CSU Bakersfield	114	Social Science Subtest I	100	300	220	3				84	230
CSU Bakersfield	115	Social Science Subtest II	100	300	220	3				90	237
CSU Bakersfield	116	Social Science Subtest III	100	300	220	3				87	236
CSU Channel Islands	098	CBEST	60	240	123	3				97	150
CSU Channel Islands	101	Multiple Subjects Subtest I	100	300	220	3				92	238
CSU Channel Islands	102	Multiple Subjects Subtest II	100	300	220	3				95	243
CSU Channel Islands	103	Multiple Subjects Subtest III	100	300	220	3				94	239
CSU Channel Islands	081.1	RICA.1	100	300	220	3				69	227
CSU Dominguez Hills	098	CBEST	60	240	123	21	21	141	100	97	150
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	5				82	232
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	5				80	232
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	4				92	238
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	4				95	243
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	4				94	239
CSU Dominguez Hills	081	RICA	0	120	81	1				85	87
CSU Dominguez Hills	081.1	RICA.1	100	300	220	1				69	227
CSU Dominguez Hills	118	Science Subtest I	100	300	220	1				99	248
CSU Dominguez Hills	119	Science Subtest II	100	300	220	1				95	245
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	1				84	230
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	1				90	237
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	1				87	236
CSU East Bay	098	CBEST	60	240	123	19	19	152	100	97	150
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	17	17	245	100	92	238
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	17	17	252	100	95	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	17	17	244	100	94	239
CSU East Bay	081.1	RICA.1	100	300	220	14	12	233	86	69	227
CSU East Bay	118	Science Subtest I	100	300	220	1				99	248
CSU East Bay	119	Science Subtest II	100	300	220	1				95	245
CSU East Bay	114	Social Science Subtest I	100	300	220	2				84	230
CSU East Bay	115	Social Science Subtest II	100	300	220	2				90	237
CSU East Bay	116	Social Science Subtest III	100	300	220	2				87	236
CSU East Bay	142	Writing Skills	100	300	220	1				94	231
CSU Los Angeles	140	Art Subtest I	100	300	220	1					
CSU Los Angeles	141	Art Subtest II	100	300	220	1					
CSU Los Angeles	098	CBEST	60	240	123	14	14	137	100	97	150
CSU Los Angeles	105	English Subtest I	100	300	220	1				96	248
CSU Los Angeles	106	English Subtest II	100	300	220	1				100	250
CSU Los Angeles	107	English Subtest III	100	300	220	1				88	237
CSU Los Angeles	108	English Subtest IV	100	300	220	1				85	235
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	3				92	238
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	3				95	243
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	3				94	239
CSU Los Angeles	129	Physical Education Subtest I	100	300	220	1				88	229
CSU Los Angeles	130	Physical Education Subtest II	100	300	220	1				93	233
CSU Los Angeles	131	Physical Education Subtest III	100	300	220	1				88	232
CSU Los Angeles	081.1	RICA.1	100	300	220	1				69	227
CSU Los Angeles	114	Social Science Subtest I	100	300	220	1				84	230
CSU Los Angeles	115	Social Science Subtest II	100	300	220	1				90	237
CSU Los Angeles	116	Social Science Subtest III	100	300	220	1				87	236
CSU Los Angeles	145	Spanish Subtest I	100	300	220	1				81	234
CSU Los Angeles	146	Spanish Subtest II	100	300	220	1				92	238
CSU Los Angeles	147	Spanish Subtest III	100	300	220	1				100	249
CSU Northridge	186	American Sign Language Subtest I	100	300	220	1					
CSU Northridge	187	American Sign Language Subtest II	100	300	220	1					
CSU Northridge	188	American Sign Language Subtest III	100	300	220	1					
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	3				95	236
CSU Northridge	124	Biology/Life Science Subtest IV	100	300	220	1				100	246
CSU Northridge	175	Business Subtest I	100	300	220	1					
CSU Northridge	176	Business Subtest II	100	300	220	1					
CSU Northridge	177	Business Subtest III	100	300	220	1					

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Northridge	098	CBEST	60	240	123	214	205	150	96	97	150
CSU Northridge	121	Chemistry Subtest III	100	300	220	2					
CSU Northridge	122	Earth/Planetary Science Subtest III	100	300	220	1					
CSU Northridge	105	English Subtest I	100	300	220	15	15	252	100	96	248
CSU Northridge	106	English Subtest II	100	300	220	15	15	255	100	100	250
CSU Northridge	107	English Subtest III	100	300	220	15	12	237	80	88	237
CSU Northridge	108	English Subtest IV	100	300	220	15	12	239	80	85	235
CSU Northridge	148	French Subtest I	100	300	220	1					
CSU Northridge	149	French Subtest II	100	300	220	1					
CSU Northridge	150	French Subtest III	100	300	220	1					
CSU Northridge	178	Health Science Subtest I	100	300	220	1					
CSU Northridge	179	Health Science Subtest II	100	300	220	1					
CSU Northridge	180	Health Science Subtest III	100	300	220	1					
CSU Northridge	110	Mathematics Subtest I	100	300	220	7				82	232
CSU Northridge	111	Mathematics Subtest II	100	300	220	7				80	232
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	139	131	240	94	92	238
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	137	133	245	97	95	243
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	137	133	239	97	94	239
CSU Northridge	136	Music Subtest I	100	300	220	3				100	258
CSU Northridge	137	Music Subtest II	100	300	220	3				100	266
CSU Northridge	138	Music Subtest III	100	300	220	3				100	257
CSU Northridge	129	Physical Education Subtest I	100	300	220	3				88	229
CSU Northridge	130	Physical Education Subtest II	100	300	220	3				93	233
CSU Northridge	131	Physical Education Subtest III	100	300	220	3				88	232
CSU Northridge	081.1	RICA.1	100	300	220	40	27	227	68	69	227
CSU Northridge	118	Science Subtest I	100	300	220	8				99	248
CSU Northridge	119	Science Subtest II	100	300	220	8				95	245
CSU Northridge	114	Social Science Subtest I	100	300	220	9				84	230
CSU Northridge	115	Social Science Subtest II	100	300	220	9				90	237
CSU Northridge	116	Social Science Subtest III	100	300	220	9				87	236
CSU Northridge	145	Spanish Subtest I	100	300	220	3				81	234
CSU Northridge	146	Spanish Subtest II	100	300	220	3				92	238
CSU Northridge	147	Spanish Subtest III	100	300	220	3				100	249
CSU Northridge	142	Writing Skills	100	300	220	32	31	227	97	94	231
CSU San Bernardino	120	Biology/Life Science Subtest III	100	300	220	3				95	236
CSU San Bernardino	098	CBEST	60	240	123	96	96	149	100	97	150

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU San Bernardino	121	Chemistry Subtest III	100	300	220	1					
CSU San Bernardino	105	English Subtest I	100	300	220	8				96	248
CSU San Bernardino	106	English Subtest II	100	300	220	8				100	250
CSU San Bernardino	107	English Subtest III	100	300	220	8				88	237
CSU San Bernardino	108	English Subtest IV	100	300	220	8				85	235
CSU San Bernardino	151	German Subtest I	100	300	220	1					
CSU San Bernardino	152	German Subtest II	100	300	220	1					
CSU San Bernardino	153	German Subtest III	100	300	220	1					
CSU San Bernardino	110	Mathematics Subtest I	100	300	220	6				82	232
CSU San Bernardino	111	Mathematics Subtest II	100	300	220	6				80	232
CSU San Bernardino	112	Mathematics Subtest III	100	300	220	1				86	241
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	39	39	237	100	92	238
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	39	39	242	100	95	243
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	39	39	239	100	94	239
CSU San Bernardino	136	Music Subtest I	100	300	220	1				100	258
CSU San Bernardino	137	Music Subtest II	100	300	220	1				100	266
CSU San Bernardino	138	Music Subtest III	100	300	220	1				100	257
CSU San Bernardino	081.1	RICA.1	100	300	220	26	9	214	35	69	227
CSU San Bernardino	118	Science Subtest I	100	300	220	4				99	248
CSU San Bernardino	119	Science Subtest II	100	300	220	4				95	245
CSU San Bernardino	114	Social Science Subtest I	100	300	220	5				84	230
CSU San Bernardino	115	Social Science Subtest II	100	300	220	5				90	237
CSU San Bernardino	116	Social Science Subtest III	100	300	220	5				87	236
CSU San Bernardino	145	Spanish Subtest I	100	300	220	1				81	234
CSU San Bernardino	146	Spanish Subtest II	100	300	220	1				92	238
CSU San Bernardino	147	Spanish Subtest III	100	300	220	1				100	249
CSU San Marcos	098	CBEST	60	240	123	55	54	144	98	97	150
CSU San Marcos	105	English Subtest I	100	300	220	1				96	248
CSU San Marcos	106	English Subtest II	100	300	220	1				100	250
CSU San Marcos	107	English Subtest III	100	300	220	1				88	237
CSU San Marcos	108	English Subtest IV	100	300	220	1				85	235
CSU San Marcos	110	Mathematics Subtest I	100	300	220	1				82	232
CSU San Marcos	111	Mathematics Subtest II	100	300	220	1				80	232
CSU San Marcos	112	Mathematics Subtest III	100	300	220	1				86	241
CSU San Marcos	101	Multiple Subjects Subtest I	100	300	220	61	55	237	90	92	238
CSU San Marcos	102	Multiple Subjects Subtest II	100	300	220	58	57	242	98	95	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU San Marcos	103	Multiple Subjects Subtest III	100	300	220	60	55	239	92	94	239
CSU San Marcos	081	RICA	0	120	81	1				85	87
CSU San Marcos	081.1	RICA.1	100	300	220	37	29	231	78	69	227
CSU San Marcos	145	Spanish Subtest I	100	300	220	1				81	234
CSU San Marcos	146	Spanish Subtest II	100	300	220	1				92	238
CSU San Marcos	147	Spanish Subtest III	100	300	220	1				100	249
CSU San Marcos	142	Writing Skills	100	300	220	11	9	225	82	94	231
Dominican University of California	120	Biology/Life Science Subtest III	100	300	220	2				95	236
Dominican University of California	098	CBEST	60	240	123	20	20	157	100	97	150
Dominican University of California	105	English Subtest I	100	300	220	1				96	248
Dominican University of California	106	English Subtest II	100	300	220	1				100	250
Dominican University of California	107	English Subtest III	100	300	220	1				88	237
Dominican University of California	108	English Subtest IV	100	300	220	1				85	235
Dominican University of California	163	Mandarin Subtest I	100	300	220	1					
Dominican University of California	164	Mandarin Subtest II	100	300	220	1					
Dominican University of California	165	Mandarin Subtest III	100	300	220	1					
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	19	18	244	95	92	238
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	19	17	246	89	95	243
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	19	18	245	95	94	239
Dominican University of California	081.1	RICA.1	100	300	220	16	13	227	81	69	227
Dominican University of California	118	Science Subtest I	100	300	220	2				99	248
Dominican University of California	119	Science Subtest II	100	300	220	2				95	245
Dominican University of California	114	Social Science Subtest I	100	300	220	2				84	230
Dominican University of California	115	Social Science Subtest II	100	300	220	2				90	237
Dominican University of California	116	Social Science Subtest III	100	300	220	2				87	236
Dominican University of California	145	Spanish Subtest I	100	300	220	1				81	234
Dominican University of California	146	Spanish Subtest II	100	300	220	1				92	238
Dominican University of California	147	Spanish Subtest III	100	300	220	1				100	249
Dominican University of California	142	Writing Skills	100	300	220	6				94	231
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	1				92	238
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	1				95	243
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	1				94	239
Holy Names University	142	Writing Skills	100	300	220	1				94	231
Hope International University	098	CBEST	60	240	123	6				97	150
Hope International University	101	Multiple Subjects Subtest I	100	300	220	7				92	238
Hope International University	102	Multiple Subjects Subtest II	100	300	220	7				95	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Hope International University	103	Multiple Subjects Subtest III	100	300	220	7				94	239
Hope International University	081.1	RICA.1	100	300	220	5				69	227
Hope International University	142	Writing Skills	100	300	220	2				94	231
La Sierra University	098	CBEST	60	240	123	4				97	150
La Sierra University	105	English Subtest I	100	300	220	1				96	248
La Sierra University	106	English Subtest II	100	300	220	1				100	250
La Sierra University	107	English Subtest III	100	300	220	1				88	237
La Sierra University	108	English Subtest IV	100	300	220	1				85	235
La Sierra University	101	Multiple Subjects Subtest I	100	300	220	1				92	238
La Sierra University	102	Multiple Subjects Subtest II	100	300	220	1				95	243
La Sierra University	103	Multiple Subjects Subtest III	100	300	220	1				94	239
La Sierra University	136	Music Subtest I	100	300	220	1				100	258
La Sierra University	138	Music Subtest III	100	300	220	1				100	257
La Sierra University	081.1	RICA.1	100	300	220	1				69	227
La Sierra University	114	Social Science Subtest I	100	300	220	1				84	230
La Sierra University	115	Social Science Subtest II	100	300	220	1				90	237
La Sierra University	116	Social Science Subtest III	100	300	220	1				87	236
Mills College	098	CBEST	60	240	123	2				97	150
Mount Saint Mary's College	098	CBEST	60	240	123	24	24	140	100	97	150
Mount Saint Mary's College	105	English Subtest I	100	300	220	2				96	248
Mount Saint Mary's College	106	English Subtest II	100	300	220	2				100	250
Mount Saint Mary's College	107	English Subtest III	100	300	220	1				88	237
Mount Saint Mary's College	108	English Subtest IV	100	300	220	1				85	235
Mount Saint Mary's College	110	Mathematics Subtest I	100	300	220	4				82	232
Mount Saint Mary's College	111	Mathematics Subtest II	100	300	220	3				80	232
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	8				92	238
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	9				95	243
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	9				94	239
Mount Saint Mary's College	123	Physics Subtest III	100	300	220	1				91	233
Mount Saint Mary's College	081.1	RICA.1	100	300	220	5				69	227
Mount Saint Mary's College	114	Social Science Subtest I	100	300	220	4				84	230
Mount Saint Mary's College	115	Social Science Subtest II	100	300	220	4				90	237
Mount Saint Mary's College	116	Social Science Subtest III	100	300	220	3				87	236
Mount Saint Mary's College	145	Spanish Subtest I	100	300	220	1				81	234
Mount Saint Mary's College	146	Spanish Subtest II	100	300	220	1				92	238
Mount Saint Mary's College	147	Spanish Subtest III	100	300	220	1				100	249

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National Hispanic University	098	CBEST	60	240	123	1				97	150
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	1				92	238
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	1				95	243
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	1				94	239
National Hispanic University	081.1	RICA.1	100	300	220	1				69	227
National University	140	Art Subtest I	100	300	220	4					
National University	141	Art Subtest II	100	300	220	4					
National University	120	Biology/Life Science Subtest III	100	300	220	7				95	236
National University	124	Biology/Life Science Subtest IV	100	300	220	2				100	246
National University	098	CBEST	60	240	123	441	424	146	96	97	150
National University	121	Chemistry Subtest III	100	300	220	2					
National University	125	Chemistry Subtest IV	100	300	220	1					
National University	122	Earth/Planetary Science Subtest III	100	300	220	1					
National University	105	English Subtest I	100	300	220	22	22	244	100	96	248
National University	106	English Subtest II	100	300	220	22	22	245	100	100	250
National University	107	English Subtest III	100	300	220	22	18	239	82	88	237
National University	108	English Subtest IV	100	300	220	22	18	236	82	85	235
National University	190	Filipino Subtest I	100	300	220	1					
National University	191	Filipino Subtest II	100	300	220	1					
National University	178	Health Science Subtest I	100	300	220	5					
National University	179	Health Science Subtest II	100	300	220	4					
National University	180	Health Science Subtest III	100	300	220	4					
National University	184	Industrial And Tech Ed Subtest I	100	300	220	1					
National University	185	Industrial And Tech Ed Subtest II	100	300	220	1					
National University	160	Korean Subtest I	100	300	220	1					
National University	161	Korean Subtest II	100	300	220	1					
National University	162	Korean Subtest III	100	300	220	1					
National University	110	Mathematics Subtest I	100	300	220	13	10	227	77	82	232
National University	111	Mathematics Subtest II	100	300	220	10	8	237	80	80	232
National University	112	Mathematics Subtest III	100	300	220	5				86	241
National University	101	Multiple Subjects Subtest I	100	300	220	295	268	236	91	92	238
National University	102	Multiple Subjects Subtest II	100	300	220	290	272	239	94	95	243
National University	103	Multiple Subjects Subtest III	100	300	220	294	276	236	94	94	239
National University	129	Physical Education Subtest I	100	300	220	15	15	233	100	88	229
National University	130	Physical Education Subtest II	100	300	220	15	15	236	100	93	233
National University	131	Physical Education Subtest III	100	300	220	15	15	237	100	88	232

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	123	Physics Subtest III	100	300	220	2				91	233
National University	092	RICA Video	100	300	220	1					
National University	081.1	RICA.1	100	300	220	116	59	222	51	69	227
National University	118	Science Subtest I	100	300	220	12	12	240	100	99	248
National University	119	Science Subtest II	100	300	220	12	12	235	100	95	245
National University	114	Social Science Subtest I	100	300	220	21	18	228	86	84	230
National University	115	Social Science Subtest II	100	300	220	22	19	238	86	90	237
National University	116	Social Science Subtest III	100	300	220	21	19	239	90	87	236
National University	145	Spanish Subtest I	100	300	220	5				81	234
National University	146	Spanish Subtest II	100	300	220	5				92	238
National University	147	Spanish Subtest III	100	300	220	6				100	249
National University	142	Writing Skills	100	300	220	12	11	228	92	94	231
Pacific Oaks College	098	CBEST	60	240	123	13	13	149	100	97	150
Pacific Oaks College	081.1	RICA.1	100	300	220	4				69	227
Pacific Union College	098	CBEST	60	240	123	8				97	150
Pacific Union College	101	Multiple Subjects Subtest I	100	300	220	5				92	238
Pacific Union College	102	Multiple Subjects Subtest II	100	300	220	5				95	243
Pacific Union College	103	Multiple Subjects Subtest III	100	300	220	4				94	239
Pacific Union College	114	Social Science Subtest I	100	300	220	1				84	230
Pacific Union College	115	Social Science Subtest II	100	300	220	1				90	237
Pacific Union College	116	Social Science Subtest III	100	300	220	1				87	236
Patten University	098	CBEST	60	240	123	8				97	150
Patten University	105	English Subtest I	100	300	220	1				96	248
Patten University	106	English Subtest II	100	300	220	1				100	250
Patten University	107	English Subtest III	100	300	220	1				88	237
Patten University	108	English Subtest IV	100	300	220	1				85	235
Patten University	110	Mathematics Subtest I	100	300	220	1				82	232
Patten University	111	Mathematics Subtest II	100	300	220	1				80	232
Patten University	101	Multiple Subjects Subtest I	100	300	220	4				92	238
Patten University	102	Multiple Subjects Subtest II	100	300	220	4				95	243
Patten University	103	Multiple Subjects Subtest III	100	300	220	4				94	239
Patten University	129	Physical Education Subtest I	100	300	220	1				88	229
Patten University	130	Physical Education Subtest II	100	300	220	1				93	233
Patten University	131	Physical Education Subtest III	100	300	220	1				88	232
Patten University	081.1	RICA.1	100	300	220	2				69	227
Point Loma Nazarene University	120	Biology/Life Science Subtest III	100	300	220	2				95	236

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Point Loma Nazarene University	124	Biology/Life Science Subtest IV	100	300	220	2				100	246
Point Loma Nazarene University	098	CBEST	60	240	123	20	19	154	95	97	150
Point Loma Nazarene University	105	English Subtest I	100	300	220	3				96	248
Point Loma Nazarene University	106	English Subtest II	100	300	220	3				100	250
Point Loma Nazarene University	107	English Subtest III	100	300	220	3				88	237
Point Loma Nazarene University	108	English Subtest IV	100	300	220	3				85	235
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	9				92	238
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	9				95	243
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	9				94	239
Point Loma Nazarene University	081.1	RICA.1	100	300	220	4				69	227
Point Loma Nazarene University	114	Social Science Subtest I	100	300	220	5				84	230
Point Loma Nazarene University	115	Social Science Subtest II	100	300	220	5				90	237
Point Loma Nazarene University	116	Social Science Subtest III	100	300	220	5				87	236
Point Loma Nazarene University	145	Spanish Subtest I	100	300	220	1				81	234
Point Loma Nazarene University	146	Spanish Subtest II	100	300	220	1				92	238
Point Loma Nazarene University	147	Spanish Subtest III	100	300	220	1				100	249
Point Loma Nazarene University	142	Writing Skills	100	300	220	2				94	231
Saint Mary's College of California	098	CBEST	60	240	123	2				97	150
Saint Mary's College of California	101	Multiple Subjects Subtest I	100	300	220	1				92	238
Saint Mary's College of California	102	Multiple Subjects Subtest II	100	300	220	1				95	243
Saint Mary's College of California	103	Multiple Subjects Subtest III	100	300	220	1				94	239
Saint Mary's College of California	081.1	RICA.1	100	300	220	1				69	227
San Diego Christian College	098	CBEST	60	240	123	6				97	150
San Diego Christian College	105	English Subtest I	100	300	220	1				96	248
San Diego Christian College	106	English Subtest II	100	300	220	1				100	250
San Diego Christian College	107	English Subtest III	100	300	220	1				88	237
San Diego Christian College	108	English Subtest IV	100	300	220	1				85	235
San Diego Christian College	101	Multiple Subjects Subtest I	100	300	220	1				92	238
San Diego Christian College	102	Multiple Subjects Subtest II	100	300	220	1				95	243
San Diego Christian College	103	Multiple Subjects Subtest III	100	300	220	1				94	239
San Diego Christian College	129	Physical Education Subtest I	100	300	220	1				88	229
San Diego Christian College	130	Physical Education Subtest II	100	300	220	1				93	233
San Diego Christian College	131	Physical Education Subtest III	100	300	220	1				88	232
San Diego Christian College	114	Social Science Subtest I	100	300	220	1				84	230
San Diego Christian College	115	Social Science Subtest II	100	300	220	1				90	237
San Diego Christian College	116	Social Science Subtest III	100	300	220	1				87	236

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Santa Clara University	098	CBEST	60	240	123	3				97	150
Santa Clara University	110	Mathematics Subtest I	100	300	220	1				82	232
Santa Clara University	111	Mathematics Subtest II	100	300	220	1				80	232
Santa Clara University	101	Multiple Subjects Subtest I	100	300	220	4				92	238
Santa Clara University	102	Multiple Subjects Subtest II	100	300	220	4				95	243
Santa Clara University	103	Multiple Subjects Subtest III	100	300	220	4				94	239
Santa Clara University	081.1	RICA.1	100	300	220	4				69	227
Santa Clara University	142	Writing Skills	100	300	220	1				94	231
Sonoma State University	098	CBEST	60	240	123	15	15	160	100	97	150
Sonoma State University	105	English Subtest I	100	300	220	1				96	248
Sonoma State University	106	English Subtest II	100	300	220	1				100	250
Sonoma State University	107	English Subtest III	100	300	220	1				88	237
Sonoma State University	108	English Subtest IV	100	300	220	1				85	235
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	5				92	238
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	5				95	243
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	5				94	239
Sonoma State University	136	Music Subtest I	100	300	220	1				100	258
Sonoma State University	137	Music Subtest II	100	300	220	1				100	266
Sonoma State University	138	Music Subtest III	100	300	220	1				100	257
Sonoma State University	129	Physical Education Subtest I	100	300	220	1				88	229
Sonoma State University	130	Physical Education Subtest II	100	300	220	1				93	233
Sonoma State University	131	Physical Education Subtest III	100	300	220	1				88	232
Sonoma State University	114	Social Science Subtest I	100	300	220	3				84	230
Sonoma State University	115	Social Science Subtest II	100	300	220	3				90	237
Sonoma State University	116	Social Science Subtest III	100	300	220	3				87	236
Sonoma State University	145	Spanish Subtest I	100	300	220	1				81	234
Sonoma State University	146	Spanish Subtest II	100	300	220	1				92	238
Sonoma State University	147	Spanish Subtest III	100	300	220	1				100	249
Sonoma State University	142	Writing Skills	100	300	220	2				94	231
The Master's College	098	CBEST	60	240	123	3				97	150
The Master's College	110	Mathematics Subtest I	100	300	220	2				82	232
The Master's College	111	Mathematics Subtest II	100	300	220	2				80	232
The Master's College	136	Music Subtest I	100	300	220	1				100	258
The Master's College	137	Music Subtest II	100	300	220	1				100	266
The Master's College	138	Music Subtest III	100	300	220	1				100	257
UC Los Angeles	098	CBEST	60	240	123	1				97	150

Appendix A-1: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Los Angeles	114	Social Science Subtest I	100	300	220	1				84	230
UC Los Angeles	115	Social Science Subtest II	100	300	220	1				90	237
UC Los Angeles	116	Social Science Subtest III	100	300	220	1				87	236
UC Santa Barbara	120	Biology/Life Science Subtest III	100	300	220	1				95	236
UC Santa Barbara	098	CBEST	60	240	123	3				97	150
UC Santa Barbara	101	Multiple Subjects Subtest I	100	300	220	2				92	238
UC Santa Barbara	102	Multiple Subjects Subtest II	100	300	220	2				95	243
UC Santa Barbara	103	Multiple Subjects Subtest III	100	300	220	2				94	239
UC Santa Barbara	081.1	RICA.1	100	300	220	2				69	227
UC Santa Barbara	118	Science Subtest I	100	300	220	1				99	248
UC Santa Barbara	119	Science Subtest II	100	300	220	1				95	245
UC Santa Cruz	120	Biology/Life Science Subtest III	100	300	220	5				95	236
UC Santa Cruz	124	Biology/Life Science Subtest IV	100	300	220	2				100	246
UC Santa Cruz	098	CBEST	60	240	123	56	56	168	100	97	150
UC Santa Cruz	122	Earth/Planetary Science Subtest III	100	300	220	2					
UC Santa Cruz	105	English Subtest I	100	300	220	6				96	248
UC Santa Cruz	106	English Subtest II	100	300	220	6				100	250
UC Santa Cruz	107	English Subtest III	100	300	220	6				88	237
UC Santa Cruz	108	English Subtest IV	100	300	220	6				85	235
UC Santa Cruz	110	Mathematics Subtest I	100	300	220	1				82	232
UC Santa Cruz	111	Mathematics Subtest II	100	300	220	1				80	232
UC Santa Cruz	112	Mathematics Subtest III	100	300	220	1				86	241
UC Santa Cruz	101	Multiple Subjects Subtest I	100	300	220	30	30	251	100	92	238
UC Santa Cruz	102	Multiple Subjects Subtest II	100	300	220	30	30	260	100	95	243
UC Santa Cruz	103	Multiple Subjects Subtest III	100	300	220	30	30	248	100	94	239
UC Santa Cruz	081.1	RICA.1	100	300	220	4				69	227
UC Santa Cruz	118	Science Subtest I	100	300	220	7				99	248
UC Santa Cruz	119	Science Subtest II	100	300	220	7				95	245
UC Santa Cruz	114	Social Science Subtest I	100	300	220	6				84	230
UC Santa Cruz	115	Social Science Subtest II	100	300	220	6				90	237
UC Santa Cruz	116	Social Science Subtest III	100	300	220	6				87	236
UC Santa Cruz	142	Writing Skills	100	300	220	3				94	231
United States University	120	Biology/Life Science Subtest III	100	300	220	1				95	236
United States University	098	CBEST	60	240	123	9				97	150
United States University	110	Mathematics Subtest I	100	300	220	1				82	232
United States University	111	Mathematics Subtest II	100	300	220	1				80	232

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
United States University	112	Mathematics Subtest III	100	300	220	1				86	241
United States University	101	Multiple Subjects Subtest I	100	300	220	1				92	238
United States University	102	Multiple Subjects Subtest II	100	300	220	1				95	243
United States University	103	Multiple Subjects Subtest III	100	300	220	1				94	239
United States University	081.1	RICA.1	100	300	220	2				69	227
United States University	114	Social Science Subtest I	100	300	220	2				84	230
United States University	115	Social Science Subtest II	100	300	220	2				90	237
United States University	116	Social Science Subtest III	100	300	220	2				87	236
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	5				95	236
University of LaVerne	098	CBEST	60	240	123	164	161	146	98	97	150
University of LaVerne	105	English Subtest I	100	300	220	10	8	241	80	96	248
University of LaVerne	106	English Subtest II	100	300	220	9				100	250
University of LaVerne	107	English Subtest III	100	300	220	7				88	237
University of LaVerne	108	English Subtest IV	100	300	220	8				85	235
University of LaVerne	110	Mathematics Subtest I	100	300	220	11	10	238	91	82	232
University of LaVerne	111	Mathematics Subtest II	100	300	220	10	8	232	80	80	232
University of LaVerne	112	Mathematics Subtest III	100	300	220	2				86	241
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	103	92	234	89	92	238
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	99	94	237	95	95	243
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	100	94	239	94	94	239
University of LaVerne	129	Physical Education Subtest I	100	300	220	3				88	229
University of LaVerne	130	Physical Education Subtest II	100	300	220	3				93	233
University of LaVerne	131	Physical Education Subtest III	100	300	220	3				88	232
University of LaVerne	123	Physics Subtest III	100	300	220	1				91	233
University of LaVerne	127	Physics Subtest IV	100	300	220	1					
University of LaVerne	081	RICA	0	120	81	1				85	87
University of LaVerne	081.1	RICA.1	100	300	220	77	56	228	73	69	227
University of LaVerne	118	Science Subtest I	100	300	220	8				99	248
University of LaVerne	119	Science Subtest II	100	300	220	8				95	245
University of LaVerne	114	Social Science Subtest I	100	300	220	11	9	226	82	84	230
University of LaVerne	115	Social Science Subtest II	100	300	220	11	10	236	91	90	237
University of LaVerne	116	Social Science Subtest III	100	300	220	11	10	237	91	87	236
University of LaVerne	145	Spanish Subtest I	100	300	220	3				81	234
University of LaVerne	146	Spanish Subtest II	100	300	220	3				92	238
University of LaVerne	147	Spanish Subtest III	100	300	220	4				100	249
University of LaVerne	142	Writing Skills	100	300	220	1				94	231

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Phoenix	098	CBEST	60	240	123	10	10	149	100	97	150
University of Phoenix	110	Mathematics Subtest I	100	300	220	1				82	232
University of Phoenix	111	Mathematics Subtest II	100	300	220	1				80	232
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	7				92	238
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	7				95	243
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	7				94	239
University of Phoenix	081.1	RICA.1	100	300	220	1				69	227
University of Phoenix	118	Science Subtest I	100	300	220	1				99	248
University of Phoenix	119	Science Subtest II	100	300	220	1				95	245
University of Phoenix	114	Social Science Subtest I	100	300	220	1				84	230
University of Phoenix	115	Social Science Subtest II	100	300	220	1				90	237
University of Phoenix	116	Social Science Subtest III	100	300	220	1				87	236
University of Redlands	140	Art Subtest I	100	300	220	1					
University of Redlands	141	Art Subtest II	100	300	220	1					
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	1				95	236
University of Redlands	124	Biology/Life Science Subtest IV	100	300	220	1				100	246
University of Redlands	098	CBEST	60	240	123	106	105	152	99	97	150
University of Redlands	121	Chemistry Subtest III	100	300	220	1					
University of Redlands	122	Earth/Planetary Science Subtest III	100	300	220	1					
University of Redlands	105	English Subtest I	100	300	220	7				96	248
University of Redlands	106	English Subtest II	100	300	220	7				100	250
University of Redlands	107	English Subtest III	100	300	220	7				88	237
University of Redlands	108	English Subtest IV	100	300	220	7				85	235
University of Redlands	178	Health Science Subtest I	100	300	220	1					
University of Redlands	179	Health Science Subtest II	100	300	220	1					
University of Redlands	180	Health Science Subtest III	100	300	220	1					
University of Redlands	110	Mathematics Subtest I	100	300	220	7				82	232
University of Redlands	111	Mathematics Subtest II	100	300	220	7				80	232
University of Redlands	112	Mathematics Subtest III	100	300	220	1				86	241
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	59	56	239	95	92	238
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	58	56	246	97	95	243
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	59	53	237	90	94	239
University of Redlands	136	Music Subtest I	100	300	220	2				100	258
University of Redlands	137	Music Subtest II	100	300	220	2				100	266
University of Redlands	138	Music Subtest III	100	300	220	2				100	257
University of Redlands	129	Physical Education Subtest I	100	300	220	5				88	229

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Redlands	130	Physical Education Subtest II	100	300	220	4				93	233
University of Redlands	131	Physical Education Subtest III	100	300	220	4				88	232
University of Redlands	081	RICA	0	120	81	1				85	87
University of Redlands	081.1	RICA.1	100	300	220	20	14	223	70	69	227
University of Redlands	118	Science Subtest I	100	300	220	8				99	248
University of Redlands	119	Science Subtest II	100	300	220	8				95	245
University of Redlands	114	Social Science Subtest I	100	300	220	6				84	230
University of Redlands	115	Social Science Subtest II	100	300	220	6				90	237
University of Redlands	116	Social Science Subtest III	100	300	220	6				87	236
University of Redlands	145	Spanish Subtest I	100	300	220	2				81	234
University of Redlands	146	Spanish Subtest II	100	300	220	2				92	238
University of Redlands	147	Spanish Subtest III	100	300	220	2				100	249
University of San Diego	120	Biology/Life Science Subtest III	100	300	220	2				95	236
University of San Diego	098	CBEST	60	240	123	36	36	161	100	97	150
University of San Diego	105	English Subtest I	100	300	220	3				96	248
University of San Diego	106	English Subtest II	100	300	220	3				100	250
University of San Diego	107	English Subtest III	100	300	220	3				88	237
University of San Diego	108	English Subtest IV	100	300	220	3				85	235
University of San Diego	101	Multiple Subjects Subtest I	100	300	220	26	26	249	100	92	238
University of San Diego	102	Multiple Subjects Subtest II	100	300	220	26	26	243	100	95	243
University of San Diego	103	Multiple Subjects Subtest III	100	300	220	26	26	245	100	94	239
University of San Diego	129	Physical Education Subtest I	100	300	220	1				88	229
University of San Diego	130	Physical Education Subtest II	100	300	220	1				93	233
University of San Diego	131	Physical Education Subtest III	100	300	220	1				88	232
University of San Diego	081.1	RICA.1	100	300	220	15	15	235	100	69	227
University of San Diego	114	Social Science Subtest I	100	300	220	4				84	230
University of San Diego	115	Social Science Subtest II	100	300	220	4				90	237
University of San Diego	116	Social Science Subtest III	100	300	220	4				87	236
University of San Diego	142	Writing Skills	100	300	220	3				94	231
University of San Francisco	098	CBEST	60	240	123	61	59	160	97	97	150
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	7				92	238
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	7				95	243
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	7				94	239
University of San Francisco	081.1	RICA.1	100	300	220	14	14	251	100	69	227
University of San Francisco	142	Writing Skills	100	300	220	7				94	231
University of Southern California	098	CBEST	60	240	123	38	38	162	100	97	150

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Southern California	105	English Subtest I	100	300	220	8				96	248
University of Southern California	106	English Subtest II	100	300	220	8				100	250
University of Southern California	107	English Subtest III	100	300	220	8				88	237
University of Southern California	108	English Subtest IV	100	300	220	8				85	235
University of Southern California	110	Mathematics Subtest I	100	300	220	3				82	232
University of Southern California	111	Mathematics Subtest II	100	300	220	3				80	232
University of Southern California	112	Mathematics Subtest III	100	300	220	2				86	241
University of Southern California	101	Multiple Subjects Subtest I	100	300	220	1				92	238
University of Southern California	102	Multiple Subjects Subtest II	100	300	220	1				95	243
University of Southern California	103	Multiple Subjects Subtest III	100	300	220	2				94	239
University of Southern California	118	Science Subtest I	100	300	220	4				99	248
University of Southern California	119	Science Subtest II	100	300	220	4				95	245
University of Southern California	114	Social Science Subtest I	100	300	220	16	16	233	100	84	230
University of Southern California	115	Social Science Subtest II	100	300	220	16	16	239	100	90	237
University of Southern California	116	Social Science Subtest III	100	300	220	16	16	245	100	87	236
University of Southern California	142	Writing Skills	100	300	220	1				94	231
University of the Pacific	120	Biology/Life Science Subtest III	100	300	220	2				95	236
University of the Pacific	098	CBEST	60	240	123	106	101	153	95	97	150
University of the Pacific	105	English Subtest I	100	300	220	9				96	248
University of the Pacific	106	English Subtest II	100	300	220	9				100	250
University of the Pacific	107	English Subtest III	100	300	220	8				88	237
University of the Pacific	108	English Subtest IV	100	300	220	8				85	235
University of the Pacific	110	Mathematics Subtest I	100	300	220	2				82	232
University of the Pacific	111	Mathematics Subtest II	100	300	220	2				80	232
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	53	50	243	94	92	238
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	53	52	255	98	95	243
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	52	50	246	96	94	239
University of the Pacific	129	Physical Education Subtest I	100	300	220	1				88	229
University of the Pacific	130	Physical Education Subtest II	100	300	220	1				93	233
University of the Pacific	131	Physical Education Subtest III	100	300	220	1				88	232
University of the Pacific	081.1	RICA.1	100	300	220	13	12	235	92	69	227
University of the Pacific	118	Science Subtest I	100	300	220	2				99	248
University of the Pacific	119	Science Subtest II	100	300	220	2				95	245
University of the Pacific	114	Social Science Subtest I	100	300	220	3				84	230
University of the Pacific	115	Social Science Subtest II	100	300	220	3				90	237
University of the Pacific	116	Social Science Subtest III	100	300	220	3				87	236

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of the Pacific	145	Spanish Subtest I	100	300	220	3				81	234
University of the Pacific	146	Spanish Subtest II	100	300	220	3				92	238
University of the Pacific	147	Spanish Subtest III	100	300	220	3				100	249
University of the Pacific	142	Writing Skills	100	300	220	1				94	231
Vanguard University	120	Biology/Life Science Subtest III	100	300	220	1				95	236
Vanguard University	098	CBEST	60	240	123	30	27	143	90	97	150
Vanguard University	105	English Subtest I	100	300	220	1				96	248
Vanguard University	106	English Subtest II	100	300	220	1				100	250
Vanguard University	107	English Subtest III	100	300	220	1				88	237
Vanguard University	108	English Subtest IV	100	300	220	1				85	235
Vanguard University	110	Mathematics Subtest I	100	300	220	2				82	232
Vanguard University	111	Mathematics Subtest II	100	300	220	1				80	232
Vanguard University	112	Mathematics Subtest III	100	300	220	1				86	241
Vanguard University	101	Multiple Subjects Subtest I	100	300	220	13	10	235	77	92	238
Vanguard University	102	Multiple Subjects Subtest II	100	300	220	13	12	233	92	95	243
Vanguard University	103	Multiple Subjects Subtest III	100	300	220	14	12	237	86	94	239
Vanguard University	081	RICA	0	120	81	1				85	87
Vanguard University	081.1	RICA.1	100	300	220	4				69	227
Vanguard University	118	Science Subtest I	100	300	220	2				99	248
Vanguard University	119	Science Subtest II	100	300	220	2				95	245
Vanguard University	114	Social Science Subtest I	100	300	220	5				84	230
Vanguard University	115	Social Science Subtest II	100	300	220	5				90	237
Vanguard University	116	Social Science Subtest III	100	300	220	5				87	236
Western Governors University	098	CBEST	60	240	123	200	194	160	97	97	150
Western Governors University	101	Multiple Subjects Subtest I	100	300	220	8				92	238
Western Governors University	102	Multiple Subjects Subtest II	100	300	220	8				95	243
Western Governors University	103	Multiple Subjects Subtest III	100	300	220	8				94	239
Western Governors University	081.1	RICA.1	100	300	220	20	14	224	70	69	227
Western Governors University	142	Writing Skills	100	300	220	9				94	231
Westmont College	098	CBEST	60	240	123	1				97	150
Whittier College	120	Biology/Life Science Subtest III	100	300	220	1				95	236
Whittier College	098	CBEST	60	240	123	27	27	149	100	97	150
Whittier College	105	English Subtest I	100	300	220	1				96	248
Whittier College	106	English Subtest II	100	300	220	1				100	250
Whittier College	107	English Subtest III	100	300	220	1				88	237
Whittier College	108	English Subtest IV	100	300	220	1				85	235

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Whittier College	110	Mathematics Subtest I	100	300	220	2				82	232
Whittier College	111	Mathematics Subtest II	100	300	220	2				80	232
Whittier College	101	Multiple Subjects Subtest I	100	300	220	8				92	238
Whittier College	102	Multiple Subjects Subtest II	100	300	220	8				95	243
Whittier College	103	Multiple Subjects Subtest III	100	300	220	8				94	239
Whittier College	129	Physical Education Subtest I	100	300	220	2				88	229
Whittier College	130	Physical Education Subtest II	100	300	220	1				93	233
Whittier College	131	Physical Education Subtest III	100	300	220	1				88	232
Whittier College	081.1	RICA.1	100	300	220	3				69	227
Whittier College	118	Science Subtest I	100	300	220	1				99	248
Whittier College	119	Science Subtest II	100	300	220	1				95	245
Whittier College	114	Social Science Subtest I	100	300	220	4				84	230
Whittier College	115	Social Science Subtest II	100	300	220	4				90	237
Whittier College	116	Social Science Subtest III	100	300	220	3				87	236
Whittier College	145	Spanish Subtest I	100	300	220	2				81	234
Whittier College	146	Spanish Subtest II	100	300	220	2				92	238
Whittier College	147	Spanish Subtest III	100	300	220	2				100	249

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Alliant International University	098	CBEST	60	240	123	2				93	149
Alliant International University	105	English Subtest I	100	300	220	1				93	245
Alliant International University	106	English Subtest II	100	300	220	1				96	250
Alliant International University	107	English Subtest III	100	300	220	1				86	236
Alliant International University	108	English Subtest IV	100	300	220	1				81	232
Alliant International University	118	Science Subtest I	100	300	220	1				89	244
Alliant International University	119	Science Subtest II	100	300	220	1				85	241
Antioch University	098	CBEST	60	240	123	43	38	151	88	93	149
Antioch University	101	Multiple Subjects Subtest I	100	300	220	36	33	245	92	87	237
Antioch University	102	Multiple Subjects Subtest II	100	300	220	33	31	253	94	92	242
Antioch University	103	Multiple Subjects Subtest III	100	300	220	37	33	245	89	90	237
Antioch University	081.1	RICA.1	100	300	220	11	9	237	82	70	228
Antioch University	142	Writing Skills	100	300	220	1				91	235
Azusa Pacific University	186	American Sign Language Subtest I	100	300	220	1					
Azusa Pacific University	187	American Sign Language Subtest II	100	300	220	1					
Azusa Pacific University	188	American Sign Language Subtest III	100	300	220	1					
Azusa Pacific University	140	Art Subtest I	100	300	220	4				92	243
Azusa Pacific University	141	Art Subtest II	100	300	220	4				84	237
Azusa Pacific University	120	Biology/Life Science Subtest III	100	300	220	9				83	237
Azusa Pacific University	124	Biology/Life Science Subtest IV	100	300	220	2				84	243
Azusa Pacific University	098	CBEST	60	240	123	472	449	147	95	93	149
Azusa Pacific University	121	Chemistry Subtest III	100	300	220	1				89	245
Azusa Pacific University	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
Azusa Pacific University	105	English Subtest I	100	300	220	23	18	242	78	93	245
Azusa Pacific University	106	English Subtest II	100	300	220	22	20	249	91	96	250
Azusa Pacific University	107	English Subtest III	100	300	220	18	16	240	89	86	236
Azusa Pacific University	108	English Subtest IV	100	300	220	20	16	233	80	81	232
Azusa Pacific University	178	Health Science Subtest I	100	300	220	2				59	215
Azusa Pacific University	179	Health Science Subtest II	100	300	220	2				79	234
Azusa Pacific University	180	Health Science Subtest III	100	300	220	2				86	247
Azusa Pacific University	181	Home Economics Subtest I	100	300	220	2					
Azusa Pacific University	182	Home Economics Subtest II	100	300	220	2					
Azusa Pacific University	183	Home Economics Subtest III	100	300	220	2					
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	24	12	220	50	61	224
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	19	12	228	63	69	226
Azusa Pacific University	112	Mathematics Subtest III	100	300	220	1				78	236

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	277	234	233	84	87	237
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	267	232	237	87	92	242
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	281	247	235	88	90	237
Azusa Pacific University	136	Music Subtest I	100	300	220	3				97	249
Azusa Pacific University	137	Music Subtest II	100	300	220	3				97	252
Azusa Pacific University	138	Music Subtest III	100	300	220	3				100	247
Azusa Pacific University	129	Physical Education Subtest I	100	300	220	21	14	221	67	70	222
Azusa Pacific University	130	Physical Education Subtest II	100	300	220	20	11	217	55	66	223
Azusa Pacific University	131	Physical Education Subtest III	100	300	220	20	11	218	55	69	224
Azusa Pacific University	081	RICA	0	120	81	7				90	88
Azusa Pacific University	081.1	RICA.1	100	300	220	94	48	221	51	70	228
Azusa Pacific University	118	Science Subtest I	100	300	220	14	13	236	93	89	244
Azusa Pacific University	119	Science Subtest II	100	300	220	13	13	245	100	85	241
Azusa Pacific University	114	Social Science Subtest I	100	300	220	29	20	226	69	74	228
Azusa Pacific University	115	Social Science Subtest II	100	300	220	28	22	236	79	85	236
Azusa Pacific University	116	Social Science Subtest III	100	300	220	27	21	233	78	83	235
Azusa Pacific University	145	Spanish Subtest I	100	300	220	1				83	231
Azusa Pacific University	146	Spanish Subtest II	100	300	220	1				90	239
Azusa Pacific University	147	Spanish Subtest III	100	300	220	1				98	253
Azusa Pacific University	142	Writing Skills	100	300	220	8				91	235
Bard College	098	CBEST	60	240	123	5				93	149
Biola University	120	Biology/Life Science Subtest III	100	300	220	2				83	237
Biola University	124	Biology/Life Science Subtest IV	100	300	220	1				84	243
Biola University	098	CBEST	60	240	123	200	164	146	82	93	149
Biola University	105	English Subtest I	100	300	220	12	12	256	100	93	245
Biola University	106	English Subtest II	100	300	220	12	12	263	100	96	250
Biola University	107	English Subtest III	100	300	220	12	12	251	100	86	236
Biola University	108	English Subtest IV	100	300	220	11	8	227	73	81	232
Biola University	110	Mathematics Subtest I	100	300	220	1				61	224
Biola University	111	Mathematics Subtest II	100	300	220	1				69	226
Biola University	101	Multiple Subjects Subtest I	100	300	220	33	27	241	82	87	237
Biola University	102	Multiple Subjects Subtest II	100	300	220	34	30	249	88	92	242
Biola University	103	Multiple Subjects Subtest III	100	300	220	31	28	242	90	90	237
Biola University	129	Physical Education Subtest I	100	300	220	2				70	222
Biola University	081.1	RICA.1	100	300	220	8				70	228
Biola University	118	Science Subtest I	100	300	220	1				89	244

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Biola University	119	Science Subtest II	100	300	220	1				85	241
Biola University	114	Social Science Subtest I	100	300	220	4				74	228
Biola University	115	Social Science Subtest II	100	300	220	4				85	236
Biola University	116	Social Science Subtest III	100	300	220	4				83	235
Biola University	145	Spanish Subtest I	100	300	220	2				83	231
Biola University	146	Spanish Subtest II	100	300	220	2				90	239
Biola University	147	Spanish Subtest III	100	300	220	2				98	253
Brandman University	172	Agriculture Subtest I	100	300	220	1					
Brandman University	173	Agriculture Subtest II	100	300	220	1					
Brandman University	174	Agriculture Subtest III	100	300	220	1					
Brandman University	140	Art Subtest I	100	300	220	3				92	243
Brandman University	141	Art Subtest II	100	300	220	3				84	237
Brandman University	120	Biology/Life Science Subtest III	100	300	220	19	12	224	63	83	237
Brandman University	124	Biology/Life Science Subtest IV	100	300	220	3				84	243
Brandman University	098	CBEST	60	240	123	577	577	151	100	93	149
Brandman University	121	Chemistry Subtest III	100	300	220	1				89	245
Brandman University	125	Chemistry Subtest IV	100	300	220	1					
Brandman University	122	Earth/Planetary Science Subtest III	100	300	220	4				80	239
Brandman University	126	Earth/Planetary Science Subtest IV	100	300	220	1					
Brandman University	105	English Subtest I	100	300	220	42	39	238	93	93	245
Brandman University	106	English Subtest II	100	300	220	38	38	245	100	96	250
Brandman University	107	English Subtest III	100	300	220	34	31	240	91	86	236
Brandman University	108	English Subtest IV	100	300	220	35	27	225	77	81	232
Brandman University	178	Health Science Subtest I	100	300	220	9				59	215
Brandman University	179	Health Science Subtest II	100	300	220	8				79	234
Brandman University	180	Health Science Subtest III	100	300	220	7				86	247
Brandman University	181	Home Economics Subtest I	100	300	220	1					
Brandman University	182	Home Economics Subtest II	100	300	220	1					
Brandman University	183	Home Economics Subtest III	100	300	220	1					
Brandman University	184	Industrial And Tech Ed Subtest I	100	300	220	1					
Brandman University	110	Mathematics Subtest I	100	300	220	38	22	218	58	61	224
Brandman University	111	Mathematics Subtest II	100	300	220	29	21	225	72	69	226
Brandman University	112	Mathematics Subtest III	100	300	220	3				78	236
Brandman University	101	Multiple Subjects Subtest I	100	300	220	279	241	236	86	87	237
Brandman University	102	Multiple Subjects Subtest II	100	300	220	268	246	239	92	92	242
Brandman University	103	Multiple Subjects Subtest III	100	300	220	259	239	238	92	90	237

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Brandman University	136	Music Subtest I	100	300	220	2				97	249
Brandman University	137	Music Subtest II	100	300	220	2				97	252
Brandman University	138	Music Subtest III	100	300	220	2				100	247
Brandman University	129	Physical Education Subtest I	100	300	220	15	9	223	60	70	222
Brandman University	130	Physical Education Subtest II	100	300	220	13	9	227	69	66	223
Brandman University	131	Physical Education Subtest III	100	300	220	13	11	232	85	69	224
Brandman University	081	RICA	0	120	81	5				90	88
Brandman University	092	RICA Video	100	300	220	1					
Brandman University	081.1	RICA.1	100	300	220	89	61	225	69	70	228
Brandman University	118	Science Subtest I	100	300	220	22	18	239	82	89	244
Brandman University	119	Science Subtest II	100	300	220	21	16	231	76	85	241
Brandman University	114	Social Science Subtest I	100	300	220	44	31	226	70	74	228
Brandman University	115	Social Science Subtest II	100	300	220	41	35	236	85	85	236
Brandman University	116	Social Science Subtest III	100	300	220	36	33	234	92	83	235
Brandman University	145	Spanish Subtest I	100	300	220	8				83	231
Brandman University	146	Spanish Subtest II	100	300	220	7				90	239
Brandman University	147	Spanish Subtest III	100	300	220	7				98	253
Brandman University	142	Writing Skills	100	300	220	9				91	235
CA State Polytechnic Univ.-Pomona	140	Art Subtest I	100	300	220	2				92	243
CA State Polytechnic Univ.-Pomona	141	Art Subtest II	100	300	220	2				84	237
CA State Polytechnic Univ.-Pomona	120	Biology/Life Science Subtest III	100	300	220	6				83	237
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	204	202	146	99	93	149
CA State Polytechnic Univ.-Pomona	122	Earth/Planetary Science Subtest III	100	300	220	2				80	239
CA State Polytechnic Univ.-Pomona	126	Earth/Planetary Science Subtest IV	100	300	220	2					
CA State Polytechnic Univ.-Pomona	105	English Subtest I	100	300	220	4				93	245
CA State Polytechnic Univ.-Pomona	106	English Subtest II	100	300	220	4				96	250
CA State Polytechnic Univ.-Pomona	107	English Subtest III	100	300	220	4				86	236
CA State Polytechnic Univ.-Pomona	108	English Subtest IV	100	300	220	4				81	232
CA State Polytechnic Univ.-Pomona	110	Mathematics Subtest I	100	300	220	12	6	220	50	61	224
CA State Polytechnic Univ.-Pomona	111	Mathematics Subtest II	100	300	220	8				69	226
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	110	84	232	76	87	237
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	100	90	240	90	92	242
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	106	86	232	81	90	237
CA State Polytechnic Univ.-Pomona	129	Physical Education Subtest I	100	300	220	6				70	222
CA State Polytechnic Univ.-Pomona	130	Physical Education Subtest II	100	300	220	6				66	223
CA State Polytechnic Univ.-Pomona	131	Physical Education Subtest III	100	300	220	6				69	224

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CA State Polytechnic Univ.-Pomona	123	Physics Subtest III	100	300	220	2				80	231
CA State Polytechnic Univ.-Pomona	081	RICA	0	120	81	4				90	88
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	24	8	208	33	70	228
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	4				89	244
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	4				85	241
CA State Polytechnic Univ.-Pomona	114	Social Science Subtest I	100	300	220	6				74	228
CA State Polytechnic Univ.-Pomona	115	Social Science Subtest II	100	300	220	6				85	236
CA State Polytechnic Univ.-Pomona	116	Social Science Subtest III	100	300	220	6				83	235
CA State Polytechnic Univ.-Pomona	145	Spanish Subtest I	100	300	220	2				83	231
CA State Polytechnic Univ.-Pomona	146	Spanish Subtest II	100	300	220	2				90	239
CA State Polytechnic Univ.-Pomona	147	Spanish Subtest III	100	300	220	2				98	253
California Baptist University	098	CBEST	60	240	123	91	77	141	85	93	149
California Baptist University	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
California Baptist University	105	English Subtest I	100	300	220	6				93	245
California Baptist University	106	English Subtest II	100	300	220	3				96	250
California Baptist University	107	English Subtest III	100	300	220	3				86	236
California Baptist University	108	English Subtest IV	100	300	220	1				81	232
California Baptist University	178	Health Science Subtest I	100	300	220	1				59	215
California Baptist University	179	Health Science Subtest II	100	300	220	1				79	234
California Baptist University	180	Health Science Subtest III	100	300	220	1				86	247
California Baptist University	110	Mathematics Subtest I	100	300	220	5				61	224
California Baptist University	111	Mathematics Subtest II	100	300	220	2				69	226
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	53	42	233	79	87	237
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	42	35	238	83	92	242
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	41	32	232	78	90	237
California Baptist University	129	Physical Education Subtest I	100	300	220	5				70	222
California Baptist University	130	Physical Education Subtest II	100	300	220	3				66	223
California Baptist University	131	Physical Education Subtest III	100	300	220	2				69	224
California Baptist University	081	RICA	0	120	81	1				90	88
California Baptist University	081.1	RICA.1	100	300	220	14	10	217	71	70	228
California Baptist University	118	Science Subtest I	100	300	220	4				89	244
California Baptist University	119	Science Subtest II	100	300	220	3				85	241
California Baptist University	114	Social Science Subtest I	100	300	220	6				74	228
California Baptist University	115	Social Science Subtest II	100	300	220	5				85	236
California Baptist University	116	Social Science Subtest III	100	300	220	6				83	235
California Baptist University	142	Writing Skills	100	300	220	5				91	235

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
California Lutheran University	140	Art Subtest I	100	300	220	1				92	243
California Lutheran University	141	Art Subtest II	100	300	220	1				84	237
California Lutheran University	120	Biology/Life Science Subtest III	100	300	220	1				83	237
California Lutheran University	098	CBEST	60	240	123	58	53	152	91	93	149
California Lutheran University	121	Chemistry Subtest III	100	300	220	4				89	245
California Lutheran University	105	English Subtest I	100	300	220	10	10	244	100	93	245
California Lutheran University	106	English Subtest II	100	300	220	10	10	248	100	96	250
California Lutheran University	107	English Subtest III	100	300	220	10	9	238	90	86	236
California Lutheran University	108	English Subtest IV	100	300	220	10	8	232	80	81	232
California Lutheran University	110	Mathematics Subtest I	100	300	220	4				61	224
California Lutheran University	111	Mathematics Subtest II	100	300	220	4				69	226
California Lutheran University	112	Mathematics Subtest III	100	300	220	1				78	236
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	25	21	237	84	87	237
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	26	22	240	85	92	242
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	28	22	233	79	90	237
California Lutheran University	129	Physical Education Subtest I	100	300	220	3				70	222
California Lutheran University	130	Physical Education Subtest II	100	300	220	3				66	223
California Lutheran University	131	Physical Education Subtest III	100	300	220	3				69	224
California Lutheran University	118	Science Subtest I	100	300	220	5				89	244
California Lutheran University	119	Science Subtest II	100	300	220	5				85	241
California Lutheran University	114	Social Science Subtest I	100	300	220	4				74	228
California Lutheran University	115	Social Science Subtest II	100	300	220	4				85	236
California Lutheran University	116	Social Science Subtest III	100	300	220	4				83	235
California Lutheran University	145	Spanish Subtest I	100	300	220	1				83	231
California Lutheran University	146	Spanish Subtest II	100	300	220	1				90	239
California Lutheran University	147	Spanish Subtest III	100	300	220	1				98	253
California Lutheran University	142	Writing Skills	100	300	220	7				91	235
California Polytechnic State Univ.-SLO	120	Biology/Life Science Subtest III	100	300	220	1				83	237
California Polytechnic State Univ.-SLO	098	CBEST	60	240	123	9				93	149
California Polytechnic State Univ.-SLO	105	English Subtest I	100	300	220	5				93	245
California Polytechnic State Univ.-SLO	106	English Subtest II	100	300	220	5				96	250
California Polytechnic State Univ.-SLO	107	English Subtest III	100	300	220	5				86	236
California Polytechnic State Univ.-SLO	108	English Subtest IV	100	300	220	5				81	232
California Polytechnic State Univ.-SLO	118	Science Subtest I	100	300	220	1				89	244
California Polytechnic State Univ.-SLO	119	Science Subtest II	100	300	220	1				85	241
Chapman University	140	Art Subtest I	100	300	220	1				92	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Chapman University	141	Art Subtest II	100	300	220	1				84	237
Chapman University	120	Biology/Life Science Subtest III	100	300	220	1				83	237
Chapman University	124	Biology/Life Science Subtest IV	100	300	220	1				84	243
Chapman University	098	CBEST	60	240	123	85	78	155	92	93	149
Chapman University	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
Chapman University	126	Earth/Planetary Science Subtest IV	100	300	220	1					
Chapman University	105	English Subtest I	100	300	220	10	10	253	100	93	245
Chapman University	106	English Subtest II	100	300	220	10	10	258	100	96	250
Chapman University	107	English Subtest III	100	300	220	9				86	236
Chapman University	108	English Subtest IV	100	300	220	9				81	232
Chapman University	110	Mathematics Subtest I	100	300	220	6				61	224
Chapman University	111	Mathematics Subtest II	100	300	220	5				69	226
Chapman University	112	Mathematics Subtest III	100	300	220	1				78	236
Chapman University	101	Multiple Subjects Subtest I	100	300	220	31	29	244	94	87	237
Chapman University	102	Multiple Subjects Subtest II	100	300	220	32	31	249	97	92	242
Chapman University	103	Multiple Subjects Subtest III	100	300	220	34	31	238	91	90	237
Chapman University	136	Music Subtest I	100	300	220	1				97	249
Chapman University	137	Music Subtest II	100	300	220	1				97	252
Chapman University	138	Music Subtest III	100	300	220	1				100	247
Chapman University	129	Physical Education Subtest I	100	300	220	1				70	222
Chapman University	130	Physical Education Subtest II	100	300	220	1				66	223
Chapman University	131	Physical Education Subtest III	100	300	220	1				69	224
Chapman University	081.1	RICA.1	100	300	220	13	7	228	54	70	228
Chapman University	118	Science Subtest I	100	300	220	1				89	244
Chapman University	119	Science Subtest II	100	300	220	1				85	241
Chapman University	114	Social Science Subtest I	100	300	220	2				74	228
Chapman University	115	Social Science Subtest II	100	300	220	2				85	236
Chapman University	116	Social Science Subtest III	100	300	220	2				83	235
Chapman University	142	Writing Skills	100	300	220	4				91	235
Claremont Graduate University	098	CBEST	60	240	123	24	23	157	96	93	149
Claremont Graduate University	105	English Subtest I	100	300	220	3				93	245
Claremont Graduate University	106	English Subtest II	100	300	220	3				96	250
Claremont Graduate University	107	English Subtest III	100	300	220	3				86	236
Claremont Graduate University	108	English Subtest IV	100	300	220	3				81	232
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	6				61	224
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	6				69	226

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Claremont Graduate University	112	Mathematics Subtest III	100	300	220	3				78	236
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	13	13	248	100	87	237
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	13	12	242	92	92	242
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	13	13	246	100	90	237
Claremont Graduate University	081.1	RICA.1	100	300	220	4				70	228
Claremont Graduate University	114	Social Science Subtest I	100	300	220	2				74	228
Claremont Graduate University	115	Social Science Subtest II	100	300	220	2				85	236
Claremont Graduate University	116	Social Science Subtest III	100	300	220	2				83	235
Claremont Graduate University	142	Writing Skills	100	300	220	1				91	235
Concordia University	120	Biology/Life Science Subtest III	100	300	220	2				83	237
Concordia University	098	CBEST	60	240	123	27	27	156	100	93	149
Concordia University	121	Chemistry Subtest III	100	300	220	1				89	245
Concordia University	105	English Subtest I	100	300	220	1				93	245
Concordia University	106	English Subtest II	100	300	220	1				96	250
Concordia University	107	English Subtest III	100	300	220	1				86	236
Concordia University	108	English Subtest IV	100	300	220	1				81	232
Concordia University	110	Mathematics Subtest I	100	300	220	2				61	224
Concordia University	111	Mathematics Subtest II	100	300	220	2				69	226
Concordia University	112	Mathematics Subtest III	100	300	220	2				78	236
Concordia University	101	Multiple Subjects Subtest I	100	300	220	15	15	243	100	87	237
Concordia University	102	Multiple Subjects Subtest II	100	300	220	15	15	247	100	92	242
Concordia University	103	Multiple Subjects Subtest III	100	300	220	15	15	242	100	90	237
Concordia University	129	Physical Education Subtest I	100	300	220	2				70	222
Concordia University	130	Physical Education Subtest II	100	300	220	2				66	223
Concordia University	131	Physical Education Subtest III	100	300	220	1				69	224
Concordia University	081.1	RICA.1	100	300	220	4				70	228
Concordia University	118	Science Subtest I	100	300	220	3				89	244
Concordia University	119	Science Subtest II	100	300	220	3				85	241
Concordia University	114	Social Science Subtest I	100	300	220	3				74	228
Concordia University	115	Social Science Subtest II	100	300	220	3				85	236
Concordia University	116	Social Science Subtest III	100	300	220	3				83	235
Concordia University	145	Spanish Subtest I	100	300	220	1				83	231
Concordia University	146	Spanish Subtest II	100	300	220	1				90	239
Concordia University	147	Spanish Subtest III	100	300	220	1				98	253
Concordia University	142	Writing Skills	100	300	220	1				91	235
CSU Bakersfield	120	Biology/Life Science Subtest III	100	300	220	4				83	237

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Bakersfield	175	Business Subtest I	100	300	220	1					
CSU Bakersfield	176	Business Subtest II	100	300	220	1					
CSU Bakersfield	098	CBEST	60	240	123	414	332	141	80	93	149
CSU Bakersfield	121	Chemistry Subtest III	100	300	220	1				89	245
CSU Bakersfield	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
CSU Bakersfield	105	English Subtest I	100	300	220	16	15	240	94	93	245
CSU Bakersfield	106	English Subtest II	100	300	220	16	15	244	94	96	250
CSU Bakersfield	107	English Subtest III	100	300	220	15	8	214	53	86	236
CSU Bakersfield	108	English Subtest IV	100	300	220	14	7	211	50	81	232
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	4				61	224
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	130	109	235	84	87	237
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	128	119	240	93	92	242
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	129	103	233	80	90	237
CSU Bakersfield	136	Music Subtest I	100	300	220	2				97	249
CSU Bakersfield	137	Music Subtest II	100	300	220	1				97	252
CSU Bakersfield	138	Music Subtest III	100	300	220	2				100	247
CSU Bakersfield	129	Physical Education Subtest I	100	300	220	5				70	222
CSU Bakersfield	130	Physical Education Subtest II	100	300	220	5				66	223
CSU Bakersfield	131	Physical Education Subtest III	100	300	220	6				69	224
CSU Bakersfield	081	RICA	0	120	81	1				90	88
CSU Bakersfield	081.1	RICA.1	100	300	220	11	10	242	91	70	228
CSU Bakersfield	118	Science Subtest I	100	300	220	6				89	244
CSU Bakersfield	119	Science Subtest II	100	300	220	5				85	241
CSU Bakersfield	114	Social Science Subtest I	100	300	220	14	7	224	50	74	228
CSU Bakersfield	115	Social Science Subtest II	100	300	220	14	10	234	71	85	236
CSU Bakersfield	116	Social Science Subtest III	100	300	220	12	9	241	75	83	235
CSU Bakersfield	142	Writing Skills	100	300	220	1				91	235
CSU Channel Islands	120	Biology/Life Science Subtest III	100	300	220	2				83	237
CSU Channel Islands	098	CBEST	60	240	123	38	38	159	100	93	149
CSU Channel Islands	121	Chemistry Subtest III	100	300	220	1				89	245
CSU Channel Islands	105	English Subtest I	100	300	220	3				93	245
CSU Channel Islands	106	English Subtest II	100	300	220	3				96	250
CSU Channel Islands	107	English Subtest III	100	300	220	3				86	236
CSU Channel Islands	108	English Subtest IV	100	300	220	3				81	232
CSU Channel Islands	110	Mathematics Subtest I	100	300	220	3				61	224
CSU Channel Islands	111	Mathematics Subtest II	100	300	220	3				69	226

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Channel Islands	112	Mathematics Subtest III	100	300	220	1				78	236
CSU Channel Islands	101	Multiple Subjects Subtest I	100	300	220	17	17	241	100	87	237
CSU Channel Islands	102	Multiple Subjects Subtest II	100	300	220	17	17	246	100	92	242
CSU Channel Islands	103	Multiple Subjects Subtest III	100	300	220	17	17	240	100	90	237
CSU Channel Islands	081.1	RICA.1	100	300	220	15	12	236	80	70	228
CSU Channel Islands	118	Science Subtest I	100	300	220	4				89	244
CSU Channel Islands	119	Science Subtest II	100	300	220	4				85	241
CSU Channel Islands	114	Social Science Subtest I	100	300	220	7				74	228
CSU Channel Islands	115	Social Science Subtest II	100	300	220	7				85	236
CSU Channel Islands	116	Social Science Subtest III	100	300	220	7				83	235
CSU Chico	120	Biology/Life Science Subtest III	100	300	220	1				83	237
CSU Chico	098	CBEST	60	240	123	77	74	152	96	93	149
CSU Chico	121	Chemistry Subtest III	100	300	220	1				89	245
CSU Chico	105	English Subtest I	100	300	220	3				93	245
CSU Chico	106	English Subtest II	100	300	220	3				96	250
CSU Chico	107	English Subtest III	100	300	220	3				86	236
CSU Chico	108	English Subtest IV	100	300	220	3				81	232
CSU Chico	178	Health Science Subtest I	100	300	220	1				59	215
CSU Chico	179	Health Science Subtest II	100	300	220	1				79	234
CSU Chico	180	Health Science Subtest III	100	300	220	1				86	247
CSU Chico	110	Mathematics Subtest I	100	300	220	2				61	224
CSU Chico	111	Mathematics Subtest II	100	300	220	2				69	226
CSU Chico	101	Multiple Subjects Subtest I	100	300	220	42	39	242	93	87	237
CSU Chico	102	Multiple Subjects Subtest II	100	300	220	42	42	244	100	92	242
CSU Chico	103	Multiple Subjects Subtest III	100	300	220	42	41	241	98	90	237
CSU Chico	081	RICA	0	120	81	3				90	88
CSU Chico	081.1	RICA.1	100	300	220	24	13	225	54	70	228
CSU Chico	118	Science Subtest I	100	300	220	2				89	244
CSU Chico	119	Science Subtest II	100	300	220	2				85	241
CSU Chico	114	Social Science Subtest I	100	300	220	3				74	228
CSU Chico	115	Social Science Subtest II	100	300	220	3				85	236
CSU Chico	116	Social Science Subtest III	100	300	220	3				83	235
CSU Chico	145	Spanish Subtest I	100	300	220	1				83	231
CSU Chico	146	Spanish Subtest II	100	300	220	1				90	239
CSU Chico	147	Spanish Subtest III	100	300	220	1				98	253
CSU Chico	142	Writing Skills	100	300	220	19	18	225	95	91	235

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Dominguez Hills	140	Art Subtest I	100	300	220	1				92	243
CSU Dominguez Hills	141	Art Subtest II	100	300	220	1				84	237
CSU Dominguez Hills	120	Biology/Life Science Subtest III	100	300	220	4				83	237
CSU Dominguez Hills	124	Biology/Life Science Subtest IV	100	300	220	1				84	243
CSU Dominguez Hills	098	CBEST	60	240	123	274	274	145	100	93	149
CSU Dominguez Hills	121	Chemistry Subtest III	100	300	220	8				89	245
CSU Dominguez Hills	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
CSU Dominguez Hills	105	English Subtest I	100	300	220	8				93	245
CSU Dominguez Hills	106	English Subtest II	100	300	220	8				96	250
CSU Dominguez Hills	107	English Subtest III	100	300	220	9				86	236
CSU Dominguez Hills	108	English Subtest IV	100	300	220	9				81	232
CSU Dominguez Hills	148	French Subtest I	100	300	220	1					
CSU Dominguez Hills	149	French Subtest II	100	300	220	1					
CSU Dominguez Hills	150	French Subtest III	100	300	220	1					
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	18	10	225	56	61	224
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	18	11	219	61	69	226
CSU Dominguez Hills	112	Mathematics Subtest III	100	300	220	3				78	236
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	126	115	237	91	87	237
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	125	115	239	92	92	242
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	130	118	235	91	90	237
CSU Dominguez Hills	129	Physical Education Subtest I	100	300	220	2				70	222
CSU Dominguez Hills	130	Physical Education Subtest II	100	300	220	2				66	223
CSU Dominguez Hills	131	Physical Education Subtest III	100	300	220	1				69	224
CSU Dominguez Hills	081	RICA	0	120	81	22	22	88	100	90	88
CSU Dominguez Hills	081.1	RICA.1	100	300	220	30	21	225	70	70	228
CSU Dominguez Hills	118	Science Subtest I	100	300	220	21	18	235	86	89	244
CSU Dominguez Hills	119	Science Subtest II	100	300	220	21	18	233	86	85	241
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	10	8	230	80	74	228
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	10	8	233	80	85	236
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	10	8	231	80	83	235
CSU Dominguez Hills	142	Writing Skills	100	300	220	7				91	235
CSU East Bay	140	Art Subtest I	100	300	220	2				92	243
CSU East Bay	141	Art Subtest II	100	300	220	2				84	237
CSU East Bay	120	Biology/Life Science Subtest III	100	300	220	9				83	237
CSU East Bay	124	Biology/Life Science Subtest IV	100	300	220	1				84	243
CSU East Bay	098	CBEST	60	240	123	162	162	160	100	93	149

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU East Bay	121	Chemistry Subtest III	100	300	220	1				89	245
CSU East Bay	122	Earth/Planetary Science Subtest III	100	300	220	3				80	239
CSU East Bay	105	English Subtest I	100	300	220	11	11	261	100	93	245
CSU East Bay	106	English Subtest II	100	300	220	11	11	258	100	96	250
CSU East Bay	107	English Subtest III	100	300	220	11	11	237	100	86	236
CSU East Bay	108	English Subtest IV	100	300	220	11	11	256	100	81	232
CSU East Bay	110	Mathematics Subtest I	100	300	220	11	11	256	100	61	224
CSU East Bay	111	Mathematics Subtest II	100	300	220	11	11	247	100	69	226
CSU East Bay	112	Mathematics Subtest III	100	300	220	2				78	236
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	95	95	246	100	87	237
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	95	95	252	100	92	242
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	95	95	244	100	90	237
CSU East Bay	136	Music Subtest I	100	300	220	2				97	249
CSU East Bay	137	Music Subtest II	100	300	220	2				97	252
CSU East Bay	138	Music Subtest III	100	300	220	2				100	247
CSU East Bay	129	Physical Education Subtest I	100	300	220	2				70	222
CSU East Bay	130	Physical Education Subtest II	100	300	220	2				66	223
CSU East Bay	131	Physical Education Subtest III	100	300	220	2				69	224
CSU East Bay	081.1	RICA.1	100	300	220	9				70	228
CSU East Bay	118	Science Subtest I	100	300	220	13	13	264	100	89	244
CSU East Bay	119	Science Subtest II	100	300	220	13	13	257	100	85	241
CSU East Bay	114	Social Science Subtest I	100	300	220	16	16	246	100	74	228
CSU East Bay	115	Social Science Subtest II	100	300	220	16	16	247	100	85	236
CSU East Bay	116	Social Science Subtest III	100	300	220	16	16	244	100	83	235
CSU East Bay	142	Writing Skills	100	300	220	6				91	235
CSU Fresno	140	Art Subtest I	100	300	220	2				92	243
CSU Fresno	141	Art Subtest II	100	300	220	2				84	237
CSU Fresno	120	Biology/Life Science Subtest III	100	300	220	4				83	237
CSU Fresno	098	CBEST	60	240	123	403	400	147	99	93	149
CSU Fresno	121	Chemistry Subtest III	100	300	220	3				89	245
CSU Fresno	122	Earth/Planetary Science Subtest III	100	300	220	2				80	239
CSU Fresno	105	English Subtest I	100	300	220	10	10	253	100	93	245
CSU Fresno	106	English Subtest II	100	300	220	10	10	254	100	96	250
CSU Fresno	107	English Subtest III	100	300	220	10	10	260	100	86	236
CSU Fresno	108	English Subtest IV	100	300	220	10	9	244	90	81	232
CSU Fresno	110	Mathematics Subtest I	100	300	220	7				61	224

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Fresno	111	Mathematics Subtest II	100	300	220	7				69	226
CSU Fresno	112	Mathematics Subtest III	100	300	220	7				78	236
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	207	178	233	86	87	237
CSU Fresno	102	Multiple Subjects Subtest II	100	300	220	205	197	241	96	92	242
CSU Fresno	103	Multiple Subjects Subtest III	100	300	220	204	188	236	92	90	237
CSU Fresno	136	Music Subtest I	100	300	220	3				97	249
CSU Fresno	137	Music Subtest II	100	300	220	3				97	252
CSU Fresno	138	Music Subtest III	100	300	220	3				100	247
CSU Fresno	129	Physical Education Subtest I	100	300	220	1				70	222
CSU Fresno	130	Physical Education Subtest II	100	300	220	1				66	223
CSU Fresno	131	Physical Education Subtest III	100	300	220	1				69	224
CSU Fresno	081.1	RICA.1	100	300	220	40	32	232	80	70	228
CSU Fresno	118	Science Subtest I	100	300	220	9				89	244
CSU Fresno	119	Science Subtest II	100	300	220	9				85	241
CSU Fresno	114	Social Science Subtest I	100	300	220	20	19	235	95	74	228
CSU Fresno	115	Social Science Subtest II	100	300	220	20	20	245	100	85	236
CSU Fresno	116	Social Science Subtest III	100	300	220	20	20	239	100	83	235
CSU Fresno	142	Writing Skills	100	300	220	2				91	235
CSU Fullerton	140	Art Subtest I	100	300	220	8				92	243
CSU Fullerton	141	Art Subtest II	100	300	220	8				84	237
CSU Fullerton	120	Biology/Life Science Subtest III	100	300	220	8				83	237
CSU Fullerton	098	CBEST	60	240	123	436	436	154	100	93	149
CSU Fullerton	121	Chemistry Subtest III	100	300	220	2				89	245
CSU Fullerton	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
CSU Fullerton	105	English Subtest I	100	300	220	18	18	244	100	93	245
CSU Fullerton	106	English Subtest II	100	300	220	18	18	255	100	96	250
CSU Fullerton	107	English Subtest III	100	300	220	18	18	247	100	86	236
CSU Fullerton	108	English Subtest IV	100	300	220	18	18	240	100	81	232
CSU Fullerton	163	Mandarin Subtest I	100	300	220	2				100	262
CSU Fullerton	164	Mandarin Subtest II	100	300	220	2				100	249
CSU Fullerton	165	Mandarin Subtest III	100	300	220	2				100	272
CSU Fullerton	110	Mathematics Subtest I	100	300	220	20	20	250	100	61	224
CSU Fullerton	111	Mathematics Subtest II	100	300	220	20	20	245	100	69	226
CSU Fullerton	112	Mathematics Subtest III	100	300	220	3				78	236
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	227	227	241	100	87	237
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	228	228	248	100	92	242

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	228	228	242	100	90	237
CSU Fullerton	129	Physical Education Subtest I	100	300	220	1				70	222
CSU Fullerton	130	Physical Education Subtest II	100	300	220	1				66	223
CSU Fullerton	131	Physical Education Subtest III	100	300	220	1				69	224
CSU Fullerton	081.1	RICA.1	100	300	220	53	44	233	83	70	228
CSU Fullerton	118	Science Subtest I	100	300	220	13	13	252	100	89	244
CSU Fullerton	119	Science Subtest II	100	300	220	13	12	245	92	85	241
CSU Fullerton	114	Social Science Subtest I	100	300	220	30	30	246	100	74	228
CSU Fullerton	115	Social Science Subtest II	100	300	220	30	30	249	100	85	236
CSU Fullerton	116	Social Science Subtest III	100	300	220	30	30	243	100	83	235
CSU Fullerton	145	Spanish Subtest I	100	300	220	5				83	231
CSU Fullerton	146	Spanish Subtest II	100	300	220	5				90	239
CSU Fullerton	147	Spanish Subtest III	100	300	220	5				98	253
CSU Fullerton	142	Writing Skills	100	300	220	6				91	235
CSU Long Beach	140	Art Subtest I	100	300	220	1				92	243
CSU Long Beach	141	Art Subtest II	100	300	220	1				84	237
CSU Long Beach	120	Biology/Life Science Subtest III	100	300	220	14	14	240	100	83	237
CSU Long Beach	098	CBEST	60	240	123	545	497	150	91	93	149
CSU Long Beach	121	Chemistry Subtest III	100	300	220	1				89	245
CSU Long Beach	122	Earth/Planetary Science Subtest III	100	300	220	2				80	239
CSU Long Beach	105	English Subtest I	100	300	220	22	21	243	95	93	245
CSU Long Beach	106	English Subtest II	100	300	220	22	22	244	100	96	250
CSU Long Beach	107	English Subtest III	100	300	220	21	21	247	100	86	236
CSU Long Beach	108	English Subtest IV	100	300	220	21	21	242	100	81	232
CSU Long Beach	178	Health Science Subtest I	100	300	220	1				59	215
CSU Long Beach	179	Health Science Subtest II	100	300	220	1				79	234
CSU Long Beach	180	Health Science Subtest III	100	300	220	1				86	247
CSU Long Beach	181	Home Economics Subtest I	100	300	220	1					
CSU Long Beach	182	Home Economics Subtest II	100	300	220	1					
CSU Long Beach	183	Home Economics Subtest III	100	300	220	1					
CSU Long Beach	157	Japanese Subtest I	100	300	220	1					
CSU Long Beach	158	Japanese Subtest II	100	300	220	1					
CSU Long Beach	159	Japanese Subtest III	100	300	220	1					
CSU Long Beach	163	Mandarin Subtest I	100	300	220	2				100	262
CSU Long Beach	164	Mandarin Subtest II	100	300	220	2				100	249
CSU Long Beach	165	Mandarin Subtest III	100	300	220	2				100	272

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Long Beach	110	Mathematics Subtest I	100	300	220	28	20	236	71	61	224
CSU Long Beach	111	Mathematics Subtest II	100	300	220	23	17	235	74	69	226
CSU Long Beach	112	Mathematics Subtest III	100	300	220	2				78	236
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	197	185	239	94	87	237
CSU Long Beach	102	Multiple Subjects Subtest II	100	300	220	197	190	243	96	92	242
CSU Long Beach	103	Multiple Subjects Subtest III	100	300	220	196	188	236	96	90	237
CSU Long Beach	136	Music Subtest I	100	300	220	1				97	249
CSU Long Beach	137	Music Subtest II	100	300	220	1				97	252
CSU Long Beach	138	Music Subtest III	100	300	220	1				100	247
CSU Long Beach	129	Physical Education Subtest I	100	300	220	10	7	219	70	70	222
CSU Long Beach	130	Physical Education Subtest II	100	300	220	10	7	221	70	66	223
CSU Long Beach	131	Physical Education Subtest III	100	300	220	10	7	213	70	69	224
CSU Long Beach	123	Physics Subtest III	100	300	220	4				80	231
CSU Long Beach	081	RICA	0	120	81	2				90	88
CSU Long Beach	081.1	RICA.1	100	300	220	60	41	228	68	70	228
CSU Long Beach	118	Science Subtest I	100	300	220	30	28	248	93	89	244
CSU Long Beach	119	Science Subtest II	100	300	220	30	26	245	87	85	241
CSU Long Beach	114	Social Science Subtest I	100	300	220	9				74	228
CSU Long Beach	115	Social Science Subtest II	100	300	220	9				85	236
CSU Long Beach	116	Social Science Subtest III	100	300	220	9				83	235
CSU Long Beach	142	Writing Skills	100	300	220	8				91	235
CSU Los Angeles	140	Art Subtest I	100	300	220	5				92	243
CSU Los Angeles	141	Art Subtest II	100	300	220	5				84	237
CSU Los Angeles	120	Biology/Life Science Subtest III	100	300	220	1				83	237
CSU Los Angeles	098	CBEST	60	240	123	408	337	138	83	93	149
CSU Los Angeles	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
CSU Los Angeles	105	English Subtest I	100	300	220	10	10	252	100	93	245
CSU Los Angeles	106	English Subtest II	100	300	220	10	10	260	100	96	250
CSU Los Angeles	107	English Subtest III	100	300	220	10	10	247	100	86	236
CSU Los Angeles	108	English Subtest IV	100	300	220	10	10	243	100	81	232
CSU Los Angeles	157	Japanese Subtest I	100	300	220	1					
CSU Los Angeles	158	Japanese Subtest II	100	300	220	1					
CSU Los Angeles	159	Japanese Subtest III	100	300	220	1					
CSU Los Angeles	160	Korean Subtest I	100	300	220	1					
CSU Los Angeles	161	Korean Subtest II	100	300	220	1					
CSU Los Angeles	162	Korean Subtest III	100	300	220	1					

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Los Angeles	163	Mandarin Subtest I	100	300	220	1				100	262
CSU Los Angeles	164	Mandarin Subtest II	100	300	220	1				100	249
CSU Los Angeles	165	Mandarin Subtest III	100	300	220	1				100	272
CSU Los Angeles	110	Mathematics Subtest I	100	300	220	10	10	233	100	61	224
CSU Los Angeles	111	Mathematics Subtest II	100	300	220	10	10	228	100	69	226
CSU Los Angeles	112	Mathematics Subtest III	100	300	220	5				78	236
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	174	139	232	80	87	237
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	175	148	236	85	92	242
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	174	136	231	78	90	237
CSU Los Angeles	136	Music Subtest I	100	300	220	1				97	249
CSU Los Angeles	137	Music Subtest II	100	300	220	1				97	252
CSU Los Angeles	138	Music Subtest III	100	300	220	1				100	247
CSU Los Angeles	129	Physical Education Subtest I	100	300	220	1				70	222
CSU Los Angeles	130	Physical Education Subtest II	100	300	220	1				66	223
CSU Los Angeles	131	Physical Education Subtest III	100	300	220	1				69	224
CSU Los Angeles	081	RICA	0	120	81	2				90	88
CSU Los Angeles	081.1	RICA.1	100	300	220	28	16	219	57	70	228
CSU Los Angeles	118	Science Subtest I	100	300	220	6				89	244
CSU Los Angeles	119	Science Subtest II	100	300	220	6				85	241
CSU Los Angeles	114	Social Science Subtest I	100	300	220	13	11	238	85	74	228
CSU Los Angeles	115	Social Science Subtest II	100	300	220	12	12	244	100	85	236
CSU Los Angeles	116	Social Science Subtest III	100	300	220	12	11	242	92	83	235
CSU Los Angeles	145	Spanish Subtest I	100	300	220	11	10	236	91	83	231
CSU Los Angeles	146	Spanish Subtest II	100	300	220	10	9	243	90	90	239
CSU Los Angeles	147	Spanish Subtest III	100	300	220	11	11	257	100	98	253
CSU Los Angeles	142	Writing Skills	100	300	220	9				91	235
CSU Monterey Bay	098	CBEST	60	240	123	18	15	143	83	93	149
CSU Monterey Bay	111	Mathematics Subtest II	100	300	220	1				69	226
CSU Monterey Bay	101	Multiple Subjects Subtest I	100	300	220	13	11	239	85	87	237
CSU Monterey Bay	102	Multiple Subjects Subtest II	100	300	220	13	12	245	92	92	242
CSU Monterey Bay	103	Multiple Subjects Subtest III	100	300	220	13	10	233	77	90	237
CSU Monterey Bay	081.1	RICA.1	100	300	220	8				70	228
CSU Monterey Bay	114	Social Science Subtest I	100	300	220	1				74	228
CSU Monterey Bay	115	Social Science Subtest II	100	300	220	1				85	236
CSU Monterey Bay	116	Social Science Subtest III	100	300	220	1				83	235
CSU Monterey Bay	142	Writing Skills	100	300	220	3				91	235

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Northridge	140	Art Subtest I	100	300	220	1				92	243
CSU Northridge	141	Art Subtest II	100	300	220	1				84	237
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	5				83	237
CSU Northridge	098	CBEST	60	240	123	86	84	155	98	93	149
CSU Northridge	105	English Subtest I	100	300	220	4				93	245
CSU Northridge	106	English Subtest II	100	300	220	4				96	250
CSU Northridge	107	English Subtest III	100	300	220	4				86	236
CSU Northridge	108	English Subtest IV	100	300	220	4				81	232
CSU Northridge	148	French Subtest I	100	300	220	1					
CSU Northridge	149	French Subtest II	100	300	220	1					
CSU Northridge	150	French Subtest III	100	300	220	1					
CSU Northridge	110	Mathematics Subtest I	100	300	220	9				61	224
CSU Northridge	111	Mathematics Subtest II	100	300	220	9				69	226
CSU Northridge	112	Mathematics Subtest III	100	300	220	4				78	236
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	38	37	240	97	87	237
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	39	37	244	95	92	242
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	39	36	240	92	90	237
CSU Northridge	081.1	RICA.1	100	300	220	23	18	229	78	70	228
CSU Northridge	118	Science Subtest I	100	300	220	5				89	244
CSU Northridge	119	Science Subtest II	100	300	220	5				85	241
CSU Northridge	114	Social Science Subtest I	100	300	220	8				74	228
CSU Northridge	115	Social Science Subtest II	100	300	220	8				85	236
CSU Northridge	116	Social Science Subtest III	100	300	220	8				83	235
CSU Northridge	145	Spanish Subtest I	100	300	220	2				83	231
CSU Northridge	146	Spanish Subtest II	100	300	220	2				90	239
CSU Northridge	147	Spanish Subtest III	100	300	220	2				98	253
CSU Northridge	142	Writing Skills	100	300	220	7				91	235
CSU Sacramento	120	Biology/Life Science Subtest III	100	300	220	5				83	237
CSU Sacramento	124	Biology/Life Science Subtest IV	100	300	220	1				84	243
CSU Sacramento	098	CBEST	60	240	123	174	170	152	98	93	149
CSU Sacramento	105	English Subtest I	100	300	220	3				93	245
CSU Sacramento	106	English Subtest II	100	300	220	3				96	250
CSU Sacramento	107	English Subtest III	100	300	220	2				86	236
CSU Sacramento	108	English Subtest IV	100	300	220	3				81	232
CSU Sacramento	148	French Subtest I	100	300	220	1					
CSU Sacramento	149	French Subtest II	100	300	220	1					

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Sacramento	150	French Subtest III	100	300	220	1					
CSU Sacramento	178	Health Science Subtest I	100	300	220	1				59	215
CSU Sacramento	179	Health Science Subtest II	100	300	220	1				79	234
CSU Sacramento	180	Health Science Subtest III	100	300	220	1				86	247
CSU Sacramento	110	Mathematics Subtest I	100	300	220	5				61	224
CSU Sacramento	111	Mathematics Subtest II	100	300	220	5				69	226
CSU Sacramento	112	Mathematics Subtest III	100	300	220	3				78	236
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	111	111	244	100	87	237
CSU Sacramento	102	Multiple Subjects Subtest II	100	300	220	110	108	250	98	92	242
CSU Sacramento	103	Multiple Subjects Subtest III	100	300	220	111	109	243	98	90	237
CSU Sacramento	129	Physical Education Subtest I	100	300	220	1				70	222
CSU Sacramento	130	Physical Education Subtest II	100	300	220	1				66	223
CSU Sacramento	131	Physical Education Subtest III	100	300	220	1				69	224
CSU Sacramento	081	RICA	0	120	81	2				90	88
CSU Sacramento	081.1	RICA.1	100	300	220	60	51	236	85	70	228
CSU Sacramento	118	Science Subtest I	100	300	220	5				89	244
CSU Sacramento	119	Science Subtest II	100	300	220	5				85	241
CSU Sacramento	114	Social Science Subtest I	100	300	220	5				74	228
CSU Sacramento	115	Social Science Subtest II	100	300	220	5				85	236
CSU Sacramento	116	Social Science Subtest III	100	300	220	5				83	235
CSU Sacramento	145	Spanish Subtest I	100	300	220	2				83	231
CSU Sacramento	146	Spanish Subtest II	100	300	220	2				90	239
CSU Sacramento	147	Spanish Subtest III	100	300	220	2				98	253
CSU Sacramento	142	Writing Skills	100	300	220	4				91	235
CSU San Bernardino	098	CBEST	60	240	123	75	73	147	97	93	149
CSU San Bernardino	105	English Subtest I	100	300	220	3				93	245
CSU San Bernardino	106	English Subtest II	100	300	220	3				96	250
CSU San Bernardino	107	English Subtest III	100	300	220	3				86	236
CSU San Bernardino	108	English Subtest IV	100	300	220	3				81	232
CSU San Bernardino	178	Health Science Subtest I	100	300	220	1				59	215
CSU San Bernardino	179	Health Science Subtest II	100	300	220	1				79	234
CSU San Bernardino	180	Health Science Subtest III	100	300	220	1				86	247
CSU San Bernardino	110	Mathematics Subtest I	100	300	220	1				61	224
CSU San Bernardino	111	Mathematics Subtest II	100	300	220	1				69	226
CSU San Bernardino	112	Mathematics Subtest III	100	300	220	1				78	236
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	54	53	240	98	87	237

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	53	52	241	98	92	242
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	56	53	239	95	90	237
CSU San Bernardino	081.1	RICA.1	100	300	220	8				70	228
CSU San Bernardino	114	Social Science Subtest I	100	300	220	4				74	228
CSU San Bernardino	115	Social Science Subtest II	100	300	220	4				85	236
CSU San Bernardino	116	Social Science Subtest III	100	300	220	4				83	235
CSU San Bernardino	145	Spanish Subtest I	100	300	220	1				83	231
CSU San Bernardino	146	Spanish Subtest II	100	300	220	1				90	239
CSU San Bernardino	147	Spanish Subtest III	100	300	220	1				98	253
CSU San Bernardino	142	Writing Skills	100	300	220	2				91	235
CSU San Marcos	098	CBEST	60	240	123	84	76	142	90	93	149
CSU San Marcos	101	Multiple Subjects Subtest I	100	300	220	68	59	234	87	87	237
CSU San Marcos	102	Multiple Subjects Subtest II	100	300	220	43	39	241	91	92	242
CSU San Marcos	103	Multiple Subjects Subtest III	100	300	220	46	41	235	89	90	237
CSU San Marcos	081.1	RICA.1	100	300	220	38	25	223	66	70	228
CSU San Marcos	114	Social Science Subtest I	100	300	220	1				74	228
CSU San Marcos	115	Social Science Subtest II	100	300	220	1				85	236
CSU San Marcos	116	Social Science Subtest III	100	300	220	1				83	235
CSU San Marcos	142	Writing Skills	100	300	220	6				91	235
CSU Stanislaus	172	Agriculture Subtest I	100	300	220	1					
CSU Stanislaus	173	Agriculture Subtest II	100	300	220	1					
CSU Stanislaus	174	Agriculture Subtest III	100	300	220	1					
CSU Stanislaus	140	Art Subtest I	100	300	220	3				92	243
CSU Stanislaus	141	Art Subtest II	100	300	220	3				84	237
CSU Stanislaus	120	Biology/Life Science Subtest III	100	300	220	4				83	237
CSU Stanislaus	124	Biology/Life Science Subtest IV	100	300	220	3				84	243
CSU Stanislaus	098	CBEST	60	240	123	181	164	144	91	93	149
CSU Stanislaus	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
CSU Stanislaus	126	Earth/Planetary Science Subtest IV	100	300	220	1					
CSU Stanislaus	105	English Subtest I	100	300	220	8				93	245
CSU Stanislaus	106	English Subtest II	100	300	220	8				96	250
CSU Stanislaus	107	English Subtest III	100	300	220	8				86	236
CSU Stanislaus	108	English Subtest IV	100	300	220	8				81	232
CSU Stanislaus	110	Mathematics Subtest I	100	300	220	5				61	224
CSU Stanislaus	111	Mathematics Subtest II	100	300	220	4				69	226
CSU Stanislaus	112	Mathematics Subtest III	100	300	220	2				78	236

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Stanislaus	101	Multiple Subjects Subtest I	100	300	220	123	99	231	80	87	237
CSU Stanislaus	102	Multiple Subjects Subtest II	100	300	220	114	103	240	90	92	242
CSU Stanislaus	103	Multiple Subjects Subtest III	100	300	220	122	108	236	89	90	237
CSU Stanislaus	136	Music Subtest I	100	300	220	1				97	249
CSU Stanislaus	137	Music Subtest II	100	300	220	1				97	252
CSU Stanislaus	138	Music Subtest III	100	300	220	1				100	247
CSU Stanislaus	129	Physical Education Subtest I	100	300	220	2				70	222
CSU Stanislaus	130	Physical Education Subtest II	100	300	220	2				66	223
CSU Stanislaus	131	Physical Education Subtest III	100	300	220	2				69	224
CSU Stanislaus	123	Physics Subtest III	100	300	220	1				80	231
CSU Stanislaus	127	Physics Subtest IV	100	300	220	1					
CSU Stanislaus	081.1	RICA.1	100	300	220	30	19	225	63	70	228
CSU Stanislaus	118	Science Subtest I	100	300	220	2				89	244
CSU Stanislaus	119	Science Subtest II	100	300	220	2				85	241
CSU Stanislaus	114	Social Science Subtest I	100	300	220	14	11	227	79	74	228
CSU Stanislaus	115	Social Science Subtest II	100	300	220	14	12	236	86	85	236
CSU Stanislaus	116	Social Science Subtest III	100	300	220	14	11	225	79	83	235
CSU Stanislaus	142	Writing Skills	100	300	220	15	10	203	67	91	235
Dominican University of California	140	Art Subtest I	100	300	220	1				92	243
Dominican University of California	141	Art Subtest II	100	300	220	1				84	237
Dominican University of California	098	CBEST	60	240	123	18	18	166	100	93	149
Dominican University of California	105	English Subtest I	100	300	220	4				93	245
Dominican University of California	106	English Subtest II	100	300	220	4				96	250
Dominican University of California	107	English Subtest III	100	300	220	4				86	236
Dominican University of California	108	English Subtest IV	100	300	220	4				81	232
Dominican University of California	148	French Subtest I	100	300	220	1					
Dominican University of California	149	French Subtest II	100	300	220	1					
Dominican University of California	150	French Subtest III	100	300	220	1					
Dominican University of California	110	Mathematics Subtest I	100	300	220	2				61	224
Dominican University of California	111	Mathematics Subtest II	100	300	220	2				69	226
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	16	15	241	94	87	237
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	16	16	245	100	92	242
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	16	16	247	100	90	237
Dominican University of California	081.1	RICA.1	100	300	220	5				70	228
Dominican University of California	114	Social Science Subtest I	100	300	220	3				74	228
Dominican University of California	115	Social Science Subtest II	100	300	220	3				85	236

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Dominican University of California	116	Social Science Subtest III	100	300	220	3				83	235
Dominican University of California	145	Spanish Subtest I	100	300	220	1				83	231
Dominican University of California	146	Spanish Subtest II	100	300	220	1				90	239
Dominican University of California	142	Writing Skills	100	300	220	10	10	242	100	91	235
Fresno Pacific University	120	Biology/Life Science Subtest III	100	300	220	5				83	237
Fresno Pacific University	098	CBEST	60	240	123	151	150	148	99	93	149
Fresno Pacific University	121	Chemistry Subtest III	100	300	220	1				89	245
Fresno Pacific University	105	English Subtest I	100	300	220	3				93	245
Fresno Pacific University	106	English Subtest II	100	300	220	3				96	250
Fresno Pacific University	107	English Subtest III	100	300	220	3				86	236
Fresno Pacific University	108	English Subtest IV	100	300	220	3				81	232
Fresno Pacific University	110	Mathematics Subtest I	100	300	220	2				61	224
Fresno Pacific University	111	Mathematics Subtest II	100	300	220	2				69	226
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	111	99	235	89	87	237
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	110	104	238	95	92	242
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	113	108	239	96	90	237
Fresno Pacific University	129	Physical Education Subtest I	100	300	220	1				70	222
Fresno Pacific University	130	Physical Education Subtest II	100	300	220	1				66	223
Fresno Pacific University	131	Physical Education Subtest III	100	300	220	1				69	224
Fresno Pacific University	081.1	RICA.1	100	300	220	31	18	225	58	70	228
Fresno Pacific University	118	Science Subtest I	100	300	220	6				89	244
Fresno Pacific University	119	Science Subtest II	100	300	220	6				85	241
Fresno Pacific University	114	Social Science Subtest I	100	300	220	15	15	245	100	74	228
Fresno Pacific University	115	Social Science Subtest II	100	300	220	16	15	241	94	85	236
Fresno Pacific University	116	Social Science Subtest III	100	300	220	15	14	239	93	83	235
Fresno Pacific University	142	Writing Skills	100	300	220	1				91	235
Holy Names University	098	CBEST	60	240	123	38	34	142	89	93	149
Holy Names University	105	English Subtest I	100	300	220	3				93	245
Holy Names University	106	English Subtest II	100	300	220	3				96	250
Holy Names University	107	English Subtest III	100	300	220	3				86	236
Holy Names University	108	English Subtest IV	100	300	220	3				81	232
Holy Names University	163	Mandarin Subtest I	100	300	220	1				100	262
Holy Names University	164	Mandarin Subtest II	100	300	220	1				100	249
Holy Names University	165	Mandarin Subtest III	100	300	220	1				100	272
Holy Names University	110	Mathematics Subtest I	100	300	220	3				61	224
Holy Names University	111	Mathematics Subtest II	100	300	220	3				69	226

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Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	22	21	242	95	87	237
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	22	20	238	91	92	242
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	23	20	237	87	90	237
Holy Names University	129	Physical Education Subtest I	100	300	220	2				70	222
Holy Names University	130	Physical Education Subtest II	100	300	220	2				66	223
Holy Names University	131	Physical Education Subtest III	100	300	220	2				69	224
Holy Names University	081.1	RICA.1	100	300	220	4				70	228
Holy Names University	114	Social Science Subtest I	100	300	220	1				74	228
Holy Names University	115	Social Science Subtest II	100	300	220	1				85	236
Holy Names University	116	Social Science Subtest III	100	300	220	1				83	235
Holy Names University	145	Spanish Subtest I	100	300	220	1				83	231
Holy Names University	146	Spanish Subtest II	100	300	220	1				90	239
Holy Names University	147	Spanish Subtest III	100	300	220	1				98	253
Holy Names University	142	Writing Skills	100	300	220	5				91	235
Hope International University	098	CBEST	60	240	123	17	13	137	76	93	149
Hope International University	105	English Subtest I	100	300	220	2				93	245
Hope International University	106	English Subtest II	100	300	220	2				96	250
Hope International University	107	English Subtest III	100	300	220	2				86	236
Hope International University	108	English Subtest IV	100	300	220	2				81	232
Hope International University	110	Mathematics Subtest I	100	300	220	3				61	224
Hope International University	111	Mathematics Subtest II	100	300	220	2				69	226
Hope International University	101	Multiple Subjects Subtest I	100	300	220	5				87	237
Hope International University	102	Multiple Subjects Subtest II	100	300	220	5				92	242
Hope International University	103	Multiple Subjects Subtest III	100	300	220	5				90	237
Hope International University	136	Music Subtest I	100	300	220	1				97	249
Hope International University	137	Music Subtest II	100	300	220	1				97	252
Hope International University	138	Music Subtest III	100	300	220	1				100	247
Hope International University	129	Physical Education Subtest I	100	300	220	1				70	222
Hope International University	130	Physical Education Subtest II	100	300	220	1				66	223
Hope International University	131	Physical Education Subtest III	100	300	220	1				69	224
Hope International University	118	Science Subtest I	100	300	220	1				89	244
Hope International University	119	Science Subtest II	100	300	220	1				85	241
Hope International University	142	Writing Skills	100	300	220	2				91	235
Humboldt State University	120	Biology/Life Science Subtest III	100	300	220	3				83	237
Humboldt State University	098	CBEST	60	240	123	10	10	160	100	93	149
Humboldt State University	101	Multiple Subjects Subtest I	100	300	220	2				87	237

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Humboldt State University	102	Multiple Subjects Subtest II	100	300	220	2				92	242
Humboldt State University	103	Multiple Subjects Subtest III	100	300	220	2				90	237
Humboldt State University	118	Science Subtest I	100	300	220	3				89	244
Humboldt State University	119	Science Subtest II	100	300	220	3				85	241
La Sierra University	098	CBEST	60	240	123	29	28	150	97	93	149
La Sierra University	105	English Subtest I	100	300	220	1				93	245
La Sierra University	106	English Subtest II	100	300	220	1				96	250
La Sierra University	107	English Subtest III	100	300	220	1				86	236
La Sierra University	108	English Subtest IV	100	300	220	1				81	232
La Sierra University	110	Mathematics Subtest I	100	300	220	2				61	224
La Sierra University	111	Mathematics Subtest II	100	300	220	1				69	226
La Sierra University	112	Mathematics Subtest III	100	300	220	1				78	236
La Sierra University	101	Multiple Subjects Subtest I	100	300	220	4				87	237
La Sierra University	102	Multiple Subjects Subtest II	100	300	220	4				92	242
La Sierra University	103	Multiple Subjects Subtest III	100	300	220	4				90	237
La Sierra University	129	Physical Education Subtest I	100	300	220	1				70	222
La Sierra University	130	Physical Education Subtest II	100	300	220	1				66	223
La Sierra University	131	Physical Education Subtest III	100	300	220	1				69	224
La Sierra University	114	Social Science Subtest I	100	300	220	1				74	228
La Sierra University	115	Social Science Subtest II	100	300	220	1				85	236
La Sierra University	116	Social Science Subtest III	100	300	220	1				83	235
La Sierra University	142	Writing Skills	100	300	220	1				91	235
Loyola Marymount University	140	Art Subtest I	100	300	220	3				92	243
Loyola Marymount University	141	Art Subtest II	100	300	220	2				84	237
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	4				83	237
Loyola Marymount University	124	Biology/Life Science Subtest IV	100	300	220	1				84	243
Loyola Marymount University	098	CBEST	60	240	123	214	205	156	96	93	149
Loyola Marymount University	121	Chemistry Subtest III	100	300	220	1				89	245
Loyola Marymount University	105	English Subtest I	100	300	220	20	19	246	95	93	245
Loyola Marymount University	106	English Subtest II	100	300	220	20	20	254	100	96	250
Loyola Marymount University	107	English Subtest III	100	300	220	20	16	235	80	86	236
Loyola Marymount University	108	English Subtest IV	100	300	220	19	16	244	84	81	232
Loyola Marymount University	184	Industrial And Tech Ed Subtest I	100	300	220	1					
Loyola Marymount University	185	Industrial And Tech Ed Subtest II	100	300	220	1					
Loyola Marymount University	163	Mandarin Subtest I	100	300	220	2				100	262
Loyola Marymount University	164	Mandarin Subtest II	100	300	220	2				100	249

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Loyola Marymount University	165	Mandarin Subtest III	100	300	220	2				100	272
Loyola Marymount University	110	Mathematics Subtest I	100	300	220	8				61	224
Loyola Marymount University	111	Mathematics Subtest II	100	300	220	7				69	226
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	100	92	243	92	87	237
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	103	95	248	92	92	242
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	106	93	239	88	90	237
Loyola Marymount University	136	Music Subtest I	100	300	220	1				97	249
Loyola Marymount University	138	Music Subtest III	100	300	220	1				100	247
Loyola Marymount University	129	Physical Education Subtest I	100	300	220	3				70	222
Loyola Marymount University	130	Physical Education Subtest II	100	300	220	3				66	223
Loyola Marymount University	131	Physical Education Subtest III	100	300	220	2				69	224
Loyola Marymount University	123	Physics Subtest III	100	300	220	1				80	231
Loyola Marymount University	081	RICA	0	120	81	3				90	88
Loyola Marymount University	081.1	RICA.1	100	300	220	29	26	232	90	70	228
Loyola Marymount University	118	Science Subtest I	100	300	220	4				89	244
Loyola Marymount University	119	Science Subtest II	100	300	220	4				85	241
Loyola Marymount University	114	Social Science Subtest I	100	300	220	11	5	216	45	74	228
Loyola Marymount University	115	Social Science Subtest II	100	300	220	11	7	228	64	85	236
Loyola Marymount University	116	Social Science Subtest III	100	300	220	10	6	227	60	83	235
Loyola Marymount University	145	Spanish Subtest I	100	300	220	3				83	231
Loyola Marymount University	146	Spanish Subtest II	100	300	220	2				90	239
Loyola Marymount University	147	Spanish Subtest III	100	300	220	3				98	253
Loyola Marymount University	142	Writing Skills	100	300	220	4				91	235
Mills College	098	CBEST	60	240	123	3				93	149
Mount Saint Mary's College	098	CBEST	60	240	123	57	55	147	96	93	149
Mount Saint Mary's College	105	English Subtest I	100	300	220	4				93	245
Mount Saint Mary's College	106	English Subtest II	100	300	220	4				96	250
Mount Saint Mary's College	107	English Subtest III	100	300	220	3				86	236
Mount Saint Mary's College	108	English Subtest IV	100	300	220	3				81	232
Mount Saint Mary's College	110	Mathematics Subtest I	100	300	220	4				61	224
Mount Saint Mary's College	111	Mathematics Subtest II	100	300	220	2				69	226
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	22	18	230	82	87	237
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	21	19	240	90	92	242
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	23	19	237	83	90	237
Mount Saint Mary's College	081.1	RICA.1	100	300	220	4				70	228
Mount Saint Mary's College	118	Science Subtest I	100	300	220	3				89	244

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Mount Saint Mary's College	119	Science Subtest II	100	300	220	1				85	241
Mount Saint Mary's College	114	Social Science Subtest I	100	300	220	7				74	228
Mount Saint Mary's College	115	Social Science Subtest II	100	300	220	7				85	236
Mount Saint Mary's College	116	Social Science Subtest III	100	300	220	7				83	235
Mount Saint Mary's College	145	Spanish Subtest I	100	300	220	2				83	231
Mount Saint Mary's College	146	Spanish Subtest II	100	300	220	2				90	239
Mount Saint Mary's College	147	Spanish Subtest III	100	300	220	2				98	253
National Hispanic University	140	Art Subtest I	100	300	220	2				92	243
National Hispanic University	141	Art Subtest II	100	300	220	1				84	237
National Hispanic University	120	Biology/Life Science Subtest III	100	300	220	5				83	237
National Hispanic University	098	CBEST	60	240	123	192	161	142	84	93	149
National Hispanic University	121	Chemistry Subtest III	100	300	220	3				89	245
National Hispanic University	105	English Subtest I	100	300	220	5				93	245
National Hispanic University	106	English Subtest II	100	300	220	4				96	250
National Hispanic University	107	English Subtest III	100	300	220	3				86	236
National Hispanic University	108	English Subtest IV	100	300	220	4				81	232
National Hispanic University	163	Mandarin Subtest I	100	300	220	1				100	262
National Hispanic University	164	Mandarin Subtest II	100	300	220	1				100	249
National Hispanic University	165	Mandarin Subtest III	100	300	220	1				100	272
National Hispanic University	110	Mathematics Subtest I	100	300	220	20	10	215	50	61	224
National Hispanic University	111	Mathematics Subtest II	100	300	220	11	9	235	82	69	226
National Hispanic University	112	Mathematics Subtest III	100	300	220	6				78	236
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	70	57	235	81	87	237
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	65	57	238	88	92	242
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	72	55	233	76	90	237
National Hispanic University	136	Music Subtest I	100	300	220	1				97	249
National Hispanic University	137	Music Subtest II	100	300	220	1				97	252
National Hispanic University	138	Music Subtest III	100	300	220	1				100	247
National Hispanic University	129	Physical Education Subtest I	100	300	220	10	7	217	70	70	222
National Hispanic University	130	Physical Education Subtest II	100	300	220	9				66	223
National Hispanic University	131	Physical Education Subtest III	100	300	220	8				69	224
National Hispanic University	123	Physics Subtest III	100	300	220	1				80	231
National Hispanic University	127	Physics Subtest IV	100	300	220	1					
National Hispanic University	081	RICA	0	120	81	3				90	88
National Hispanic University	081.1	RICA.1	100	300	220	29	17	217	59	70	228
National Hispanic University	118	Science Subtest I	100	300	220	6				89	244

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National Hispanic University	119	Science Subtest II	100	300	220	6				85	241
National Hispanic University	114	Social Science Subtest I	100	300	220	14	12	233	86	74	228
National Hispanic University	115	Social Science Subtest II	100	300	220	14	13	237	93	85	236
National Hispanic University	116	Social Science Subtest III	100	300	220	13	12	239	92	83	235
National Hispanic University	145	Spanish Subtest I	100	300	220	12	10	230	83	83	231
National Hispanic University	146	Spanish Subtest II	100	300	220	12	10	237	83	90	239
National Hispanic University	147	Spanish Subtest III	100	300	220	16	16	255	100	98	253
National Hispanic University	142	Writing Skills	100	300	220	5				91	235
National University	186	American Sign Language Subtest I	100	300	220	4					
National University	187	American Sign Language Subtest II	100	300	220	4					
National University	188	American Sign Language Subtest III	100	300	220	4					
National University	192	Arabic Subtest I	100	300	220	1					
National University	193	Arabic Subtest II	100	300	220	1					
National University	140	Art Subtest I	100	300	220	1				92	243
National University	141	Art Subtest II	100	300	220	1				84	237
National University	120	Biology/Life Science Subtest III	100	300	220	8				83	237
National University	124	Biology/Life Science Subtest IV	100	300	220	1				84	243
National University	175	Business Subtest I	100	300	220	2					
National University	176	Business Subtest II	100	300	220	2					
National University	177	Business Subtest III	100	300	220	2					
National University	098	CBEST	60	240	123	1212	1063	144	88	93	149
National University	121	Chemistry Subtest III	100	300	220	2				89	245
National University	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
National University	126	Earth/Planetary Science Subtest IV	100	300	220	1					
National University	105	English Subtest I	100	300	220	51	43	243	84	93	245
National University	106	English Subtest II	100	300	220	45	42	244	93	96	250
National University	107	English Subtest III	100	300	220	44	35	228	80	86	236
National University	108	English Subtest IV	100	300	220	43	30	221	70	81	232
National University	190	Filipino Subtest I	100	300	220	1					
National University	191	Filipino Subtest II	100	300	220	1					
National University	178	Health Science Subtest I	100	300	220	13	6	202	46	59	215
National University	179	Health Science Subtest II	100	300	220	11	7	221	64	79	234
National University	180	Health Science Subtest III	100	300	220	11	7	232	64	86	247
National University	110	Mathematics Subtest I	100	300	220	50	12	200	24	61	224
National University	111	Mathematics Subtest II	100	300	220	33	11	201	33	69	226
National University	112	Mathematics Subtest III	100	300	220	6				78	236

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	101	Multiple Subjects Subtest I	100	300	220	605	465	231	77	87	237
National University	102	Multiple Subjects Subtest II	100	300	220	571	475	237	83	92	242
National University	103	Multiple Subjects Subtest III	100	300	220	598	495	233	83	90	237
National University	136	Music Subtest I	100	300	220	2				97	249
National University	137	Music Subtest II	100	300	220	2				97	252
National University	138	Music Subtest III	100	300	220	2				100	247
National University	129	Physical Education Subtest I	100	300	220	16	10	218	63	70	222
National University	130	Physical Education Subtest II	100	300	220	15	9	222	60	66	223
National University	131	Physical Education Subtest III	100	300	220	15	9	222	60	69	224
National University	123	Physics Subtest III	100	300	220	4				80	231
National University	081	RICA	0	120	81	5				90	88
National University	081.1	RICA.1	100	300	220	82	42	216	51	70	228
National University	118	Science Subtest I	100	300	220	25	19	238	76	89	244
National University	119	Science Subtest II	100	300	220	23	17	237	74	85	241
National University	114	Social Science Subtest I	100	300	220	49	31	222	63	74	228
National University	115	Social Science Subtest II	100	300	220	47	38	237	81	85	236
National University	116	Social Science Subtest III	100	300	220	42	32	234	76	83	235
National University	145	Spanish Subtest I	100	300	220	3				83	231
National University	146	Spanish Subtest II	100	300	220	3				90	239
National University	147	Spanish Subtest III	100	300	220	3				98	253
National University	142	Writing Skills	100	300	220	35	26	222	74	91	235
Notre Dame de Namur University	098	CBEST	60	240	123	162	152	156	94	93	149
Notre Dame de Namur University	101	Multiple Subjects Subtest I	100	300	220	11	10	240	91	87	237
Notre Dame de Namur University	102	Multiple Subjects Subtest II	100	300	220	11	10	242	91	92	242
Notre Dame de Namur University	103	Multiple Subjects Subtest III	100	300	220	11	11	236	100	90	237
Notre Dame de Namur University	081	RICA	0	120	81	6				90	88
Notre Dame de Namur University	081.1	RICA.1	100	300	220	20	16	232	80	70	228
Notre Dame de Namur University	142	Writing Skills	100	300	220	11	11	236	100	91	235
Pacific Oaks College	098	CBEST	60	240	123	76	53	134	70	93	149
Pacific Oaks College	081.1	RICA.1	100	300	220	5				70	228
Pacific Union College	098	CBEST	60	240	123	13	13	153	100	93	149
Pacific Union College	101	Multiple Subjects Subtest I	100	300	220	4				87	237
Pacific Union College	102	Multiple Subjects Subtest II	100	300	220	3				92	242
Pacific Union College	103	Multiple Subjects Subtest III	100	300	220	3				90	237
Patten University	098	CBEST	60	240	123	10	9	151	90	93	149
Patten University	105	English Subtest I	100	300	220	4				93	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Patten University	106	English Subtest II	100	300	220	4				96	250
Patten University	107	English Subtest III	100	300	220	3				86	236
Patten University	108	English Subtest IV	100	300	220	4				81	232
Patten University	163	Mandarin Subtest I	100	300	220	2				100	262
Patten University	164	Mandarin Subtest II	100	300	220	2				100	249
Patten University	165	Mandarin Subtest III	100	300	220	2				100	272
Patten University	101	Multiple Subjects Subtest I	100	300	220	1				87	237
Patten University	102	Multiple Subjects Subtest II	100	300	220	1				92	242
Patten University	103	Multiple Subjects Subtest III	100	300	220	1				90	237
Patten University	129	Physical Education Subtest I	100	300	220	1				70	222
Patten University	130	Physical Education Subtest II	100	300	220	1				66	223
Patten University	131	Physical Education Subtest III	100	300	220	1				69	224
Patten University	114	Social Science Subtest I	100	300	220	1				74	228
Patten University	115	Social Science Subtest II	100	300	220	1				85	236
Patten University	116	Social Science Subtest III	100	300	220	1				83	235
Patten University	145	Spanish Subtest I	100	300	220	1				83	231
Patten University	146	Spanish Subtest II	100	300	220	1				90	239
Patten University	147	Spanish Subtest III	100	300	220	1				98	253
Pepperdine University	098	CBEST	60	240	123	70	68	157	97	93	149
Pepperdine University	101	Multiple Subjects Subtest I	100	300	220	13	13	249	100	87	237
Pepperdine University	102	Multiple Subjects Subtest II	100	300	220	13	13	256	100	92	242
Pepperdine University	103	Multiple Subjects Subtest III	100	300	220	13	13	248	100	90	237
Pepperdine University	081	RICA	0	120	81	1				90	88
Pepperdine University	081.1	RICA.1	100	300	220	16	15	236	94	70	228
Pepperdine University	142	Writing Skills	100	300	220	13	13	248	100	91	235
Point Loma Nazarene University	140	Art Subtest I	100	300	220	1				92	243
Point Loma Nazarene University	141	Art Subtest II	100	300	220	1				84	237
Point Loma Nazarene University	124	Biology/Life Science Subtest IV	100	300	220	1				84	243
Point Loma Nazarene University	175	Business Subtest I	100	300	220	1					
Point Loma Nazarene University	098	CBEST	60	240	123	63	56	149	89	93	149
Point Loma Nazarene University	105	English Subtest I	100	300	220	5				93	245
Point Loma Nazarene University	106	English Subtest II	100	300	220	5				96	250
Point Loma Nazarene University	107	English Subtest III	100	300	220	5				86	236
Point Loma Nazarene University	108	English Subtest IV	100	300	220	4				81	232
Point Loma Nazarene University	110	Mathematics Subtest I	100	300	220	4				61	224
Point Loma Nazarene University	111	Mathematics Subtest II	100	300	220	5				69	226

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	29	27	242	93	87	237
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	28	27	247	96	92	242
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	27	25	245	93	90	237
Point Loma Nazarene University	136	Music Subtest I	100	300	220	2				97	249
Point Loma Nazarene University	137	Music Subtest II	100	300	220	1				97	252
Point Loma Nazarene University	138	Music Subtest III	100	300	220	2				100	247
Point Loma Nazarene University	129	Physical Education Subtest I	100	300	220	1				70	222
Point Loma Nazarene University	130	Physical Education Subtest II	100	300	220	1				66	223
Point Loma Nazarene University	131	Physical Education Subtest III	100	300	220	1				69	224
Point Loma Nazarene University	081	RICA	0	120	81	2				90	88
Point Loma Nazarene University	081.1	RICA.1	100	300	220	14	11	238	79	70	228
Point Loma Nazarene University	114	Social Science Subtest I	100	300	220	6				74	228
Point Loma Nazarene University	115	Social Science Subtest II	100	300	220	7				85	236
Point Loma Nazarene University	116	Social Science Subtest III	100	300	220	7				83	235
Point Loma Nazarene University	145	Spanish Subtest I	100	300	220	2				83	231
Point Loma Nazarene University	146	Spanish Subtest II	100	300	220	2				90	239
Point Loma Nazarene University	147	Spanish Subtest III	100	300	220	1				98	253
Point Loma Nazarene University	142	Writing Skills	100	300	220	3				91	235
Saint Mary's College of California	120	Biology/Life Science Subtest III	100	300	220	1				83	237
Saint Mary's College of California	098	CBEST	60	240	123	101	100	158	99	93	149
Saint Mary's College of California	105	English Subtest I	100	300	220	5				93	245
Saint Mary's College of California	106	English Subtest II	100	300	220	5				96	250
Saint Mary's College of California	107	English Subtest III	100	300	220	5				86	236
Saint Mary's College of California	108	English Subtest IV	100	300	220	5				81	232
Saint Mary's College of California	110	Mathematics Subtest I	100	300	220	7				61	224
Saint Mary's College of California	111	Mathematics Subtest II	100	300	220	6				69	226
Saint Mary's College of California	112	Mathematics Subtest III	100	300	220	1				78	236
Saint Mary's College of California	101	Multiple Subjects Subtest I	100	300	220	74	69	243	93	87	237
Saint Mary's College of California	102	Multiple Subjects Subtest II	100	300	220	72	68	249	94	92	242
Saint Mary's College of California	103	Multiple Subjects Subtest III	100	300	220	76	73	244	96	90	237
Saint Mary's College of California	129	Physical Education Subtest I	100	300	220	2				70	222
Saint Mary's College of California	130	Physical Education Subtest II	100	300	220	2				66	223
Saint Mary's College of California	131	Physical Education Subtest III	100	300	220	2				69	224
Saint Mary's College of California	081.1	RICA.1	100	300	220	15	15	243	100	70	228
Saint Mary's College of California	118	Science Subtest I	100	300	220	1				89	244
Saint Mary's College of California	119	Science Subtest II	100	300	220	1				85	241

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Saint Mary's College of California	114	Social Science Subtest I	100	300	220	9				74	228
Saint Mary's College of California	115	Social Science Subtest II	100	300	220	9				85	236
Saint Mary's College of California	116	Social Science Subtest III	100	300	220	9				83	235
Saint Mary's College of California	142	Writing Skills	100	300	220	5				91	235
San Diego Christian College	098	CBEST	60	240	123	13	13	158	100	93	149
San Diego Christian College	105	English Subtest I	100	300	220	4				93	245
San Diego Christian College	106	English Subtest II	100	300	220	4				96	250
San Diego Christian College	107	English Subtest III	100	300	220	4				86	236
San Diego Christian College	108	English Subtest IV	100	300	220	4				81	232
San Diego Christian College	101	Multiple Subjects Subtest I	100	300	220	3				87	237
San Diego Christian College	102	Multiple Subjects Subtest II	100	300	220	3				92	242
San Diego Christian College	103	Multiple Subjects Subtest III	100	300	220	3				90	237
San Diego Christian College	136	Music Subtest I	100	300	220	1				97	249
San Diego Christian College	137	Music Subtest II	100	300	220	1				97	252
San Diego Christian College	138	Music Subtest III	100	300	220	1				100	247
San Diego Christian College	129	Physical Education Subtest I	100	300	220	1				70	222
San Diego Christian College	130	Physical Education Subtest II	100	300	220	1				66	223
San Diego Christian College	131	Physical Education Subtest III	100	300	220	1				69	224
San Diego Christian College	081.1	RICA.1	100	300	220	1				70	228
San Diego Christian College	114	Social Science Subtest I	100	300	220	2				74	228
San Diego Christian College	115	Social Science Subtest II	100	300	220	2				85	236
San Diego Christian College	116	Social Science Subtest III	100	300	220	2				83	235
San Diego Christian College	145	Spanish Subtest I	100	300	220	1				83	231
San Diego Christian College	147	Spanish Subtest III	100	300	220	1				98	253
San Diego Christian College	142	Writing Skills	100	300	220	1				91	235
San Diego State University	120	Biology/Life Science Subtest III	100	300	220	5				83	237
San Diego State University	124	Biology/Life Science Subtest IV	100	300	220	3				84	243
San Diego State University	098	CBEST	60	240	123	169	158	148	93	93	149
San Diego State University	105	English Subtest I	100	300	220	9				93	245
San Diego State University	106	English Subtest II	100	300	220	9				96	250
San Diego State University	107	English Subtest III	100	300	220	9				86	236
San Diego State University	108	English Subtest IV	100	300	220	9				81	232
San Diego State University	110	Mathematics Subtest I	100	300	220	3				61	224
San Diego State University	111	Mathematics Subtest II	100	300	220	3				69	226
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	88	85	241	97	87	237
San Diego State University	102	Multiple Subjects Subtest II	100	300	220	90	90	245	100	92	242

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Diego State University	103	Multiple Subjects Subtest III	100	300	220	90	87	236	97	90	237
San Diego State University	129	Physical Education Subtest I	100	300	220	1				70	222
San Diego State University	130	Physical Education Subtest II	100	300	220	1				66	223
San Diego State University	123	Physics Subtest III	100	300	220	1				80	231
San Diego State University	127	Physics Subtest IV	100	300	220	1					
San Diego State University	081	RICA	0	120	81	1				90	88
San Diego State University	081.1	RICA.1	100	300	220	49	34	227	69	70	228
San Diego State University	118	Science Subtest I	100	300	220	4				89	244
San Diego State University	119	Science Subtest II	100	300	220	5				85	241
San Diego State University	114	Social Science Subtest I	100	300	220	14	11	223	79	74	228
San Diego State University	115	Social Science Subtest II	100	300	220	14	12	235	86	85	236
San Diego State University	116	Social Science Subtest III	100	300	220	14	12	235	86	83	235
San Diego State University	145	Spanish Subtest I	100	300	220	1				83	231
San Diego State University	146	Spanish Subtest II	100	300	220	1				90	239
San Diego State University	147	Spanish Subtest III	100	300	220	1				98	253
San Diego State University	142	Writing Skills	100	300	220	3				91	235
San Francisco State University	098	CBEST	60	240	123	97	96	158	99	93	149
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	44	44	247	100	87	237
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	44	43	255	98	92	242
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	44	44	246	100	90	237
San Francisco State University	081	RICA	0	120	81	9				90	88
San Francisco State University	081.1	RICA.1	100	300	220	20	15	230	75	70	228
San Francisco State University	142	Writing Skills	100	300	220	44	44	244	100	91	235
San Jose State University	140	Art Subtest I	100	300	220	2				92	243
San Jose State University	141	Art Subtest II	100	300	220	2				84	237
San Jose State University	120	Biology/Life Science Subtest III	100	300	220	11	11	241	100	83	237
San Jose State University	098	CBEST	60	240	123	276	276	160	100	93	149
San Jose State University	121	Chemistry Subtest III	100	300	220	2				89	245
San Jose State University	105	English Subtest I	100	300	220	6				93	245
San Jose State University	106	English Subtest II	100	300	220	6				96	250
San Jose State University	107	English Subtest III	100	300	220	6				86	236
San Jose State University	108	English Subtest IV	100	300	220	6				81	232
San Jose State University	163	Mandarin Subtest I	100	300	220	1				100	262
San Jose State University	164	Mandarin Subtest II	100	300	220	1				100	249
San Jose State University	165	Mandarin Subtest III	100	300	220	1				100	272
San Jose State University	110	Mathematics Subtest I	100	300	220	11	11	263	100	61	224

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Jose State University	111	Mathematics Subtest II	100	300	220	11	11	254	100	69	226
San Jose State University	112	Mathematics Subtest III	100	300	220	11	11	260	100	78	236
San Jose State University	101	Multiple Subjects Subtest I	100	300	220	163	160	247	98	87	237
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	161	159	251	99	92	242
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	162	161	246	99	90	237
San Jose State University	136	Music Subtest I	100	300	220	1				97	249
San Jose State University	137	Music Subtest II	100	300	220	1				97	252
San Jose State University	138	Music Subtest III	100	300	220	1				100	247
San Jose State University	129	Physical Education Subtest I	100	300	220	6				70	222
San Jose State University	130	Physical Education Subtest II	100	300	220	6				66	223
San Jose State University	131	Physical Education Subtest III	100	300	220	6				69	224
San Jose State University	123	Physics Subtest III	100	300	220	5				80	231
San Jose State University	081	RICA	0	120	81	3				90	88
San Jose State University	081.1	RICA.1	100	300	220	57	44	233	77	70	228
San Jose State University	118	Science Subtest I	100	300	220	21	21	255	100	89	244
San Jose State University	119	Science Subtest II	100	300	220	21	21	256	100	85	241
San Jose State University	114	Social Science Subtest I	100	300	220	14	14	242	100	74	228
San Jose State University	115	Social Science Subtest II	100	300	220	14	14	250	100	85	236
San Jose State University	116	Social Science Subtest III	100	300	220	14	14	251	100	83	235
San Jose State University	145	Spanish Subtest I	100	300	220	2				83	231
San Jose State University	146	Spanish Subtest II	100	300	220	2				90	239
San Jose State University	147	Spanish Subtest III	100	300	220	2				98	253
San Jose State University	142	Writing Skills	100	300	220	4				91	235
Santa Clara University	098	CBEST	60	240	123	23	23	162	100	93	149
Santa Clara University	105	English Subtest I	100	300	220	1				93	245
Santa Clara University	106	English Subtest II	100	300	220	1				96	250
Santa Clara University	107	English Subtest III	100	300	220	1				86	236
Santa Clara University	108	English Subtest IV	100	300	220	1				81	232
Santa Clara University	110	Mathematics Subtest I	100	300	220	3				61	224
Santa Clara University	111	Mathematics Subtest II	100	300	220	3				69	226
Santa Clara University	112	Mathematics Subtest III	100	300	220	1				78	236
Santa Clara University	101	Multiple Subjects Subtest I	100	300	220	9				87	237
Santa Clara University	102	Multiple Subjects Subtest II	100	300	220	9				92	242
Santa Clara University	103	Multiple Subjects Subtest III	100	300	220	9				90	237
Santa Clara University	129	Physical Education Subtest I	100	300	220	1				70	222
Santa Clara University	130	Physical Education Subtest II	100	300	220	1				66	223

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Santa Clara University	131	Physical Education Subtest III	100	300	220	1				69	224
Santa Clara University	123	Physics Subtest III	100	300	220	1				80	231
Santa Clara University	081.1	RICA.1	100	300	220	1				70	228
Santa Clara University	118	Science Subtest I	100	300	220	1				89	244
Santa Clara University	114	Social Science Subtest I	100	300	220	4				74	228
Santa Clara University	115	Social Science Subtest II	100	300	220	4				85	236
Santa Clara University	116	Social Science Subtest III	100	300	220	4				83	235
Simpson University	140	Art Subtest I	100	300	220	1				92	243
Simpson University	141	Art Subtest II	100	300	220	1				84	237
Simpson University	120	Biology/Life Science Subtest III	100	300	220	2				83	237
Simpson University	124	Biology/Life Science Subtest IV	100	300	220	1				84	243
Simpson University	098	CBEST	60	240	123	113	99	152	88	93	149
Simpson University	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
Simpson University	105	English Subtest I	100	300	220	6				93	245
Simpson University	106	English Subtest II	100	300	220	6				96	250
Simpson University	107	English Subtest III	100	300	220	6				86	236
Simpson University	108	English Subtest IV	100	300	220	6				81	232
Simpson University	110	Mathematics Subtest I	100	300	220	12	7	238	58	61	224
Simpson University	111	Mathematics Subtest II	100	300	220	9				69	226
Simpson University	112	Mathematics Subtest III	100	300	220	3				78	236
Simpson University	101	Multiple Subjects Subtest I	100	300	220	68	58	240	85	87	237
Simpson University	102	Multiple Subjects Subtest II	100	300	220	65	61	243	94	92	242
Simpson University	103	Multiple Subjects Subtest III	100	300	220	65	60	242	92	90	237
Simpson University	136	Music Subtest I	100	300	220	1				97	249
Simpson University	137	Music Subtest II	100	300	220	1				97	252
Simpson University	138	Music Subtest III	100	300	220	1				100	247
Simpson University	129	Physical Education Subtest I	100	300	220	1				70	222
Simpson University	130	Physical Education Subtest II	100	300	220	1				66	223
Simpson University	131	Physical Education Subtest III	100	300	220	1				69	224
Simpson University	081	RICA	0	120	81	2				90	88
Simpson University	081.1	RICA.1	100	300	220	22	17	228	77	70	228
Simpson University	118	Science Subtest I	100	300	220	2				89	244
Simpson University	119	Science Subtest II	100	300	220	2				85	241
Simpson University	114	Social Science Subtest I	100	300	220	12	10	230	83	74	228
Simpson University	115	Social Science Subtest II	100	300	220	12	10	230	83	85	236
Simpson University	116	Social Science Subtest III	100	300	220	12	9	228	75	83	235

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Simpson University	145	Spanish Subtest I	100	300	220	2				83	231
Simpson University	146	Spanish Subtest II	100	300	220	2				90	239
Simpson University	147	Spanish Subtest III	100	300	220	2				98	253
Simpson University	142	Writing Skills	100	300	220	15	14	232	93	91	235
Sonoma State University	120	Biology/Life Science Subtest III	100	300	220	1				83	237
Sonoma State University	098	CBEST	60	240	123	56	56	161	100	93	149
Sonoma State University	105	English Subtest I	100	300	220	4				93	245
Sonoma State University	106	English Subtest II	100	300	220	4				96	250
Sonoma State University	107	English Subtest III	100	300	220	4				86	236
Sonoma State University	108	English Subtest IV	100	300	220	4				81	232
Sonoma State University	110	Mathematics Subtest I	100	300	220	3				61	224
Sonoma State University	111	Mathematics Subtest II	100	300	220	3				69	226
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	44	42	238	95	87	237
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	45	42	242	93	92	242
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	45	44	241	98	90	237
Sonoma State University	129	Physical Education Subtest I	100	300	220	1				70	222
Sonoma State University	130	Physical Education Subtest II	100	300	220	1				66	223
Sonoma State University	131	Physical Education Subtest III	100	300	220	1				69	224
Sonoma State University	081.1	RICA.1	100	300	220	7				70	228
Sonoma State University	118	Science Subtest I	100	300	220	4				89	244
Sonoma State University	119	Science Subtest II	100	300	220	4				85	241
Sonoma State University	114	Social Science Subtest I	100	300	220	3				74	228
Sonoma State University	115	Social Science Subtest II	100	300	220	3				85	236
Sonoma State University	116	Social Science Subtest III	100	300	220	3				83	235
Sonoma State University	145	Spanish Subtest I	100	300	220	1				83	231
Sonoma State University	142	Writing Skills	100	300	220	16	16	226	100	91	235
The Master's College	098	CBEST	60	240	123	2				93	149
The Master's College	110	Mathematics Subtest I	100	300	220	1				61	224
The Master's College	111	Mathematics Subtest II	100	300	220	1				69	226
The Master's College	112	Mathematics Subtest III	100	300	220	1				78	236
The Master's College	114	Social Science Subtest I	100	300	220	1				74	228
The Master's College	115	Social Science Subtest II	100	300	220	1				85	236
The Master's College	116	Social Science Subtest III	100	300	220	1				83	235
Touro University-CA College of Education	098	CBEST	60	240	123	14	12	152	86	93	149
Touro University-CA College of Education	081.1	RICA.1	100	300	220	1				70	228
UC Berkeley	120	Biology/Life Science Subtest III	100	300	220	4				83	237

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Berkeley	098	CBEST	60	240	123	7				93	149
UC Berkeley	110	Mathematics Subtest I	100	300	220	2				61	224
UC Berkeley	111	Mathematics Subtest II	100	300	220	2				69	226
UC Berkeley	112	Mathematics Subtest III	100	300	220	2				78	236
UC Berkeley	101	Multiple Subjects Subtest I	100	300	220	1				87	237
UC Berkeley	102	Multiple Subjects Subtest II	100	300	220	1				92	242
UC Berkeley	103	Multiple Subjects Subtest III	100	300	220	1				90	237
UC Berkeley	081.1	RICA.1	100	300	220	1				70	228
UC Berkeley	118	Science Subtest I	100	300	220	4				89	244
UC Berkeley	119	Science Subtest II	100	300	220	4				85	241
UC Berkeley	142	Writing Skills	100	300	220	1				91	235
UC Irvine	098	CBEST	60	240	123	5				93	149
UC Irvine	101	Multiple Subjects Subtest I	100	300	220	4				87	237
UC Irvine	102	Multiple Subjects Subtest II	100	300	220	4				92	242
UC Irvine	103	Multiple Subjects Subtest III	100	300	220	4				90	237
UC Irvine	136	Music Subtest I	100	300	220	1				97	249
UC Irvine	137	Music Subtest II	100	300	220	1				97	252
UC Irvine	138	Music Subtest III	100	300	220	1				100	247
UC Irvine	081.1	RICA.1	100	300	220	4				70	228
UC Riverside	120	Biology/Life Science Subtest III	100	300	220	2				83	237
UC Riverside	098	CBEST	60	240	123	72	72	152	100	93	149
UC Riverside	105	English Subtest I	100	300	220	9				93	245
UC Riverside	106	English Subtest II	100	300	220	9				96	250
UC Riverside	107	English Subtest III	100	300	220	9				86	236
UC Riverside	108	English Subtest IV	100	300	220	9				81	232
UC Riverside	110	Mathematics Subtest I	100	300	220	13	12	237	92	61	224
UC Riverside	111	Mathematics Subtest II	100	300	220	13	12	231	92	69	226
UC Riverside	112	Mathematics Subtest III	100	300	220	4				78	236
UC Riverside	101	Multiple Subjects Subtest I	100	300	220	34	33	243	97	87	237
UC Riverside	102	Multiple Subjects Subtest II	100	300	220	34	33	247	97	92	242
UC Riverside	103	Multiple Subjects Subtest III	100	300	220	34	33	237	97	90	237
UC Riverside	081.1	RICA.1	100	300	220	10	5	219	50	70	228
UC Riverside	118	Science Subtest I	100	300	220	2				89	244
UC Riverside	119	Science Subtest II	100	300	220	2				85	241
UC Riverside	114	Social Science Subtest I	100	300	220	13	13	239	100	74	228
UC Riverside	115	Social Science Subtest II	100	300	220	13	13	242	100	85	236

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Riverside	116	Social Science Subtest III	100	300	220	13	13	245	100	83	235
UC Riverside	145	Spanish Subtest I	100	300	220	3				83	231
UC Riverside	146	Spanish Subtest II	100	300	220	3				90	239
UC Riverside	147	Spanish Subtest III	100	300	220	3				98	253
UC Riverside	142	Writing Skills	100	300	220	4				91	235
UC San Diego	098	CBEST	60	240	123	2				93	149
UC San Diego	101	Multiple Subjects Subtest I	100	300	220	4				87	237
UC San Diego	102	Multiple Subjects Subtest II	100	300	220	4				92	242
UC San Diego	103	Multiple Subjects Subtest III	100	300	220	4				90	237
UC San Diego	081.1	RICA.1	100	300	220	1				70	228
UC San Diego	142	Writing Skills	100	300	220	2				91	235
UC Santa Barbara	120	Biology/Life Science Subtest III	100	300	220	7				83	237
UC Santa Barbara	098	CBEST	60	240	123	80	80	172	100	93	149
UC Santa Barbara	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
UC Santa Barbara	105	English Subtest I	100	300	220	11	11	262	100	93	245
UC Santa Barbara	106	English Subtest II	100	300	220	11	11	269	100	96	250
UC Santa Barbara	107	English Subtest III	100	300	220	11	11	240	100	86	236
UC Santa Barbara	108	English Subtest IV	100	300	220	11	11	250	100	81	232
UC Santa Barbara	110	Mathematics Subtest I	100	300	220	10	10	235	100	61	224
UC Santa Barbara	111	Mathematics Subtest II	100	300	220	10	10	237	100	69	226
UC Santa Barbara	112	Mathematics Subtest III	100	300	220	2				78	236
UC Santa Barbara	101	Multiple Subjects Subtest I	100	300	220	41	41	248	100	87	237
UC Santa Barbara	102	Multiple Subjects Subtest II	100	300	220	41	41	257	100	92	242
UC Santa Barbara	103	Multiple Subjects Subtest III	100	300	220	41	41	246	100	90	237
UC Santa Barbara	123	Physics Subtest III	100	300	220	3				80	231
UC Santa Barbara	081.1	RICA.1	100	300	220	22	19	243	86	70	228
UC Santa Barbara	118	Science Subtest I	100	300	220	11	11	255	100	89	244
UC Santa Barbara	119	Science Subtest II	100	300	220	11	11	251	100	85	241
UC Santa Barbara	114	Social Science Subtest I	100	300	220	5				74	228
UC Santa Barbara	115	Social Science Subtest II	100	300	220	5				85	236
UC Santa Barbara	116	Social Science Subtest III	100	300	220	5				83	235
UC Santa Barbara	145	Spanish Subtest I	100	300	220	7				83	231
UC Santa Barbara	146	Spanish Subtest II	100	300	220	7				90	239
UC Santa Barbara	147	Spanish Subtest III	100	300	220	7				98	253
UC Santa Barbara	142	Writing Skills	100	300	220	5				91	235
United States University	098	CBEST	60	240	123	11	11	157	100	93	149

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
United States University	105	English Subtest I	100	300	220	1				93	245
United States University	106	English Subtest II	100	300	220	1				96	250
United States University	107	English Subtest III	100	300	220	1				86	236
United States University	108	English Subtest IV	100	300	220	1				81	232
United States University	110	Mathematics Subtest I	100	300	220	2				61	224
United States University	111	Mathematics Subtest II	100	300	220	2				69	226
United States University	101	Multiple Subjects Subtest I	100	300	220	1				87	237
United States University	102	Multiple Subjects Subtest II	100	300	220	1				92	242
United States University	103	Multiple Subjects Subtest III	100	300	220	1				90	237
United States University	114	Social Science Subtest I	100	300	220	1				74	228
United States University	115	Social Science Subtest II	100	300	220	1				85	236
United States University	116	Social Science Subtest III	100	300	220	1				83	235
University of LaVerne	140	Art Subtest I	100	300	220	1				92	243
University of LaVerne	141	Art Subtest II	100	300	220	1				84	237
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	7				83	237
University of LaVerne	124	Biology/Life Science Subtest IV	100	300	220	2				84	243
University of LaVerne	175	Business Subtest I	100	300	220	2					
University of LaVerne	176	Business Subtest II	100	300	220	2					
University of LaVerne	177	Business Subtest III	100	300	220	2					
University of LaVerne	098	CBEST	60	240	123	251	228	145	91	93	149
University of LaVerne	121	Chemistry Subtest III	100	300	220	2				89	245
University of LaVerne	105	English Subtest I	100	300	220	12	11	240	92	93	245
University of LaVerne	106	English Subtest II	100	300	220	12	12	251	100	96	250
University of LaVerne	107	English Subtest III	100	300	220	11	9	235	82	86	236
University of LaVerne	108	English Subtest IV	100	300	220	10	8	244	80	81	232
University of LaVerne	178	Health Science Subtest I	100	300	220	1				59	215
University of LaVerne	110	Mathematics Subtest I	100	300	220	16	6	203	38	61	224
University of LaVerne	111	Mathematics Subtest II	100	300	220	9				69	226
University of LaVerne	112	Mathematics Subtest III	100	300	220	1				78	236
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	105	75	232	71	87	237
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	101	81	237	80	92	242
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	113	91	232	81	90	237
University of LaVerne	136	Music Subtest I	100	300	220	2				97	249
University of LaVerne	137	Music Subtest II	100	300	220	2				97	252
University of LaVerne	138	Music Subtest III	100	300	220	2				100	247
University of LaVerne	129	Physical Education Subtest I	100	300	220	5				70	222

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of LaVerne	130	Physical Education Subtest II	100	300	220	3				66	223
University of LaVerne	131	Physical Education Subtest III	100	300	220	3				69	224
University of LaVerne	123	Physics Subtest III	100	300	220	1				80	231
University of LaVerne	081	RICA	0	120	81	3				90	88
University of LaVerne	081.1	RICA.1	100	300	220	27	21	228	78	70	228
University of LaVerne	118	Science Subtest I	100	300	220	11	7	233	64	89	244
University of LaVerne	119	Science Subtest II	100	300	220	11	6	223	55	85	241
University of LaVerne	114	Social Science Subtest I	100	300	220	24	17	226	71	74	228
University of LaVerne	115	Social Science Subtest II	100	300	220	24	23	238	96	85	236
University of LaVerne	116	Social Science Subtest III	100	300	220	21	19	240	90	83	235
University of LaVerne	145	Spanish Subtest I	100	300	220	2				83	231
University of LaVerne	146	Spanish Subtest II	100	300	220	2				90	239
University of LaVerne	147	Spanish Subtest III	100	300	220	2				98	253
University of LaVerne	142	Writing Skills	100	300	220	3				91	235
University of Phoenix	186	American Sign Language Subtest I	100	300	220	1					
University of Phoenix	187	American Sign Language Subtest II	100	300	220	1					
University of Phoenix	188	American Sign Language Subtest III	100	300	220	1					
University of Phoenix	140	Art Subtest I	100	300	220	3				92	243
University of Phoenix	141	Art Subtest II	100	300	220	3				84	237
University of Phoenix	120	Biology/Life Science Subtest III	100	300	220	16	6	208	38	83	237
University of Phoenix	124	Biology/Life Science Subtest IV	100	300	220	2				84	243
University of Phoenix	175	Business Subtest I	100	300	220	1					
University of Phoenix	098	CBEST	60	240	123	716	645	143	90	93	149
University of Phoenix	121	Chemistry Subtest III	100	300	220	4				89	245
University of Phoenix	125	Chemistry Subtest IV	100	300	220	1					
University of Phoenix	122	Earth/Planetary Science Subtest III	100	300	220	1				80	239
University of Phoenix	105	English Subtest I	100	300	220	42	32	229	76	93	245
University of Phoenix	106	English Subtest II	100	300	220	37	30	237	81	96	250
University of Phoenix	107	English Subtest III	100	300	220	35	23	219	66	86	236
University of Phoenix	108	English Subtest IV	100	300	220	34	15	197	44	81	232
University of Phoenix	148	French Subtest I	100	300	220	1					
University of Phoenix	149	French Subtest II	100	300	220	1					
University of Phoenix	150	French Subtest III	100	300	220	1					
University of Phoenix	178	Health Science Subtest I	100	300	220	4				59	215
University of Phoenix	179	Health Science Subtest II	100	300	220	3				79	234
University of Phoenix	180	Health Science Subtest III	100	300	220	3				86	247

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Phoenix	110	Mathematics Subtest I	100	300	220	56	22	209	39	61	224
University of Phoenix	111	Mathematics Subtest II	100	300	220	37	17	213	46	69	226
University of Phoenix	112	Mathematics Subtest III	100	300	220	9				78	236
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	231	170	229	74	87	237
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	217	180	233	83	92	242
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	217	183	233	84	90	237
University of Phoenix	129	Physical Education Subtest I	100	300	220	23	17	216	74	70	222
University of Phoenix	130	Physical Education Subtest II	100	300	220	21	12	219	57	66	223
University of Phoenix	131	Physical Education Subtest III	100	300	220	19	11	223	58	69	224
University of Phoenix	123	Physics Subtest III	100	300	220	5				80	231
University of Phoenix	127	Physics Subtest IV	100	300	220	1					
University of Phoenix	081	RICA	0	120	81	5				90	88
University of Phoenix	081.1	RICA.1	100	300	220	30	18	226	60	70	228
University of Phoenix	118	Science Subtest I	100	300	220	42	30	230	71	89	244
University of Phoenix	119	Science Subtest II	100	300	220	36	24	218	67	85	241
University of Phoenix	114	Social Science Subtest I	100	300	220	54	23	211	43	74	228
University of Phoenix	115	Social Science Subtest II	100	300	220	40	24	221	60	85	236
University of Phoenix	116	Social Science Subtest III	100	300	220	33	20	225	61	83	235
University of Phoenix	145	Spanish Subtest I	100	300	220	6				83	231
University of Phoenix	146	Spanish Subtest II	100	300	220	5				90	239
University of Phoenix	147	Spanish Subtest III	100	300	220	5				98	253
University of Phoenix	142	Writing Skills	100	300	220	7				91	235
University of Redlands	140	Art Subtest I	100	300	220	2				92	243
University of Redlands	141	Art Subtest II	100	300	220	1				84	237
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	8				83	237
University of Redlands	124	Biology/Life Science Subtest IV	100	300	220	7				84	243
University of Redlands	175	Business Subtest I	100	300	220	1					
University of Redlands	176	Business Subtest II	100	300	220	1					
University of Redlands	177	Business Subtest III	100	300	220	1					
University of Redlands	098	CBEST	60	240	123	202	193	152	96	93	149
University of Redlands	121	Chemistry Subtest III	100	300	220	2				89	245
University of Redlands	125	Chemistry Subtest IV	100	300	220	1					
University of Redlands	105	English Subtest I	100	300	220	20	20	248	100	93	245
University of Redlands	106	English Subtest II	100	300	220	19	19	253	100	96	250
University of Redlands	107	English Subtest III	100	300	220	17	13	226	76	86	236
University of Redlands	108	English Subtest IV	100	300	220	18	14	233	78	81	232

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Redlands	184	Industrial And Tech Ed Subtest I	100	300	220	1					
University of Redlands	185	Industrial And Tech Ed Subtest II	100	300	220	1					
University of Redlands	110	Mathematics Subtest I	100	300	220	12	7	211	58	61	224
University of Redlands	111	Mathematics Subtest II	100	300	220	9				69	226
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	69	59	237	86	87	237
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	65	60	245	92	92	242
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	66	54	233	82	90	237
University of Redlands	129	Physical Education Subtest I	100	300	220	6				70	222
University of Redlands	130	Physical Education Subtest II	100	300	220	6				66	223
University of Redlands	131	Physical Education Subtest III	100	300	220	6				69	224
University of Redlands	081	RICA	0	120	81	2				90	88
University of Redlands	118	Science Subtest I	100	300	220	3				89	244
University of Redlands	119	Science Subtest II	100	300	220	3				85	241
University of Redlands	114	Social Science Subtest I	100	300	220	17	10	223	59	74	228
University of Redlands	115	Social Science Subtest II	100	300	220	17	12	235	71	85	236
University of Redlands	116	Social Science Subtest III	100	300	220	17	13	235	76	83	235
University of Redlands	145	Spanish Subtest I	100	300	220	3				83	231
University of Redlands	146	Spanish Subtest II	100	300	220	3				90	239
University of Redlands	147	Spanish Subtest III	100	300	220	3				98	253
University of San Diego	098	CBEST	60	240	123	68	64	151	94	93	149
University of San Diego	110	Mathematics Subtest I	100	300	220	3				61	224
University of San Diego	111	Mathematics Subtest II	100	300	220	3				69	226
University of San Diego	112	Mathematics Subtest III	100	300	220	1				78	236
University of San Diego	101	Multiple Subjects Subtest I	100	300	220	35	33	245	94	87	237
University of San Diego	102	Multiple Subjects Subtest II	100	300	220	35	33	253	94	92	242
University of San Diego	103	Multiple Subjects Subtest III	100	300	220	36	33	243	92	90	237
University of San Diego	081.1	RICA.1	100	300	220	24	21	232	88	70	228
University of San Diego	114	Social Science Subtest I	100	300	220	4				74	228
University of San Diego	115	Social Science Subtest II	100	300	220	4				85	236
University of San Diego	116	Social Science Subtest III	100	300	220	4				83	235
University of San Diego	142	Writing Skills	100	300	220	1				91	235
University of San Francisco	098	CBEST	60	240	123	131	131	166	100	93	149
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	24	24	249	100	87	237
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	24	24	250	100	92	242
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	24	24	248	100	90	237
University of San Francisco	081.1	RICA.1	100	300	220	19	13	244	68	70	228

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of San Francisco	142	Writing Skills	100	300	220	24	24	251	100	91	235
University of Southern California	120	Biology/Life Science Subtest III	100	300	220	2				83	237
University of Southern California	098	CBEST	60	240	123	436	404	158	93	93	149
University of Southern California	121	Chemistry Subtest III	100	300	220	1				89	245
University of Southern California	105	English Subtest I	100	300	220	61	58	248	95	93	245
University of Southern California	106	English Subtest II	100	300	220	61	59	248	97	96	250
University of Southern California	107	English Subtest III	100	300	220	57	42	226	74	86	236
University of Southern California	108	English Subtest IV	100	300	220	58	45	229	78	81	232
University of Southern California	110	Mathematics Subtest I	100	300	220	29	22	238	76	61	224
University of Southern California	111	Mathematics Subtest II	100	300	220	26	18	229	69	69	226
University of Southern California	112	Mathematics Subtest III	100	300	220	20	15	234	75	78	236
University of Southern California	101	Multiple Subjects Subtest I	100	300	220	127	121	244	95	87	237
University of Southern California	102	Multiple Subjects Subtest II	100	300	220	125	124	248	99	92	242
University of Southern California	103	Multiple Subjects Subtest III	100	300	220	123	112	240	91	90	237
University of Southern California	136	Music Subtest I	100	300	220	8				97	249
University of Southern California	137	Music Subtest II	100	300	220	7				97	252
University of Southern California	138	Music Subtest III	100	300	220	8				100	247
University of Southern California	123	Physics Subtest III	100	300	220	1				80	231
University of Southern California	081	RICA	0	120	81	3				90	88
University of Southern California	081.1	RICA.1	100	300	220	31	28	235	90	70	228
University of Southern California	118	Science Subtest I	100	300	220	34	30	242	88	89	244
University of Southern California	119	Science Subtest II	100	300	220	34	30	242	88	85	241
University of Southern California	114	Social Science Subtest I	100	300	220	88	61	227	69	74	228
University of Southern California	115	Social Science Subtest II	100	300	220	87	71	233	82	85	236
University of Southern California	116	Social Science Subtest III	100	300	220	86	66	231	77	83	235
University of Southern California	142	Writing Skills	100	300	220	9				91	235
University of the Pacific	140	Art Subtest I	100	300	220	1				92	243
University of the Pacific	141	Art Subtest II	100	300	220	1				84	237
University of the Pacific	098	CBEST	60	240	123	54	50	148	93	93	149
University of the Pacific	105	English Subtest I	100	300	220	1				93	245
University of the Pacific	106	English Subtest II	100	300	220	1				96	250
University of the Pacific	107	English Subtest III	100	300	220	1				86	236
University of the Pacific	108	English Subtest IV	100	300	220	1				81	232
University of the Pacific	110	Mathematics Subtest I	100	300	220	1				61	224
University of the Pacific	111	Mathematics Subtest II	100	300	220	1				69	226
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	52	49	252	94	87	237

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	52	50	250	96	92	242
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	51	47	244	92	90	237
University of the Pacific	081.1	RICA.1	100	300	220	11	10	241	91	70	228
University of the Pacific	114	Social Science Subtest I	100	300	220	1				74	228
University of the Pacific	115	Social Science Subtest II	100	300	220	1				85	236
University of the Pacific	116	Social Science Subtest III	100	300	220	1				83	235
University of the Pacific	145	Spanish Subtest I	100	300	220	2				83	231
University of the Pacific	146	Spanish Subtest II	100	300	220	2				90	239
University of the Pacific	147	Spanish Subtest III	100	300	220	2				98	253
University of the Pacific	142	Writing Skills	100	300	220	17	17	262	100	91	235
Vanguard University	098	CBEST	60	240	123	22	20	150	91	93	149
Vanguard University	121	Chemistry Subtest III	100	300	220	2				89	245
Vanguard University	125	Chemistry Subtest IV	100	300	220	1					
Vanguard University	105	English Subtest I	100	300	220	2				93	245
Vanguard University	106	English Subtest II	100	300	220	2				96	250
Vanguard University	107	English Subtest III	100	300	220	2				86	236
Vanguard University	108	English Subtest IV	100	300	220	2				81	232
Vanguard University	110	Mathematics Subtest I	100	300	220	5				61	224
Vanguard University	111	Mathematics Subtest II	100	300	220	3				69	226
Vanguard University	101	Multiple Subjects Subtest I	100	300	220	3				87	237
Vanguard University	102	Multiple Subjects Subtest II	100	300	220	3				92	242
Vanguard University	103	Multiple Subjects Subtest III	100	300	220	3				90	237
Vanguard University	114	Social Science Subtest I	100	300	220	2				74	228
Western Governors University	098	CBEST	60	240	123	6				93	149
Western Governors University	081.1	RICA.1	100	300	220	4				70	228
Westmont College	098	CBEST	60	240	123	2				93	149
Westmont College	105	English Subtest I	100	300	220	1				93	245
Westmont College	106	English Subtest II	100	300	220	1				96	250
Westmont College	107	English Subtest III	100	300	220	1				86	236
Westmont College	108	English Subtest IV	100	300	220	1				81	232
Westmont College	101	Multiple Subjects Subtest I	100	300	220	18	18	248	100	87	237
Westmont College	102	Multiple Subjects Subtest II	100	300	220	18	18	259	100	92	242
Westmont College	103	Multiple Subjects Subtest III	100	300	220	18	18	249	100	90	237
Westmont College	081.1	RICA.1	100	300	220	14	11	236	79	70	228
Westmont College	142	Writing Skills	100	300	220	16	16	251	100	91	235
Whittier College	098	CBEST	60	240	123	29	28	155	97	93	149

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Whittier College	105	English Subtest I	100	300	220	2				93	245
Whittier College	106	English Subtest II	100	300	220	2				96	250
Whittier College	107	English Subtest III	100	300	220	2				86	236
Whittier College	108	English Subtest IV	100	300	220	2				81	232
Whittier College	101	Multiple Subjects Subtest I	100	300	220	12	11	243	92	87	237
Whittier College	102	Multiple Subjects Subtest II	100	300	220	11	11	252	100	92	242
Whittier College	103	Multiple Subjects Subtest III	100	300	220	11	11	252	100	90	237
Whittier College	129	Physical Education Subtest I	100	300	220	1				70	222
Whittier College	130	Physical Education Subtest II	100	300	220	1				66	223
Whittier College	131	Physical Education Subtest III	100	300	220	1				69	224
Whittier College	081.1	RICA.1	100	300	220	1				70	228
William Jessup University	098	CBEST	60	240	123	89	83	147	93	93	149
William Jessup University	105	English Subtest I	100	300	220	1				93	245
William Jessup University	106	English Subtest II	100	300	220	1				96	250
William Jessup University	107	English Subtest III	100	300	220	1				86	236
William Jessup University	108	English Subtest IV	100	300	220	1				81	232
William Jessup University	101	Multiple Subjects Subtest I	100	300	220	65	61	237	94	87	237
William Jessup University	102	Multiple Subjects Subtest II	100	300	220	62	61	245	98	92	242
William Jessup University	103	Multiple Subjects Subtest III	100	300	220	66	62	244	94	90	237
William Jessup University	081.1	RICA.1	100	300	220	20	15	225	75	70	228

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Alliant International University	140	Art Subtest I	100	300	220	1				100	249
Alliant International University	141	Art Subtest II	100	300	220	1				100	240
Alliant International University	098	CBEST	60	240	123	5				100	156
Alliant International University	121	Chemistry Subtest III	100	300	220	1				100	252
Alliant International University	105	English Subtest I	100	300	220	1				100	248
Alliant International University	106	English Subtest II	100	300	220	1				100	252
Alliant International University	107	English Subtest III	100	300	220	1				99	245
Alliant International University	108	English Subtest IV	100	300	220	1				99	245
Alliant International University	118	Science Subtest I	100	300	220	3				100	250
Alliant International University	119	Science Subtest II	100	300	220	3				100	250
Antioch University	098	CBEST	60	240	123	22	22	155	100	100	156
Antioch University	101	Multiple Subjects Subtest I	100	300	220	23	23	243	100	100	244
Antioch University	102	Multiple Subjects Subtest II	100	300	220	23	23	244	100	100	248
Antioch University	103	Multiple Subjects Subtest III	100	300	220	23	23	241	100	100	243
Antioch University	081.1	RICA.1	100	300	220	18	16	239	89	92	236
Antioch University	142	Writing Skills	100	300	220	1				100	238
Argosy University	098	CBEST	60	240	123	1				100	156
Argosy University	110	Mathematics Subtest I	100	300	220	1				99	247
Argosy University	111	Mathematics Subtest II	100	300	220	1				99	243
Azusa Pacific University	140	Art Subtest I	100	300	220	2				100	249
Azusa Pacific University	141	Art Subtest II	100	300	220	2				100	240
Azusa Pacific University	120	Biology/Life Science Subtest III	100	300	220	1				100	243
Azusa Pacific University	098	CBEST	60	240	123	223	223	157	100	100	156
Azusa Pacific University	121	Chemistry Subtest III	100	300	220	1				100	252
Azusa Pacific University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
Azusa Pacific University	105	English Subtest I	100	300	220	16	16	242	100	100	248
Azusa Pacific University	106	English Subtest II	100	300	220	16	16	249	100	100	252
Azusa Pacific University	107	English Subtest III	100	300	220	16	16	240	100	99	245
Azusa Pacific University	108	English Subtest IV	100	300	220	16	16	243	100	99	245
Azusa Pacific University	178	Health Science Subtest I	100	300	220	1				100	239
Azusa Pacific University	179	Health Science Subtest II	100	300	220	1				100	243
Azusa Pacific University	180	Health Science Subtest III	100	300	220	1				100	249
Azusa Pacific University	157	Japanese Subtest I	100	300	220	1					
Azusa Pacific University	158	Japanese Subtest II	100	300	220	1					
Azusa Pacific University	159	Japanese Subtest III	100	300	220	1					
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	19	19	243	100	99	247

Appendix A-1: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	19	19	241	100	99	243
Azusa Pacific University	112	Mathematics Subtest III	100	300	220	4				95	245
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	138	138	243	100	100	244
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	137	137	249	100	100	248
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	137	137	244	100	100	243
Azusa Pacific University	136	Music Subtest I	100	300	220	3				98	251
Azusa Pacific University	137	Music Subtest II	100	300	220	3				98	251
Azusa Pacific University	138	Music Subtest III	100	300	220	3				100	248
Azusa Pacific University	129	Physical Education Subtest I	100	300	220	8				99	237
Azusa Pacific University	130	Physical Education Subtest II	100	300	220	8				100	234
Azusa Pacific University	131	Physical Education Subtest III	100	300	220	8				99	236
Azusa Pacific University	123	Physics Subtest III	100	300	220	1				100	252
Azusa Pacific University	081	RICA	0	120	81	4				100	92
Azusa Pacific University	081.1	RICA.1	100	300	220	134	129	235	96	92	236
Azusa Pacific University	118	Science Subtest I	100	300	220	5				100	250
Azusa Pacific University	119	Science Subtest II	100	300	220	5				100	250
Azusa Pacific University	114	Social Science Subtest I	100	300	220	12	12	249	100	99	239
Azusa Pacific University	115	Social Science Subtest II	100	300	220	12	12	245	100	99	245
Azusa Pacific University	116	Social Science Subtest III	100	300	220	12	12	252	100	99	243
Azusa Pacific University	145	Spanish Subtest I	100	300	220	3				100	236
Azusa Pacific University	146	Spanish Subtest II	100	300	220	3				100	239
Azusa Pacific University	147	Spanish Subtest III	100	300	220	3				100	251
Azusa Pacific University	142	Writing Skills	100	300	220	2				100	238
Bard College	098	CBEST	60	240	123	12	12	172	100	100	156
Biola University	098	CBEST	60	240	123	76	76	156	100	100	156
Biola University	105	English Subtest I	100	300	220	7				100	248
Biola University	106	English Subtest II	100	300	220	7				100	252
Biola University	107	English Subtest III	100	300	220	7				99	245
Biola University	108	English Subtest IV	100	300	220	7				99	245
Biola University	110	Mathematics Subtest I	100	300	220	10	10	248	100	99	247
Biola University	111	Mathematics Subtest II	100	300	220	10	10	243	100	99	243
Biola University	112	Mathematics Subtest III	100	300	220	7				95	245
Biola University	101	Multiple Subjects Subtest I	100	300	220	47	47	248	100	100	244
Biola University	102	Multiple Subjects Subtest II	100	300	220	47	47	252	100	100	248
Biola University	103	Multiple Subjects Subtest III	100	300	220	47	47	247	100	100	243
Biola University	129	Physical Education Subtest I	100	300	220	1				99	237

Appendix A-1: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Biola University	130	Physical Education Subtest II	100	300	220	1				100	234
Biola University	131	Physical Education Subtest III	100	300	220	1				99	236
Biola University	081.1	RICA.1	100	300	220	41	40	236	98	92	236
Biola University	114	Social Science Subtest I	100	300	220	6				99	239
Biola University	115	Social Science Subtest II	100	300	220	6				99	245
Biola University	116	Social Science Subtest III	100	300	220	6				99	243
Brandman University	140	Art Subtest I	100	300	220	2				100	249
Brandman University	141	Art Subtest II	100	300	220	2				100	240
Brandman University	120	Biology/Life Science Subtest III	100	300	220	8				100	243
Brandman University	124	Biology/Life Science Subtest IV	100	300	220	3				100	253
Brandman University	175	Business Subtest I	100	300	220	1					
Brandman University	176	Business Subtest II	100	300	220	1					
Brandman University	177	Business Subtest III	100	300	220	1					
Brandman University	098	CBEST	60	240	123	233	233	152	100	100	156
Brandman University	121	Chemistry Subtest III	100	300	220	2				100	252
Brandman University	125	Chemistry Subtest IV	100	300	220	2				100	257
Brandman University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
Brandman University	126	Earth/Planetary Science Subtest IV	100	300	220	1					
Brandman University	105	English Subtest I	100	300	220	22	22	242	100	100	248
Brandman University	106	English Subtest II	100	300	220	22	22	245	100	100	252
Brandman University	107	English Subtest III	100	300	220	22	22	244	100	99	245
Brandman University	108	English Subtest IV	100	300	220	22	22	246	100	99	245
Brandman University	148	French Subtest I	100	300	220	2					
Brandman University	149	French Subtest II	100	300	220	2					
Brandman University	150	French Subtest III	100	300	220	2					
Brandman University	178	Health Science Subtest I	100	300	220	2				100	239
Brandman University	179	Health Science Subtest II	100	300	220	2				100	243
Brandman University	180	Health Science Subtest III	100	300	220	2				100	249
Brandman University	163	Mandarin Subtest I	100	300	220	1					
Brandman University	164	Mandarin Subtest II	100	300	220	1					
Brandman University	165	Mandarin Subtest III	100	300	220	1					
Brandman University	110	Mathematics Subtest I	100	300	220	14	14	240	100	99	247
Brandman University	111	Mathematics Subtest II	100	300	220	14	14	232	100	99	243
Brandman University	112	Mathematics Subtest III	100	300	220	2				95	245
Brandman University	101	Multiple Subjects Subtest I	100	300	220	142	142	241	100	100	244
Brandman University	102	Multiple Subjects Subtest II	100	300	220	142	142	243	100	100	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Brandman University	103	Multiple Subjects Subtest III	100	300	220	142	142	243	100	100	243
Brandman University	129	Physical Education Subtest I	100	300	220	3				99	237
Brandman University	130	Physical Education Subtest II	100	300	220	3				100	234
Brandman University	131	Physical Education Subtest III	100	300	220	3				99	236
Brandman University	081	RICA	0	120	81	4				100	92
Brandman University	092	RICA Video	100	300	220	3				95	237
Brandman University	081.1	RICA.1	100	300	220	139	135	235	97	92	236
Brandman University	118	Science Subtest I	100	300	220	4				100	250
Brandman University	119	Science Subtest II	100	300	220	4				100	250
Brandman University	114	Social Science Subtest I	100	300	220	19	19	241	100	99	239
Brandman University	115	Social Science Subtest II	100	300	220	19	19	249	100	99	245
Brandman University	116	Social Science Subtest III	100	300	220	19	19	245	100	99	243
Brandman University	145	Spanish Subtest I	100	300	220	3				100	236
Brandman University	146	Spanish Subtest II	100	300	220	3				100	239
Brandman University	147	Spanish Subtest III	100	300	220	3				100	251
Brandman University	142	Writing Skills	100	300	220	4				100	238
CA State Polytechnic Univ.-Pomona	140	Art Subtest I	100	300	220	2				100	249
CA State Polytechnic Univ.-Pomona	141	Art Subtest II	100	300	220	2				100	240
CA State Polytechnic Univ.-Pomona	120	Biology/Life Science Subtest III	100	300	220	8				100	243
CA State Polytechnic Univ.-Pomona	124	Biology/Life Science Subtest IV	100	300	220	2				100	253
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	270	270	152	100	100	156
CA State Polytechnic Univ.-Pomona	122	Earth/Planetary Science Subtest III	100	300	220	2				100	248
CA State Polytechnic Univ.-Pomona	105	English Subtest I	100	300	220	12	12	247	100	100	248
CA State Polytechnic Univ.-Pomona	106	English Subtest II	100	300	220	12	12	253	100	100	252
CA State Polytechnic Univ.-Pomona	107	English Subtest III	100	300	220	12	12	236	100	99	245
CA State Polytechnic Univ.-Pomona	108	English Subtest IV	100	300	220	12	12	251	100	99	245
CA State Polytechnic Univ.-Pomona	110	Mathematics Subtest I	100	300	220	18	18	258	100	99	247
CA State Polytechnic Univ.-Pomona	111	Mathematics Subtest II	100	300	220	18	18	246	100	99	243
CA State Polytechnic Univ.-Pomona	112	Mathematics Subtest III	100	300	220	8				95	245
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	132	132	243	100	100	244
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	132	132	247	100	100	248
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	132	132	238	100	100	243
CA State Polytechnic Univ.-Pomona	129	Physical Education Subtest I	100	300	220	2				99	237
CA State Polytechnic Univ.-Pomona	130	Physical Education Subtest II	100	300	220	2				100	234
CA State Polytechnic Univ.-Pomona	131	Physical Education Subtest III	100	300	220	2				99	236
CA State Polytechnic Univ.-Pomona	081	RICA	0	120	81	2				100	92

Appendix A-1: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	108	92	232	85	92	236
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	4				100	250
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	4				100	250
CA State Polytechnic Univ.-Pomona	114	Social Science Subtest I	100	300	220	14	14	237	100	99	239
CA State Polytechnic Univ.-Pomona	115	Social Science Subtest II	100	300	220	14	14	244	100	99	245
CA State Polytechnic Univ.-Pomona	116	Social Science Subtest III	100	300	220	14	14	235	100	99	243
CA State Polytechnic Univ.-Pomona	142	Writing Skills	100	300	220	4				100	238
California Baptist University	098	CBEST	60	240	123	47	47	147	100	100	156
California Baptist University	105	English Subtest I	100	300	220	5				100	248
California Baptist University	106	English Subtest II	100	300	220	5				100	252
California Baptist University	107	English Subtest III	100	300	220	5				99	245
California Baptist University	108	English Subtest IV	100	300	220	5				99	245
California Baptist University	110	Mathematics Subtest I	100	300	220	4				99	247
California Baptist University	111	Mathematics Subtest II	100	300	220	4				99	243
California Baptist University	112	Mathematics Subtest III	100	300	220	1				95	245
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	35	35	237	100	100	244
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	34	34	238	100	100	248
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	34	34	240	100	100	243
California Baptist University	136	Music Subtest I	100	300	220	1				98	251
California Baptist University	137	Music Subtest II	100	300	220	1				98	251
California Baptist University	138	Music Subtest III	100	300	220	1				100	248
California Baptist University	081	RICA	0	120	81	1				100	92
California Baptist University	081.1	RICA.1	100	300	220	34	30	232	88	92	236
California Baptist University	114	Social Science Subtest I	100	300	220	3				99	239
California Baptist University	115	Social Science Subtest II	100	300	220	3				99	245
California Baptist University	116	Social Science Subtest III	100	300	220	3				99	243
California Baptist University	142	Writing Skills	100	300	220	6				100	238
California Lutheran University	140	Art Subtest I	100	300	220	2				100	249
California Lutheran University	141	Art Subtest II	100	300	220	2				100	240
California Lutheran University	120	Biology/Life Science Subtest III	100	300	220	1				100	243
California Lutheran University	098	CBEST	60	240	123	55	55	154	100	100	156
California Lutheran University	105	English Subtest I	100	300	220	5				100	248
California Lutheran University	106	English Subtest II	100	300	220	5				100	252
California Lutheran University	107	English Subtest III	100	300	220	5				99	245
California Lutheran University	108	English Subtest IV	100	300	220	5				99	245
California Lutheran University	110	Mathematics Subtest I	100	300	220	5				99	247

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
California Lutheran University	111	Mathematics Subtest II	100	300	220	5				99	243
California Lutheran University	112	Mathematics Subtest III	100	300	220	2				95	245
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	39	39	243	100	100	244
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	39	39	245	100	100	248
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	39	39	243	100	100	243
California Lutheran University	129	Physical Education Subtest I	100	300	220	1				99	237
California Lutheran University	130	Physical Education Subtest II	100	300	220	1				100	234
California Lutheran University	131	Physical Education Subtest III	100	300	220	1				99	236
California Lutheran University	081.1	RICA.1	100	300	220	39	37	236	95	92	236
California Lutheran University	118	Science Subtest I	100	300	220	1				100	250
California Lutheran University	119	Science Subtest II	100	300	220	1				100	250
California Lutheran University	114	Social Science Subtest I	100	300	220	1				99	239
California Lutheran University	115	Social Science Subtest II	100	300	220	1				99	245
California Lutheran University	116	Social Science Subtest III	100	300	220	1				99	243
California Lutheran University	142	Writing Skills	100	300	220	10	10	226	100	100	238
California Polytechnic State Univ.-SLO	120	Biology/Life Science Subtest III	100	300	220	13	13	251	100	100	243
California Polytechnic State Univ.-SLO	098	CBEST	60	240	123	105	105	163	100	100	156
California Polytechnic State Univ.-SLO	121	Chemistry Subtest III	100	300	220	2				100	252
California Polytechnic State Univ.-SLO	105	English Subtest I	100	300	220	8				100	248
California Polytechnic State Univ.-SLO	106	English Subtest II	100	300	220	8				100	252
California Polytechnic State Univ.-SLO	107	English Subtest III	100	300	220	8				99	245
California Polytechnic State Univ.-SLO	108	English Subtest IV	100	300	220	8				99	245
California Polytechnic State Univ.-SLO	110	Mathematics Subtest I	100	300	220	4				99	247
California Polytechnic State Univ.-SLO	111	Mathematics Subtest II	100	300	220	4				99	243
California Polytechnic State Univ.-SLO	112	Mathematics Subtest III	100	300	220	4				95	245
California Polytechnic State Univ.-SLO	101	Multiple Subjects Subtest I	100	300	220	81	81	250	100	100	244
California Polytechnic State Univ.-SLO	102	Multiple Subjects Subtest II	100	300	220	81	81	257	100	100	248
California Polytechnic State Univ.-SLO	103	Multiple Subjects Subtest III	100	300	220	81	81	250	100	100	243
California Polytechnic State Univ.-SLO	123	Physics Subtest III	100	300	220	4				100	252
California Polytechnic State Univ.-SLO	081.1	RICA.1	100	300	220	81	80	241	99	92	236
California Polytechnic State Univ.-SLO	118	Science Subtest I	100	300	220	19	19	256	100	100	250
California Polytechnic State Univ.-SLO	119	Science Subtest II	100	300	220	19	19	259	100	100	250
California Polytechnic State Univ.-SLO	114	Social Science Subtest I	100	300	220	7				99	239
California Polytechnic State Univ.-SLO	115	Social Science Subtest II	100	300	220	7				99	245
California Polytechnic State Univ.-SLO	116	Social Science Subtest III	100	300	220	7				99	243
California Polytechnic State Univ.-SLO	142	Writing Skills	100	300	220	39	39	242	100	100	238

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CALState Teach	098	CBEST	60	240	123	212	212	154	100	100	156
CALState Teach	101	Multiple Subjects Subtest I	100	300	220	233	233	248	100	100	244
CALState Teach	102	Multiple Subjects Subtest II	100	300	220	233	233	248	100	100	248
CALState Teach	103	Multiple Subjects Subtest III	100	300	220	233	233	244	100	100	243
CALState Teach	081	RICA	0	120	81	3				100	92
CALState Teach	092	RICA Video	100	300	220	3				95	237
CALState Teach	081.1	RICA.1	100	300	220	212	192	236	91	92	236
CALState Teach	142	Writing Skills	100	300	220	19	19	242	100	100	238
Chapman University	140	Art Subtest I	100	300	220	1				100	249
Chapman University	141	Art Subtest II	100	300	220	1				100	240
Chapman University	098	CBEST	60	240	123	27	27	162	100	100	156
Chapman University	105	English Subtest I	100	300	220	5				100	248
Chapman University	106	English Subtest II	100	300	220	5				100	252
Chapman University	107	English Subtest III	100	300	220	5				99	245
Chapman University	108	English Subtest IV	100	300	220	5				99	245
Chapman University	110	Mathematics Subtest I	100	300	220	3				99	247
Chapman University	111	Mathematics Subtest II	100	300	220	3				99	243
Chapman University	112	Mathematics Subtest III	100	300	220	1				95	245
Chapman University	101	Multiple Subjects Subtest I	100	300	220	15	15	251	100	100	244
Chapman University	102	Multiple Subjects Subtest II	100	300	220	15	15	245	100	100	248
Chapman University	103	Multiple Subjects Subtest III	100	300	220	15	15	247	100	100	243
Chapman University	081	RICA	0	120	81	2				100	92
Chapman University	081.1	RICA.1	100	300	220	13	13	238	100	92	236
Chapman University	114	Social Science Subtest I	100	300	220	6				99	239
Chapman University	115	Social Science Subtest II	100	300	220	6				99	245
Chapman University	116	Social Science Subtest III	100	300	220	6				99	243
Chapman University	145	Spanish Subtest I	100	300	220	1				100	236
Chapman University	146	Spanish Subtest II	100	300	220	1				100	239
Chapman University	147	Spanish Subtest III	100	300	220	1				100	251
Chapman University	142	Writing Skills	100	300	220	7				100	238
Claremont Graduate University	098	CBEST	60	240	123	10	10	160	100	100	156
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	3				99	247
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	3				99	243
Claremont Graduate University	112	Mathematics Subtest III	100	300	220	1				95	245
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	4				100	244
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	4				100	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	4				100	243
Claremont Graduate University	081.1	RICA.1	100	300	220	4				92	236
Claremont Graduate University	114	Social Science Subtest I	100	300	220	3				99	239
Claremont Graduate University	115	Social Science Subtest II	100	300	220	3				99	245
Claremont Graduate University	116	Social Science Subtest III	100	300	220	3				99	243
Concordia University	140	Art Subtest I	100	300	220	3				100	249
Concordia University	141	Art Subtest II	100	300	220	3				100	240
Concordia University	120	Biology/Life Science Subtest III	100	300	220	1				100	243
Concordia University	098	CBEST	60	240	123	46	46	150	100	100	156
Concordia University	121	Chemistry Subtest III	100	300	220	1				100	252
Concordia University	105	English Subtest I	100	300	220	5				100	248
Concordia University	106	English Subtest II	100	300	220	5				100	252
Concordia University	107	English Subtest III	100	300	220	5				99	245
Concordia University	108	English Subtest IV	100	300	220	5				99	245
Concordia University	110	Mathematics Subtest I	100	300	220	1				99	247
Concordia University	111	Mathematics Subtest II	100	300	220	1				99	243
Concordia University	112	Mathematics Subtest III	100	300	220	1				95	245
Concordia University	101	Multiple Subjects Subtest I	100	300	220	31	31	244	100	100	244
Concordia University	102	Multiple Subjects Subtest II	100	300	220	31	31	241	100	100	248
Concordia University	103	Multiple Subjects Subtest III	100	300	220	31	31	243	100	100	243
Concordia University	129	Physical Education Subtest I	100	300	220	1				99	237
Concordia University	130	Physical Education Subtest II	100	300	220	1				100	234
Concordia University	131	Physical Education Subtest III	100	300	220	1				99	236
Concordia University	081.1	RICA.1	100	300	220	28	24	232	86	92	236
Concordia University	118	Science Subtest I	100	300	220	2				100	250
Concordia University	119	Science Subtest II	100	300	220	2				100	250
Concordia University	114	Social Science Subtest I	100	300	220	5				99	239
Concordia University	115	Social Science Subtest II	100	300	220	5				99	245
Concordia University	116	Social Science Subtest III	100	300	220	5				99	243
Concordia University	142	Writing Skills	100	300	220	2				100	238
CSU Bakersfield	120	Biology/Life Science Subtest III	100	300	220	7				100	243
CSU Bakersfield	098	CBEST	60	240	123	193	193	151	100	100	156
CSU Bakersfield	121	Chemistry Subtest III	100	300	220	1				100	252
CSU Bakersfield	105	English Subtest I	100	300	220	15	15	247	100	100	248
CSU Bakersfield	106	English Subtest II	100	300	220	15	15	241	100	100	252
CSU Bakersfield	107	English Subtest III	100	300	220	15	15	246	100	99	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Bakersfield	108	English Subtest IV	100	300	220	15	15	237	100	99	245
CSU Bakersfield	178	Health Science Subtest I	100	300	220	1				100	239
CSU Bakersfield	179	Health Science Subtest II	100	300	220	1				100	243
CSU Bakersfield	180	Health Science Subtest III	100	300	220	1				100	249
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	2				99	247
CSU Bakersfield	111	Mathematics Subtest II	100	300	220	2				99	243
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	108	108	239	100	100	244
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	108	108	244	100	100	248
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	108	108	239	100	100	243
CSU Bakersfield	136	Music Subtest I	100	300	220	2				98	251
CSU Bakersfield	137	Music Subtest II	100	300	220	2				98	251
CSU Bakersfield	138	Music Subtest III	100	300	220	2				100	248
CSU Bakersfield	129	Physical Education Subtest I	100	300	220	2				99	237
CSU Bakersfield	130	Physical Education Subtest II	100	300	220	2				100	234
CSU Bakersfield	131	Physical Education Subtest III	100	300	220	2				99	236
CSU Bakersfield	081	RICA	0	120	81	1				100	92
CSU Bakersfield	081.1	RICA.1	100	300	220	104	92	234	88	92	236
CSU Bakersfield	118	Science Subtest I	100	300	220	12	12	252	100	100	250
CSU Bakersfield	119	Science Subtest II	100	300	220	12	12	250	100	100	250
CSU Bakersfield	114	Social Science Subtest I	100	300	220	8				99	239
CSU Bakersfield	115	Social Science Subtest II	100	300	220	8				99	245
CSU Bakersfield	116	Social Science Subtest III	100	300	220	8				99	243
CSU Bakersfield	142	Writing Skills	100	300	220	3				100	238
CSU Channel Islands	120	Biology/Life Science Subtest III	100	300	220	3				100	243
CSU Channel Islands	098	CBEST	60	240	123	58	58	153	100	100	156
CSU Channel Islands	105	English Subtest I	100	300	220	2				100	248
CSU Channel Islands	106	English Subtest II	100	300	220	2				100	252
CSU Channel Islands	107	English Subtest III	100	300	220	2				99	245
CSU Channel Islands	108	English Subtest IV	100	300	220	2				99	245
CSU Channel Islands	110	Mathematics Subtest I	100	300	220	1				99	247
CSU Channel Islands	111	Mathematics Subtest II	100	300	220	1				99	243
CSU Channel Islands	101	Multiple Subjects Subtest I	100	300	220	33	33	239	100	100	244
CSU Channel Islands	102	Multiple Subjects Subtest II	100	300	220	33	33	246	100	100	248
CSU Channel Islands	103	Multiple Subjects Subtest III	100	300	220	33	33	239	100	100	243
CSU Channel Islands	081.1	RICA.1	100	300	220	32	29	230	91	92	236
CSU Channel Islands	118	Science Subtest I	100	300	220	4				100	250

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Channel Islands	119	Science Subtest II	100	300	220	4				100	250
CSU Channel Islands	114	Social Science Subtest I	100	300	220	11	11	235	100	99	239
CSU Channel Islands	115	Social Science Subtest II	100	300	220	11	11	239	100	99	245
CSU Channel Islands	116	Social Science Subtest III	100	300	220	11	11	239	100	99	243
CSU Chico	098	CBEST	60	240	123	175	175	151	100	100	156
CSU Chico	121	Chemistry Subtest III	100	300	220	2				100	252
CSU Chico	105	English Subtest I	100	300	220	1				100	248
CSU Chico	106	English Subtest II	100	300	220	1				100	252
CSU Chico	107	English Subtest III	100	300	220	1				99	245
CSU Chico	108	English Subtest IV	100	300	220	1				99	245
CSU Chico	110	Mathematics Subtest I	100	300	220	3				99	247
CSU Chico	111	Mathematics Subtest II	100	300	220	3				99	243
CSU Chico	101	Multiple Subjects Subtest I	100	300	220	141	141	243	100	100	244
CSU Chico	102	Multiple Subjects Subtest II	100	300	220	141	141	250	100	100	248
CSU Chico	103	Multiple Subjects Subtest III	100	300	220	141	141	242	100	100	243
CSU Chico	136	Music Subtest I	100	300	220	3				98	251
CSU Chico	137	Music Subtest II	100	300	220	3				98	251
CSU Chico	138	Music Subtest III	100	300	220	3				100	248
CSU Chico	129	Physical Education Subtest I	100	300	220	2				99	237
CSU Chico	130	Physical Education Subtest II	100	300	220	2				100	234
CSU Chico	131	Physical Education Subtest III	100	300	220	2				99	236
CSU Chico	081	RICA	0	120	81	10	10	95	100	100	92
CSU Chico	081.1	RICA.1	100	300	220	131	119	236	91	92	236
CSU Chico	118	Science Subtest I	100	300	220	3				100	250
CSU Chico	119	Science Subtest II	100	300	220	3				100	250
CSU Chico	114	Social Science Subtest I	100	300	220	6				99	239
CSU Chico	115	Social Science Subtest II	100	300	220	6				99	245
CSU Chico	116	Social Science Subtest III	100	300	220	6				99	243
CSU Chico	145	Spanish Subtest I	100	300	220	1				100	236
CSU Chico	146	Spanish Subtest II	100	300	220	1				100	239
CSU Chico	147	Spanish Subtest III	100	300	220	1				100	251
CSU Chico	142	Writing Skills	100	300	220	49	49	228	100	100	238
CSU Dominguez Hills	140	Art Subtest I	100	300	220	1				100	249
CSU Dominguez Hills	141	Art Subtest II	100	300	220	1				100	240
CSU Dominguez Hills	120	Biology/Life Science Subtest III	100	300	220	3				100	243
CSU Dominguez Hills	098	CBEST	60	240	123	146	146	146	100	100	156

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Dominguez Hills	121	Chemistry Subtest III	100	300	220	2				100	252
CSU Dominguez Hills	105	English Subtest I	100	300	220	3				100	248
CSU Dominguez Hills	106	English Subtest II	100	300	220	3				100	252
CSU Dominguez Hills	107	English Subtest III	100	300	220	3				99	245
CSU Dominguez Hills	108	English Subtest IV	100	300	220	3				99	245
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	19	19	245	100	99	247
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	19	19	241	100	99	243
CSU Dominguez Hills	112	Mathematics Subtest III	100	300	220	2				95	245
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	67	67	236	100	100	244
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	67	67	238	100	100	248
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	68	68	236	100	100	243
CSU Dominguez Hills	081	RICA	0	120	81	12	12	90	100	100	92
CSU Dominguez Hills	081.1	RICA.1	100	300	220	46	35	231	76	92	236
CSU Dominguez Hills	118	Science Subtest I	100	300	220	7				100	250
CSU Dominguez Hills	119	Science Subtest II	100	300	220	7				100	250
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	5				99	239
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	5				99	245
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	5				99	243
CSU Dominguez Hills	142	Writing Skills	100	300	220	1				100	238
CSU East Bay	140	Art Subtest I	100	300	220	2				100	249
CSU East Bay	141	Art Subtest II	100	300	220	2				100	240
CSU East Bay	120	Biology/Life Science Subtest III	100	300	220	7				100	243
CSU East Bay	124	Biology/Life Science Subtest IV	100	300	220	2				100	253
CSU East Bay	098	CBEST	60	240	123	135	135	161	100	100	156
CSU East Bay	121	Chemistry Subtest III	100	300	220	2				100	252
CSU East Bay	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
CSU East Bay	126	Earth/Planetary Science Subtest IV	100	300	220	1					
CSU East Bay	105	English Subtest I	100	300	220	16	16	261	100	100	248
CSU East Bay	106	English Subtest II	100	300	220	16	16	259	100	100	252
CSU East Bay	107	English Subtest III	100	300	220	16	16	238	100	99	245
CSU East Bay	108	English Subtest IV	100	300	220	16	16	251	100	99	245
CSU East Bay	110	Mathematics Subtest I	100	300	220	13	13	242	100	99	247
CSU East Bay	111	Mathematics Subtest II	100	300	220	13	13	239	100	99	243
CSU East Bay	112	Mathematics Subtest III	100	300	220	9				95	245
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	65	65	247	100	100	244
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	65	65	249	100	100	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	65	65	245	100	100	243
CSU East Bay	129	Physical Education Subtest I	100	300	220	2				99	237
CSU East Bay	130	Physical Education Subtest II	100	300	220	2				100	234
CSU East Bay	131	Physical Education Subtest III	100	300	220	2				99	236
CSU East Bay	123	Physics Subtest III	100	300	220	2				100	252
CSU East Bay	127	Physics Subtest IV	100	300	220	1					
CSU East Bay	081.1	RICA.1	100	300	220	65	64	238	98	92	236
CSU East Bay	118	Science Subtest I	100	300	220	9				100	250
CSU East Bay	119	Science Subtest II	100	300	220	9				100	250
CSU East Bay	114	Social Science Subtest I	100	300	220	10	10	254	100	99	239
CSU East Bay	115	Social Science Subtest II	100	300	220	10	10	257	100	99	245
CSU East Bay	116	Social Science Subtest III	100	300	220	10	10	248	100	99	243
CSU East Bay	142	Writing Skills	100	300	220	5				100	238
CSU Fresno	140	Art Subtest I	100	300	220	2				100	249
CSU Fresno	141	Art Subtest II	100	300	220	2				100	240
CSU Fresno	120	Biology/Life Science Subtest III	100	300	220	5				100	243
CSU Fresno	175	Business Subtest I	100	300	220	1					
CSU Fresno	176	Business Subtest II	100	300	220	1					
CSU Fresno	177	Business Subtest III	100	300	220	1					
CSU Fresno	098	CBEST	60	240	123	311	311	147	100	100	156
CSU Fresno	121	Chemistry Subtest III	100	300	220	3				100	252
CSU Fresno	122	Earth/Planetary Science Subtest III	100	300	220	2				100	248
CSU Fresno	105	English Subtest I	100	300	220	12	12	249	100	100	248
CSU Fresno	106	English Subtest II	100	300	220	12	12	252	100	100	252
CSU Fresno	107	English Subtest III	100	300	220	12	12	248	100	99	245
CSU Fresno	108	English Subtest IV	100	300	220	12	12	259	100	99	245
CSU Fresno	110	Mathematics Subtest I	100	300	220	6				99	247
CSU Fresno	111	Mathematics Subtest II	100	300	220	6				99	243
CSU Fresno	112	Mathematics Subtest III	100	300	220	6				95	245
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	156	149	236	96	100	244
CSU Fresno	102	Multiple Subjects Subtest II	100	300	220	158	157	240	99	100	248
CSU Fresno	103	Multiple Subjects Subtest III	100	300	220	158	156	237	99	100	243
CSU Fresno	136	Music Subtest I	100	300	220	3				98	251
CSU Fresno	137	Music Subtest II	100	300	220	3				98	251
CSU Fresno	138	Music Subtest III	100	300	220	3				100	248
CSU Fresno	129	Physical Education Subtest I	100	300	220	5				99	237

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Fresno	130	Physical Education Subtest II	100	300	220	5				100	234
CSU Fresno	131	Physical Education Subtest III	100	300	220	5				99	236
CSU Fresno	123	Physics Subtest III	100	300	220	2				100	252
CSU Fresno	081	RICA	0	120	81	3				100	92
CSU Fresno	092	RICA Video	100	300	220	1				95	237
CSU Fresno	081.1	RICA.1	100	300	220	143	128	234	90	92	236
CSU Fresno	118	Science Subtest I	100	300	220	16	16	246	100	100	250
CSU Fresno	119	Science Subtest II	100	300	220	16	16	246	100	100	250
CSU Fresno	114	Social Science Subtest I	100	300	220	27	27	240	100	99	239
CSU Fresno	115	Social Science Subtest II	100	300	220	27	27	238	100	99	245
CSU Fresno	116	Social Science Subtest III	100	300	220	27	27	239	100	99	243
CSU Fresno	145	Spanish Subtest I	100	300	220	3				100	236
CSU Fresno	146	Spanish Subtest II	100	300	220	3				100	239
CSU Fresno	147	Spanish Subtest III	100	300	220	3				100	251
CSU Fresno	142	Writing Skills	100	300	220	1				100	238
CSU Fullerton	140	Art Subtest I	100	300	220	6				100	249
CSU Fullerton	141	Art Subtest II	100	300	220	6				100	240
CSU Fullerton	120	Biology/Life Science Subtest III	100	300	220	10	10	244	100	100	243
CSU Fullerton	124	Biology/Life Science Subtest IV	100	300	220	2				100	253
CSU Fullerton	098	CBEST	60	240	123	440	440	153	100	100	156
CSU Fullerton	121	Chemistry Subtest III	100	300	220	4				100	252
CSU Fullerton	125	Chemistry Subtest IV	100	300	220	1				100	257
CSU Fullerton	105	English Subtest I	100	300	220	19	19	240	100	100	248
CSU Fullerton	106	English Subtest II	100	300	220	19	19	248	100	100	252
CSU Fullerton	107	English Subtest III	100	300	220	19	19	249	100	99	245
CSU Fullerton	108	English Subtest IV	100	300	220	19	19	247	100	99	245
CSU Fullerton	157	Japanese Subtest I	100	300	220	1					
CSU Fullerton	158	Japanese Subtest II	100	300	220	1					
CSU Fullerton	159	Japanese Subtest III	100	300	220	1					
CSU Fullerton	110	Mathematics Subtest I	100	300	220	18	18	241	100	99	247
CSU Fullerton	111	Mathematics Subtest II	100	300	220	18	18	243	100	99	243
CSU Fullerton	112	Mathematics Subtest III	100	300	220	4				95	245
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	247	247	242	100	100	244
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	247	247	247	100	100	248
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	247	246	242	100	100	243
CSU Fullerton	136	Music Subtest I	100	300	220	1				98	251

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Fullerton	137	Music Subtest II	100	300	220	1				98	251
CSU Fullerton	138	Music Subtest III	100	300	220	1				100	248
CSU Fullerton	123	Physics Subtest III	100	300	220	1				100	252
CSU Fullerton	081	RICA	0	120	81	2				100	92
CSU Fullerton	092	RICA Video	100	300	220	1				95	237
CSU Fullerton	081.1	RICA.1	100	300	220	235	211	236	90	92	236
CSU Fullerton	118	Science Subtest I	100	300	220	16	16	250	100	100	250
CSU Fullerton	119	Science Subtest II	100	300	220	16	16	247	100	100	250
CSU Fullerton	114	Social Science Subtest I	100	300	220	30	30	231	100	99	239
CSU Fullerton	115	Social Science Subtest II	100	300	220	30	30	237	100	99	245
CSU Fullerton	116	Social Science Subtest III	100	300	220	30	30	239	100	99	243
CSU Fullerton	145	Spanish Subtest I	100	300	220	8				100	236
CSU Fullerton	146	Spanish Subtest II	100	300	220	8				100	239
CSU Fullerton	147	Spanish Subtest III	100	300	220	8				100	251
CSU Fullerton	142	Writing Skills	100	300	220	14	14	236	100	100	238
CSU Long Beach	140	Art Subtest I	100	300	220	6				100	249
CSU Long Beach	141	Art Subtest II	100	300	220	6				100	240
CSU Long Beach	120	Biology/Life Science Subtest III	100	300	220	15	15	238	100	100	243
CSU Long Beach	098	CBEST	60	240	123	507	507	152	100	100	156
CSU Long Beach	121	Chemistry Subtest III	100	300	220	4				100	252
CSU Long Beach	122	Earth/Planetary Science Subtest III	100	300	220	2				100	248
CSU Long Beach	105	English Subtest I	100	300	220	24	24	248	100	100	248
CSU Long Beach	106	English Subtest II	100	300	220	24	24	251	100	100	252
CSU Long Beach	107	English Subtest III	100	300	220	24	24	249	100	99	245
CSU Long Beach	108	English Subtest IV	100	300	220	24	24	246	100	99	245
CSU Long Beach	178	Health Science Subtest I	100	300	220	3				100	239
CSU Long Beach	179	Health Science Subtest II	100	300	220	3				100	243
CSU Long Beach	180	Health Science Subtest III	100	300	220	3				100	249
CSU Long Beach	157	Japanese Subtest I	100	300	220	2					
CSU Long Beach	158	Japanese Subtest II	100	300	220	2					
CSU Long Beach	159	Japanese Subtest III	100	300	220	2					
CSU Long Beach	163	Mandarin Subtest I	100	300	220	1					
CSU Long Beach	164	Mandarin Subtest II	100	300	220	1					
CSU Long Beach	165	Mandarin Subtest III	100	300	220	1					
CSU Long Beach	110	Mathematics Subtest I	100	300	220	27	27	241	100	99	247
CSU Long Beach	111	Mathematics Subtest II	100	300	220	27	27	240	100	99	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Long Beach	112	Mathematics Subtest III	100	300	220	5				95	245
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	238	238	242	100	100	244
CSU Long Beach	102	Multiple Subjects Subtest II	100	300	220	238	238	247	100	100	248
CSU Long Beach	103	Multiple Subjects Subtest III	100	300	220	238	238	241	100	100	243
CSU Long Beach	136	Music Subtest I	100	300	220	3				98	251
CSU Long Beach	137	Music Subtest II	100	300	220	3				98	251
CSU Long Beach	138	Music Subtest III	100	300	220	3				100	248
CSU Long Beach	129	Physical Education Subtest I	100	300	220	6				99	237
CSU Long Beach	130	Physical Education Subtest II	100	300	220	6				100	234
CSU Long Beach	131	Physical Education Subtest III	100	300	220	6				99	236
CSU Long Beach	123	Physics Subtest III	100	300	220	1				100	252
CSU Long Beach	081.1	RICA.1	100	300	220	222	205	236	92	92	236
CSU Long Beach	118	Science Subtest I	100	300	220	30	30	246	100	100	250
CSU Long Beach	119	Science Subtest II	100	300	220	30	30	243	100	100	250
CSU Long Beach	114	Social Science Subtest I	100	300	220	19	19	244	100	99	239
CSU Long Beach	115	Social Science Subtest II	100	300	220	19	19	247	100	99	245
CSU Long Beach	116	Social Science Subtest III	100	300	220	19	19	243	100	99	243
CSU Long Beach	145	Spanish Subtest I	100	300	220	2				100	236
CSU Long Beach	146	Spanish Subtest II	100	300	220	2				100	239
CSU Long Beach	147	Spanish Subtest III	100	300	220	2				100	251
CSU Long Beach	142	Writing Skills	100	300	220	6				100	238
CSU Los Angeles	120	Biology/Life Science Subtest III	100	300	220	5				100	243
CSU Los Angeles	098	CBEST	60	240	123	199	199	150	100	100	156
CSU Los Angeles	121	Chemistry Subtest III	100	300	220	5				100	252
CSU Los Angeles	105	English Subtest I	100	300	220	15	15	251	100	100	248
CSU Los Angeles	106	English Subtest II	100	300	220	15	15	256	100	100	252
CSU Los Angeles	107	English Subtest III	100	300	220	15	15	250	100	99	245
CSU Los Angeles	108	English Subtest IV	100	300	220	15	15	243	100	99	245
CSU Los Angeles	110	Mathematics Subtest I	100	300	220	19	19	247	100	99	247
CSU Los Angeles	111	Mathematics Subtest II	100	300	220	19	19	243	100	99	243
CSU Los Angeles	112	Mathematics Subtest III	100	300	220	13	13	250	100	95	245
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	86	86	239	100	100	244
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	86	86	240	100	100	248
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	86	86	238	100	100	243
CSU Los Angeles	136	Music Subtest I	100	300	220	1				98	251
CSU Los Angeles	137	Music Subtest II	100	300	220	1				98	251

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Los Angeles	138	Music Subtest III	100	300	220	1				100	248
CSU Los Angeles	129	Physical Education Subtest I	100	300	220	4				99	237
CSU Los Angeles	130	Physical Education Subtest II	100	300	220	4				100	234
CSU Los Angeles	131	Physical Education Subtest III	100	300	220	4				99	236
CSU Los Angeles	123	Physics Subtest III	100	300	220	3				100	252
CSU Los Angeles	081	RICA	0	120	81	1				100	92
CSU Los Angeles	081.1	RICA.1	100	300	220	79	65	232	82	92	236
CSU Los Angeles	118	Science Subtest I	100	300	220	13	13	261	100	100	250
CSU Los Angeles	119	Science Subtest II	100	300	220	13	13	261	100	100	250
CSU Los Angeles	114	Social Science Subtest I	100	300	220	6				99	239
CSU Los Angeles	115	Social Science Subtest II	100	300	220	6				99	245
CSU Los Angeles	116	Social Science Subtest III	100	300	220	6				99	243
CSU Los Angeles	145	Spanish Subtest I	100	300	220	4				100	236
CSU Los Angeles	146	Spanish Subtest II	100	300	220	4				100	239
CSU Los Angeles	147	Spanish Subtest III	100	300	220	4				100	251
CSU Los Angeles	142	Writing Skills	100	300	220	4				100	238
CSU Monterey Bay	120	Biology/Life Science Subtest III	100	300	220	3				100	243
CSU Monterey Bay	124	Biology/Life Science Subtest IV	100	300	220	1				100	253
CSU Monterey Bay	098	CBEST	60	240	123	54	54	156	100	100	156
CSU Monterey Bay	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
CSU Monterey Bay	105	English Subtest I	100	300	220	4				100	248
CSU Monterey Bay	106	English Subtest II	100	300	220	4				100	252
CSU Monterey Bay	107	English Subtest III	100	300	220	4				99	245
CSU Monterey Bay	108	English Subtest IV	100	300	220	4				99	245
CSU Monterey Bay	157	Japanese Subtest I	100	300	220	1					
CSU Monterey Bay	158	Japanese Subtest II	100	300	220	1					
CSU Monterey Bay	159	Japanese Subtest III	100	300	220	1					
CSU Monterey Bay	110	Mathematics Subtest I	100	300	220	4				99	247
CSU Monterey Bay	111	Mathematics Subtest II	100	300	220	4				99	243
CSU Monterey Bay	112	Mathematics Subtest III	100	300	220	2				95	245
CSU Monterey Bay	101	Multiple Subjects Subtest I	100	300	220	31	31	249	100	100	244
CSU Monterey Bay	102	Multiple Subjects Subtest II	100	300	220	31	31	247	100	100	248
CSU Monterey Bay	103	Multiple Subjects Subtest III	100	300	220	31	31	242	100	100	243
CSU Monterey Bay	081	RICA	0	120	81	2				100	92
CSU Monterey Bay	081.1	RICA.1	100	300	220	28	28	237	100	92	236
CSU Monterey Bay	118	Science Subtest I	100	300	220	3				100	250

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Monterey Bay	119	Science Subtest II	100	300	220	3				100	250
CSU Monterey Bay	114	Social Science Subtest I	100	300	220	6				99	239
CSU Monterey Bay	115	Social Science Subtest II	100	300	220	6				99	245
CSU Monterey Bay	116	Social Science Subtest III	100	300	220	6				99	243
CSU Monterey Bay	142	Writing Skills	100	300	220	6				100	238
CSU Northridge	186	American Sign Language Subtest I	100	300	220	2					
CSU Northridge	187	American Sign Language Subtest II	100	300	220	2					
CSU Northridge	188	American Sign Language Subtest III	100	300	220	2					
CSU Northridge	140	Art Subtest I	100	300	220	2				100	249
CSU Northridge	141	Art Subtest II	100	300	220	2				100	240
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	4				100	243
CSU Northridge	124	Biology/Life Science Subtest IV	100	300	220	1				100	253
CSU Northridge	175	Business Subtest I	100	300	220	1					
CSU Northridge	176	Business Subtest II	100	300	220	1					
CSU Northridge	177	Business Subtest III	100	300	220	1					
CSU Northridge	098	CBEST	60	240	123	256	256	155	100	100	156
CSU Northridge	121	Chemistry Subtest III	100	300	220	1				100	252
CSU Northridge	125	Chemistry Subtest IV	100	300	220	1				100	257
CSU Northridge	105	English Subtest I	100	300	220	14	14	249	100	100	248
CSU Northridge	106	English Subtest II	100	300	220	14	14	255	100	100	252
CSU Northridge	107	English Subtest III	100	300	220	14	14	244	100	99	245
CSU Northridge	108	English Subtest IV	100	300	220	14	14	249	100	99	245
CSU Northridge	110	Mathematics Subtest I	100	300	220	23	23	250	100	99	247
CSU Northridge	111	Mathematics Subtest II	100	300	220	23	23	249	100	99	243
CSU Northridge	112	Mathematics Subtest III	100	300	220	14	14	242	100	95	245
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	192	192	242	100	100	244
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	192	192	245	100	100	248
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	192	192	241	100	100	243
CSU Northridge	136	Music Subtest I	100	300	220	2				98	251
CSU Northridge	137	Music Subtest II	100	300	220	2				98	251
CSU Northridge	138	Music Subtest III	100	300	220	2				100	248
CSU Northridge	129	Physical Education Subtest I	100	300	220	4				99	237
CSU Northridge	130	Physical Education Subtest II	100	300	220	4				100	234
CSU Northridge	131	Physical Education Subtest III	100	300	220	4				99	236
CSU Northridge	081	RICA	0	120	81	1				100	92
CSU Northridge	092	RICA Video	100	300	220	1				95	237

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Northridge	081.1	RICA.1	100	300	220	198	195	237	98	92	236
CSU Northridge	118	Science Subtest I	100	300	220	5				100	250
CSU Northridge	119	Science Subtest II	100	300	220	5				100	250
CSU Northridge	114	Social Science Subtest I	100	300	220	17	17	240	100	99	239
CSU Northridge	115	Social Science Subtest II	100	300	220	17	17	246	100	99	245
CSU Northridge	116	Social Science Subtest III	100	300	220	17	17	247	100	99	243
CSU Northridge	145	Spanish Subtest I	100	300	220	1				100	236
CSU Northridge	146	Spanish Subtest II	100	300	220	1				100	239
CSU Northridge	147	Spanish Subtest III	100	300	220	1				100	251
CSU Northridge	142	Writing Skills	100	300	220	55	55	236	100	100	238
CSU Sacramento	140	Art Subtest I	100	300	220	4				100	249
CSU Sacramento	141	Art Subtest II	100	300	220	4				100	240
CSU Sacramento	120	Biology/Life Science Subtest III	100	300	220	6				100	243
CSU Sacramento	098	CBEST	60	240	123	266	266	155	100	100	156
CSU Sacramento	121	Chemistry Subtest III	100	300	220	1				100	252
CSU Sacramento	125	Chemistry Subtest IV	100	300	220	1				100	257
CSU Sacramento	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
CSU Sacramento	105	English Subtest I	100	300	220	12	12	245	100	100	248
CSU Sacramento	106	English Subtest II	100	300	220	12	12	253	100	100	252
CSU Sacramento	107	English Subtest III	100	300	220	12	12	244	100	99	245
CSU Sacramento	108	English Subtest IV	100	300	220	12	12	249	100	99	245
CSU Sacramento	151	German Subtest I	100	300	220	1					
CSU Sacramento	152	German Subtest II	100	300	220	1					
CSU Sacramento	153	German Subtest III	100	300	220	1					
CSU Sacramento	110	Mathematics Subtest I	100	300	220	6				99	247
CSU Sacramento	111	Mathematics Subtest II	100	300	220	6				99	243
CSU Sacramento	112	Mathematics Subtest III	100	300	220	3				95	245
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	150	150	246	100	100	244
CSU Sacramento	102	Multiple Subjects Subtest II	100	300	220	151	151	249	100	100	248
CSU Sacramento	103	Multiple Subjects Subtest III	100	300	220	150	150	246	100	100	243
CSU Sacramento	136	Music Subtest I	100	300	220	2				98	251
CSU Sacramento	137	Music Subtest II	100	300	220	2				98	251
CSU Sacramento	138	Music Subtest III	100	300	220	2				100	248
CSU Sacramento	123	Physics Subtest III	100	300	220	2				100	252
CSU Sacramento	127	Physics Subtest IV	100	300	220	1					
CSU Sacramento	081.1	RICA.1	100	300	220	151	146	241	97	92	236

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Sacramento	118	Science Subtest I	100	300	220	9				100	250
CSU Sacramento	119	Science Subtest II	100	300	220	9				100	250
CSU Sacramento	114	Social Science Subtest I	100	300	220	14	14	242	100	99	239
CSU Sacramento	115	Social Science Subtest II	100	300	220	14	14	250	100	99	245
CSU Sacramento	116	Social Science Subtest III	100	300	220	14	14	247	100	99	243
CSU Sacramento	145	Spanish Subtest I	100	300	220	2				100	236
CSU Sacramento	146	Spanish Subtest II	100	300	220	2				100	239
CSU Sacramento	147	Spanish Subtest III	100	300	220	2				100	251
CSU Sacramento	142	Writing Skills	100	300	220	9				100	238
CSU San Bernardino	140	Art Subtest I	100	300	220	2				100	249
CSU San Bernardino	141	Art Subtest II	100	300	220	2				100	240
CSU San Bernardino	120	Biology/Life Science Subtest III	100	300	220	5				100	243
CSU San Bernardino	098	CBEST	60	240	123	163	163	149	100	100	156
CSU San Bernardino	121	Chemistry Subtest III	100	300	220	2				100	252
CSU San Bernardino	125	Chemistry Subtest IV	100	300	220	1				100	257
CSU San Bernardino	105	English Subtest I	100	300	220	5				100	248
CSU San Bernardino	106	English Subtest II	100	300	220	5				100	252
CSU San Bernardino	107	English Subtest III	100	300	220	5				99	245
CSU San Bernardino	108	English Subtest IV	100	300	220	5				99	245
CSU San Bernardino	110	Mathematics Subtest I	100	300	220	2				99	247
CSU San Bernardino	111	Mathematics Subtest II	100	300	220	2				99	243
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	116	116	241	100	100	244
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	116	116	244	100	100	248
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	116	116	241	100	100	243
CSU San Bernardino	136	Music Subtest I	100	300	220	1				98	251
CSU San Bernardino	137	Music Subtest II	100	300	220	1				98	251
CSU San Bernardino	138	Music Subtest III	100	300	220	1				100	248
CSU San Bernardino	081.1	RICA.1	100	300	220	117	117	234	100	92	236
CSU San Bernardino	118	Science Subtest I	100	300	220	7				100	250
CSU San Bernardino	119	Science Subtest II	100	300	220	7				100	250
CSU San Bernardino	114	Social Science Subtest I	100	300	220	6				99	239
CSU San Bernardino	115	Social Science Subtest II	100	300	220	6				99	245
CSU San Bernardino	116	Social Science Subtest III	100	300	220	6				99	243
CSU San Bernardino	145	Spanish Subtest I	100	300	220	1				100	236
CSU San Bernardino	146	Spanish Subtest II	100	300	220	1				100	239
CSU San Bernardino	147	Spanish Subtest III	100	300	220	1				100	251

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU San Bernardino	142	Writing Skills	100	300	220	8				100	238
CSU San Marcos	120	Biology/Life Science Subtest III	100	300	220	3				100	243
CSU San Marcos	098	CBEST	60	240	123	172	172	151	100	100	156
CSU San Marcos	121	Chemistry Subtest III	100	300	220	1				100	252
CSU San Marcos	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
CSU San Marcos	105	English Subtest I	100	300	220	5				100	248
CSU San Marcos	106	English Subtest II	100	300	220	5				100	252
CSU San Marcos	107	English Subtest III	100	300	220	5				99	245
CSU San Marcos	108	English Subtest IV	100	300	220	5				99	245
CSU San Marcos	110	Mathematics Subtest I	100	300	220	5				99	247
CSU San Marcos	111	Mathematics Subtest II	100	300	220	5				99	243
CSU San Marcos	112	Mathematics Subtest III	100	300	220	4				95	245
CSU San Marcos	101	Multiple Subjects Subtest I	100	300	220	151	151	243	100	100	244
CSU San Marcos	102	Multiple Subjects Subtest II	100	300	220	151	151	250	100	100	248
CSU San Marcos	103	Multiple Subjects Subtest III	100	300	220	151	151	242	100	100	243
CSU San Marcos	129	Physical Education Subtest I	100	300	220	7				99	237
CSU San Marcos	130	Physical Education Subtest II	100	300	220	7				100	234
CSU San Marcos	131	Physical Education Subtest III	100	300	220	7				99	236
CSU San Marcos	081	RICA	0	120	81	2				100	92
CSU San Marcos	081.1	RICA.1	100	300	220	145	137	238	94	92	236
CSU San Marcos	118	Science Subtest I	100	300	220	6				100	250
CSU San Marcos	119	Science Subtest II	100	300	220	6				100	250
CSU San Marcos	114	Social Science Subtest I	100	300	220	11	11	235	100	99	239
CSU San Marcos	115	Social Science Subtest II	100	300	220	11	11	245	100	99	245
CSU San Marcos	116	Social Science Subtest III	100	300	220	11	11	243	100	99	243
CSU San Marcos	145	Spanish Subtest I	100	300	220	6				100	236
CSU San Marcos	146	Spanish Subtest II	100	300	220	6				100	239
CSU San Marcos	147	Spanish Subtest III	100	300	220	6				100	251
CSU San Marcos	142	Writing Skills	100	300	220	26	26	235	100	100	238
CSU Stanislaus	140	Art Subtest I	100	300	220	3				100	249
CSU Stanislaus	141	Art Subtest II	100	300	220	3				100	240
CSU Stanislaus	120	Biology/Life Science Subtest III	100	300	220	8				100	243
CSU Stanislaus	124	Biology/Life Science Subtest IV	100	300	220	5				100	253
CSU Stanislaus	098	CBEST	60	240	123	201	201	147	100	100	156
CSU Stanislaus	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
CSU Stanislaus	105	English Subtest I	100	300	220	4				100	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Stanislaus	106	English Subtest II	100	300	220	4				100	252
CSU Stanislaus	107	English Subtest III	100	300	220	4				99	245
CSU Stanislaus	108	English Subtest IV	100	300	220	4				99	245
CSU Stanislaus	110	Mathematics Subtest I	100	300	220	2				99	247
CSU Stanislaus	111	Mathematics Subtest II	100	300	220	2				99	243
CSU Stanislaus	101	Multiple Subjects Subtest I	100	300	220	149	149	239	100	100	244
CSU Stanislaus	102	Multiple Subjects Subtest II	100	300	220	149	149	244	100	100	248
CSU Stanislaus	103	Multiple Subjects Subtest III	100	300	220	149	149	240	100	100	243
CSU Stanislaus	136	Music Subtest I	100	300	220	1				98	251
CSU Stanislaus	137	Music Subtest II	100	300	220	1				98	251
CSU Stanislaus	138	Music Subtest III	100	300	220	1				100	248
CSU Stanislaus	129	Physical Education Subtest I	100	300	220	1				99	237
CSU Stanislaus	130	Physical Education Subtest II	100	300	220	1				100	234
CSU Stanislaus	131	Physical Education Subtest III	100	300	220	1				99	236
CSU Stanislaus	081	RICA	0	120	81	2				100	92
CSU Stanislaus	092	RICA Video	100	300	220	1				95	237
CSU Stanislaus	081.1	RICA.1	100	300	220	133	116	233	87	92	236
CSU Stanislaus	118	Science Subtest I	100	300	220	4				100	250
CSU Stanislaus	119	Science Subtest II	100	300	220	4				100	250
CSU Stanislaus	114	Social Science Subtest I	100	300	220	9				99	239
CSU Stanislaus	115	Social Science Subtest II	100	300	220	9				99	245
CSU Stanislaus	116	Social Science Subtest III	100	300	220	9				99	243
CSU Stanislaus	145	Spanish Subtest I	100	300	220	2				100	236
CSU Stanislaus	146	Spanish Subtest II	100	300	220	2				100	239
CSU Stanislaus	147	Spanish Subtest III	100	300	220	2				100	251
CSU Stanislaus	142	Writing Skills	100	300	220	15	15	225	100	100	238
Dominican University of California	120	Biology/Life Science Subtest III	100	300	220	5				100	243
Dominican University of California	098	CBEST	60	240	123	41	41	167	100	100	156
Dominican University of California	105	English Subtest I	100	300	220	2				100	248
Dominican University of California	106	English Subtest II	100	300	220	2				100	252
Dominican University of California	107	English Subtest III	100	300	220	2				99	245
Dominican University of California	108	English Subtest IV	100	300	220	2				99	245
Dominican University of California	110	Mathematics Subtest I	100	300	220	2				99	247
Dominican University of California	111	Mathematics Subtest II	100	300	220	2				99	243
Dominican University of California	112	Mathematics Subtest III	100	300	220	1				95	245
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	31	31	247	100	100	244

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	31	31	253	100	100	248
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	31	31	247	100	100	243
Dominican University of California	129	Physical Education Subtest I	100	300	220	3				99	237
Dominican University of California	130	Physical Education Subtest II	100	300	220	3				100	234
Dominican University of California	131	Physical Education Subtest III	100	300	220	3				99	236
Dominican University of California	081.1	RICA.1	100	300	220	30	27	239	90	92	236
Dominican University of California	118	Science Subtest I	100	300	220	6				100	250
Dominican University of California	119	Science Subtest II	100	300	220	6				100	250
Dominican University of California	114	Social Science Subtest I	100	300	220	2				99	239
Dominican University of California	115	Social Science Subtest II	100	300	220	2				99	245
Dominican University of California	116	Social Science Subtest III	100	300	220	2				99	243
Dominican University of California	145	Spanish Subtest I	100	300	220	1				100	236
Dominican University of California	146	Spanish Subtest II	100	300	220	1				100	239
Dominican University of California	147	Spanish Subtest III	100	300	220	1				100	251
Dominican University of California	142	Writing Skills	100	300	220	8				100	238
Fresno Pacific University	120	Biology/Life Science Subtest III	100	300	220	1				100	243
Fresno Pacific University	098	CBEST	60	240	123	83	83	147	100	100	156
Fresno Pacific University	121	Chemistry Subtest III	100	300	220	1				100	252
Fresno Pacific University	105	English Subtest I	100	300	220	8				100	248
Fresno Pacific University	106	English Subtest II	100	300	220	8				100	252
Fresno Pacific University	107	English Subtest III	100	300	220	8				99	245
Fresno Pacific University	108	English Subtest IV	100	300	220	8				99	245
Fresno Pacific University	110	Mathematics Subtest I	100	300	220	6				99	247
Fresno Pacific University	111	Mathematics Subtest II	100	300	220	6				99	243
Fresno Pacific University	112	Mathematics Subtest III	100	300	220	1				95	245
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	57	57	239	100	100	244
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	57	57	243	100	100	248
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	58	58	241	100	100	243
Fresno Pacific University	136	Music Subtest I	100	300	220	1				98	251
Fresno Pacific University	137	Music Subtest II	100	300	220	1				98	251
Fresno Pacific University	138	Music Subtest III	100	300	220	1				100	248
Fresno Pacific University	129	Physical Education Subtest I	100	300	220	1				99	237
Fresno Pacific University	130	Physical Education Subtest II	100	300	220	1				100	234
Fresno Pacific University	131	Physical Education Subtest III	100	300	220	1				99	236
Fresno Pacific University	092	RICA Video	100	300	220	1				95	237
Fresno Pacific University	081.1	RICA.1	100	300	220	56	50	233	89	92	236

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Fresno Pacific University	118	Science Subtest I	100	300	220	2				100	250
Fresno Pacific University	119	Science Subtest II	100	300	220	2				100	250
Fresno Pacific University	114	Social Science Subtest I	100	300	220	2				99	239
Fresno Pacific University	115	Social Science Subtest II	100	300	220	2				99	245
Fresno Pacific University	116	Social Science Subtest III	100	300	220	2				99	243
Hebrew Union College	098	CBEST	60	240	123	4				100	156
Hebrew Union College	101	Multiple Subjects Subtest I	100	300	220	9				100	244
Hebrew Union College	102	Multiple Subjects Subtest II	100	300	220	7				100	248
Hebrew Union College	103	Multiple Subjects Subtest III	100	300	220	8				100	243
Hebrew Union College	081.1	RICA.1	100	300	220	9				92	236
Hebrew Union College	142	Writing Skills	100	300	220	5				100	238
Holy Names University	098	CBEST	60	240	123	8				100	156
Holy Names University	110	Mathematics Subtest I	100	300	220	1				99	247
Holy Names University	111	Mathematics Subtest II	100	300	220	1				99	243
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	8				100	244
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	8				100	248
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	8				100	243
Holy Names University	081.1	RICA.1	100	300	220	8				92	236
Holy Names University	114	Social Science Subtest I	100	300	220	1				99	239
Holy Names University	115	Social Science Subtest II	100	300	220	1				99	245
Holy Names University	116	Social Science Subtest III	100	300	220	1				99	243
Holy Names University	142	Writing Skills	100	300	220	2				100	238
Hope International University	098	CBEST	60	240	123	5				100	156
Hope International University	110	Mathematics Subtest I	100	300	220	1				99	247
Hope International University	111	Mathematics Subtest II	100	300	220	1				99	243
Hope International University	101	Multiple Subjects Subtest I	100	300	220	4				100	244
Hope International University	102	Multiple Subjects Subtest II	100	300	220	4				100	248
Hope International University	103	Multiple Subjects Subtest III	100	300	220	4				100	243
Hope International University	136	Music Subtest I	100	300	220	1				98	251
Hope International University	137	Music Subtest II	100	300	220	1				98	251
Hope International University	138	Music Subtest III	100	300	220	1				100	248
Hope International University	081.1	RICA.1	100	300	220	4				92	236
Hope International University	142	Writing Skills	100	300	220	1				100	238
Humboldt State University	120	Biology/Life Science Subtest III	100	300	220	5				100	243
Humboldt State University	098	CBEST	60	240	123	74	74	159	100	100	156
Humboldt State University	121	Chemistry Subtest III	100	300	220	1				100	252

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Humboldt State University	110	Mathematics Subtest I	100	300	220	1				99	247
Humboldt State University	111	Mathematics Subtest II	100	300	220	1				99	243
Humboldt State University	112	Mathematics Subtest III	100	300	220	1				95	245
Humboldt State University	101	Multiple Subjects Subtest I	100	300	220	44	44	250	100	100	244
Humboldt State University	102	Multiple Subjects Subtest II	100	300	220	44	44	252	100	100	248
Humboldt State University	103	Multiple Subjects Subtest III	100	300	220	44	44	248	100	100	243
Humboldt State University	136	Music Subtest I	100	300	220	1				98	251
Humboldt State University	137	Music Subtest II	100	300	220	1				98	251
Humboldt State University	138	Music Subtest III	100	300	220	1				100	248
Humboldt State University	129	Physical Education Subtest I	100	300	220	1				99	237
Humboldt State University	130	Physical Education Subtest II	100	300	220	1				100	234
Humboldt State University	131	Physical Education Subtest III	100	300	220	1				99	236
Humboldt State University	081.1	RICA.1	100	300	220	43	40	240	93	92	236
Humboldt State University	118	Science Subtest I	100	300	220	6				100	250
Humboldt State University	119	Science Subtest II	100	300	220	6				100	250
Humboldt State University	114	Social Science Subtest I	100	300	220	3				99	239
Humboldt State University	115	Social Science Subtest II	100	300	220	3				99	245
Humboldt State University	116	Social Science Subtest III	100	300	220	3				99	243
Humboldt State University	145	Spanish Subtest I	100	300	220	2				100	236
Humboldt State University	146	Spanish Subtest II	100	300	220	2				100	239
Humboldt State University	147	Spanish Subtest III	100	300	220	2				100	251
Humboldt State University	142	Writing Skills	100	300	220	1				100	238
La Sierra University	098	CBEST	60	240	123	8				100	156
La Sierra University	105	English Subtest I	100	300	220	1				100	248
La Sierra University	106	English Subtest II	100	300	220	1				100	252
La Sierra University	107	English Subtest III	100	300	220	1				99	245
La Sierra University	108	English Subtest IV	100	300	220	1				99	245
La Sierra University	101	Multiple Subjects Subtest I	100	300	220	2				100	244
La Sierra University	102	Multiple Subjects Subtest II	100	300	220	2				100	248
La Sierra University	103	Multiple Subjects Subtest III	100	300	220	2				100	243
La Sierra University	129	Physical Education Subtest I	100	300	220	5				99	237
La Sierra University	130	Physical Education Subtest II	100	300	220	5				100	234
La Sierra University	131	Physical Education Subtest III	100	300	220	5				99	236
La Sierra University	081.1	RICA.1	100	300	220	1				92	236
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	4				100	243
Loyola Marymount University	098	CBEST	60	240	123	130	130	156	100	100	156

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Loyola Marymount University	121	Chemistry Subtest III	100	300	220	2				100	252
Loyola Marymount University	105	English Subtest I	100	300	220	11	11	248	100	100	248
Loyola Marymount University	106	English Subtest II	100	300	220	11	11	252	100	100	252
Loyola Marymount University	107	English Subtest III	100	300	220	11	11	239	100	99	245
Loyola Marymount University	108	English Subtest IV	100	300	220	11	11	248	100	99	245
Loyola Marymount University	148	French Subtest I	100	300	220	1					
Loyola Marymount University	149	French Subtest II	100	300	220	1					
Loyola Marymount University	150	French Subtest III	100	300	220	1					
Loyola Marymount University	163	Mandarin Subtest I	100	300	220	2					
Loyola Marymount University	164	Mandarin Subtest II	100	300	220	2					
Loyola Marymount University	165	Mandarin Subtest III	100	300	220	2					
Loyola Marymount University	110	Mathematics Subtest I	100	300	220	5				99	247
Loyola Marymount University	111	Mathematics Subtest II	100	300	220	5				99	243
Loyola Marymount University	112	Mathematics Subtest III	100	300	220	2				95	245
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	85	85	250	100	100	244
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	84	84	249	100	100	248
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	85	85	244	100	100	243
Loyola Marymount University	136	Music Subtest I	100	300	220	2				98	251
Loyola Marymount University	137	Music Subtest II	100	300	220	2				98	251
Loyola Marymount University	138	Music Subtest III	100	300	220	2				100	248
Loyola Marymount University	081	RICA	0	120	81	2				100	92
Loyola Marymount University	081.1	RICA.1	100	300	220	80	74	238	93	92	236
Loyola Marymount University	118	Science Subtest I	100	300	220	6				100	250
Loyola Marymount University	119	Science Subtest II	100	300	220	6				100	250
Loyola Marymount University	114	Social Science Subtest I	100	300	220	8				99	239
Loyola Marymount University	115	Social Science Subtest II	100	300	220	8				99	245
Loyola Marymount University	116	Social Science Subtest III	100	300	220	8				99	243
Loyola Marymount University	145	Spanish Subtest I	100	300	220	2				100	236
Loyola Marymount University	146	Spanish Subtest II	100	300	220	2				100	239
Loyola Marymount University	147	Spanish Subtest III	100	300	220	2				100	251
Loyola Marymount University	142	Writing Skills	100	300	220	4				100	238
Mills College	098	CBEST	60	240	123	35	35	167	100	100	156
Mills College	101	Multiple Subjects Subtest I	100	300	220	9				100	244
Mills College	102	Multiple Subjects Subtest II	100	300	220	9				100	248
Mills College	103	Multiple Subjects Subtest III	100	300	220	9				100	243
Mills College	081.1	RICA.1	100	300	220	18	18	241	100	92	236

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Mills College	142	Writing Skills	100	300	220	9				100	238
Mount Saint Mary's College	098	CBEST	60	240	123	24	24	145	100	100	156
Mount Saint Mary's College	121	Chemistry Subtest III	100	300	220	1				100	252
Mount Saint Mary's College	125	Chemistry Subtest IV	100	300	220	1				100	257
Mount Saint Mary's College	105	English Subtest I	100	300	220	1				100	248
Mount Saint Mary's College	106	English Subtest II	100	300	220	1				100	252
Mount Saint Mary's College	107	English Subtest III	100	300	220	1				99	245
Mount Saint Mary's College	108	English Subtest IV	100	300	220	1				99	245
Mount Saint Mary's College	110	Mathematics Subtest I	100	300	220	1				99	247
Mount Saint Mary's College	111	Mathematics Subtest II	100	300	220	1				99	243
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	14	14	238	100	100	244
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	14	14	235	100	100	248
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	14	14	234	100	100	243
Mount Saint Mary's College	081.1	RICA.1	100	300	220	12	10	229	83	92	236
Mount Saint Mary's College	114	Social Science Subtest I	100	300	220	5				99	239
Mount Saint Mary's College	115	Social Science Subtest II	100	300	220	5				99	245
Mount Saint Mary's College	116	Social Science Subtest III	100	300	220	5				99	243
Mount Saint Mary's College	145	Spanish Subtest I	100	300	220	1				100	236
Mount Saint Mary's College	146	Spanish Subtest II	100	300	220	1				100	239
Mount Saint Mary's College	147	Spanish Subtest III	100	300	220	1				100	251
National Hispanic University	140	Art Subtest I	100	300	220	1				100	249
National Hispanic University	141	Art Subtest II	100	300	220	1				100	240
National Hispanic University	098	CBEST	60	240	123	16	16	160	100	100	156
National Hispanic University	121	Chemistry Subtest III	100	300	220	1				100	252
National Hispanic University	110	Mathematics Subtest I	100	300	220	1				99	247
National Hispanic University	111	Mathematics Subtest II	100	300	220	1				99	243
National Hispanic University	112	Mathematics Subtest III	100	300	220	1				95	245
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	6				100	244
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	6				100	248
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	6				100	243
National Hispanic University	081.1	RICA.1	100	300	220	7				92	236
National Hispanic University	118	Science Subtest I	100	300	220	1				100	250
National Hispanic University	119	Science Subtest II	100	300	220	1				100	250
National Hispanic University	114	Social Science Subtest I	100	300	220	5				99	239
National Hispanic University	115	Social Science Subtest II	100	300	220	5				99	245
National Hispanic University	116	Social Science Subtest III	100	300	220	5				99	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National Hispanic University	142	Writing Skills	100	300	220	1				100	238
National University	140	Art Subtest I	100	300	220	5				100	249
National University	141	Art Subtest II	100	300	220	5				100	240
National University	120	Biology/Life Science Subtest III	100	300	220	12	12	238	100	100	243
National University	124	Biology/Life Science Subtest IV	100	300	220	1				100	253
National University	175	Business Subtest I	100	300	220	2					
National University	176	Business Subtest II	100	300	220	2					
National University	177	Business Subtest III	100	300	220	2					
National University	098	CBEST	60	240	123	580	579	150	100	100	156
National University	121	Chemistry Subtest III	100	300	220	3				100	252
National University	122	Earth/Planetary Science Subtest III	100	300	220	3				100	248
National University	105	English Subtest I	100	300	220	33	33	239	100	100	248
National University	106	English Subtest II	100	300	220	33	33	247	100	100	252
National University	107	English Subtest III	100	300	220	33	33	239	100	99	245
National University	108	English Subtest IV	100	300	220	33	33	245	100	99	245
National University	178	Health Science Subtest I	100	300	220	12	12	236	100	100	239
National University	179	Health Science Subtest II	100	300	220	12	12	235	100	100	243
National University	180	Health Science Subtest III	100	300	220	12	12	243	100	100	249
National University	181	Home Economics Subtest I	100	300	220	3					
National University	182	Home Economics Subtest II	100	300	220	3					
National University	183	Home Economics Subtest III	100	300	220	3					
National University	110	Mathematics Subtest I	100	300	220	36	36	241	100	99	247
National University	111	Mathematics Subtest II	100	300	220	36	36	240	100	99	243
National University	112	Mathematics Subtest III	100	300	220	10	9	231	90	95	245
National University	101	Multiple Subjects Subtest I	100	300	220	352	352	241	100	100	244
National University	102	Multiple Subjects Subtest II	100	300	220	352	352	243	100	100	248
National University	103	Multiple Subjects Subtest III	100	300	220	352	352	241	100	100	243
National University	136	Music Subtest I	100	300	220	1				98	251
National University	137	Music Subtest II	100	300	220	1				98	251
National University	138	Music Subtest III	100	300	220	1				100	248
National University	129	Physical Education Subtest I	100	300	220	30	29	236	97	99	237
National University	130	Physical Education Subtest II	100	300	220	30	30	230	100	100	234
National University	131	Physical Education Subtest III	100	300	220	30	29	232	97	99	236
National University	123	Physics Subtest III	100	300	220	2				100	252
National University	127	Physics Subtest IV	100	300	220	1					
National University	081	RICA	0	120	81	4				100	92

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	092	RICA Video	100	300	220	5				95	237
National University	081.1	RICA.1	100	300	220	343	283	231	83	92	236
National University	118	Science Subtest I	100	300	220	29	29	246	100	100	250
National University	119	Science Subtest II	100	300	220	29	29	240	100	100	250
National University	114	Social Science Subtest I	100	300	220	68	68	236	100	99	239
National University	115	Social Science Subtest II	100	300	220	68	68	247	100	99	245
National University	116	Social Science Subtest III	100	300	220	68	68	245	100	99	243
National University	145	Spanish Subtest I	100	300	220	7				100	236
National University	146	Spanish Subtest II	100	300	220	7				100	239
National University	147	Spanish Subtest III	100	300	220	7				100	251
National University	142	Writing Skills	100	300	220	27	27	243	100	100	238
Notre Dame de Namur University	098	CBEST	60	240	123	91	90	161	99	100	156
Notre Dame de Namur University	101	Multiple Subjects Subtest I	100	300	220	6				100	244
Notre Dame de Namur University	102	Multiple Subjects Subtest II	100	300	220	6				100	248
Notre Dame de Namur University	103	Multiple Subjects Subtest III	100	300	220	6				100	243
Notre Dame de Namur University	081	RICA	0	120	81	1				100	92
Notre Dame de Namur University	092	RICA Video	100	300	220	1				95	237
Notre Dame de Namur University	081.1	RICA.1	100	300	220	45	44	239	98	92	236
Notre Dame de Namur University	142	Writing Skills	100	300	220	6				100	238
Pacific Union College	098	CBEST	60	240	123	9				100	156
Pacific Union College	105	English Subtest I	100	300	220	2				100	248
Pacific Union College	106	English Subtest II	100	300	220	2				100	252
Pacific Union College	107	English Subtest III	100	300	220	2				99	245
Pacific Union College	108	English Subtest IV	100	300	220	2				99	245
Pacific Union College	101	Multiple Subjects Subtest I	100	300	220	3				100	244
Pacific Union College	102	Multiple Subjects Subtest II	100	300	220	3				100	248
Pacific Union College	103	Multiple Subjects Subtest III	100	300	220	3				100	243
Pacific Union College	136	Music Subtest I	100	300	220	3				98	251
Pacific Union College	137	Music Subtest II	100	300	220	3				98	251
Pacific Union College	138	Music Subtest III	100	300	220	3				100	248
Pacific Union College	129	Physical Education Subtest I	100	300	220	1				99	237
Pacific Union College	130	Physical Education Subtest II	100	300	220	1				100	234
Pacific Union College	131	Physical Education Subtest III	100	300	220	1				99	236
Pacific Union College	081.1	RICA.1	100	300	220	3				92	236
Patten University	098	CBEST	60	240	123	4				100	156
Patten University	105	English Subtest I	100	300	220	1				100	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Patten University	106	English Subtest II	100	300	220	1				100	252
Patten University	107	English Subtest III	100	300	220	1				99	245
Patten University	108	English Subtest IV	100	300	220	1				99	245
Patten University	163	Mandarin Subtest I	100	300	220	2					
Patten University	164	Mandarin Subtest II	100	300	220	2					
Patten University	165	Mandarin Subtest III	100	300	220	2					
Pepperdine University	098	CBEST	60	240	123	72	72	156	100	100	156
Pepperdine University	101	Multiple Subjects Subtest I	100	300	220	8				100	244
Pepperdine University	102	Multiple Subjects Subtest II	100	300	220	9				100	248
Pepperdine University	103	Multiple Subjects Subtest III	100	300	220	9				100	243
Pepperdine University	081.1	RICA.1	100	300	220	44	40	236	91	92	236
Pepperdine University	142	Writing Skills	100	300	220	9				100	238
Point Loma Nazarene University	140	Art Subtest I	100	300	220	1				100	249
Point Loma Nazarene University	141	Art Subtest II	100	300	220	1				100	240
Point Loma Nazarene University	120	Biology/Life Science Subtest III	100	300	220	2				100	243
Point Loma Nazarene University	124	Biology/Life Science Subtest IV	100	300	220	1				100	253
Point Loma Nazarene University	098	CBEST	60	240	123	76	75	162	99	100	156
Point Loma Nazarene University	121	Chemistry Subtest III	100	300	220	2				100	252
Point Loma Nazarene University	125	Chemistry Subtest IV	100	300	220	2				100	257
Point Loma Nazarene University	105	English Subtest I	100	300	220	9				100	248
Point Loma Nazarene University	106	English Subtest II	100	300	220	9				100	252
Point Loma Nazarene University	107	English Subtest III	100	300	220	9				99	245
Point Loma Nazarene University	108	English Subtest IV	100	300	220	9				99	245
Point Loma Nazarene University	110	Mathematics Subtest I	100	300	220	1				99	247
Point Loma Nazarene University	111	Mathematics Subtest II	100	300	220	1				99	243
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	46	45	242	98	100	244
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	46	45	247	98	100	248
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	46	45	243	98	100	243
Point Loma Nazarene University	136	Music Subtest I	100	300	220	4				98	251
Point Loma Nazarene University	137	Music Subtest II	100	300	220	4				98	251
Point Loma Nazarene University	138	Music Subtest III	100	300	220	4				100	248
Point Loma Nazarene University	129	Physical Education Subtest I	100	300	220	1				99	237
Point Loma Nazarene University	130	Physical Education Subtest II	100	300	220	1				100	234
Point Loma Nazarene University	131	Physical Education Subtest III	100	300	220	1				99	236
Point Loma Nazarene University	123	Physics Subtest III	100	300	220	1				100	252
Point Loma Nazarene University	127	Physics Subtest IV	100	300	220	1					

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Point Loma Nazarene University	081.1	RICA.1	100	300	220	38	37	235	97	92	236
Point Loma Nazarene University	118	Science Subtest I	100	300	220	1				100	250
Point Loma Nazarene University	119	Science Subtest II	100	300	220	1				100	250
Point Loma Nazarene University	114	Social Science Subtest I	100	300	220	10	9	242	90	99	239
Point Loma Nazarene University	115	Social Science Subtest II	100	300	220	10	10	246	100	99	245
Point Loma Nazarene University	116	Social Science Subtest III	100	300	220	10	10	246	100	99	243
Point Loma Nazarene University	142	Writing Skills	100	300	220	8				100	238
Saint Mary's College of California	140	Art Subtest I	100	300	220	1				100	249
Saint Mary's College of California	141	Art Subtest II	100	300	220	1				100	240
Saint Mary's College of California	120	Biology/Life Science Subtest III	100	300	220	4				100	243
Saint Mary's College of California	098	CBEST	60	240	123	84	84	155	100	100	156
Saint Mary's College of California	105	English Subtest I	100	300	220	4				100	248
Saint Mary's College of California	106	English Subtest II	100	300	220	4				100	252
Saint Mary's College of California	107	English Subtest III	100	300	220	4				99	245
Saint Mary's College of California	108	English Subtest IV	100	300	220	4				99	245
Saint Mary's College of California	110	Mathematics Subtest I	100	300	220	4				99	247
Saint Mary's College of California	111	Mathematics Subtest II	100	300	220	4				99	243
Saint Mary's College of California	112	Mathematics Subtest III	100	300	220	1				95	245
Saint Mary's College of California	101	Multiple Subjects Subtest I	100	300	220	63	63	244	100	100	244
Saint Mary's College of California	102	Multiple Subjects Subtest II	100	300	220	63	63	244	100	100	248
Saint Mary's College of California	103	Multiple Subjects Subtest III	100	300	220	63	63	246	100	100	243
Saint Mary's College of California	136	Music Subtest I	100	300	220	1				98	251
Saint Mary's College of California	137	Music Subtest II	100	300	220	1				98	251
Saint Mary's College of California	138	Music Subtest III	100	300	220	1				100	248
Saint Mary's College of California	081.1	RICA.1	100	300	220	63	57	238	90	92	236
Saint Mary's College of California	118	Science Subtest I	100	300	220	4				100	250
Saint Mary's College of California	119	Science Subtest II	100	300	220	4				100	250
Saint Mary's College of California	114	Social Science Subtest I	100	300	220	6				99	239
Saint Mary's College of California	115	Social Science Subtest II	100	300	220	6				99	245
Saint Mary's College of California	116	Social Science Subtest III	100	300	220	6				99	243
Saint Mary's College of California	142	Writing Skills	100	300	220	1				100	238
San Diego Christian College	120	Biology/Life Science Subtest III	100	300	220	1				100	243
San Diego Christian College	098	CBEST	60	240	123	6				100	156
San Diego Christian College	101	Multiple Subjects Subtest I	100	300	220	4				100	244
San Diego Christian College	102	Multiple Subjects Subtest II	100	300	220	4				100	248
San Diego Christian College	103	Multiple Subjects Subtest III	100	300	220	4				100	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Diego Christian College	136	Music Subtest I	100	300	220	1				98	251
San Diego Christian College	081.1	RICA.1	100	300	220	4				92	236
San Diego Christian College	118	Science Subtest I	100	300	220	1				100	250
San Diego Christian College	119	Science Subtest II	100	300	220	1				100	250
San Diego Christian College	114	Social Science Subtest I	100	300	220	2				99	239
San Diego Christian College	115	Social Science Subtest II	100	300	220	2				99	245
San Diego Christian College	116	Social Science Subtest III	100	300	220	2				99	243
San Diego Christian College	142	Writing Skills	100	300	220	3				100	238
San Diego State University	140	Art Subtest I	100	300	220	1				100	249
San Diego State University	141	Art Subtest II	100	300	220	1				100	240
San Diego State University	120	Biology/Life Science Subtest III	100	300	220	4				100	243
San Diego State University	124	Biology/Life Science Subtest IV	100	300	220	1				100	253
San Diego State University	098	CBEST	60	240	123	237	237	157	100	100	156
San Diego State University	105	English Subtest I	100	300	220	11	11	246	100	100	248
San Diego State University	106	English Subtest II	100	300	220	11	11	243	100	100	252
San Diego State University	107	English Subtest III	100	300	220	11	11	237	100	99	245
San Diego State University	108	English Subtest IV	100	300	220	11	11	238	100	99	245
San Diego State University	110	Mathematics Subtest I	100	300	220	17	17	244	100	99	247
San Diego State University	111	Mathematics Subtest II	100	300	220	17	17	248	100	99	243
San Diego State University	112	Mathematics Subtest III	100	300	220	8				95	245
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	133	133	247	100	100	244
San Diego State University	102	Multiple Subjects Subtest II	100	300	220	133	133	252	100	100	248
San Diego State University	103	Multiple Subjects Subtest III	100	300	220	133	133	244	100	100	243
San Diego State University	081	RICA	0	120	81	3				100	92
San Diego State University	081.1	RICA.1	100	300	220	130	130	239	100	92	236
San Diego State University	118	Science Subtest I	100	300	220	3				100	250
San Diego State University	119	Science Subtest II	100	300	220	3				100	250
San Diego State University	114	Social Science Subtest I	100	300	220	24	24	248	100	99	239
San Diego State University	115	Social Science Subtest II	100	300	220	24	24	252	100	99	245
San Diego State University	116	Social Science Subtest III	100	300	220	24	24	255	100	99	243
San Diego State University	145	Spanish Subtest I	100	300	220	9				100	236
San Diego State University	146	Spanish Subtest II	100	300	220	9				100	239
San Diego State University	147	Spanish Subtest III	100	300	220	9				100	251
San Diego State University	142	Writing Skills	100	300	220	8				100	238
San Francisco State University	098	CBEST	60	240	123	184	184	162	100	100	156
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	34	34	248	100	100	244

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	34	34	255	100	100	248
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	34	34	247	100	100	243
San Francisco State University	081	RICA	0	120	81	11	11	94	100	100	92
San Francisco State University	081.1	RICA.1	100	300	220	95	85	239	89	92	236
San Francisco State University	142	Writing Skills	100	300	220	34	34	243	100	100	238
San Jose State University	140	Art Subtest I	100	300	220	1				100	249
San Jose State University	141	Art Subtest II	100	300	220	1				100	240
San Jose State University	120	Biology/Life Science Subtest III	100	300	220	3				100	243
San Jose State University	098	CBEST	60	240	123	199	199	158	100	100	156
San Jose State University	121	Chemistry Subtest III	100	300	220	1				100	252
San Jose State University	163	Mandarin Subtest I	100	300	220	1					
San Jose State University	164	Mandarin Subtest II	100	300	220	1					
San Jose State University	165	Mandarin Subtest III	100	300	220	1					
San Jose State University	110	Mathematics Subtest I	100	300	220	5				99	247
San Jose State University	111	Mathematics Subtest II	100	300	220	5				99	243
San Jose State University	112	Mathematics Subtest III	100	300	220	5				95	245
San Jose State University	101	Multiple Subjects Subtest I	100	300	220	149	149	248	100	100	244
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	149	149	253	100	100	248
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	149	149	245	100	100	243
San Jose State University	129	Physical Education Subtest I	100	300	220	1				99	237
San Jose State University	130	Physical Education Subtest II	100	300	220	1				100	234
San Jose State University	131	Physical Education Subtest III	100	300	220	1				99	236
San Jose State University	123	Physics Subtest III	100	300	220	2				100	252
San Jose State University	081.1	RICA.1	100	300	220	143	136	239	95	92	236
San Jose State University	118	Science Subtest I	100	300	220	7				100	250
San Jose State University	119	Science Subtest II	100	300	220	6				100	250
San Jose State University	114	Social Science Subtest I	100	300	220	10	10	246	100	99	239
San Jose State University	115	Social Science Subtest II	100	300	220	10	10	257	100	99	245
San Jose State University	116	Social Science Subtest III	100	300	220	10	10	244	100	99	243
San Jose State University	145	Spanish Subtest I	100	300	220	1				100	236
San Jose State University	146	Spanish Subtest II	100	300	220	1				100	239
San Jose State University	147	Spanish Subtest III	100	300	220	1				100	251
San Jose State University	142	Writing Skills	100	300	220	9				100	238
Santa Clara University	140	Art Subtest I	100	300	220	1				100	249
Santa Clara University	141	Art Subtest II	100	300	220	1				100	240
Santa Clara University	120	Biology/Life Science Subtest III	100	300	220	1				100	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Santa Clara University	098	CBEST	60	240	123	32	32	170	100	100	156
Santa Clara University	105	English Subtest I	100	300	220	2				100	248
Santa Clara University	106	English Subtest II	100	300	220	2				100	252
Santa Clara University	107	English Subtest III	100	300	220	2				99	245
Santa Clara University	108	English Subtest IV	100	300	220	2				99	245
Santa Clara University	110	Mathematics Subtest I	100	300	220	2				99	247
Santa Clara University	111	Mathematics Subtest II	100	300	220	2				99	243
Santa Clara University	112	Mathematics Subtest III	100	300	220	2				95	245
Santa Clara University	101	Multiple Subjects Subtest I	100	300	220	14	14	258	100	100	244
Santa Clara University	102	Multiple Subjects Subtest II	100	300	220	14	14	260	100	100	248
Santa Clara University	103	Multiple Subjects Subtest III	100	300	220	14	14	251	100	100	243
Santa Clara University	081.1	RICA.1	100	300	220	14	14	242	100	92	236
Santa Clara University	118	Science Subtest I	100	300	220	1				100	250
Santa Clara University	119	Science Subtest II	100	300	220	1				100	250
Santa Clara University	114	Social Science Subtest I	100	300	220	10	10	239	100	99	239
Santa Clara University	115	Social Science Subtest II	100	300	220	10	10	247	100	99	245
Santa Clara University	116	Social Science Subtest III	100	300	220	10	10	245	100	99	243
Santa Clara University	142	Writing Skills	100	300	220	1				100	238
Simpson University	120	Biology/Life Science Subtest III	100	300	220	1				100	243
Simpson University	098	CBEST	60	240	123	39	39	160	100	100	156
Simpson University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
Simpson University	105	English Subtest I	100	300	220	3				100	248
Simpson University	106	English Subtest II	100	300	220	3				100	252
Simpson University	107	English Subtest III	100	300	220	3				99	245
Simpson University	108	English Subtest IV	100	300	220	3				99	245
Simpson University	110	Mathematics Subtest I	100	300	220	1				99	247
Simpson University	111	Mathematics Subtest II	100	300	220	1				99	243
Simpson University	112	Mathematics Subtest III	100	300	220	1				95	245
Simpson University	101	Multiple Subjects Subtest I	100	300	220	27	27	248	100	100	244
Simpson University	102	Multiple Subjects Subtest II	100	300	220	27	27	252	100	100	248
Simpson University	103	Multiple Subjects Subtest III	100	300	220	27	27	248	100	100	243
Simpson University	129	Physical Education Subtest I	100	300	220	1				99	237
Simpson University	130	Physical Education Subtest II	100	300	220	1				100	234
Simpson University	131	Physical Education Subtest III	100	300	220	1				99	236
Simpson University	081.1	RICA.1	100	300	220	27	27	240	100	92	236
Simpson University	118	Science Subtest I	100	300	220	3				100	250

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Simpson University	119	Science Subtest II	100	300	220	3				100	250
Simpson University	114	Social Science Subtest I	100	300	220	5				99	239
Simpson University	115	Social Science Subtest II	100	300	220	5				99	245
Simpson University	116	Social Science Subtest III	100	300	220	5				99	243
Simpson University	142	Writing Skills	100	300	220	4				100	238
Sonoma State University	140	Art Subtest I	100	300	220	1				100	249
Sonoma State University	141	Art Subtest II	100	300	220	1				100	240
Sonoma State University	120	Biology/Life Science Subtest III	100	300	220	3				100	243
Sonoma State University	098	CBEST	60	240	123	146	146	158	100	100	156
Sonoma State University	121	Chemistry Subtest III	100	300	220	1				100	252
Sonoma State University	122	Earth/Planetary Science Subtest III	100	300	220	2				100	248
Sonoma State University	105	English Subtest I	100	300	220	1				100	248
Sonoma State University	106	English Subtest II	100	300	220	1				100	252
Sonoma State University	107	English Subtest III	100	300	220	1				99	245
Sonoma State University	108	English Subtest IV	100	300	220	1				99	245
Sonoma State University	110	Mathematics Subtest I	100	300	220	7				99	247
Sonoma State University	111	Mathematics Subtest II	100	300	220	7				99	243
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	104	104	244	100	100	244
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	104	104	249	100	100	248
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	105	105	245	100	100	243
Sonoma State University	136	Music Subtest I	100	300	220	1				98	251
Sonoma State University	137	Music Subtest II	100	300	220	1				98	251
Sonoma State University	138	Music Subtest III	100	300	220	1				100	248
Sonoma State University	129	Physical Education Subtest I	100	300	220	1				99	237
Sonoma State University	130	Physical Education Subtest II	100	300	220	1				100	234
Sonoma State University	131	Physical Education Subtest III	100	300	220	1				99	236
Sonoma State University	123	Physics Subtest III	100	300	220	1				100	252
Sonoma State University	081.1	RICA.1	100	300	220	103	89	233	86	92	236
Sonoma State University	118	Science Subtest I	100	300	220	10	10	243	100	100	250
Sonoma State University	119	Science Subtest II	100	300	220	10	10	243	100	100	250
Sonoma State University	114	Social Science Subtest I	100	300	220	18	18	237	100	99	239
Sonoma State University	115	Social Science Subtest II	100	300	220	18	18	240	100	99	245
Sonoma State University	116	Social Science Subtest III	100	300	220	18	18	242	100	99	243
Sonoma State University	145	Spanish Subtest I	100	300	220	3				100	236
Sonoma State University	146	Spanish Subtest II	100	300	220	3				100	239
Sonoma State University	147	Spanish Subtest III	100	300	220	3				100	251

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Sonoma State University	142	Writing Skills	100	300	220	28	28	239	100	100	238
Stanford University	120	Biology/Life Science Subtest III	100	300	220	8				100	243
Stanford University	098	CBEST	60	240	123	76	76	190	100	100	156
Stanford University	121	Chemistry Subtest III	100	300	220	4				100	252
Stanford University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
Stanford University	105	English Subtest I	100	300	220	15	15	269	100	100	248
Stanford University	106	English Subtest II	100	300	220	15	15	266	100	100	252
Stanford University	107	English Subtest III	100	300	220	15	15	259	100	99	245
Stanford University	108	English Subtest IV	100	300	220	15	15	253	100	99	245
Stanford University	110	Mathematics Subtest I	100	300	220	15	15	258	100	99	247
Stanford University	111	Mathematics Subtest II	100	300	220	15	15	258	100	99	243
Stanford University	112	Mathematics Subtest III	100	300	220	15	15	256	100	95	245
Stanford University	101	Multiple Subjects Subtest I	100	300	220	23	23	263	100	100	244
Stanford University	102	Multiple Subjects Subtest II	100	300	220	23	23	272	100	100	248
Stanford University	103	Multiple Subjects Subtest III	100	300	220	23	23	259	100	100	243
Stanford University	123	Physics Subtest III	100	300	220	2				100	252
Stanford University	081.1	RICA.1	100	300	220	23	23	255	100	92	236
Stanford University	118	Science Subtest I	100	300	220	15	15	254	100	100	250
Stanford University	119	Science Subtest II	100	300	220	15	15	259	100	100	250
Stanford University	114	Social Science Subtest I	100	300	220	16	16	255	100	99	239
Stanford University	115	Social Science Subtest II	100	300	220	16	16	267	100	99	245
Stanford University	116	Social Science Subtest III	100	300	220	16	16	262	100	99	243
Stanford University	142	Writing Skills	100	300	220	5				100	238
Teachers College of San Joaquin	098	CBEST	60	240	123	3				100	156
Teachers College of San Joaquin	101	Multiple Subjects Subtest I	100	300	220	3				100	244
Teachers College of San Joaquin	102	Multiple Subjects Subtest II	100	300	220	3				100	248
Teachers College of San Joaquin	103	Multiple Subjects Subtest III	100	300	220	3				100	243
Teachers College of San Joaquin	081.1	RICA.1	100	300	220	3				92	236
The Master's College	098	CBEST	60	240	123	12	12	160	100	100	156
The Master's College	105	English Subtest I	100	300	220	2				100	248
The Master's College	106	English Subtest II	100	300	220	2				100	252
The Master's College	107	English Subtest III	100	300	220	2				99	245
The Master's College	108	English Subtest IV	100	300	220	2				99	245
The Master's College	110	Mathematics Subtest I	100	300	220	2				99	247
The Master's College	111	Mathematics Subtest II	100	300	220	2				99	243
The Master's College	101	Multiple Subjects Subtest I	100	300	220	6				100	244

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
The Master's College	102	Multiple Subjects Subtest II	100	300	220	6				100	248
The Master's College	103	Multiple Subjects Subtest III	100	300	220	6				100	243
The Master's College	129	Physical Education Subtest I	100	300	220	1				99	237
The Master's College	130	Physical Education Subtest II	100	300	220	1				100	234
The Master's College	131	Physical Education Subtest III	100	300	220	1				99	236
The Master's College	081.1	RICA.1	100	300	220	6				92	236
The Master's College	114	Social Science Subtest I	100	300	220	2				99	239
The Master's College	115	Social Science Subtest II	100	300	220	2				99	245
The Master's College	116	Social Science Subtest III	100	300	220	2				99	243
The Master's College	142	Writing Skills	100	300	220	1				100	238
Touro University-CA College of Education	098	CBEST	60	240	123	13	13	152	100	100	156
Touro University-CA College of Education	081	RICA	0	120	81	1				100	92
Touro University-CA College of Education	081.1	RICA.1	100	300	220	5				92	236
UC Berkeley	120	Biology/Life Science Subtest III	100	300	220	5				100	243
UC Berkeley	098	CBEST	60	240	123	38	38	183	100	100	156
UC Berkeley	121	Chemistry Subtest III	100	300	220	1				100	252
UC Berkeley	105	English Subtest I	100	300	220	9				100	248
UC Berkeley	106	English Subtest II	100	300	220	9				100	252
UC Berkeley	107	English Subtest III	100	300	220	9				99	245
UC Berkeley	108	English Subtest IV	100	300	220	9				99	245
UC Berkeley	110	Mathematics Subtest I	100	300	220	8				99	247
UC Berkeley	111	Mathematics Subtest II	100	300	220	8				99	243
UC Berkeley	112	Mathematics Subtest III	100	300	220	8				95	245
UC Berkeley	101	Multiple Subjects Subtest I	100	300	220	14	14	265	100	100	244
UC Berkeley	102	Multiple Subjects Subtest II	100	300	220	14	14	268	100	100	248
UC Berkeley	103	Multiple Subjects Subtest III	100	300	220	14	14	261	100	100	243
UC Berkeley	081.1	RICA.1	100	300	220	14	14	248	100	92	236
UC Berkeley	118	Science Subtest I	100	300	220	6				100	250
UC Berkeley	119	Science Subtest II	100	300	220	6				100	250
UC Berkeley	142	Writing Skills	100	300	220	3				100	238
UC Davis	172	Agriculture Subtest I	100	300	220	4					
UC Davis	173	Agriculture Subtest II	100	300	220	4					
UC Davis	174	Agriculture Subtest III	100	300	220	4					
UC Davis	120	Biology/Life Science Subtest III	100	300	220	12	12	246	100	100	243
UC Davis	098	CBEST	60	240	123	133	133	169	100	100	156
UC Davis	121	Chemistry Subtest III	100	300	220	5				100	252

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Davis	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
UC Davis	105	English Subtest I	100	300	220	26	26	255	100	100	248
UC Davis	106	English Subtest II	100	300	220	26	26	253	100	100	252
UC Davis	107	English Subtest III	100	300	220	26	26	250	100	99	245
UC Davis	108	English Subtest IV	100	300	220	26	26	250	100	99	245
UC Davis	110	Mathematics Subtest I	100	300	220	7				99	247
UC Davis	111	Mathematics Subtest II	100	300	220	7				99	243
UC Davis	112	Mathematics Subtest III	100	300	220	4				95	245
UC Davis	101	Multiple Subjects Subtest I	100	300	220	68	68	253	100	100	244
UC Davis	102	Multiple Subjects Subtest II	100	300	220	68	68	258	100	100	248
UC Davis	103	Multiple Subjects Subtest III	100	300	220	68	68	249	100	100	243
UC Davis	123	Physics Subtest III	100	300	220	1				100	252
UC Davis	081.1	RICA.1	100	300	220	68	68	246	100	92	236
UC Davis	118	Science Subtest I	100	300	220	19	19	261	100	100	250
UC Davis	119	Science Subtest II	100	300	220	19	19	263	100	100	250
UC Davis	114	Social Science Subtest I	100	300	220	10	10	245	100	99	239
UC Davis	115	Social Science Subtest II	100	300	220	10	10	240	100	99	245
UC Davis	116	Social Science Subtest III	100	300	220	10	10	246	100	99	243
UC Davis	142	Writing Skills	100	300	220	5				100	238
UC Irvine	140	Art Subtest I	100	300	220	2				100	249
UC Irvine	141	Art Subtest II	100	300	220	2				100	240
UC Irvine	120	Biology/Life Science Subtest III	100	300	220	14	14	246	100	100	243
UC Irvine	098	CBEST	60	240	123	145	145	168	100	100	156
UC Irvine	121	Chemistry Subtest III	100	300	220	8				100	252
UC Irvine	122	Earth/Planetary Science Subtest III	100	300	220	3				100	248
UC Irvine	105	English Subtest I	100	300	220	25	25	252	100	100	248
UC Irvine	106	English Subtest II	100	300	220	25	25	261	100	100	252
UC Irvine	107	English Subtest III	100	300	220	25	25	246	100	99	245
UC Irvine	108	English Subtest IV	100	300	220	25	25	245	100	99	245
UC Irvine	148	French Subtest I	100	300	220	2					
UC Irvine	149	French Subtest II	100	300	220	2					
UC Irvine	150	French Subtest III	100	300	220	2					
UC Irvine	110	Mathematics Subtest I	100	300	220	22	22	248	100	99	247
UC Irvine	111	Mathematics Subtest II	100	300	220	22	22	244	100	99	243
UC Irvine	112	Mathematics Subtest III	100	300	220	3				95	245
UC Irvine	101	Multiple Subjects Subtest I	100	300	220	44	44	249	100	100	244

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Irvine	102	Multiple Subjects Subtest II	100	300	220	44	44	256	100	100	248
UC Irvine	103	Multiple Subjects Subtest III	100	300	220	44	44	246	100	100	243
UC Irvine	081.1	RICA.1	100	300	220	44	44	241	100	92	236
UC Irvine	118	Science Subtest I	100	300	220	12	12	252	100	100	250
UC Irvine	119	Science Subtest II	100	300	220	12	12	244	100	100	250
UC Irvine	114	Social Science Subtest I	100	300	220	23	23	239	100	99	239
UC Irvine	115	Social Science Subtest II	100	300	220	23	23	248	100	99	245
UC Irvine	116	Social Science Subtest III	100	300	220	23	23	247	100	99	243
UC Irvine	145	Spanish Subtest I	100	300	220	1				100	236
UC Irvine	146	Spanish Subtest II	100	300	220	1				100	239
UC Irvine	147	Spanish Subtest III	100	300	220	1				100	251
UC Irvine	142	Writing Skills	100	300	220	14	14	237	100	100	238
UC Los Angeles	120	Biology/Life Science Subtest III	100	300	220	15	15	249	100	100	243
UC Los Angeles	098	CBEST	60	240	123	126	126	170	100	100	156
UC Los Angeles	121	Chemistry Subtest III	100	300	220	1				100	252
UC Los Angeles	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
UC Los Angeles	105	English Subtest I	100	300	220	17	17	255	100	100	248
UC Los Angeles	106	English Subtest II	100	300	220	17	17	259	100	100	252
UC Los Angeles	107	English Subtest III	100	300	220	17	17	248	100	99	245
UC Los Angeles	108	English Subtest IV	100	300	220	17	17	252	100	99	245
UC Los Angeles	110	Mathematics Subtest I	100	300	220	16	16	250	100	99	247
UC Los Angeles	111	Mathematics Subtest II	100	300	220	16	16	243	100	99	243
UC Los Angeles	112	Mathematics Subtest III	100	300	220	10	9	237	90	95	245
UC Los Angeles	101	Multiple Subjects Subtest I	100	300	220	42	42	251	100	100	244
UC Los Angeles	102	Multiple Subjects Subtest II	100	300	220	42	41	255	98	100	248
UC Los Angeles	103	Multiple Subjects Subtest III	100	300	220	42	42	250	100	100	243
UC Los Angeles	123	Physics Subtest III	100	300	220	3				100	252
UC Los Angeles	081.1	RICA.1	100	300	220	41	40	247	98	92	236
UC Los Angeles	118	Science Subtest I	100	300	220	23	23	248	100	100	250
UC Los Angeles	119	Science Subtest II	100	300	220	23	23	250	100	100	250
UC Los Angeles	114	Social Science Subtest I	100	300	220	12	12	244	100	99	239
UC Los Angeles	115	Social Science Subtest II	100	300	220	12	12	254	100	99	245
UC Los Angeles	116	Social Science Subtest III	100	300	220	12	12	249	100	99	243
UC Los Angeles	142	Writing Skills	100	300	220	1				100	238
UC Riverside	120	Biology/Life Science Subtest III	100	300	220	4				100	243
UC Riverside	098	CBEST	60	240	123	80	80	158	100	100	156

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Riverside	121	Chemistry Subtest III	100	300	220	1				100	252
UC Riverside	105	English Subtest I	100	300	220	12	12	240	100	100	248
UC Riverside	106	English Subtest II	100	300	220	12	12	248	100	100	252
UC Riverside	107	English Subtest III	100	300	220	12	12	256	100	99	245
UC Riverside	108	English Subtest IV	100	300	220	12	12	246	100	99	245
UC Riverside	110	Mathematics Subtest I	100	300	220	18	18	251	100	99	247
UC Riverside	111	Mathematics Subtest II	100	300	220	18	18	242	100	99	243
UC Riverside	112	Mathematics Subtest III	100	300	220	12	12	240	100	95	245
UC Riverside	101	Multiple Subjects Subtest I	100	300	220	27	27	244	100	100	244
UC Riverside	102	Multiple Subjects Subtest II	100	300	220	27	27	245	100	100	248
UC Riverside	103	Multiple Subjects Subtest III	100	300	220	27	27	239	100	100	243
UC Riverside	081.1	RICA.1	100	300	220	27	26	237	96	92	236
UC Riverside	118	Science Subtest I	100	300	220	5				100	250
UC Riverside	119	Science Subtest II	100	300	220	5				100	250
UC Riverside	114	Social Science Subtest I	100	300	220	10	10	240	100	99	239
UC Riverside	115	Social Science Subtest II	100	300	220	10	10	245	100	99	245
UC Riverside	116	Social Science Subtest III	100	300	220	10	10	238	100	99	243
UC Riverside	145	Spanish Subtest I	100	300	220	8				100	236
UC Riverside	146	Spanish Subtest II	100	300	220	8				100	239
UC Riverside	147	Spanish Subtest III	100	300	220	8				100	251
UC San Diego	120	Biology/Life Science Subtest III	100	300	220	3				100	243
UC San Diego	098	CBEST	60	240	123	51	51	167	100	100	156
UC San Diego	105	English Subtest I	100	300	220	5				100	248
UC San Diego	106	English Subtest II	100	300	220	5				100	252
UC San Diego	107	English Subtest III	100	300	220	5				99	245
UC San Diego	108	English Subtest IV	100	300	220	5				99	245
UC San Diego	110	Mathematics Subtest I	100	300	220	9				99	247
UC San Diego	111	Mathematics Subtest II	100	300	220	9				99	243
UC San Diego	112	Mathematics Subtest III	100	300	220	9				95	245
UC San Diego	101	Multiple Subjects Subtest I	100	300	220	32	32	254	100	100	244
UC San Diego	102	Multiple Subjects Subtest II	100	300	220	32	32	258	100	100	248
UC San Diego	103	Multiple Subjects Subtest III	100	300	220	32	32	246	100	100	243
UC San Diego	081.1	RICA.1	100	300	220	33	33	243	100	92	236
UC San Diego	118	Science Subtest I	100	300	220	3				100	250
UC San Diego	119	Science Subtest II	100	300	220	3				100	250
UC San Diego	142	Writing Skills	100	300	220	6				100	238

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Santa Barbara	120	Biology/Life Science Subtest III	100	300	220	7				100	243
UC Santa Barbara	098	CBEST	60	240	123	64	64	168	100	100	156
UC Santa Barbara	121	Chemistry Subtest III	100	300	220	2				100	252
UC Santa Barbara	105	English Subtest I	100	300	220	5				100	248
UC Santa Barbara	106	English Subtest II	100	300	220	5				100	252
UC Santa Barbara	107	English Subtest III	100	300	220	5				99	245
UC Santa Barbara	108	English Subtest IV	100	300	220	5				99	245
UC Santa Barbara	110	Mathematics Subtest I	100	300	220	4				99	247
UC Santa Barbara	111	Mathematics Subtest II	100	300	220	4				99	243
UC Santa Barbara	112	Mathematics Subtest III	100	300	220	2				95	245
UC Santa Barbara	101	Multiple Subjects Subtest I	100	300	220	43	43	253	100	100	244
UC Santa Barbara	102	Multiple Subjects Subtest II	100	300	220	43	43	258	100	100	248
UC Santa Barbara	103	Multiple Subjects Subtest III	100	300	220	43	43	251	100	100	243
UC Santa Barbara	123	Physics Subtest III	100	300	220	1				100	252
UC Santa Barbara	081.1	RICA.1	100	300	220	43	43	244	100	92	236
UC Santa Barbara	118	Science Subtest I	100	300	220	10	10	247	100	100	250
UC Santa Barbara	119	Science Subtest II	100	300	220	10	10	251	100	100	250
UC Santa Barbara	114	Social Science Subtest I	100	300	220	2				99	239
UC Santa Barbara	115	Social Science Subtest II	100	300	220	2				99	245
UC Santa Barbara	116	Social Science Subtest III	100	300	220	2				99	243
UC Santa Barbara	145	Spanish Subtest I	100	300	220	3				100	236
UC Santa Barbara	146	Spanish Subtest II	100	300	220	3				100	239
UC Santa Barbara	147	Spanish Subtest III	100	300	220	3				100	251
UC Santa Barbara	142	Writing Skills	100	300	220	4				100	238
UC Santa Cruz	120	Biology/Life Science Subtest III	100	300	220	3				100	243
UC Santa Cruz	098	CBEST	60	240	123	53	53	166	100	100	156
UC Santa Cruz	121	Chemistry Subtest III	100	300	220	1				100	252
UC Santa Cruz	122	Earth/Planetary Science Subtest III	100	300	220	2				100	248
UC Santa Cruz	105	English Subtest I	100	300	220	4				100	248
UC Santa Cruz	106	English Subtest II	100	300	220	4				100	252
UC Santa Cruz	107	English Subtest III	100	300	220	4				99	245
UC Santa Cruz	108	English Subtest IV	100	300	220	4				99	245
UC Santa Cruz	110	Mathematics Subtest I	100	300	220	2				99	247
UC Santa Cruz	111	Mathematics Subtest II	100	300	220	2				99	243
UC Santa Cruz	112	Mathematics Subtest III	100	300	220	2				95	245
UC Santa Cruz	101	Multiple Subjects Subtest I	100	300	220	24	24	247	100	100	244

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Santa Cruz	102	Multiple Subjects Subtest II	100	300	220	24	24	244	100	100	248
UC Santa Cruz	103	Multiple Subjects Subtest III	100	300	220	24	24	246	100	100	243
UC Santa Cruz	092	RICA Video	100	300	220	1				95	237
UC Santa Cruz	081.1	RICA.1	100	300	220	23	23	238	100	92	236
UC Santa Cruz	118	Science Subtest I	100	300	220	8				100	250
UC Santa Cruz	119	Science Subtest II	100	300	220	8				100	250
UC Santa Cruz	114	Social Science Subtest I	100	300	220	9				99	239
UC Santa Cruz	115	Social Science Subtest II	100	300	220	9				99	245
UC Santa Cruz	116	Social Science Subtest III	100	300	220	9				99	243
UC Santa Cruz	142	Writing Skills	100	300	220	2				100	238
University of LaVerne	140	Art Subtest I	100	300	220	2				100	249
University of LaVerne	141	Art Subtest II	100	300	220	2				100	240
University of LaVerne	098	CBEST	60	240	123	102	102	147	100	100	156
University of LaVerne	105	English Subtest I	100	300	220	8				100	248
University of LaVerne	106	English Subtest II	100	300	220	8				100	252
University of LaVerne	107	English Subtest III	100	300	220	8				99	245
University of LaVerne	108	English Subtest IV	100	300	220	8				99	245
University of LaVerne	110	Mathematics Subtest I	100	300	220	6				99	247
University of LaVerne	111	Mathematics Subtest II	100	300	220	6				99	243
University of LaVerne	112	Mathematics Subtest III	100	300	220	2				95	245
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	58	58	242	100	100	244
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	58	58	243	100	100	248
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	58	58	240	100	100	243
University of LaVerne	129	Physical Education Subtest I	100	300	220	2				99	237
University of LaVerne	130	Physical Education Subtest II	100	300	220	2				100	234
University of LaVerne	131	Physical Education Subtest III	100	300	220	2				99	236
University of LaVerne	081	RICA	0	120	81	4				100	92
University of LaVerne	092	RICA Video	100	300	220	1				95	237
University of LaVerne	081.1	RICA.1	100	300	220	54	54	239	100	92	236
University of LaVerne	118	Science Subtest I	100	300	220	4				100	250
University of LaVerne	119	Science Subtest II	100	300	220	4				100	250
University of LaVerne	114	Social Science Subtest I	100	300	220	10	10	236	100	99	239
University of LaVerne	115	Social Science Subtest II	100	300	220	10	10	239	100	99	245
University of LaVerne	116	Social Science Subtest III	100	300	220	10	10	234	100	99	243
University of LaVerne	145	Spanish Subtest I	100	300	220	3				100	236
University of LaVerne	146	Spanish Subtest II	100	300	220	3				100	239

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of LaVerne	147	Spanish Subtest III	100	300	220	3				100	251
University of Phoenix	140	Art Subtest I	100	300	220	4				100	249
University of Phoenix	141	Art Subtest II	100	300	220	4				100	240
University of Phoenix	098	CBEST	60	240	123	187	187	150	100	100	156
University of Phoenix	105	English Subtest I	100	300	220	23	23	236	100	100	248
University of Phoenix	106	English Subtest II	100	300	220	23	23	241	100	100	252
University of Phoenix	107	English Subtest III	100	300	220	23	23	237	100	99	245
University of Phoenix	108	English Subtest IV	100	300	220	23	23	235	100	99	245
University of Phoenix	178	Health Science Subtest I	100	300	220	2				100	239
University of Phoenix	179	Health Science Subtest II	100	300	220	2				100	243
University of Phoenix	180	Health Science Subtest III	100	300	220	2				100	249
University of Phoenix	110	Mathematics Subtest I	100	300	220	23	21	237	91	99	247
University of Phoenix	111	Mathematics Subtest II	100	300	220	22	21	234	95	99	243
University of Phoenix	112	Mathematics Subtest III	100	300	220	11	7	221	64	95	245
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	81	81	241	100	100	244
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	81	81	241	100	100	248
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	81	81	243	100	100	243
University of Phoenix	129	Physical Education Subtest I	100	300	220	11	11	235	100	99	237
University of Phoenix	130	Physical Education Subtest II	100	300	220	11	11	232	100	100	234
University of Phoenix	131	Physical Education Subtest III	100	300	220	11	11	231	100	99	236
University of Phoenix	081	RICA	0	120	81	3				100	92
University of Phoenix	092	RICA Video	100	300	220	1				95	237
University of Phoenix	081.1	RICA.1	100	300	220	63	54	227	86	92	236
University of Phoenix	118	Science Subtest I	100	300	220	13	13	240	100	100	250
University of Phoenix	119	Science Subtest II	100	300	220	13	13	241	100	100	250
University of Phoenix	114	Social Science Subtest I	100	300	220	17	16	236	94	99	239
University of Phoenix	115	Social Science Subtest II	100	300	220	17	17	242	100	99	245
University of Phoenix	116	Social Science Subtest III	100	300	220	17	17	239	100	99	243
University of Phoenix	145	Spanish Subtest I	100	300	220	5				100	236
University of Phoenix	146	Spanish Subtest II	100	300	220	5				100	239
University of Phoenix	147	Spanish Subtest III	100	300	220	5				100	251
University of Phoenix	142	Writing Skills	100	300	220	2				100	238
University of Redlands	186	American Sign Language Subtest I	100	300	220	1					
University of Redlands	187	American Sign Language Subtest II	100	300	220	1					
University of Redlands	188	American Sign Language Subtest III	100	300	220	1					
University of Redlands	140	Art Subtest I	100	300	220	2				100	249

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Redlands	141	Art Subtest II	100	300	220	2				100	240
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	5				100	243
University of Redlands	124	Biology/Life Science Subtest IV	100	300	220	2				100	253
University of Redlands	175	Business Subtest I	100	300	220	1					
University of Redlands	176	Business Subtest II	100	300	220	1					
University of Redlands	177	Business Subtest III	100	300	220	1					
University of Redlands	098	CBEST	60	240	123	176	176	155	100	100	156
University of Redlands	121	Chemistry Subtest III	100	300	220	1				100	252
University of Redlands	125	Chemistry Subtest IV	100	300	220	1				100	257
University of Redlands	122	Earth/Planetary Science Subtest III	100	300	220	1				100	248
University of Redlands	105	English Subtest I	100	300	220	12	12	248	100	100	248
University of Redlands	106	English Subtest II	100	300	220	12	12	247	100	100	252
University of Redlands	107	English Subtest III	100	300	220	12	12	245	100	99	245
University of Redlands	108	English Subtest IV	100	300	220	12	12	247	100	99	245
University of Redlands	178	Health Science Subtest I	100	300	220	1				100	239
University of Redlands	179	Health Science Subtest II	100	300	220	1				100	243
University of Redlands	180	Health Science Subtest III	100	300	220	1				100	249
University of Redlands	184	Industrial And Tech Ed Subtest I	100	300	220	1					
University of Redlands	185	Industrial And Tech Ed Subtest II	100	300	220	1					
University of Redlands	110	Mathematics Subtest I	100	300	220	17	17	236	100	99	247
University of Redlands	111	Mathematics Subtest II	100	300	220	17	17	235	100	99	243
University of Redlands	112	Mathematics Subtest III	100	300	220	3				95	245
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	90	88	243	98	100	244
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	89	89	246	100	100	248
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	89	89	241	100	100	243
University of Redlands	136	Music Subtest I	100	300	220	2				98	251
University of Redlands	137	Music Subtest II	100	300	220	2				98	251
University of Redlands	138	Music Subtest III	100	300	220	2				100	248
University of Redlands	129	Physical Education Subtest I	100	300	220	2				99	237
University of Redlands	130	Physical Education Subtest II	100	300	220	2				100	234
University of Redlands	131	Physical Education Subtest III	100	300	220	2				99	236
University of Redlands	123	Physics Subtest III	100	300	220	1				100	252
University of Redlands	081	RICA	0	120	81	3				100	92
University of Redlands	092	RICA Video	100	300	220	1				95	237
University of Redlands	081.1	RICA.1	100	300	220	80	64	231	80	92	236
University of Redlands	118	Science Subtest I	100	300	220	8				100	250

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Redlands	119	Science Subtest II	100	300	220	8				100	250
University of Redlands	114	Social Science Subtest I	100	300	220	23	23	234	100	99	239
University of Redlands	115	Social Science Subtest II	100	300	220	23	23	243	100	99	245
University of Redlands	116	Social Science Subtest III	100	300	220	23	23	238	100	99	243
University of Redlands	145	Spanish Subtest I	100	300	220	4				100	236
University of Redlands	146	Spanish Subtest II	100	300	220	4				100	239
University of Redlands	147	Spanish Subtest III	100	300	220	4				100	251
University of Redlands	142	Writing Skills	100	300	220	2				100	238
University of San Diego	120	Biology/Life Science Subtest III	100	300	220	1				100	243
University of San Diego	098	CBEST	60	240	123	40	40	157	100	100	156
University of San Diego	105	English Subtest I	100	300	220	5				100	248
University of San Diego	106	English Subtest II	100	300	220	5				100	252
University of San Diego	107	English Subtest III	100	300	220	5				99	245
University of San Diego	108	English Subtest IV	100	300	220	5				99	245
University of San Diego	110	Mathematics Subtest I	100	300	220	1				99	247
University of San Diego	111	Mathematics Subtest II	100	300	220	1				99	243
University of San Diego	112	Mathematics Subtest III	100	300	220	1				95	245
University of San Diego	101	Multiple Subjects Subtest I	100	300	220	29	29	248	100	100	244
University of San Diego	102	Multiple Subjects Subtest II	100	300	220	29	29	255	100	100	248
University of San Diego	103	Multiple Subjects Subtest III	100	300	220	29	29	245	100	100	243
University of San Diego	129	Physical Education Subtest I	100	300	220	1				99	237
University of San Diego	130	Physical Education Subtest II	100	300	220	1				100	234
University of San Diego	131	Physical Education Subtest III	100	300	220	1				99	236
University of San Diego	081	RICA	0	120	81	2				100	92
University of San Diego	081.1	RICA.1	100	300	220	28	28	236	100	92	236
University of San Diego	114	Social Science Subtest I	100	300	220	3				99	239
University of San Diego	115	Social Science Subtest II	100	300	220	3				99	245
University of San Diego	116	Social Science Subtest III	100	300	220	3				99	243
University of San Diego	142	Writing Skills	100	300	220	2				100	238
University of San Francisco	098	CBEST	60	240	123	97	97	166	100	100	156
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	37	37	248	100	100	244
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	37	37	253	100	100	248
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	37	37	243	100	100	243
University of San Francisco	081.1	RICA.1	100	300	220	88	87	242	99	92	236
University of San Francisco	142	Writing Skills	100	300	220	37	37	236	100	100	238
University of Southern California	120	Biology/Life Science Subtest III	100	300	220	1				100	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Southern California	098	CBEST	60	240	123	287	286	164	100	100	156
University of Southern California	121	Chemistry Subtest III	100	300	220	1				100	252
University of Southern California	105	English Subtest I	100	300	220	46	46	246	100	100	248
University of Southern California	106	English Subtest II	100	300	220	46	46	252	100	100	252
University of Southern California	107	English Subtest III	100	300	220	46	46	245	100	99	245
University of Southern California	108	English Subtest IV	100	300	220	46	46	245	100	99	245
University of Southern California	110	Mathematics Subtest I	100	300	220	24	22	245	92	99	247
University of Southern California	111	Mathematics Subtest II	100	300	220	24	22	238	92	99	243
University of Southern California	112	Mathematics Subtest III	100	300	220	20	17	240	85	95	245
University of Southern California	101	Multiple Subjects Subtest I	100	300	220	89	89	253	100	100	244
University of Southern California	102	Multiple Subjects Subtest II	100	300	220	89	89	252	100	100	248
University of Southern California	103	Multiple Subjects Subtest III	100	300	220	89	89	247	100	100	243
University of Southern California	136	Music Subtest I	100	300	220	11	10	248	91	98	251
University of Southern California	137	Music Subtest II	100	300	220	11	11	251	100	98	251
University of Southern California	138	Music Subtest III	100	300	220	11	11	243	100	100	248
University of Southern California	081	RICA	0	120	81	1				100	92
University of Southern California	081.1	RICA.1	100	300	220	70	65	242	93	92	236
University of Southern California	118	Science Subtest I	100	300	220	28	28	249	100	100	250
University of Southern California	119	Science Subtest II	100	300	220	28	28	254	100	100	250
University of Southern California	114	Social Science Subtest I	100	300	220	78	73	235	94	99	239
University of Southern California	115	Social Science Subtest II	100	300	220	78	73	239	94	99	245
University of Southern California	116	Social Science Subtest III	100	300	220	78	72	236	92	99	243
University of Southern California	142	Writing Skills	100	300	220	9				100	238
University of the Pacific	120	Biology/Life Science Subtest III	100	300	220	3				100	243
University of the Pacific	098	CBEST	60	240	123	85	85	162	100	100	156
University of the Pacific	105	English Subtest I	100	300	220	5				100	248
University of the Pacific	106	English Subtest II	100	300	220	5				100	252
University of the Pacific	107	English Subtest III	100	300	220	5				99	245
University of the Pacific	108	English Subtest IV	100	300	220	5				99	245
University of the Pacific	110	Mathematics Subtest I	100	300	220	3				99	247
University of the Pacific	111	Mathematics Subtest II	100	300	220	3				99	243
University of the Pacific	112	Mathematics Subtest III	100	300	220	1				95	245
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	60	60	253	100	100	244
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	60	60	255	100	100	248
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	60	60	249	100	100	243
University of the Pacific	129	Physical Education Subtest I	100	300	220	4				99	237

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of the Pacific	130	Physical Education Subtest II	100	300	220	4				100	234
University of the Pacific	131	Physical Education Subtest III	100	300	220	4				99	236
University of the Pacific	081.1	RICA.1	100	300	220	60	57	237	95	92	236
University of the Pacific	118	Science Subtest I	100	300	220	2				100	250
University of the Pacific	119	Science Subtest II	100	300	220	2				100	250
University of the Pacific	114	Social Science Subtest I	100	300	220	2				99	239
University of the Pacific	115	Social Science Subtest II	100	300	220	2				99	245
University of the Pacific	116	Social Science Subtest III	100	300	220	2				99	243
University of the Pacific	145	Spanish Subtest I	100	300	220	1				100	236
University of the Pacific	146	Spanish Subtest II	100	300	220	1				100	239
University of the Pacific	147	Spanish Subtest III	100	300	220	1				100	251
University of the Pacific	142	Writing Skills	100	300	220	7				100	238
Vanguard University	098	CBEST	60	240	123	29	29	158	100	100	156
Vanguard University	121	Chemistry Subtest III	100	300	220	2				100	252
Vanguard University	125	Chemistry Subtest IV	100	300	220	1				100	257
Vanguard University	105	English Subtest I	100	300	220	2				100	248
Vanguard University	106	English Subtest II	100	300	220	2				100	252
Vanguard University	107	English Subtest III	100	300	220	2				99	245
Vanguard University	108	English Subtest IV	100	300	220	2				99	245
Vanguard University	110	Mathematics Subtest I	100	300	220	2				99	247
Vanguard University	111	Mathematics Subtest II	100	300	220	2				99	243
Vanguard University	101	Multiple Subjects Subtest I	100	300	220	11	11	244	100	100	244
Vanguard University	102	Multiple Subjects Subtest II	100	300	220	11	11	242	100	100	248
Vanguard University	103	Multiple Subjects Subtest III	100	300	220	11	11	246	100	100	243
Vanguard University	129	Physical Education Subtest I	100	300	220	2				99	237
Vanguard University	130	Physical Education Subtest II	100	300	220	2				100	234
Vanguard University	131	Physical Education Subtest III	100	300	220	2				99	236
Vanguard University	081.1	RICA.1	100	300	220	10	9	239	90	92	236
Vanguard University	118	Science Subtest I	100	300	220	1				100	250
Vanguard University	119	Science Subtest II	100	300	220	1				100	250
Vanguard University	114	Social Science Subtest I	100	300	220	3				99	239
Vanguard University	115	Social Science Subtest II	100	300	220	3				99	245
Vanguard University	116	Social Science Subtest III	100	300	220	3				99	243
Western Governors University	098	CBEST	60	240	123	86	86	164	100	100	156
Western Governors University	101	Multiple Subjects Subtest I	100	300	220	1				100	244
Western Governors University	102	Multiple Subjects Subtest II	100	300	220	1				100	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Western Governors University	103	Multiple Subjects Subtest III	100	300	220	1				100	243
Western Governors University	081.1	RICA.1	100	300	220	40	39	233	98	92	236
Western Governors University	142	Writing Skills	100	300	220	1				100	238
Westmont College	140	Art Subtest I	100	300	220	1				100	249
Westmont College	141	Art Subtest II	100	300	220	1				100	240
Westmont College	098	CBEST	60	240	123	8				100	156
Westmont College	110	Mathematics Subtest I	100	300	220	1				99	247
Westmont College	111	Mathematics Subtest II	100	300	220	1				99	243
Westmont College	112	Mathematics Subtest III	100	300	220	1				95	245
Westmont College	101	Multiple Subjects Subtest I	100	300	220	11	11	249	100	100	244
Westmont College	102	Multiple Subjects Subtest II	100	300	220	11	11	252	100	100	248
Westmont College	103	Multiple Subjects Subtest III	100	300	220	11	11	246	100	100	243
Westmont College	081.1	RICA.1	100	300	220	11	11	236	100	92	236
Westmont College	142	Writing Skills	100	300	220	10	10	236	100	100	238
Whittier College	120	Biology/Life Science Subtest III	100	300	220	2				100	243
Whittier College	098	CBEST	60	240	123	19	19	151	100	100	156
Whittier College	105	English Subtest I	100	300	220	1				100	248
Whittier College	106	English Subtest II	100	300	220	1				100	252
Whittier College	107	English Subtest III	100	300	220	1				99	245
Whittier College	108	English Subtest IV	100	300	220	1				99	245
Whittier College	110	Mathematics Subtest I	100	300	220	2				99	247
Whittier College	111	Mathematics Subtest II	100	300	220	2				99	243
Whittier College	112	Mathematics Subtest III	100	300	220	1				95	245
Whittier College	101	Multiple Subjects Subtest I	100	300	220	9				100	244
Whittier College	102	Multiple Subjects Subtest II	100	300	220	9				100	248
Whittier College	103	Multiple Subjects Subtest III	100	300	220	9				100	243
Whittier College	129	Physical Education Subtest I	100	300	220	1				99	237
Whittier College	130	Physical Education Subtest II	100	300	220	1				100	234
Whittier College	131	Physical Education Subtest III	100	300	220	1				99	236
Whittier College	081.1	RICA.1	100	300	220	5				92	236
Whittier College	118	Science Subtest I	100	300	220	2				100	250
Whittier College	119	Science Subtest II	100	300	220	2				100	250
Whittier College	114	Social Science Subtest I	100	300	220	3				99	239
Whittier College	115	Social Science Subtest II	100	300	220	3				99	245
Whittier College	116	Social Science Subtest III	100	300	220	3				99	243
William Jessup University	098	CBEST	60	240	123	32	32	153	100	100	156

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
William Jessup University	101	Multiple Subjects Subtest I	100	300	220	33	33	246	100	100	244
William Jessup University	102	Multiple Subjects Subtest II	100	300	220	34	34	251	100	100	248
William Jessup University	103	Multiple Subjects Subtest III	100	300	220	33	33	243	100	100	243
William Jessup University	081.1	RICA.1	100	300	220	29	26	233	90	92	236
William Jessup University	142	Writing Skills	100	300	220	2				100	238

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Alliant International University	098	CBEST	60	240	123	4				100	155
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	3				100	244
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	3				100	247
Alliant International University	103	Multiple Subjects Subtest III	100	300	220	3				100	243
Alliant International University	081.1	RICA.1	100	300	220	3				95	238
Antioch University	098	CBEST	60	240	123	11	11	156	100	100	155
Antioch University	101	Multiple Subjects Subtest I	100	300	220	13	13	244	100	100	244
Antioch University	102	Multiple Subjects Subtest II	100	300	220	13	13	249	100	100	247
Antioch University	103	Multiple Subjects Subtest III	100	300	220	13	13	239	100	100	243
Antioch University	081.1	RICA.1	100	300	220	13	12	233	92	95	238
Antioch University	142	Writing Skills	100	300	220	2				100	238
Argosy University	098	CBEST	60	240	123	3				100	155
Argosy University	101	Multiple Subjects Subtest I	100	300	220	2				100	244
Argosy University	102	Multiple Subjects Subtest II	100	300	220	2				100	247
Argosy University	103	Multiple Subjects Subtest III	100	300	220	2				100	243
Argosy University	081.1	RICA.1	100	300	220	2				95	238
Azusa Pacific University	120	Biology/Life Science Subtest III	100	300	220	11	11	241	100	99	247
Azusa Pacific University	098	CBEST	60	240	123	227	227	151	100	100	155
Azusa Pacific University	121	Chemistry Subtest III	100	300	220	1				99	254
Azusa Pacific University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	246
Azusa Pacific University	126	Earth/Planetary Science Subtest IV	100	300	220	1					
Azusa Pacific University	105	English Subtest I	100	300	220	19	19	240	100	99	248
Azusa Pacific University	106	English Subtest II	100	300	220	19	19	241	100	99	252
Azusa Pacific University	107	English Subtest III	100	300	220	19	19	244	100	99	246
Azusa Pacific University	108	English Subtest IV	100	300	220	19	19	242	100	99	245
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	5				98	246
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	5				99	245
Azusa Pacific University	112	Mathematics Subtest III	100	300	220	1				95	246
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	141	141	243	100	100	244
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	141	141	244	100	100	247
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	141	141	243	100	100	243
Azusa Pacific University	136	Music Subtest I	100	300	220	3				100	257
Azusa Pacific University	137	Music Subtest II	100	300	220	3				98	259
Azusa Pacific University	138	Music Subtest III	100	300	220	3				98	250
Azusa Pacific University	129	Physical Education Subtest I	100	300	220	8				99	238
Azusa Pacific University	130	Physical Education Subtest II	100	300	220	8				99	236

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Azusa Pacific University	131	Physical Education Subtest III	100	300	220	8				99	234
Azusa Pacific University	081	RICA	0	120	81	9				100	92
Azusa Pacific University	092	RICA Video	100	300	220	1				92	230
Azusa Pacific University	081.1	RICA.1	100	300	220	133	128	236	96	95	238
Azusa Pacific University	118	Science Subtest I	100	300	220	13	13	244	100	100	251
Azusa Pacific University	119	Science Subtest II	100	300	220	13	13	243	100	99	251
Azusa Pacific University	114	Social Science Subtest I	100	300	220	15	14	233	93	98	240
Azusa Pacific University	115	Social Science Subtest II	100	300	220	15	14	238	93	99	245
Azusa Pacific University	116	Social Science Subtest III	100	300	220	15	14	236	93	99	243
Azusa Pacific University	145	Spanish Subtest I	100	300	220	2				100	244
Azusa Pacific University	146	Spanish Subtest II	100	300	220	2				100	247
Azusa Pacific University	147	Spanish Subtest III	100	300	220	2				100	252
Azusa Pacific University	142	Writing Skills	100	300	220	6				100	238
Biola University	098	CBEST	60	240	123	65	65	158	100	100	155
Biola University	105	English Subtest I	100	300	220	9				99	248
Biola University	106	English Subtest II	100	300	220	9				99	252
Biola University	107	English Subtest III	100	300	220	9				99	246
Biola University	108	English Subtest IV	100	300	220	9				99	245
Biola University	110	Mathematics Subtest I	100	300	220	6				98	246
Biola University	111	Mathematics Subtest II	100	300	220	6				99	245
Biola University	112	Mathematics Subtest III	100	300	220	4				95	246
Biola University	101	Multiple Subjects Subtest I	100	300	220	42	42	247	100	100	244
Biola University	102	Multiple Subjects Subtest II	100	300	220	42	42	254	100	100	247
Biola University	103	Multiple Subjects Subtest III	100	300	220	42	42	248	100	100	243
Biola University	129	Physical Education Subtest I	100	300	220	1				99	238
Biola University	130	Physical Education Subtest II	100	300	220	1				99	236
Biola University	131	Physical Education Subtest III	100	300	220	1				99	234
Biola University	081	RICA	0	120	81	3				100	92
Biola University	081.1	RICA.1	100	300	220	39	39	244	100	95	238
Biola University	114	Social Science Subtest I	100	300	220	5				98	240
Biola University	115	Social Science Subtest II	100	300	220	5				99	245
Biola University	116	Social Science Subtest III	100	300	220	5				99	243
Biola University	142	Writing Skills	100	300	220	2				100	238
Brandman University	140	Art Subtest I	100	300	220	3				98	248
Brandman University	141	Art Subtest II	100	300	220	3				98	243
Brandman University	120	Biology/Life Science Subtest III	100	300	220	4				99	247

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Brandman University	124	Biology/Life Science Subtest IV	100	300	220	1				100	258
Brandman University	098	CBEST	60	240	123	295	295	150	100	100	155
Brandman University	122	Earth/Planetary Science Subtest III	100	300	220	2				100	246
Brandman University	105	English Subtest I	100	300	220	13	13	249	100	99	248
Brandman University	106	English Subtest II	100	300	220	13	12	257	92	99	252
Brandman University	107	English Subtest III	100	300	220	13	12	243	92	99	246
Brandman University	108	English Subtest IV	100	300	220	13	13	245	100	99	245
Brandman University	178	Health Science Subtest I	100	300	220	2				100	240
Brandman University	179	Health Science Subtest II	100	300	220	2				100	243
Brandman University	180	Health Science Subtest III	100	300	220	2				100	249
Brandman University	110	Mathematics Subtest I	100	300	220	10	10	239	100	98	246
Brandman University	111	Mathematics Subtest II	100	300	220	10	10	236	100	99	245
Brandman University	101	Multiple Subjects Subtest I	100	300	220	205	204	241	100	100	244
Brandman University	102	Multiple Subjects Subtest II	100	300	220	205	204	242	100	100	247
Brandman University	103	Multiple Subjects Subtest III	100	300	220	205	205	242	100	100	243
Brandman University	136	Music Subtest I	100	300	220	1				100	257
Brandman University	137	Music Subtest II	100	300	220	1				98	259
Brandman University	138	Music Subtest III	100	300	220	1				98	250
Brandman University	129	Physical Education Subtest I	100	300	220	13	13	236	100	99	238
Brandman University	130	Physical Education Subtest II	100	300	220	13	13	237	100	99	236
Brandman University	131	Physical Education Subtest III	100	300	220	13	13	230	100	99	234
Brandman University	081	RICA	0	120	81	13	13	91	100	100	92
Brandman University	081.1	RICA.1	100	300	220	198	188	236	95	95	238
Brandman University	118	Science Subtest I	100	300	220	5				100	251
Brandman University	119	Science Subtest II	100	300	220	5				99	251
Brandman University	114	Social Science Subtest I	100	300	220	23	23	246	100	98	240
Brandman University	115	Social Science Subtest II	100	300	220	23	23	247	100	99	245
Brandman University	116	Social Science Subtest III	100	300	220	22	22	242	100	99	243
Brandman University	145	Spanish Subtest I	100	300	220	4				100	244
Brandman University	146	Spanish Subtest II	100	300	220	4				100	247
Brandman University	147	Spanish Subtest III	100	300	220	4				100	252
Brandman University	142	Writing Skills	100	300	220	7				100	238
CA State Polytechnic Univ.-Pomona	172	Agriculture Subtest I	100	300	220	1					
CA State Polytechnic Univ.-Pomona	173	Agriculture Subtest II	100	300	220	1					
CA State Polytechnic Univ.-Pomona	174	Agriculture Subtest III	100	300	220	1					
CA State Polytechnic Univ.-Pomona	140	Art Subtest I	100	300	220	1				98	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CA State Polytechnic Univ.-Pomona	141	Art Subtest II	100	300	220	1				98	243
CA State Polytechnic Univ.-Pomona	120	Biology/Life Science Subtest III	100	300	220	4				99	247
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	125	125	154	100	100	155
CA State Polytechnic Univ.-Pomona	105	English Subtest I	100	300	220	9				99	248
CA State Polytechnic Univ.-Pomona	106	English Subtest II	100	300	220	9				99	252
CA State Polytechnic Univ.-Pomona	107	English Subtest III	100	300	220	9				99	246
CA State Polytechnic Univ.-Pomona	108	English Subtest IV	100	300	220	9				99	245
CA State Polytechnic Univ.-Pomona	110	Mathematics Subtest I	100	300	220	12	12	246	100	98	246
CA State Polytechnic Univ.-Pomona	111	Mathematics Subtest II	100	300	220	12	12	242	100	99	245
CA State Polytechnic Univ.-Pomona	112	Mathematics Subtest III	100	300	220	5				95	246
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	56	56	247	100	100	244
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	56	56	249	100	100	247
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	56	56	243	100	100	243
CA State Polytechnic Univ.-Pomona	129	Physical Education Subtest I	100	300	220	4				99	238
CA State Polytechnic Univ.-Pomona	130	Physical Education Subtest II	100	300	220	4				99	236
CA State Polytechnic Univ.-Pomona	131	Physical Education Subtest III	100	300	220	4				99	234
CA State Polytechnic Univ.-Pomona	123	Physics Subtest III	100	300	220	1				100	253
CA State Polytechnic Univ.-Pomona	081	RICA	0	120	81	3				100	92
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	51	49	237	96	95	238
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	5				100	251
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	5				99	251
CA State Polytechnic Univ.-Pomona	114	Social Science Subtest I	100	300	220	5				98	240
CA State Polytechnic Univ.-Pomona	115	Social Science Subtest II	100	300	220	5				99	245
CA State Polytechnic Univ.-Pomona	116	Social Science Subtest III	100	300	220	5				99	243
California Baptist University	120	Biology/Life Science Subtest III	100	300	220	1				99	247
California Baptist University	098	CBEST	60	240	123	68	68	147	100	100	155
California Baptist University	105	English Subtest I	100	300	220	3				99	248
California Baptist University	106	English Subtest II	100	300	220	3				99	252
California Baptist University	107	English Subtest III	100	300	220	3				99	246
California Baptist University	108	English Subtest IV	100	300	220	3				99	245
California Baptist University	178	Health Science Subtest I	100	300	220	1				100	240
California Baptist University	179	Health Science Subtest II	100	300	220	1				100	243
California Baptist University	180	Health Science Subtest III	100	300	220	1				100	249
California Baptist University	110	Mathematics Subtest I	100	300	220	3				98	246
California Baptist University	111	Mathematics Subtest II	100	300	220	3				99	245
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	52	52	240	100	100	244

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	52	52	239	100	100	247
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	52	52	240	100	100	243
California Baptist University	129	Physical Education Subtest I	100	300	220	3				99	238
California Baptist University	130	Physical Education Subtest II	100	300	220	3				99	236
California Baptist University	131	Physical Education Subtest III	100	300	220	3				99	234
California Baptist University	081	RICA	0	120	81	7				100	92
California Baptist University	081.1	RICA.1	100	300	220	45	43	237	96	95	238
California Baptist University	118	Science Subtest I	100	300	220	1				100	251
California Baptist University	119	Science Subtest II	100	300	220	1				99	251
California Baptist University	114	Social Science Subtest I	100	300	220	1				98	240
California Baptist University	115	Social Science Subtest II	100	300	220	1				99	245
California Baptist University	116	Social Science Subtest III	100	300	220	1				99	243
California Lutheran University	140	Art Subtest I	100	300	220	1				98	248
California Lutheran University	141	Art Subtest II	100	300	220	1				98	243
California Lutheran University	098	CBEST	60	240	123	55	55	150	100	100	155
California Lutheran University	121	Chemistry Subtest III	100	300	220	2				99	254
California Lutheran University	125	Chemistry Subtest IV	100	300	220	1					
California Lutheran University	105	English Subtest I	100	300	220	5				99	248
California Lutheran University	106	English Subtest II	100	300	220	5				99	252
California Lutheran University	107	English Subtest III	100	300	220	5				99	246
California Lutheran University	108	English Subtest IV	100	300	220	5				99	245
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	41	41	241	100	100	244
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	41	41	244	100	100	247
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	41	41	239	100	100	243
California Lutheran University	129	Physical Education Subtest I	100	300	220	2				99	238
California Lutheran University	130	Physical Education Subtest II	100	300	220	2				99	236
California Lutheran University	131	Physical Education Subtest III	100	300	220	2				99	234
California Lutheran University	081.1	RICA.1	100	300	220	41	39	237	95	95	238
California Lutheran University	118	Science Subtest I	100	300	220	2				100	251
California Lutheran University	119	Science Subtest II	100	300	220	2				99	251
California Lutheran University	114	Social Science Subtest I	100	300	220	9				98	240
California Lutheran University	115	Social Science Subtest II	100	300	220	9				99	245
California Lutheran University	116	Social Science Subtest III	100	300	220	9				99	243
California Lutheran University	145	Spanish Subtest I	100	300	220	1				100	244
California Lutheran University	146	Spanish Subtest II	100	300	220	1				100	247
California Lutheran University	147	Spanish Subtest III	100	300	220	1				100	252

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
California Lutheran University	142	Writing Skills	100	300	220	14	14	234	100	100	238
California Polytechnic State Univ.-SLO	172	Agriculture Subtest I	100	300	220	4					
California Polytechnic State Univ.-SLO	173	Agriculture Subtest II	100	300	220	4					
California Polytechnic State Univ.-SLO	174	Agriculture Subtest III	100	300	220	4					
California Polytechnic State Univ.-SLO	120	Biology/Life Science Subtest III	100	300	220	6				99	247
California Polytechnic State Univ.-SLO	098	CBEST	60	240	123	98	98	161	100	100	155
California Polytechnic State Univ.-SLO	121	Chemistry Subtest III	100	300	220	1				99	254
California Polytechnic State Univ.-SLO	105	English Subtest I	100	300	220	7				99	248
California Polytechnic State Univ.-SLO	106	English Subtest II	100	300	220	7				99	252
California Polytechnic State Univ.-SLO	107	English Subtest III	100	300	220	7				99	246
California Polytechnic State Univ.-SLO	108	English Subtest IV	100	300	220	7				99	245
California Polytechnic State Univ.-SLO	110	Mathematics Subtest I	100	300	220	3				98	246
California Polytechnic State Univ.-SLO	111	Mathematics Subtest II	100	300	220	3				99	245
California Polytechnic State Univ.-SLO	112	Mathematics Subtest III	100	300	220	3				95	246
California Polytechnic State Univ.-SLO	101	Multiple Subjects Subtest I	100	300	220	111	111	248	100	100	244
California Polytechnic State Univ.-SLO	102	Multiple Subjects Subtest II	100	300	220	111	111	256	100	100	247
California Polytechnic State Univ.-SLO	103	Multiple Subjects Subtest III	100	300	220	111	111	248	100	100	243
California Polytechnic State Univ.-SLO	123	Physics Subtest III	100	300	220	2				100	253
California Polytechnic State Univ.-SLO	081	RICA	0	120	81	1				100	92
California Polytechnic State Univ.-SLO	081.1	RICA.1	100	300	220	109	105	241	96	95	238
California Polytechnic State Univ.-SLO	118	Science Subtest I	100	300	220	9				100	251
California Polytechnic State Univ.-SLO	119	Science Subtest II	100	300	220	9				99	251
California Polytechnic State Univ.-SLO	114	Social Science Subtest I	100	300	220	7				98	240
California Polytechnic State Univ.-SLO	115	Social Science Subtest II	100	300	220	7				99	245
California Polytechnic State Univ.-SLO	116	Social Science Subtest III	100	300	220	7				99	243
California Polytechnic State Univ.-SLO	142	Writing Skills	100	300	220	76	76	241	100	100	238
CALState Teach	098	CBEST	60	240	123	226	226	155	100	100	155
CALState Teach	101	Multiple Subjects Subtest I	100	300	220	254	254	249	100	100	244
CALState Teach	102	Multiple Subjects Subtest II	100	300	220	255	255	248	100	100	247
CALState Teach	103	Multiple Subjects Subtest III	100	300	220	255	255	247	100	100	243
CALState Teach	081	RICA	0	120	81	2				100	92
CALState Teach	092	RICA Video	100	300	220	4				92	230
CALState Teach	081.1	RICA.1	100	300	220	229	218	240	95	95	238
CALState Teach	142	Writing Skills	100	300	220	23	23	252	100	100	238
Chapman University	120	Biology/Life Science Subtest III	100	300	220	2				99	247
Chapman University	098	CBEST	60	240	123	50	50	156	100	100	155

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Chapman University	105	English Subtest I	100	300	220	7				99	248
Chapman University	106	English Subtest II	100	300	220	7				99	252
Chapman University	107	English Subtest III	100	300	220	7				99	246
Chapman University	108	English Subtest IV	100	300	220	7				99	245
Chapman University	110	Mathematics Subtest I	100	300	220	2				98	246
Chapman University	111	Mathematics Subtest II	100	300	220	2				99	245
Chapman University	112	Mathematics Subtest III	100	300	220	1				95	246
Chapman University	101	Multiple Subjects Subtest I	100	300	220	33	33	247	100	100	244
Chapman University	102	Multiple Subjects Subtest II	100	300	220	33	33	254	100	100	247
Chapman University	103	Multiple Subjects Subtest III	100	300	220	33	33	246	100	100	243
Chapman University	129	Physical Education Subtest I	100	300	220	1				99	238
Chapman University	130	Physical Education Subtest II	100	300	220	1				99	236
Chapman University	131	Physical Education Subtest III	100	300	220	1				99	234
Chapman University	081	RICA	0	120	81	4				100	92
Chapman University	081.1	RICA.1	100	300	220	29	29	246	100	95	238
Chapman University	118	Science Subtest I	100	300	220	3				100	251
Chapman University	119	Science Subtest II	100	300	220	3				99	251
Chapman University	114	Social Science Subtest I	100	300	220	4				98	240
Chapman University	115	Social Science Subtest II	100	300	220	4				99	245
Chapman University	116	Social Science Subtest III	100	300	220	4				99	243
Chapman University	142	Writing Skills	100	300	220	4				100	238
Claremont Graduate University	120	Biology/Life Science Subtest III	100	300	220	1				99	247
Claremont Graduate University	098	CBEST	60	240	123	15	15	163	100	100	155
Claremont Graduate University	105	English Subtest I	100	300	220	1				99	248
Claremont Graduate University	106	English Subtest II	100	300	220	1				99	252
Claremont Graduate University	107	English Subtest III	100	300	220	1				99	246
Claremont Graduate University	108	English Subtest IV	100	300	220	1				99	245
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	3				98	246
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	3				99	245
Claremont Graduate University	112	Mathematics Subtest III	100	300	220	3				95	246
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	8				100	244
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	8				100	247
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	8				100	243
Claremont Graduate University	081	RICA	0	120	81	1				100	92
Claremont Graduate University	081.1	RICA.1	100	300	220	7				95	238
Claremont Graduate University	118	Science Subtest I	100	300	220	1				100	251

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Claremont Graduate University	119	Science Subtest II	100	300	220	1				99	251
Claremont Graduate University	114	Social Science Subtest I	100	300	220	1				98	240
Claremont Graduate University	115	Social Science Subtest II	100	300	220	1				99	245
Claremont Graduate University	116	Social Science Subtest III	100	300	220	1				99	243
Concordia University	098	CBEST	60	240	123	44	44	151	100	100	155
Concordia University	105	English Subtest I	100	300	220	3				99	248
Concordia University	106	English Subtest II	100	300	220	3				99	252
Concordia University	107	English Subtest III	100	300	220	3				99	246
Concordia University	108	English Subtest IV	100	300	220	3				99	245
Concordia University	110	Mathematics Subtest I	100	300	220	4				98	246
Concordia University	111	Mathematics Subtest II	100	300	220	4				99	245
Concordia University	112	Mathematics Subtest III	100	300	220	1				95	246
Concordia University	101	Multiple Subjects Subtest I	100	300	220	31	31	242	100	100	244
Concordia University	102	Multiple Subjects Subtest II	100	300	220	31	31	243	100	100	247
Concordia University	103	Multiple Subjects Subtest III	100	300	220	31	31	241	100	100	243
Concordia University	136	Music Subtest I	100	300	220	2				100	257
Concordia University	137	Music Subtest II	100	300	220	2				98	259
Concordia University	138	Music Subtest III	100	300	220	2				98	250
Concordia University	129	Physical Education Subtest I	100	300	220	2				99	238
Concordia University	130	Physical Education Subtest II	100	300	220	2				99	236
Concordia University	131	Physical Education Subtest III	100	300	220	2				99	234
Concordia University	081	RICA	0	120	81	1				100	92
Concordia University	081.1	RICA.1	100	300	220	30	30	238	100	95	238
Concordia University	114	Social Science Subtest I	100	300	220	4				98	240
Concordia University	115	Social Science Subtest II	100	300	220	4				99	245
Concordia University	116	Social Science Subtest III	100	300	220	4				99	243
Concordia University	142	Writing Skills	100	300	220	2				100	238
CSU Bakersfield	186	American Sign Language Subtest I	100	300	220	1					
CSU Bakersfield	187	American Sign Language Subtest II	100	300	220	1					
CSU Bakersfield	188	American Sign Language Subtest III	100	300	220	1					
CSU Bakersfield	140	Art Subtest I	100	300	220	2				98	248
CSU Bakersfield	141	Art Subtest II	100	300	220	2				98	243
CSU Bakersfield	120	Biology/Life Science Subtest III	100	300	220	3				99	247
CSU Bakersfield	175	Business Subtest I	100	300	220	2					
CSU Bakersfield	176	Business Subtest II	100	300	220	2					
CSU Bakersfield	177	Business Subtest III	100	300	220	2					

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Bakersfield	098	CBEST	60	240	123	236	236	150	100	100	155
CSU Bakersfield	121	Chemistry Subtest III	100	300	220	4				99	254
CSU Bakersfield	122	Earth/Planetary Science Subtest III	100	300	220	2				100	246
CSU Bakersfield	105	English Subtest I	100	300	220	19	19	249	100	99	248
CSU Bakersfield	106	English Subtest II	100	300	220	19	19	252	100	99	252
CSU Bakersfield	107	English Subtest III	100	300	220	19	19	240	100	99	246
CSU Bakersfield	108	English Subtest IV	100	300	220	19	19	250	100	99	245
CSU Bakersfield	178	Health Science Subtest I	100	300	220	2				100	240
CSU Bakersfield	179	Health Science Subtest II	100	300	220	2				100	243
CSU Bakersfield	180	Health Science Subtest III	100	300	220	2				100	249
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	6				98	246
CSU Bakersfield	111	Mathematics Subtest II	100	300	220	6				99	245
CSU Bakersfield	112	Mathematics Subtest III	100	300	220	4				95	246
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	152	151	241	99	100	244
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	152	151	245	99	100	247
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	152	151	239	99	100	243
CSU Bakersfield	136	Music Subtest I	100	300	220	1				100	257
CSU Bakersfield	137	Music Subtest II	100	300	220	1				98	259
CSU Bakersfield	138	Music Subtest III	100	300	220	1				98	250
CSU Bakersfield	129	Physical Education Subtest I	100	300	220	2				99	238
CSU Bakersfield	130	Physical Education Subtest II	100	300	220	2				99	236
CSU Bakersfield	131	Physical Education Subtest III	100	300	220	2				99	234
CSU Bakersfield	123	Physics Subtest III	100	300	220	1				100	253
CSU Bakersfield	081	RICA	0	120	81	7				100	92
CSU Bakersfield	081.1	RICA.1	100	300	220	144	136	239	94	95	238
CSU Bakersfield	118	Science Subtest I	100	300	220	9				100	251
CSU Bakersfield	119	Science Subtest II	100	300	220	9				99	251
CSU Bakersfield	114	Social Science Subtest I	100	300	220	6				98	240
CSU Bakersfield	115	Social Science Subtest II	100	300	220	6				99	245
CSU Bakersfield	116	Social Science Subtest III	100	300	220	6				99	243
CSU Bakersfield	142	Writing Skills	100	300	220	3				100	238
CSU Channel Islands	120	Biology/Life Science Subtest III	100	300	220	4				99	247
CSU Channel Islands	098	CBEST	60	240	123	60	60	158	100	100	155
CSU Channel Islands	105	English Subtest I	100	300	220	3				99	248
CSU Channel Islands	106	English Subtest II	100	300	220	3				99	252
CSU Channel Islands	107	English Subtest III	100	300	220	3				99	246

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Channel Islands	108	English Subtest IV	100	300	220	3				99	245
CSU Channel Islands	110	Mathematics Subtest I	100	300	220	1				98	246
CSU Channel Islands	111	Mathematics Subtest II	100	300	220	1				99	245
CSU Channel Islands	101	Multiple Subjects Subtest I	100	300	220	45	45	246	100	100	244
CSU Channel Islands	102	Multiple Subjects Subtest II	100	300	220	45	45	250	100	100	247
CSU Channel Islands	103	Multiple Subjects Subtest III	100	300	220	45	45	246	100	100	243
CSU Channel Islands	081	RICA	0	120	81	2				100	92
CSU Channel Islands	081.1	RICA.1	100	300	220	43	42	240	98	95	238
CSU Channel Islands	118	Science Subtest I	100	300	220	4				100	251
CSU Channel Islands	119	Science Subtest II	100	300	220	4				99	251
CSU Channel Islands	114	Social Science Subtest I	100	300	220	6				98	240
CSU Channel Islands	115	Social Science Subtest II	100	300	220	6				99	245
CSU Channel Islands	116	Social Science Subtest III	100	300	220	6				99	243
CSU Channel Islands	142	Writing Skills	100	300	220	8				100	238
CSU Chico	140	Art Subtest I	100	300	220	2				98	248
CSU Chico	141	Art Subtest II	100	300	220	2				98	243
CSU Chico	120	Biology/Life Science Subtest III	100	300	220	1				99	247
CSU Chico	098	CBEST	60	240	123	153	153	151	100	100	155
CSU Chico	121	Chemistry Subtest III	100	300	220	1				99	254
CSU Chico	122	Earth/Planetary Science Subtest III	100	300	220	1				100	246
CSU Chico	105	English Subtest I	100	300	220	4				99	248
CSU Chico	106	English Subtest II	100	300	220	4				99	252
CSU Chico	107	English Subtest III	100	300	220	4				99	246
CSU Chico	108	English Subtest IV	100	300	220	4				99	245
CSU Chico	110	Mathematics Subtest I	100	300	220	3				98	246
CSU Chico	111	Mathematics Subtest II	100	300	220	3				99	245
CSU Chico	101	Multiple Subjects Subtest I	100	300	220	97	97	242	100	100	244
CSU Chico	102	Multiple Subjects Subtest II	100	300	220	97	97	248	100	100	247
CSU Chico	103	Multiple Subjects Subtest III	100	300	220	97	97	242	100	100	243
CSU Chico	136	Music Subtest I	100	300	220	1				100	257
CSU Chico	137	Music Subtest II	100	300	220	1				98	259
CSU Chico	138	Music Subtest III	100	300	220	1				98	250
CSU Chico	129	Physical Education Subtest I	100	300	220	1				99	238
CSU Chico	130	Physical Education Subtest II	100	300	220	1				99	236
CSU Chico	131	Physical Education Subtest III	100	300	220	1				99	234
CSU Chico	081	RICA	0	120	81	5				100	92

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Chico	081.1	RICA.1	100	300	220	93	92	239	99	95	238
CSU Chico	118	Science Subtest I	100	300	220	5				100	251
CSU Chico	119	Science Subtest II	100	300	220	5				99	251
CSU Chico	114	Social Science Subtest I	100	300	220	5				98	240
CSU Chico	115	Social Science Subtest II	100	300	220	5				99	245
CSU Chico	116	Social Science Subtest III	100	300	220	5				99	243
CSU Chico	145	Spanish Subtest I	100	300	220	1				100	244
CSU Chico	146	Spanish Subtest II	100	300	220	1				100	247
CSU Chico	147	Spanish Subtest III	100	300	220	1				100	252
CSU Chico	142	Writing Skills	100	300	220	30	30	229	100	100	238
CSU Dominguez Hills	120	Biology/Life Science Subtest III	100	300	220	4				99	247
CSU Dominguez Hills	098	CBEST	60	240	123	170	170	149	100	100	155
CSU Dominguez Hills	121	Chemistry Subtest III	100	300	220	1				99	254
CSU Dominguez Hills	122	Earth/Planetary Science Subtest III	100	300	220	1				100	246
CSU Dominguez Hills	126	Earth/Planetary Science Subtest IV	100	300	220	1					
CSU Dominguez Hills	105	English Subtest I	100	300	220	6				99	248
CSU Dominguez Hills	106	English Subtest II	100	300	220	6				99	252
CSU Dominguez Hills	107	English Subtest III	100	300	220	6				99	246
CSU Dominguez Hills	108	English Subtest IV	100	300	220	6				99	245
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	17	17	247	100	98	246
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	17	17	248	100	99	245
CSU Dominguez Hills	112	Mathematics Subtest III	100	300	220	6				95	246
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	55	55	241	100	100	244
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	55	55	245	100	100	247
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	55	55	241	100	100	243
CSU Dominguez Hills	129	Physical Education Subtest I	100	300	220	2				99	238
CSU Dominguez Hills	130	Physical Education Subtest II	100	300	220	2				99	236
CSU Dominguez Hills	131	Physical Education Subtest III	100	300	220	2				99	234
CSU Dominguez Hills	081	RICA	0	120	81	4				100	92
CSU Dominguez Hills	081.1	RICA.1	100	300	220	81	63	230	78	95	238
CSU Dominguez Hills	118	Science Subtest I	100	300	220	7				100	251
CSU Dominguez Hills	119	Science Subtest II	100	300	220	7				99	251
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	6				98	240
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	6				99	245
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	6				99	243
CSU Dominguez Hills	142	Writing Skills	100	300	220	2				100	238

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU East Bay	120	Biology/Life Science Subtest III	100	300	220	4				99	247
CSU East Bay	098	CBEST	60	240	123	152	151	161	99	100	155
CSU East Bay	121	Chemistry Subtest III	100	300	220	3				99	254
CSU East Bay	105	English Subtest I	100	300	220	13	13	247	100	99	248
CSU East Bay	106	English Subtest II	100	300	220	13	13	251	100	99	252
CSU East Bay	107	English Subtest III	100	300	220	13	13	248	100	99	246
CSU East Bay	108	English Subtest IV	100	300	220	13	13	240	100	99	245
CSU East Bay	110	Mathematics Subtest I	100	300	220	11	11	247	100	98	246
CSU East Bay	111	Mathematics Subtest II	100	300	220	11	11	250	100	99	245
CSU East Bay	112	Mathematics Subtest III	100	300	220	6				95	246
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	83	83	248	100	100	244
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	83	83	249	100	100	247
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	83	83	246	100	100	243
CSU East Bay	136	Music Subtest I	100	300	220	2				100	257
CSU East Bay	137	Music Subtest II	100	300	220	2				98	259
CSU East Bay	138	Music Subtest III	100	300	220	2				98	250
CSU East Bay	129	Physical Education Subtest I	100	300	220	3				99	238
CSU East Bay	130	Physical Education Subtest II	100	300	220	3				99	236
CSU East Bay	131	Physical Education Subtest III	100	300	220	3				99	234
CSU East Bay	081	RICA	0	120	81	1				100	92
CSU East Bay	081.1	RICA.1	100	300	220	81	80	241	99	95	238
CSU East Bay	118	Science Subtest I	100	300	220	8				100	251
CSU East Bay	119	Science Subtest II	100	300	220	8				99	251
CSU East Bay	114	Social Science Subtest I	100	300	220	13	13	243	100	98	240
CSU East Bay	115	Social Science Subtest II	100	300	220	13	13	249	100	99	245
CSU East Bay	116	Social Science Subtest III	100	300	220	13	13	252	100	99	243
CSU East Bay	142	Writing Skills	100	300	220	10	10	238	100	100	238
CSU Fresno	120	Biology/Life Science Subtest III	100	300	220	5				99	247
CSU Fresno	098	CBEST	60	240	123	314	314	147	100	100	155
CSU Fresno	121	Chemistry Subtest III	100	300	220	1				99	254
CSU Fresno	105	English Subtest I	100	300	220	11	11	246	100	99	248
CSU Fresno	106	English Subtest II	100	300	220	11	11	247	100	99	252
CSU Fresno	107	English Subtest III	100	300	220	11	11	242	100	99	246
CSU Fresno	108	English Subtest IV	100	300	220	11	11	252	100	99	245
CSU Fresno	110	Mathematics Subtest I	100	300	220	9				98	246
CSU Fresno	111	Mathematics Subtest II	100	300	220	9				99	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Fresno	112	Mathematics Subtest III	100	300	220	9				95	246
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	162	160	237	99	100	244
CSU Fresno	102	Multiple Subjects Subtest II	100	300	220	162	162	245	100	100	247
CSU Fresno	103	Multiple Subjects Subtest III	100	300	220	162	161	238	99	100	243
CSU Fresno	136	Music Subtest I	100	300	220	2				100	257
CSU Fresno	137	Music Subtest II	100	300	220	2				98	259
CSU Fresno	138	Music Subtest III	100	300	220	2				98	250
CSU Fresno	129	Physical Education Subtest I	100	300	220	3				99	238
CSU Fresno	130	Physical Education Subtest II	100	300	220	3				99	236
CSU Fresno	131	Physical Education Subtest III	100	300	220	3				99	234
CSU Fresno	081	RICA	0	120	81	1				100	92
CSU Fresno	081.1	RICA.1	100	300	220	157	146	234	93	95	238
CSU Fresno	118	Science Subtest I	100	300	220	7				100	251
CSU Fresno	119	Science Subtest II	100	300	220	7				99	251
CSU Fresno	114	Social Science Subtest I	100	300	220	19	19	240	100	98	240
CSU Fresno	115	Social Science Subtest II	100	300	220	19	19	246	100	99	245
CSU Fresno	116	Social Science Subtest III	100	300	220	19	19	243	100	99	243
CSU Fresno	142	Writing Skills	100	300	220	2				100	238
CSU Fullerton	140	Art Subtest I	100	300	220	8				98	248
CSU Fullerton	141	Art Subtest II	100	300	220	8				98	243
CSU Fullerton	120	Biology/Life Science Subtest III	100	300	220	11	11	243	100	99	247
CSU Fullerton	098	CBEST	60	240	123	442	442	151	100	100	155
CSU Fullerton	121	Chemistry Subtest III	100	300	220	5				99	254
CSU Fullerton	125	Chemistry Subtest IV	100	300	220	2					
CSU Fullerton	105	English Subtest I	100	300	220	9				99	248
CSU Fullerton	106	English Subtest II	100	300	220	9				99	252
CSU Fullerton	107	English Subtest III	100	300	220	9				99	246
CSU Fullerton	108	English Subtest IV	100	300	220	9				99	245
CSU Fullerton	163	Mandarin Subtest I	100	300	220	2					
CSU Fullerton	164	Mandarin Subtest II	100	300	220	2					
CSU Fullerton	165	Mandarin Subtest III	100	300	220	2					
CSU Fullerton	110	Mathematics Subtest I	100	300	220	23	23	242	100	98	246
CSU Fullerton	111	Mathematics Subtest II	100	300	220	23	23	247	100	99	245
CSU Fullerton	112	Mathematics Subtest III	100	300	220	1				95	246
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	268	268	240	100	100	244
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	268	268	246	100	100	247

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	268	268	241	100	100	243
CSU Fullerton	129	Physical Education Subtest I	100	300	220	5				99	238
CSU Fullerton	130	Physical Education Subtest II	100	300	220	5				99	236
CSU Fullerton	131	Physical Education Subtest III	100	300	220	5				99	234
CSU Fullerton	081	RICA	0	120	81	2				100	92
CSU Fullerton	092	RICA Video	100	300	220	1				92	230
CSU Fullerton	081.1	RICA.1	100	300	220	257	238	237	93	95	238
CSU Fullerton	118	Science Subtest I	100	300	220	18	17	239	94	100	251
CSU Fullerton	119	Science Subtest II	100	300	220	18	17	241	94	99	251
CSU Fullerton	114	Social Science Subtest I	100	300	220	22	22	246	100	98	240
CSU Fullerton	115	Social Science Subtest II	100	300	220	22	22	251	100	99	245
CSU Fullerton	116	Social Science Subtest III	100	300	220	22	22	247	100	99	243
CSU Fullerton	145	Spanish Subtest I	100	300	220	5				100	244
CSU Fullerton	146	Spanish Subtest II	100	300	220	5				100	247
CSU Fullerton	147	Spanish Subtest III	100	300	220	5				100	252
CSU Fullerton	142	Writing Skills	100	300	220	29	29	229	100	100	238
CSU Long Beach	140	Art Subtest I	100	300	220	1				98	248
CSU Long Beach	141	Art Subtest II	100	300	220	1				98	243
CSU Long Beach	120	Biology/Life Science Subtest III	100	300	220	14	14	249	100	99	247
CSU Long Beach	098	CBEST	60	240	123	520	518	153	100	100	155
CSU Long Beach	121	Chemistry Subtest III	100	300	220	5				99	254
CSU Long Beach	125	Chemistry Subtest IV	100	300	220	1					
CSU Long Beach	122	Earth/Planetary Science Subtest III	100	300	220	3				100	246
CSU Long Beach	105	English Subtest I	100	300	220	18	18	250	100	99	248
CSU Long Beach	106	English Subtest II	100	300	220	18	18	256	100	99	252
CSU Long Beach	107	English Subtest III	100	300	220	18	18	243	100	99	246
CSU Long Beach	108	English Subtest IV	100	300	220	18	18	247	100	99	245
CSU Long Beach	178	Health Science Subtest I	100	300	220	3				100	240
CSU Long Beach	179	Health Science Subtest II	100	300	220	3				100	243
CSU Long Beach	180	Health Science Subtest III	100	300	220	3				100	249
CSU Long Beach	184	Industrial And Tech Ed Subtest I	100	300	220	1					
CSU Long Beach	185	Industrial And Tech Ed Subtest II	100	300	220	1					
CSU Long Beach	157	Japanese Subtest I	100	300	220	1					
CSU Long Beach	158	Japanese Subtest II	100	300	220	1					
CSU Long Beach	159	Japanese Subtest III	100	300	220	1					
CSU Long Beach	163	Mandarin Subtest I	100	300	220	1					

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Long Beach	164	Mandarin Subtest II	100	300	220	1					
CSU Long Beach	165	Mandarin Subtest III	100	300	220	1					
CSU Long Beach	110	Mathematics Subtest I	100	300	220	24	24	251	100	98	246
CSU Long Beach	111	Mathematics Subtest II	100	300	220	24	24	244	100	99	245
CSU Long Beach	112	Mathematics Subtest III	100	300	220	11	11	244	100	95	246
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	259	259	243	100	100	244
CSU Long Beach	102	Multiple Subjects Subtest II	100	300	220	259	259	248	100	100	247
CSU Long Beach	103	Multiple Subjects Subtest III	100	300	220	259	259	242	100	100	243
CSU Long Beach	136	Music Subtest I	100	300	220	1				100	257
CSU Long Beach	137	Music Subtest II	100	300	220	1				98	259
CSU Long Beach	138	Music Subtest III	100	300	220	1				98	250
CSU Long Beach	129	Physical Education Subtest I	100	300	220	6				99	238
CSU Long Beach	130	Physical Education Subtest II	100	300	220	6				99	236
CSU Long Beach	131	Physical Education Subtest III	100	300	220	6				99	234
CSU Long Beach	123	Physics Subtest III	100	300	220	6				100	253
CSU Long Beach	081	RICA	0	120	81	5				100	92
CSU Long Beach	081.1	RICA.1	100	300	220	240	228	236	95	95	238
CSU Long Beach	118	Science Subtest I	100	300	220	30	30	254	100	100	251
CSU Long Beach	119	Science Subtest II	100	300	220	30	30	253	100	99	251
CSU Long Beach	114	Social Science Subtest I	100	300	220	28	28	237	100	98	240
CSU Long Beach	115	Social Science Subtest II	100	300	220	28	28	246	100	99	245
CSU Long Beach	116	Social Science Subtest III	100	300	220	28	28	242	100	99	243
CSU Long Beach	145	Spanish Subtest I	100	300	220	5				100	244
CSU Long Beach	146	Spanish Subtest II	100	300	220	5				100	247
CSU Long Beach	147	Spanish Subtest III	100	300	220	5				100	252
CSU Long Beach	142	Writing Skills	100	300	220	9				100	238
CSU Los Angeles	140	Art Subtest I	100	300	220	3				98	248
CSU Los Angeles	141	Art Subtest II	100	300	220	3				98	243
CSU Los Angeles	120	Biology/Life Science Subtest III	100	300	220	7				99	247
CSU Los Angeles	124	Biology/Life Science Subtest IV	100	300	220	1				100	258
CSU Los Angeles	098	CBEST	60	240	123	208	208	149	100	100	155
CSU Los Angeles	121	Chemistry Subtest III	100	300	220	2				99	254
CSU Los Angeles	105	English Subtest I	100	300	220	7				99	248
CSU Los Angeles	106	English Subtest II	100	300	220	7				99	252
CSU Los Angeles	107	English Subtest III	100	300	220	7				99	246
CSU Los Angeles	108	English Subtest IV	100	300	220	7				99	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Los Angeles	110	Mathematics Subtest I	100	300	220	24	24	254	100	98	246
CSU Los Angeles	111	Mathematics Subtest II	100	300	220	24	24	249	100	99	245
CSU Los Angeles	112	Mathematics Subtest III	100	300	220	15	15	250	100	95	246
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	108	108	235	100	100	244
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	108	108	240	100	100	247
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	108	108	236	100	100	243
CSU Los Angeles	136	Music Subtest I	100	300	220	1				100	257
CSU Los Angeles	137	Music Subtest II	100	300	220	1				98	259
CSU Los Angeles	138	Music Subtest III	100	300	220	1				98	250
CSU Los Angeles	129	Physical Education Subtest I	100	300	220	3				99	238
CSU Los Angeles	130	Physical Education Subtest II	100	300	220	3				99	236
CSU Los Angeles	131	Physical Education Subtest III	100	300	220	3				99	234
CSU Los Angeles	123	Physics Subtest III	100	300	220	1				100	253
CSU Los Angeles	081	RICA	0	120	81	3				100	92
CSU Los Angeles	092	RICA Video	100	300	220	1				92	230
CSU Los Angeles	081.1	RICA.1	100	300	220	99	83	233	84	95	238
CSU Los Angeles	118	Science Subtest I	100	300	220	9				100	251
CSU Los Angeles	119	Science Subtest II	100	300	220	9				99	251
CSU Los Angeles	114	Social Science Subtest I	100	300	220	7				98	240
CSU Los Angeles	115	Social Science Subtest II	100	300	220	7				99	245
CSU Los Angeles	116	Social Science Subtest III	100	300	220	7				99	243
CSU Los Angeles	145	Spanish Subtest I	100	300	220	3				100	244
CSU Los Angeles	146	Spanish Subtest II	100	300	220	3				100	247
CSU Los Angeles	147	Spanish Subtest III	100	300	220	3				100	252
CSU Los Angeles	142	Writing Skills	100	300	220	6				100	238
CSU Monterey Bay	098	CBEST	60	240	123	4				100	155
CSU Monterey Bay	101	Multiple Subjects Subtest I	100	300	220	2				100	244
CSU Monterey Bay	102	Multiple Subjects Subtest II	100	300	220	2				100	247
CSU Monterey Bay	103	Multiple Subjects Subtest III	100	300	220	2				100	243
CSU Monterey Bay	081	RICA	0	120	81	1				100	92
CSU Monterey Bay	081.1	RICA.1	100	300	220	1				95	238
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	13	13	246	100	99	247
CSU Northridge	124	Biology/Life Science Subtest IV	100	300	220	1				100	258
CSU Northridge	098	CBEST	60	240	123	296	296	154	100	100	155
CSU Northridge	121	Chemistry Subtest III	100	300	220	2				99	254
CSU Northridge	122	Earth/Planetary Science Subtest III	100	300	220	2				100	246

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Northridge	126	Earth/Planetary Science Subtest IV	100	300	220	1					
CSU Northridge	105	English Subtest I	100	300	220	18	18	261	100	99	248
CSU Northridge	106	English Subtest II	100	300	220	18	18	254	100	99	252
CSU Northridge	107	English Subtest III	100	300	220	18	18	239	100	99	246
CSU Northridge	108	English Subtest IV	100	300	220	18	18	249	100	99	245
CSU Northridge	178	Health Science Subtest I	100	300	220	1				100	240
CSU Northridge	179	Health Science Subtest II	100	300	220	1				100	243
CSU Northridge	180	Health Science Subtest III	100	300	220	1				100	249
CSU Northridge	163	Mandarin Subtest I	100	300	220	1					
CSU Northridge	164	Mandarin Subtest II	100	300	220	1					
CSU Northridge	165	Mandarin Subtest III	100	300	220	1					
CSU Northridge	110	Mathematics Subtest I	100	300	220	24	24	248	100	98	246
CSU Northridge	111	Mathematics Subtest II	100	300	220	24	24	248	100	99	245
CSU Northridge	112	Mathematics Subtest III	100	300	220	7				95	246
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	194	194	243	100	100	244
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	194	194	245	100	100	247
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	194	194	242	100	100	243
CSU Northridge	136	Music Subtest I	100	300	220	1				100	257
CSU Northridge	137	Music Subtest II	100	300	220	1				98	259
CSU Northridge	138	Music Subtest III	100	300	220	1				98	250
CSU Northridge	129	Physical Education Subtest I	100	300	220	3				99	238
CSU Northridge	130	Physical Education Subtest II	100	300	220	3				99	236
CSU Northridge	131	Physical Education Subtest III	100	300	220	3				99	234
CSU Northridge	123	Physics Subtest III	100	300	220	1				100	253
CSU Northridge	081	RICA	0	120	81	4				100	92
CSU Northridge	092	RICA Video	100	300	220	4				92	230
CSU Northridge	081.1	RICA.1	100	300	220	192	189	238	98	95	238
CSU Northridge	118	Science Subtest I	100	300	220	18	18	254	100	100	251
CSU Northridge	119	Science Subtest II	100	300	220	18	18	257	100	99	251
CSU Northridge	114	Social Science Subtest I	100	300	220	16	16	245	100	98	240
CSU Northridge	115	Social Science Subtest II	100	300	220	16	16	247	100	99	245
CSU Northridge	116	Social Science Subtest III	100	300	220	16	16	243	100	99	243
CSU Northridge	147	Spanish Subtest III	100	300	220	1				100	252
CSU Northridge	142	Writing Skills	100	300	220	53	53	238	100	100	238
CSU Sacramento	140	Art Subtest I	100	300	220	1				98	248
CSU Sacramento	141	Art Subtest II	100	300	220	1				98	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Sacramento	120	Biology/Life Science Subtest III	100	300	220	8				99	247
CSU Sacramento	098	CBEST	60	240	123	257	257	156	100	100	155
CSU Sacramento	122	Earth/Planetary Science Subtest III	100	300	220	4				100	246
CSU Sacramento	105	English Subtest I	100	300	220	8				99	248
CSU Sacramento	106	English Subtest II	100	300	220	8				99	252
CSU Sacramento	107	English Subtest III	100	300	220	8				99	246
CSU Sacramento	108	English Subtest IV	100	300	220	8				99	245
CSU Sacramento	148	French Subtest I	100	300	220	2					
CSU Sacramento	149	French Subtest II	100	300	220	2					
CSU Sacramento	150	French Subtest III	100	300	220	2					
CSU Sacramento	110	Mathematics Subtest I	100	300	220	12	12	256	100	98	246
CSU Sacramento	111	Mathematics Subtest II	100	300	220	12	12	244	100	99	245
CSU Sacramento	112	Mathematics Subtest III	100	300	220	6				95	246
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	142	142	244	100	100	244
CSU Sacramento	102	Multiple Subjects Subtest II	100	300	220	142	142	248	100	100	247
CSU Sacramento	103	Multiple Subjects Subtest III	100	300	220	142	142	243	100	100	243
CSU Sacramento	136	Music Subtest I	100	300	220	3				100	257
CSU Sacramento	137	Music Subtest II	100	300	220	3				98	259
CSU Sacramento	138	Music Subtest III	100	300	220	3				98	250
CSU Sacramento	123	Physics Subtest III	100	300	220	2				100	253
CSU Sacramento	127	Physics Subtest IV	100	300	220	1					
CSU Sacramento	081	RICA	0	120	81	1				100	92
CSU Sacramento	081.1	RICA.1	100	300	220	141	141	242	100	95	238
CSU Sacramento	118	Science Subtest I	100	300	220	14	14	246	100	100	251
CSU Sacramento	119	Science Subtest II	100	300	220	14	14	239	100	99	251
CSU Sacramento	114	Social Science Subtest I	100	300	220	10	10	243	100	98	240
CSU Sacramento	115	Social Science Subtest II	100	300	220	10	10	253	100	99	245
CSU Sacramento	116	Social Science Subtest III	100	300	220	10	10	245	100	99	243
CSU Sacramento	145	Spanish Subtest I	100	300	220	2				100	244
CSU Sacramento	146	Spanish Subtest II	100	300	220	2				100	247
CSU Sacramento	147	Spanish Subtest III	100	300	220	2				100	252
CSU Sacramento	142	Writing Skills	100	300	220	9				100	238
CSU San Bernardino	120	Biology/Life Science Subtest III	100	300	220	5				99	247
CSU San Bernardino	124	Biology/Life Science Subtest IV	100	300	220	1				100	258
CSU San Bernardino	098	CBEST	60	240	123	200	200	149	100	100	155
CSU San Bernardino	121	Chemistry Subtest III	100	300	220	2				99	254

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU San Bernardino	105	English Subtest I	100	300	220	7				99	248
CSU San Bernardino	106	English Subtest II	100	300	220	7				99	252
CSU San Bernardino	107	English Subtest III	100	300	220	7				99	246
CSU San Bernardino	108	English Subtest IV	100	300	220	7				99	245
CSU San Bernardino	148	French Subtest I	100	300	220	1					
CSU San Bernardino	149	French Subtest II	100	300	220	1					
CSU San Bernardino	150	French Subtest III	100	300	220	1					
CSU San Bernardino	110	Mathematics Subtest I	100	300	220	6				98	246
CSU San Bernardino	111	Mathematics Subtest II	100	300	220	6				99	245
CSU San Bernardino	112	Mathematics Subtest III	100	300	220	3				95	246
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	122	122	240	100	100	244
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	122	122	244	100	100	247
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	122	122	240	100	100	243
CSU San Bernardino	136	Music Subtest I	100	300	220	1				100	257
CSU San Bernardino	137	Music Subtest II	100	300	220	1				98	259
CSU San Bernardino	138	Music Subtest III	100	300	220	1				98	250
CSU San Bernardino	129	Physical Education Subtest I	100	300	220	1				99	238
CSU San Bernardino	130	Physical Education Subtest II	100	300	220	1				99	236
CSU San Bernardino	131	Physical Education Subtest III	100	300	220	1				99	234
CSU San Bernardino	123	Physics Subtest III	100	300	220	2				100	253
CSU San Bernardino	081	RICA	0	120	81	2				100	92
CSU San Bernardino	081.1	RICA.1	100	300	220	122	121	235	99	95	238
CSU San Bernardino	118	Science Subtest I	100	300	220	9				100	251
CSU San Bernardino	119	Science Subtest II	100	300	220	9				99	251
CSU San Bernardino	114	Social Science Subtest I	100	300	220	14	14	239	100	98	240
CSU San Bernardino	115	Social Science Subtest II	100	300	220	14	14	243	100	99	245
CSU San Bernardino	116	Social Science Subtest III	100	300	220	14	14	243	100	99	243
CSU San Bernardino	142	Writing Skills	100	300	220	7				100	238
CSU San Marcos	120	Biology/Life Science Subtest III	100	300	220	4				99	247
CSU San Marcos	098	CBEST	60	240	123	153	152	154	99	100	155
CSU San Marcos	121	Chemistry Subtest III	100	300	220	2				99	254
CSU San Marcos	122	Earth/Planetary Science Subtest III	100	300	220	1				100	246
CSU San Marcos	105	English Subtest I	100	300	220	7				99	248
CSU San Marcos	106	English Subtest II	100	300	220	7				99	252
CSU San Marcos	107	English Subtest III	100	300	220	7				99	246
CSU San Marcos	108	English Subtest IV	100	300	220	7				99	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU San Marcos	110	Mathematics Subtest I	100	300	220	4				98	246
CSU San Marcos	111	Mathematics Subtest II	100	300	220	4				99	245
CSU San Marcos	112	Mathematics Subtest III	100	300	220	2				95	246
CSU San Marcos	101	Multiple Subjects Subtest I	100	300	220	146	146	245	100	100	244
CSU San Marcos	102	Multiple Subjects Subtest II	100	300	220	146	146	247	100	100	247
CSU San Marcos	103	Multiple Subjects Subtest III	100	300	220	146	146	243	100	100	243
CSU San Marcos	129	Physical Education Subtest I	100	300	220	2				99	238
CSU San Marcos	130	Physical Education Subtest II	100	300	220	2				99	236
CSU San Marcos	131	Physical Education Subtest III	100	300	220	2				99	234
CSU San Marcos	081	RICA	0	120	81	1				100	92
CSU San Marcos	081.1	RICA.1	100	300	220	144	140	242	97	95	238
CSU San Marcos	118	Science Subtest I	100	300	220	6				100	251
CSU San Marcos	119	Science Subtest II	100	300	220	6				99	251
CSU San Marcos	114	Social Science Subtest I	100	300	220	5				98	240
CSU San Marcos	115	Social Science Subtest II	100	300	220	5				99	245
CSU San Marcos	116	Social Science Subtest III	100	300	220	5				99	243
CSU San Marcos	142	Writing Skills	100	300	220	26	26	232	100	100	238
CSU Stanislaus	120	Biology/Life Science Subtest III	100	300	220	4				99	247
CSU Stanislaus	124	Biology/Life Science Subtest IV	100	300	220	1				100	258
CSU Stanislaus	098	CBEST	60	240	123	184	184	150	100	100	155
CSU Stanislaus	105	English Subtest I	100	300	220	5				99	248
CSU Stanislaus	106	English Subtest II	100	300	220	5				99	252
CSU Stanislaus	107	English Subtest III	100	300	220	5				99	246
CSU Stanislaus	108	English Subtest IV	100	300	220	5				99	245
CSU Stanislaus	110	Mathematics Subtest I	100	300	220	4				98	246
CSU Stanislaus	111	Mathematics Subtest II	100	300	220	4				99	245
CSU Stanislaus	112	Mathematics Subtest III	100	300	220	2				95	246
CSU Stanislaus	101	Multiple Subjects Subtest I	100	300	220	134	134	241	100	100	244
CSU Stanislaus	102	Multiple Subjects Subtest II	100	300	220	134	134	244	100	100	247
CSU Stanislaus	103	Multiple Subjects Subtest III	100	300	220	134	134	241	100	100	243
CSU Stanislaus	136	Music Subtest I	100	300	220	1				100	257
CSU Stanislaus	137	Music Subtest II	100	300	220	1				98	259
CSU Stanislaus	138	Music Subtest III	100	300	220	1				98	250
CSU Stanislaus	081	RICA	0	120	81	1				100	92
CSU Stanislaus	092	RICA Video	100	300	220	2				92	230
CSU Stanislaus	081.1	RICA.1	100	300	220	127	118	237	93	95	238

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Stanislaus	118	Science Subtest I	100	300	220	3				100	251
CSU Stanislaus	119	Science Subtest II	100	300	220	3				99	251
CSU Stanislaus	114	Social Science Subtest I	100	300	220	9				98	240
CSU Stanislaus	115	Social Science Subtest II	100	300	220	9				99	245
CSU Stanislaus	116	Social Science Subtest III	100	300	220	9				99	243
CSU Stanislaus	145	Spanish Subtest I	100	300	220	1				100	244
CSU Stanislaus	146	Spanish Subtest II	100	300	220	1				100	247
CSU Stanislaus	147	Spanish Subtest III	100	300	220	1				100	252
CSU Stanislaus	142	Writing Skills	100	300	220	9				100	238
Dominican University of California	140	Art Subtest I	100	300	220	3				98	248
Dominican University of California	141	Art Subtest II	100	300	220	3				98	243
Dominican University of California	120	Biology/Life Science Subtest III	100	300	220	1				99	247
Dominican University of California	098	CBEST	60	240	123	53	53	165	100	100	155
Dominican University of California	121	Chemistry Subtest III	100	300	220	1				99	254
Dominican University of California	122	Earth/Planetary Science Subtest III	100	300	220	2				100	246
Dominican University of California	105	English Subtest I	100	300	220	6				99	248
Dominican University of California	106	English Subtest II	100	300	220	6				99	252
Dominican University of California	107	English Subtest III	100	300	220	6				99	246
Dominican University of California	108	English Subtest IV	100	300	220	6				99	245
Dominican University of California	148	French Subtest I	100	300	220	2					
Dominican University of California	149	French Subtest II	100	300	220	2					
Dominican University of California	150	French Subtest III	100	300	220	2					
Dominican University of California	110	Mathematics Subtest I	100	300	220	4				98	246
Dominican University of California	111	Mathematics Subtest II	100	300	220	4				99	245
Dominican University of California	112	Mathematics Subtest III	100	300	220	3				95	246
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	31	31	248	100	100	244
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	31	31	247	100	100	247
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	31	31	248	100	100	243
Dominican University of California	129	Physical Education Subtest I	100	300	220	1				99	238
Dominican University of California	130	Physical Education Subtest II	100	300	220	1				99	236
Dominican University of California	131	Physical Education Subtest III	100	300	220	1				99	234
Dominican University of California	081.1	RICA.1	100	300	220	33	33	241	100	95	238
Dominican University of California	118	Science Subtest I	100	300	220	6				100	251
Dominican University of California	119	Science Subtest II	100	300	220	6				99	251
Dominican University of California	114	Social Science Subtest I	100	300	220	4				98	240
Dominican University of California	115	Social Science Subtest II	100	300	220	4				99	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Dominican University of California	116	Social Science Subtest III	100	300	220	4				99	243
Dominican University of California	145	Spanish Subtest I	100	300	220	1				100	244
Dominican University of California	146	Spanish Subtest II	100	300	220	1				100	247
Dominican University of California	147	Spanish Subtest III	100	300	220	1				100	252
Dominican University of California	142	Writing Skills	100	300	220	6				100	238
Fresno Pacific University	140	Art Subtest I	100	300	220	1				98	248
Fresno Pacific University	141	Art Subtest II	100	300	220	1				98	243
Fresno Pacific University	120	Biology/Life Science Subtest III	100	300	220	3				99	247
Fresno Pacific University	098	CBEST	60	240	123	99	99	149	100	100	155
Fresno Pacific University	121	Chemistry Subtest III	100	300	220	1				99	254
Fresno Pacific University	125	Chemistry Subtest IV	100	300	220	1					
Fresno Pacific University	105	English Subtest I	100	300	220	5				99	248
Fresno Pacific University	106	English Subtest II	100	300	220	5				99	252
Fresno Pacific University	107	English Subtest III	100	300	220	5				99	246
Fresno Pacific University	108	English Subtest IV	100	300	220	5				99	245
Fresno Pacific University	110	Mathematics Subtest I	100	300	220	2				98	246
Fresno Pacific University	111	Mathematics Subtest II	100	300	220	2				99	245
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	71	71	242	100	100	244
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	71	71	244	100	100	247
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	71	71	238	100	100	243
Fresno Pacific University	136	Music Subtest I	100	300	220	2				100	257
Fresno Pacific University	137	Music Subtest II	100	300	220	2				98	259
Fresno Pacific University	138	Music Subtest III	100	300	220	2				98	250
Fresno Pacific University	129	Physical Education Subtest I	100	300	220	4				99	238
Fresno Pacific University	130	Physical Education Subtest II	100	300	220	4				99	236
Fresno Pacific University	131	Physical Education Subtest III	100	300	220	4				99	234
Fresno Pacific University	123	Physics Subtest III	100	300	220	1				100	253
Fresno Pacific University	092	RICA Video	100	300	220	1				92	230
Fresno Pacific University	081.1	RICA.1	100	300	220	71	70	239	99	95	238
Fresno Pacific University	118	Science Subtest I	100	300	220	3				100	251
Fresno Pacific University	119	Science Subtest II	100	300	220	3				99	251
Fresno Pacific University	114	Social Science Subtest I	100	300	220	4				98	240
Fresno Pacific University	115	Social Science Subtest II	100	300	220	4				99	245
Fresno Pacific University	116	Social Science Subtest III	100	300	220	4				99	243
Fresno Pacific University	145	Spanish Subtest I	100	300	220	1				100	244
Fresno Pacific University	146	Spanish Subtest II	100	300	220	1				100	247

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Fresno Pacific University	147	Spanish Subtest III	100	300	220	1				100	252
Fresno Pacific University	142	Writing Skills	100	300	220	1				100	238
Hebrew Union College	098	CBEST	60	240	123	1				100	155
Hebrew Union College	101	Multiple Subjects Subtest I	100	300	220	8				100	244
Hebrew Union College	102	Multiple Subjects Subtest II	100	300	220	6				100	247
Hebrew Union College	103	Multiple Subjects Subtest III	100	300	220	7				100	243
Hebrew Union College	081.1	RICA.1	100	300	220	9				95	238
Hebrew Union College	142	Writing Skills	100	300	220	7				100	238
Holy Names University	098	CBEST	60	240	123	12	12	152	100	100	155
Holy Names University	105	English Subtest I	100	300	220	1				99	248
Holy Names University	106	English Subtest II	100	300	220	1				99	252
Holy Names University	107	English Subtest III	100	300	220	1				99	246
Holy Names University	108	English Subtest IV	100	300	220	1				99	245
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	12	12	247	100	100	244
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	12	12	248	100	100	247
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	12	12	239	100	100	243
Holy Names University	081.1	RICA.1	100	300	220	12	12	243	100	95	238
Holy Names University	142	Writing Skills	100	300	220	2				100	238
Hope International University	186	American Sign Language Subtest I	100	300	220	1					
Hope International University	187	American Sign Language Subtest II	100	300	220	1					
Hope International University	188	American Sign Language Subtest III	100	300	220	1					
Hope International University	098	CBEST	60	240	123	6				100	155
Hope International University	105	English Subtest I	100	300	220	1				99	248
Hope International University	106	English Subtest II	100	300	220	1				99	252
Hope International University	107	English Subtest III	100	300	220	1				99	246
Hope International University	108	English Subtest IV	100	300	220	1				99	245
Hope International University	101	Multiple Subjects Subtest I	100	300	220	4				100	244
Hope International University	102	Multiple Subjects Subtest II	100	300	220	4				100	247
Hope International University	103	Multiple Subjects Subtest III	100	300	220	4				100	243
Hope International University	081.1	RICA.1	100	300	220	4				95	238
Hope International University	114	Social Science Subtest I	100	300	220	1				98	240
Hope International University	115	Social Science Subtest II	100	300	220	1				99	245
Hope International University	116	Social Science Subtest III	100	300	220	1				99	243
Hope International University	142	Writing Skills	100	300	220	1				100	238
Humboldt State University	120	Biology/Life Science Subtest III	100	300	220	2				99	247
Humboldt State University	098	CBEST	60	240	123	74	74	159	100	100	155

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Humboldt State University	121	Chemistry Subtest III	100	300	220	1				99	254
Humboldt State University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	246
Humboldt State University	105	English Subtest I	100	300	220	1				99	248
Humboldt State University	106	English Subtest II	100	300	220	1				99	252
Humboldt State University	107	English Subtest III	100	300	220	1				99	246
Humboldt State University	108	English Subtest IV	100	300	220	1				99	245
Humboldt State University	110	Mathematics Subtest I	100	300	220	2				98	246
Humboldt State University	111	Mathematics Subtest II	100	300	220	2				99	245
Humboldt State University	112	Mathematics Subtest III	100	300	220	1				95	246
Humboldt State University	101	Multiple Subjects Subtest I	100	300	220	18	18	247	100	100	244
Humboldt State University	102	Multiple Subjects Subtest II	100	300	220	18	18	252	100	100	247
Humboldt State University	103	Multiple Subjects Subtest III	100	300	220	18	18	249	100	100	243
Humboldt State University	123	Physics Subtest III	100	300	220	1				100	253
Humboldt State University	081.1	RICA.1	100	300	220	45	43	242	96	95	238
Humboldt State University	118	Science Subtest I	100	300	220	5				100	251
Humboldt State University	119	Science Subtest II	100	300	220	5				99	251
Humboldt State University	114	Social Science Subtest I	100	300	220	4				98	240
Humboldt State University	115	Social Science Subtest II	100	300	220	4				99	245
Humboldt State University	116	Social Science Subtest III	100	300	220	4				99	243
Humboldt State University	142	Writing Skills	100	300	220	3				100	238
La Sierra University	098	CBEST	60	240	123	7				100	155
La Sierra University	101	Multiple Subjects Subtest I	100	300	220	4				100	244
La Sierra University	102	Multiple Subjects Subtest II	100	300	220	4				100	247
La Sierra University	103	Multiple Subjects Subtest III	100	300	220	4				100	243
La Sierra University	136	Music Subtest I	100	300	220	1				100	257
La Sierra University	137	Music Subtest II	100	300	220	1				98	259
La Sierra University	138	Music Subtest III	100	300	220	1				98	250
La Sierra University	081.1	RICA.1	100	300	220	4				95	238
La Sierra University	118	Science Subtest I	100	300	220	1				100	251
La Sierra University	119	Science Subtest II	100	300	220	1				99	251
La Sierra University	114	Social Science Subtest I	100	300	220	1				98	240
La Sierra University	115	Social Science Subtest II	100	300	220	1				99	245
La Sierra University	116	Social Science Subtest III	100	300	220	1				99	243
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	4				99	247
Loyola Marymount University	098	CBEST	60	240	123	100	100	156	100	100	155
Loyola Marymount University	105	English Subtest I	100	300	220	10	10	247	100	99	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Loyola Marymount University	106	English Subtest II	100	300	220	10	10	253	100	99	252
Loyola Marymount University	107	English Subtest III	100	300	220	10	10	249	100	99	246
Loyola Marymount University	108	English Subtest IV	100	300	220	10	10	233	100	99	245
Loyola Marymount University	110	Mathematics Subtest I	100	300	220	8				98	246
Loyola Marymount University	111	Mathematics Subtest II	100	300	220	8				99	245
Loyola Marymount University	112	Mathematics Subtest III	100	300	220	2				95	246
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	66	66	245	100	100	244
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	66	66	247	100	100	247
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	66	66	244	100	100	243
Loyola Marymount University	123	Physics Subtest III	100	300	220	1				100	253
Loyola Marymount University	081	RICA	0	120	81	1				100	92
Loyola Marymount University	081.1	RICA.1	100	300	220	64	60	237	94	95	238
Loyola Marymount University	118	Science Subtest I	100	300	220	6				100	251
Loyola Marymount University	119	Science Subtest II	100	300	220	6				99	251
Loyola Marymount University	114	Social Science Subtest I	100	300	220	8				98	240
Loyola Marymount University	115	Social Science Subtest II	100	300	220	8				99	245
Loyola Marymount University	116	Social Science Subtest III	100	300	220	8				99	243
Loyola Marymount University	145	Spanish Subtest I	100	300	220	2				100	244
Loyola Marymount University	146	Spanish Subtest II	100	300	220	2				100	247
Loyola Marymount University	147	Spanish Subtest III	100	300	220	2				100	252
Loyola Marymount University	142	Writing Skills	100	300	220	4				100	238
Mills College	098	CBEST	60	240	123	48	48	167	100	100	155
Mills College	101	Multiple Subjects Subtest I	100	300	220	5				100	244
Mills College	102	Multiple Subjects Subtest II	100	300	220	5				100	247
Mills College	103	Multiple Subjects Subtest III	100	300	220	5				100	243
Mills College	081.1	RICA.1	100	300	220	20	18	243	90	95	238
Mills College	142	Writing Skills	100	300	220	5				100	238
Mount Saint Mary's College	098	CBEST	60	240	123	20	20	151	100	100	155
Mount Saint Mary's College	121	Chemistry Subtest III	100	300	220	1				99	254
Mount Saint Mary's College	125	Chemistry Subtest IV	100	300	220	1					
Mount Saint Mary's College	105	English Subtest I	100	300	220	5				99	248
Mount Saint Mary's College	106	English Subtest II	100	300	220	5				99	252
Mount Saint Mary's College	107	English Subtest III	100	300	220	5				99	246
Mount Saint Mary's College	108	English Subtest IV	100	300	220	5				99	245
Mount Saint Mary's College	110	Mathematics Subtest I	100	300	220	1				98	246
Mount Saint Mary's College	111	Mathematics Subtest II	100	300	220	1				99	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	11	11	243	100	100	244
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	11	11	243	100	100	247
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	11	11	242	100	100	243
Mount Saint Mary's College	081.1	RICA.1	100	300	220	8				95	238
Mount Saint Mary's College	114	Social Science Subtest I	100	300	220	2				98	240
Mount Saint Mary's College	115	Social Science Subtest II	100	300	220	2				99	245
Mount Saint Mary's College	116	Social Science Subtest III	100	300	220	2				99	243
National Hispanic University	140	Art Subtest I	100	300	220	1				98	248
National Hispanic University	141	Art Subtest II	100	300	220	1				98	243
National Hispanic University	098	CBEST	60	240	123	25	25	148	100	100	155
National Hispanic University	105	English Subtest I	100	300	220	1				99	248
National Hispanic University	106	English Subtest II	100	300	220	1				99	252
National Hispanic University	107	English Subtest III	100	300	220	1				99	246
National Hispanic University	108	English Subtest IV	100	300	220	1				99	245
National Hispanic University	110	Mathematics Subtest I	100	300	220	1				98	246
National Hispanic University	111	Mathematics Subtest II	100	300	220	1				99	245
National Hispanic University	112	Mathematics Subtest III	100	300	220	1				95	246
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	16	16	245	100	100	244
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	16	16	241	100	100	247
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	16	16	244	100	100	243
National Hispanic University	129	Physical Education Subtest I	100	300	220	2				99	238
National Hispanic University	130	Physical Education Subtest II	100	300	220	2				99	236
National Hispanic University	131	Physical Education Subtest III	100	300	220	2				99	234
National Hispanic University	081	RICA	0	120	81	2				100	92
National Hispanic University	081.1	RICA.1	100	300	220	14	14	234	100	95	238
National Hispanic University	114	Social Science Subtest I	100	300	220	1				98	240
National Hispanic University	115	Social Science Subtest II	100	300	220	1				99	245
National Hispanic University	116	Social Science Subtest III	100	300	220	1				99	243
National Hispanic University	145	Spanish Subtest I	100	300	220	1				100	244
National Hispanic University	146	Spanish Subtest II	100	300	220	1				100	247
National Hispanic University	147	Spanish Subtest III	100	300	220	1				100	252
National Hispanic University	142	Writing Skills	100	300	220	1				100	238
National University	140	Art Subtest I	100	300	220	2				98	248
National University	141	Art Subtest II	100	300	220	2				98	243
National University	120	Biology/Life Science Subtest III	100	300	220	8				99	247
National University	124	Biology/Life Science Subtest IV	100	300	220	1				100	258

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	175	Business Subtest I	100	300	220	2					
National University	176	Business Subtest II	100	300	220	2					
National University	177	Business Subtest III	100	300	220	2					
National University	098	CBEST	60	240	123	651	649	151	100	100	155
National University	121	Chemistry Subtest III	100	300	220	4				99	254
National University	122	Earth/Planetary Science Subtest III	100	300	220	3				100	246
National University	105	English Subtest I	100	300	220	39	39	243	100	99	248
National University	106	English Subtest II	100	300	220	39	39	248	100	99	252
National University	107	English Subtest III	100	300	220	39	39	235	100	99	246
National University	108	English Subtest IV	100	300	220	39	39	242	100	99	245
National University	190	Filipino Subtest I	100	300	220	1					
National University	191	Filipino Subtest II	100	300	220	1					
National University	178	Health Science Subtest I	100	300	220	10	10	235	100	100	240
National University	179	Health Science Subtest II	100	300	220	10	10	237	100	100	243
National University	180	Health Science Subtest III	100	300	220	10	10	248	100	100	249
National University	181	Home Economics Subtest I	100	300	220	1					
National University	182	Home Economics Subtest II	100	300	220	1					
National University	183	Home Economics Subtest III	100	300	220	1					
National University	303	Italian	100	300	220	1					
National University	110	Mathematics Subtest I	100	300	220	33	33	243	100	98	246
National University	111	Mathematics Subtest II	100	300	220	33	33	238	100	99	245
National University	112	Mathematics Subtest III	100	300	220	8				95	246
National University	101	Multiple Subjects Subtest I	100	300	220	426	426	241	100	100	244
National University	102	Multiple Subjects Subtest II	100	300	220	426	426	241	100	100	247
National University	103	Multiple Subjects Subtest III	100	300	220	426	426	240	100	100	243
National University	136	Music Subtest I	100	300	220	2				100	257
National University	137	Music Subtest II	100	300	220	2				98	259
National University	138	Music Subtest III	100	300	220	2				98	250
National University	129	Physical Education Subtest I	100	300	220	27	27	238	100	99	238
National University	130	Physical Education Subtest II	100	300	220	27	27	235	100	99	236
National University	131	Physical Education Subtest III	100	300	220	27	27	231	100	99	234
National University	123	Physics Subtest III	100	300	220	4				100	253
National University	081	RICA	0	120	81	11	11	88	100	100	92
National University	092	RICA Video	100	300	220	9				92	230
National University	081.1	RICA.1	100	300	220	415	382	234	92	95	238
National University	118	Science Subtest I	100	300	220	24	24	245	100	100	251

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	119	Science Subtest II	100	300	220	24	23	243	96	99	251
National University	114	Social Science Subtest I	100	300	220	47	47	232	100	98	240
National University	115	Social Science Subtest II	100	300	220	47	47	241	100	99	245
National University	116	Social Science Subtest III	100	300	220	47	47	242	100	99	243
National University	145	Spanish Subtest I	100	300	220	5				100	244
National University	146	Spanish Subtest II	100	300	220	5				100	247
National University	147	Spanish Subtest III	100	300	220	5				100	252
National University	142	Writing Skills	100	300	220	17	16	222	94	100	238
Pacific Oaks College	098	CBEST	60	240	123	3				100	155
Pacific Oaks College	081.1	RICA.1	100	300	220	2				95	238
Pacific Union College	140	Art Subtest I	100	300	220	1				98	248
Pacific Union College	141	Art Subtest II	100	300	220	1				98	243
Pacific Union College	098	CBEST	60	240	123	5				100	155
Pacific Union College	101	Multiple Subjects Subtest I	100	300	220	2				100	244
Pacific Union College	102	Multiple Subjects Subtest II	100	300	220	2				100	247
Pacific Union College	103	Multiple Subjects Subtest III	100	300	220	2				100	243
Pacific Union College	136	Music Subtest I	100	300	220	1				100	257
Pacific Union College	137	Music Subtest II	100	300	220	1				98	259
Pacific Union College	138	Music Subtest III	100	300	220	1				98	250
Pacific Union College	129	Physical Education Subtest I	100	300	220	1				99	238
Pacific Union College	130	Physical Education Subtest II	100	300	220	1				99	236
Pacific Union College	131	Physical Education Subtest III	100	300	220	1				99	234
Pacific Union College	081.1	RICA.1	100	300	220	2				95	238
Patten University	098	CBEST	60	240	123	6				100	155
Patten University	110	Mathematics Subtest I	100	300	220	1				98	246
Patten University	111	Mathematics Subtest II	100	300	220	1				99	245
Patten University	112	Mathematics Subtest III	100	300	220	1				95	246
Patten University	101	Multiple Subjects Subtest I	100	300	220	4				100	244
Patten University	102	Multiple Subjects Subtest II	100	300	220	4				100	247
Patten University	103	Multiple Subjects Subtest III	100	300	220	4				100	243
Patten University	081	RICA	0	120	81	1				100	92
Patten University	081.1	RICA.1	100	300	220	3				95	238
Pepperdine University	120	Biology/Life Science Subtest III	100	300	220	1				99	247
Pepperdine University	098	CBEST	60	240	123	59	59	164	100	100	155
Pepperdine University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	246
Pepperdine University	105	English Subtest I	100	300	220	11	10	247	91	99	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Pepperdine University	106	English Subtest II	100	300	220	11	11	267	100	99	252
Pepperdine University	107	English Subtest III	100	300	220	11	11	243	100	99	246
Pepperdine University	108	English Subtest IV	100	300	220	11	11	247	100	99	245
Pepperdine University	178	Health Science Subtest I	100	300	220	1				100	240
Pepperdine University	179	Health Science Subtest II	100	300	220	1				100	243
Pepperdine University	180	Health Science Subtest III	100	300	220	1				100	249
Pepperdine University	110	Mathematics Subtest I	100	300	220	3				98	246
Pepperdine University	111	Mathematics Subtest II	100	300	220	3				99	245
Pepperdine University	112	Mathematics Subtest III	100	300	220	2				95	246
Pepperdine University	101	Multiple Subjects Subtest I	100	300	220	48	48	251	100	100	244
Pepperdine University	102	Multiple Subjects Subtest II	100	300	220	48	48	255	100	100	247
Pepperdine University	103	Multiple Subjects Subtest III	100	300	220	48	48	245	100	100	243
Pepperdine University	136	Music Subtest I	100	300	220	1				100	257
Pepperdine University	137	Music Subtest II	100	300	220	1				98	259
Pepperdine University	138	Music Subtest III	100	300	220	1				98	250
Pepperdine University	129	Physical Education Subtest I	100	300	220	1				99	238
Pepperdine University	130	Physical Education Subtest II	100	300	220	1				99	236
Pepperdine University	131	Physical Education Subtest III	100	300	220	1				99	234
Pepperdine University	081.1	RICA.1	100	300	220	46	43	243	93	95	238
Pepperdine University	118	Science Subtest I	100	300	220	2				100	251
Pepperdine University	119	Science Subtest II	100	300	220	2				99	251
Pepperdine University	114	Social Science Subtest I	100	300	220	4				98	240
Pepperdine University	115	Social Science Subtest II	100	300	220	4				99	245
Pepperdine University	116	Social Science Subtest III	100	300	220	4				99	243
Pepperdine University	142	Writing Skills	100	300	220	18	18	250	100	100	238
Point Loma Nazarene University	140	Art Subtest I	100	300	220	1				98	248
Point Loma Nazarene University	141	Art Subtest II	100	300	220	1				98	243
Point Loma Nazarene University	120	Biology/Life Science Subtest III	100	300	220	3				99	247
Point Loma Nazarene University	175	Business Subtest I	100	300	220	1					
Point Loma Nazarene University	176	Business Subtest II	100	300	220	1					
Point Loma Nazarene University	177	Business Subtest III	100	300	220	1					
Point Loma Nazarene University	098	CBEST	60	240	123	59	59	156	100	100	155
Point Loma Nazarene University	105	English Subtest I	100	300	220	7				99	248
Point Loma Nazarene University	106	English Subtest II	100	300	220	7				99	252
Point Loma Nazarene University	107	English Subtest III	100	300	220	7				99	246
Point Loma Nazarene University	108	English Subtest IV	100	300	220	7				99	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Point Loma Nazarene University	178	Health Science Subtest I	100	300	220	2				100	240
Point Loma Nazarene University	179	Health Science Subtest II	100	300	220	2				100	243
Point Loma Nazarene University	180	Health Science Subtest III	100	300	220	2				100	249
Point Loma Nazarene University	110	Mathematics Subtest I	100	300	220	3				98	246
Point Loma Nazarene University	111	Mathematics Subtest II	100	300	220	3				99	245
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	42	41	239	98	100	244
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	41	41	243	100	100	247
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	42	42	239	100	100	243
Point Loma Nazarene University	136	Music Subtest I	100	300	220	1				100	257
Point Loma Nazarene University	137	Music Subtest II	100	300	220	1				98	259
Point Loma Nazarene University	138	Music Subtest III	100	300	220	1				98	250
Point Loma Nazarene University	081.1	RICA.1	100	300	220	39	39	238	100	95	238
Point Loma Nazarene University	118	Science Subtest I	100	300	220	4				100	251
Point Loma Nazarene University	119	Science Subtest II	100	300	220	4				99	251
Point Loma Nazarene University	114	Social Science Subtest I	100	300	220	5				98	240
Point Loma Nazarene University	115	Social Science Subtest II	100	300	220	5				99	245
Point Loma Nazarene University	116	Social Science Subtest III	100	300	220	5				99	243
Point Loma Nazarene University	145	Spanish Subtest I	100	300	220	2				100	244
Point Loma Nazarene University	146	Spanish Subtest II	100	300	220	2				100	247
Point Loma Nazarene University	147	Spanish Subtest III	100	300	220	2				100	252
Point Loma Nazarene University	142	Writing Skills	100	300	220	12	12	223	100	100	238
Saint Mary's College of California	140	Art Subtest I	100	300	220	1				98	248
Saint Mary's College of California	141	Art Subtest II	100	300	220	1				98	243
Saint Mary's College of California	120	Biology/Life Science Subtest III	100	300	220	1				99	247
Saint Mary's College of California	098	CBEST	60	240	123	73	73	158	100	100	155
Saint Mary's College of California	105	English Subtest I	100	300	220	4				99	248
Saint Mary's College of California	106	English Subtest II	100	300	220	4				99	252
Saint Mary's College of California	107	English Subtest III	100	300	220	4				99	246
Saint Mary's College of California	108	English Subtest IV	100	300	220	4				99	245
Saint Mary's College of California	110	Mathematics Subtest I	100	300	220	4				98	246
Saint Mary's College of California	111	Mathematics Subtest II	100	300	220	4				99	245
Saint Mary's College of California	112	Mathematics Subtest III	100	300	220	3				95	246
Saint Mary's College of California	101	Multiple Subjects Subtest I	100	300	220	51	51	244	100	100	244
Saint Mary's College of California	102	Multiple Subjects Subtest II	100	300	220	51	51	247	100	100	247
Saint Mary's College of California	103	Multiple Subjects Subtest III	100	300	220	51	51	243	100	100	243
Saint Mary's College of California	136	Music Subtest I	100	300	220	1				100	257

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Saint Mary's College of California	137	Music Subtest II	100	300	220	1				98	259
Saint Mary's College of California	138	Music Subtest III	100	300	220	1				98	250
Saint Mary's College of California	123	Physics Subtest III	100	300	220	1				100	253
Saint Mary's College of California	081.1	RICA.1	100	300	220	51	50	241	98	95	238
Saint Mary's College of California	118	Science Subtest I	100	300	220	3				100	251
Saint Mary's College of California	119	Science Subtest II	100	300	220	3				99	251
Saint Mary's College of California	114	Social Science Subtest I	100	300	220	8				98	240
Saint Mary's College of California	115	Social Science Subtest II	100	300	220	8				99	245
Saint Mary's College of California	116	Social Science Subtest III	100	300	220	8				99	243
Saint Mary's College of California	145	Spanish Subtest I	100	300	220	1				100	244
Saint Mary's College of California	146	Spanish Subtest II	100	300	220	1				100	247
Saint Mary's College of California	147	Spanish Subtest III	100	300	220	1				100	252
Saint Mary's College of California	142	Writing Skills	100	300	220	2				100	238
San Diego Christian College	098	CBEST	60	240	123	6				100	155
San Diego Christian College	105	English Subtest I	100	300	220	1				99	248
San Diego Christian College	106	English Subtest II	100	300	220	1				99	252
San Diego Christian College	107	English Subtest III	100	300	220	1				99	246
San Diego Christian College	108	English Subtest IV	100	300	220	1				99	245
San Diego Christian College	110	Mathematics Subtest I	100	300	220	1				98	246
San Diego Christian College	111	Mathematics Subtest II	100	300	220	1				99	245
San Diego Christian College	101	Multiple Subjects Subtest I	100	300	220	5				100	244
San Diego Christian College	102	Multiple Subjects Subtest II	100	300	220	5				100	247
San Diego Christian College	103	Multiple Subjects Subtest III	100	300	220	5				100	243
San Diego Christian College	081.1	RICA.1	100	300	220	5				95	238
San Diego Christian College	114	Social Science Subtest I	100	300	220	2				98	240
San Diego Christian College	115	Social Science Subtest II	100	300	220	2				99	245
San Diego Christian College	116	Social Science Subtest III	100	300	220	2				99	243
San Diego Christian College	142	Writing Skills	100	300	220	3				100	238
San Diego State University	140	Art Subtest I	100	300	220	3				98	248
San Diego State University	141	Art Subtest II	100	300	220	3				98	243
San Diego State University	120	Biology/Life Science Subtest III	100	300	220	2				99	247
San Diego State University	175	Business Subtest I	100	300	220	1					
San Diego State University	176	Business Subtest II	100	300	220	1					
San Diego State University	177	Business Subtest III	100	300	220	1					
San Diego State University	098	CBEST	60	240	123	259	259	155	100	100	155
San Diego State University	121	Chemistry Subtest III	100	300	220	3				99	254

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Diego State University	125	Chemistry Subtest IV	100	300	220	1					
San Diego State University	105	English Subtest I	100	300	220	9				99	248
San Diego State University	106	English Subtest II	100	300	220	9				99	252
San Diego State University	107	English Subtest III	100	300	220	9				99	246
San Diego State University	108	English Subtest IV	100	300	220	9				99	245
San Diego State University	148	French Subtest I	100	300	220	1					
San Diego State University	149	French Subtest II	100	300	220	1					
San Diego State University	150	French Subtest III	100	300	220	1					
San Diego State University	110	Mathematics Subtest I	100	300	220	15	15	243	100	98	246
San Diego State University	111	Mathematics Subtest II	100	300	220	15	15	242	100	99	245
San Diego State University	112	Mathematics Subtest III	100	300	220	3				95	246
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	147	147	246	100	100	244
San Diego State University	102	Multiple Subjects Subtest II	100	300	220	147	147	251	100	100	247
San Diego State University	103	Multiple Subjects Subtest III	100	300	220	147	147	243	100	100	243
San Diego State University	136	Music Subtest I	100	300	220	1				100	257
San Diego State University	137	Music Subtest II	100	300	220	1				98	259
San Diego State University	138	Music Subtest III	100	300	220	1				98	250
San Diego State University	129	Physical Education Subtest I	100	300	220	3				99	238
San Diego State University	130	Physical Education Subtest II	100	300	220	3				99	236
San Diego State University	131	Physical Education Subtest III	100	300	220	3				99	234
San Diego State University	123	Physics Subtest III	100	300	220	1				100	253
San Diego State University	081	RICA	0	120	81	7				100	92
San Diego State University	081.1	RICA.1	100	300	220	142	142	240	100	95	238
San Diego State University	118	Science Subtest I	100	300	220	6				100	251
San Diego State University	119	Science Subtest II	100	300	220	6				99	251
San Diego State University	114	Social Science Subtest I	100	300	220	23	23	245	100	98	240
San Diego State University	115	Social Science Subtest II	100	300	220	23	23	252	100	99	245
San Diego State University	116	Social Science Subtest III	100	300	220	23	23	243	100	99	243
San Diego State University	145	Spanish Subtest I	100	300	220	3				100	244
San Diego State University	146	Spanish Subtest II	100	300	220	3				100	247
San Diego State University	147	Spanish Subtest III	100	300	220	3				100	252
San Diego State University	142	Writing Skills	100	300	220	8				100	238
San Francisco State University	098	CBEST	60	240	123	306	306	163	100	100	155
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	37	37	250	100	100	244
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	37	37	253	100	100	247
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	37	37	250	100	100	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Francisco State University	081	RICA	0	120	81	50	50	96	100	100	92
San Francisco State University	081.1	RICA.1	100	300	220	88	88	245	100	95	238
San Francisco State University	142	Writing Skills	100	300	220	37	37	241	100	100	238
San Jose State University	140	Art Subtest I	100	300	220	3				98	248
San Jose State University	141	Art Subtest II	100	300	220	3				98	243
San Jose State University	120	Biology/Life Science Subtest III	100	300	220	7				99	247
San Jose State University	098	CBEST	60	240	123	297	297	160	100	100	155
San Jose State University	121	Chemistry Subtest III	100	300	220	1				99	254
San Jose State University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	246
San Jose State University	105	English Subtest I	100	300	220	8				99	248
San Jose State University	106	English Subtest II	100	300	220	8				99	252
San Jose State University	107	English Subtest III	100	300	220	8				99	246
San Jose State University	108	English Subtest IV	100	300	220	8				99	245
San Jose State University	163	Mandarin Subtest I	100	300	220	1					
San Jose State University	164	Mandarin Subtest II	100	300	220	1					
San Jose State University	165	Mandarin Subtest III	100	300	220	1					
San Jose State University	110	Mathematics Subtest I	100	300	220	12	12	263	100	98	246
San Jose State University	111	Mathematics Subtest II	100	300	220	12	12	255	100	99	245
San Jose State University	112	Mathematics Subtest III	100	300	220	12	12	259	100	95	246
San Jose State University	101	Multiple Subjects Subtest I	100	300	220	208	208	247	100	100	244
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	208	208	253	100	100	247
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	208	208	247	100	100	243
San Jose State University	136	Music Subtest I	100	300	220	1				100	257
San Jose State University	137	Music Subtest II	100	300	220	1				98	259
San Jose State University	138	Music Subtest III	100	300	220	1				98	250
San Jose State University	129	Physical Education Subtest I	100	300	220	2				99	238
San Jose State University	130	Physical Education Subtest II	100	300	220	2				99	236
San Jose State University	131	Physical Education Subtest III	100	300	220	2				99	234
San Jose State University	123	Physics Subtest III	100	300	220	1				100	253
San Jose State University	081	RICA	0	120	81	2				100	92
San Jose State University	081.1	RICA.1	100	300	220	196	189	241	96	95	238
San Jose State University	118	Science Subtest I	100	300	220	10	10	255	100	100	251
San Jose State University	119	Science Subtest II	100	300	220	10	10	252	100	99	251
San Jose State University	114	Social Science Subtest I	100	300	220	15	15	245	100	98	240
San Jose State University	115	Social Science Subtest II	100	300	220	15	15	245	100	99	245
San Jose State University	116	Social Science Subtest III	100	300	220	15	15	247	100	99	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Jose State University	145	Spanish Subtest I	100	300	220	1				100	244
San Jose State University	146	Spanish Subtest II	100	300	220	1				100	247
San Jose State University	147	Spanish Subtest III	100	300	220	1				100	252
San Jose State University	142	Writing Skills	100	300	220	11	11	242	100	100	238
Santa Clara University	140	Art Subtest I	100	300	220	2				98	248
Santa Clara University	141	Art Subtest II	100	300	220	2				98	243
Santa Clara University	120	Biology/Life Science Subtest III	100	300	220	1				99	247
Santa Clara University	098	CBEST	60	240	123	54	54	166	100	100	155
Santa Clara University	121	Chemistry Subtest III	100	300	220	2				99	254
Santa Clara University	105	English Subtest I	100	300	220	5				99	248
Santa Clara University	106	English Subtest II	100	300	220	5				99	252
Santa Clara University	107	English Subtest III	100	300	220	5				99	246
Santa Clara University	108	English Subtest IV	100	300	220	5				99	245
Santa Clara University	110	Mathematics Subtest I	100	300	220	7				98	246
Santa Clara University	111	Mathematics Subtest II	100	300	220	7				99	245
Santa Clara University	112	Mathematics Subtest III	100	300	220	6				95	246
Santa Clara University	101	Multiple Subjects Subtest I	100	300	220	32	32	250	100	100	244
Santa Clara University	102	Multiple Subjects Subtest II	100	300	220	32	32	253	100	100	247
Santa Clara University	103	Multiple Subjects Subtest III	100	300	220	32	32	244	100	100	243
Santa Clara University	123	Physics Subtest III	100	300	220	1				100	253
Santa Clara University	127	Physics Subtest IV	100	300	220	1					
Santa Clara University	081	RICA	0	120	81	4				100	92
Santa Clara University	081.1	RICA.1	100	300	220	28	28	244	100	95	238
Santa Clara University	118	Science Subtest I	100	300	220	3				100	251
Santa Clara University	119	Science Subtest II	100	300	220	3				99	251
Santa Clara University	114	Social Science Subtest I	100	300	220	5				98	240
Santa Clara University	115	Social Science Subtest II	100	300	220	5				99	245
Santa Clara University	116	Social Science Subtest III	100	300	220	5				99	243
Santa Clara University	145	Spanish Subtest I	100	300	220	1				100	244
Santa Clara University	146	Spanish Subtest II	100	300	220	1				100	247
Santa Clara University	147	Spanish Subtest III	100	300	220	1				100	252
Santa Clara University	142	Writing Skills	100	300	220	3				100	238
Simpson University	120	Biology/Life Science Subtest III	100	300	220	4				99	247
Simpson University	124	Biology/Life Science Subtest IV	100	300	220	2				100	258
Simpson University	098	CBEST	60	240	123	38	37	160	97	100	155
Simpson University	121	Chemistry Subtest III	100	300	220	1				99	254

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Simpson University	125	Chemistry Subtest IV	100	300	220	1					
Simpson University	105	English Subtest I	100	300	220	4				99	248
Simpson University	106	English Subtest II	100	300	220	4				99	252
Simpson University	107	English Subtest III	100	300	220	4				99	246
Simpson University	108	English Subtest IV	100	300	220	4				99	245
Simpson University	110	Mathematics Subtest I	100	300	220	2				98	246
Simpson University	111	Mathematics Subtest II	100	300	220	2				99	245
Simpson University	101	Multiple Subjects Subtest I	100	300	220	26	26	252	100	100	244
Simpson University	102	Multiple Subjects Subtest II	100	300	220	26	26	254	100	100	247
Simpson University	103	Multiple Subjects Subtest III	100	300	220	26	26	248	100	100	243
Simpson University	129	Physical Education Subtest I	100	300	220	3				99	238
Simpson University	130	Physical Education Subtest II	100	300	220	3				99	236
Simpson University	131	Physical Education Subtest III	100	300	220	3				99	234
Simpson University	081	RICA	0	120	81	1				100	92
Simpson University	081.1	RICA.1	100	300	220	25	25	240	100	95	238
Simpson University	118	Science Subtest I	100	300	220	3				100	251
Simpson University	119	Science Subtest II	100	300	220	3				99	251
Simpson University	114	Social Science Subtest I	100	300	220	4				98	240
Simpson University	115	Social Science Subtest II	100	300	220	4				99	245
Simpson University	116	Social Science Subtest III	100	300	220	4				99	243
Simpson University	142	Writing Skills	100	300	220	7				100	238
Sonoma State University	140	Art Subtest I	100	300	220	1				98	248
Sonoma State University	141	Art Subtest II	100	300	220	1				98	243
Sonoma State University	120	Biology/Life Science Subtest III	100	300	220	6				99	247
Sonoma State University	098	CBEST	60	240	123	138	138	158	100	100	155
Sonoma State University	121	Chemistry Subtest III	100	300	220	1				99	254
Sonoma State University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	246
Sonoma State University	105	English Subtest I	100	300	220	8				99	248
Sonoma State University	106	English Subtest II	100	300	220	8				99	252
Sonoma State University	107	English Subtest III	100	300	220	8				99	246
Sonoma State University	108	English Subtest IV	100	300	220	8				99	245
Sonoma State University	178	Health Science Subtest I	100	300	220	1				100	240
Sonoma State University	179	Health Science Subtest II	100	300	220	1				100	243
Sonoma State University	180	Health Science Subtest III	100	300	220	1				100	249
Sonoma State University	110	Mathematics Subtest I	100	300	220	6				98	246
Sonoma State University	111	Mathematics Subtest II	100	300	220	6				99	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Sonoma State University	112	Mathematics Subtest III	100	300	220	1				95	246
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	112	112	244	100	100	244
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	112	112	246	100	100	247
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	112	112	243	100	100	243
Sonoma State University	081	RICA	0	120	81	1				100	92
Sonoma State University	081.1	RICA.1	100	300	220	111	102	237	92	95	238
Sonoma State University	118	Science Subtest I	100	300	220	11	11	246	100	100	251
Sonoma State University	119	Science Subtest II	100	300	220	11	11	249	100	99	251
Sonoma State University	114	Social Science Subtest I	100	300	220	22	22	244	100	98	240
Sonoma State University	115	Social Science Subtest II	100	300	220	22	22	243	100	99	245
Sonoma State University	116	Social Science Subtest III	100	300	220	22	22	246	100	99	243
Sonoma State University	145	Spanish Subtest I	100	300	220	3				100	244
Sonoma State University	146	Spanish Subtest II	100	300	220	3				100	247
Sonoma State University	147	Spanish Subtest III	100	300	220	3				100	252
Sonoma State University	142	Writing Skills	100	300	220	47	47	238	100	100	238
Stanford University	120	Biology/Life Science Subtest III	100	300	220	11	11	267	100	99	247
Stanford University	098	CBEST	60	240	123	84	84	187	100	100	155
Stanford University	121	Chemistry Subtest III	100	300	220	1				99	254
Stanford University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	246
Stanford University	105	English Subtest I	100	300	220	16	16	262	100	99	248
Stanford University	106	English Subtest II	100	300	220	16	16	268	100	99	252
Stanford University	107	English Subtest III	100	300	220	16	16	269	100	99	246
Stanford University	108	English Subtest IV	100	300	220	16	16	253	100	99	245
Stanford University	163	Mandarin Subtest I	100	300	220	2					
Stanford University	164	Mandarin Subtest II	100	300	220	2					
Stanford University	165	Mandarin Subtest III	100	300	220	2					
Stanford University	110	Mathematics Subtest I	100	300	220	11	11	250	100	98	246
Stanford University	111	Mathematics Subtest II	100	300	220	11	11	250	100	99	245
Stanford University	112	Mathematics Subtest III	100	300	220	11	11	243	100	95	246
Stanford University	101	Multiple Subjects Subtest I	100	300	220	24	24	268	100	100	244
Stanford University	102	Multiple Subjects Subtest II	100	300	220	24	24	272	100	100	247
Stanford University	103	Multiple Subjects Subtest III	100	300	220	24	24	259	100	100	243
Stanford University	123	Physics Subtest III	100	300	220	2				100	253
Stanford University	081.1	RICA.1	100	300	220	22	22	254	100	95	238
Stanford University	118	Science Subtest I	100	300	220	16	16	277	100	100	251
Stanford University	119	Science Subtest II	100	300	220	16	16	283	100	99	251

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Stanford University	114	Social Science Subtest I	100	300	220	13	13	264	100	98	240
Stanford University	115	Social Science Subtest II	100	300	220	13	13	271	100	99	245
Stanford University	116	Social Science Subtest III	100	300	220	13	13	260	100	99	243
Stanford University	145	Spanish Subtest I	100	300	220	5				100	244
Stanford University	146	Spanish Subtest II	100	300	220	5				100	247
Stanford University	147	Spanish Subtest III	100	300	220	5				100	252
Stanford University	142	Writing Skills	100	300	220	4				100	238
The Master's College	098	CBEST	60	240	123	11	11	163	100	100	155
The Master's College	105	English Subtest I	100	300	220	3				99	248
The Master's College	106	English Subtest II	100	300	220	3				99	252
The Master's College	107	English Subtest III	100	300	220	3				99	246
The Master's College	108	English Subtest IV	100	300	220	3				99	245
The Master's College	110	Mathematics Subtest I	100	300	220	1				98	246
The Master's College	111	Mathematics Subtest II	100	300	220	1				99	245
The Master's College	112	Mathematics Subtest III	100	300	220	1				95	246
The Master's College	101	Multiple Subjects Subtest I	100	300	220	6				100	244
The Master's College	102	Multiple Subjects Subtest II	100	300	220	6				100	247
The Master's College	103	Multiple Subjects Subtest III	100	300	220	6				100	243
The Master's College	081.1	RICA.1	100	300	220	6				95	238
Touro University-CA College of Education	098	CBEST	60	240	123	8				100	155
Touro University-CA College of Education	081	RICA	0	120	81	1				100	92
Touro University-CA College of Education	081.1	RICA.1	100	300	220	3				95	238
UC Berkeley	120	Biology/Life Science Subtest III	100	300	220	6				99	247
UC Berkeley	098	CBEST	60	240	123	45	45	181	100	100	155
UC Berkeley	121	Chemistry Subtest III	100	300	220	2				99	254
UC Berkeley	105	English Subtest I	100	300	220	14	14	266	100	99	248
UC Berkeley	106	English Subtest II	100	300	220	14	14	264	100	99	252
UC Berkeley	107	English Subtest III	100	300	220	14	14	250	100	99	246
UC Berkeley	108	English Subtest IV	100	300	220	14	14	247	100	99	245
UC Berkeley	110	Mathematics Subtest I	100	300	220	6				98	246
UC Berkeley	111	Mathematics Subtest II	100	300	220	6				99	245
UC Berkeley	112	Mathematics Subtest III	100	300	220	6				95	246
UC Berkeley	101	Multiple Subjects Subtest I	100	300	220	16	16	267	100	100	244
UC Berkeley	102	Multiple Subjects Subtest II	100	300	220	16	16	277	100	100	247
UC Berkeley	103	Multiple Subjects Subtest III	100	300	220	16	16	262	100	100	243
UC Berkeley	123	Physics Subtest III	100	300	220	4				100	253

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Berkeley	127	Physics Subtest IV	100	300	220	2					
UC Berkeley	081.1	RICA.1	100	300	220	16	16	259	100	95	238
UC Berkeley	118	Science Subtest I	100	300	220	10	10	261	100	100	251
UC Berkeley	119	Science Subtest II	100	300	220	10	10	262	100	99	251
UC Berkeley	142	Writing Skills	100	300	220	3				100	238
UC Davis	172	Agriculture Subtest I	100	300	220	2					
UC Davis	173	Agriculture Subtest II	100	300	220	2					
UC Davis	174	Agriculture Subtest III	100	300	220	2					
UC Davis	120	Biology/Life Science Subtest III	100	300	220	16	16	250	100	99	247
UC Davis	098	CBEST	60	240	123	127	127	166	100	100	155
UC Davis	121	Chemistry Subtest III	100	300	220	1				99	254
UC Davis	105	English Subtest I	100	300	220	21	21	249	100	99	248
UC Davis	106	English Subtest II	100	300	220	21	21	252	100	99	252
UC Davis	107	English Subtest III	100	300	220	21	21	257	100	99	246
UC Davis	108	English Subtest IV	100	300	220	21	21	248	100	99	245
UC Davis	110	Mathematics Subtest I	100	300	220	10	10	247	100	98	246
UC Davis	111	Mathematics Subtest II	100	300	220	10	10	252	100	99	245
UC Davis	112	Mathematics Subtest III	100	300	220	10	10	257	100	95	246
UC Davis	101	Multiple Subjects Subtest I	100	300	220	52	52	251	100	100	244
UC Davis	102	Multiple Subjects Subtest II	100	300	220	52	52	253	100	100	247
UC Davis	103	Multiple Subjects Subtest III	100	300	220	52	52	246	100	100	243
UC Davis	123	Physics Subtest III	100	300	220	1				100	253
UC Davis	081.1	RICA.1	100	300	220	52	52	244	100	95	238
UC Davis	118	Science Subtest I	100	300	220	18	18	257	100	100	251
UC Davis	119	Science Subtest II	100	300	220	18	18	261	100	99	251
UC Davis	114	Social Science Subtest I	100	300	220	20	20	249	100	98	240
UC Davis	115	Social Science Subtest II	100	300	220	20	20	251	100	99	245
UC Davis	116	Social Science Subtest III	100	300	220	20	20	246	100	99	243
UC Davis	142	Writing Skills	100	300	220	4				100	238
UC Irvine	140	Art Subtest I	100	300	220	1				98	248
UC Irvine	141	Art Subtest II	100	300	220	1				98	243
UC Irvine	120	Biology/Life Science Subtest III	100	300	220	13	13	249	100	99	247
UC Irvine	124	Biology/Life Science Subtest IV	100	300	220	2				100	258
UC Irvine	098	CBEST	60	240	123	149	149	164	100	100	155
UC Irvine	121	Chemistry Subtest III	100	300	220	5				99	254
UC Irvine	105	English Subtest I	100	300	220	22	22	246	100	99	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Irvine	106	English Subtest II	100	300	220	22	22	256	100	99	252
UC Irvine	107	English Subtest III	100	300	220	22	22	251	100	99	246
UC Irvine	108	English Subtest IV	100	300	220	22	22	250	100	99	245
UC Irvine	148	French Subtest I	100	300	220	1					
UC Irvine	149	French Subtest II	100	300	220	1					
UC Irvine	150	French Subtest III	100	300	220	1					
UC Irvine	110	Mathematics Subtest I	100	300	220	21	21	250	100	98	246
UC Irvine	111	Mathematics Subtest II	100	300	220	21	21	248	100	99	245
UC Irvine	112	Mathematics Subtest III	100	300	220	10	10	250	100	95	246
UC Irvine	101	Multiple Subjects Subtest I	100	300	220	73	73	249	100	100	244
UC Irvine	102	Multiple Subjects Subtest II	100	300	220	73	73	253	100	100	247
UC Irvine	103	Multiple Subjects Subtest III	100	300	220	73	73	243	100	100	243
UC Irvine	136	Music Subtest I	100	300	220	2				100	257
UC Irvine	137	Music Subtest II	100	300	220	2				98	259
UC Irvine	138	Music Subtest III	100	300	220	2				98	250
UC Irvine	123	Physics Subtest III	100	300	220	3				100	253
UC Irvine	081	RICA	0	120	81	1				100	92
UC Irvine	081.1	RICA.1	100	300	220	72	71	244	99	95	238
UC Irvine	118	Science Subtest I	100	300	220	17	17	247	100	100	251
UC Irvine	119	Science Subtest II	100	300	220	17	17	250	100	99	251
UC Irvine	114	Social Science Subtest I	100	300	220	19	19	245	100	98	240
UC Irvine	115	Social Science Subtest II	100	300	220	19	19	250	100	99	245
UC Irvine	116	Social Science Subtest III	100	300	220	19	19	245	100	99	243
UC Irvine	145	Spanish Subtest I	100	300	220	5				100	244
UC Irvine	146	Spanish Subtest II	100	300	220	5				100	247
UC Irvine	147	Spanish Subtest III	100	300	220	5				100	252
UC Irvine	142	Writing Skills	100	300	220	23	23	238	100	100	238
UC Los Angeles	120	Biology/Life Science Subtest III	100	300	220	9				99	247
UC Los Angeles	098	CBEST	60	240	123	128	128	168	100	100	155
UC Los Angeles	121	Chemistry Subtest III	100	300	220	2				99	254
UC Los Angeles	105	English Subtest I	100	300	220	25	25	249	100	99	248
UC Los Angeles	106	English Subtest II	100	300	220	25	25	259	100	99	252
UC Los Angeles	107	English Subtest III	100	300	220	25	25	251	100	99	246
UC Los Angeles	108	English Subtest IV	100	300	220	25	25	246	100	99	245
UC Los Angeles	110	Mathematics Subtest I	100	300	220	7				98	246
UC Los Angeles	111	Mathematics Subtest II	100	300	220	7				99	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Los Angeles	112	Mathematics Subtest III	100	300	220	6				95	246
UC Los Angeles	101	Multiple Subjects Subtest I	100	300	220	49	49	254	100	100	244
UC Los Angeles	102	Multiple Subjects Subtest II	100	300	220	49	49	259	100	100	247
UC Los Angeles	103	Multiple Subjects Subtest III	100	300	220	49	49	249	100	100	243
UC Los Angeles	123	Physics Subtest III	100	300	220	1				100	253
UC Los Angeles	081.1	RICA.1	100	300	220	49	49	244	100	95	238
UC Los Angeles	118	Science Subtest I	100	300	220	12	12	251	100	100	251
UC Los Angeles	119	Science Subtest II	100	300	220	12	12	255	100	99	251
UC Los Angeles	114	Social Science Subtest I	100	300	220	21	20	240	95	98	240
UC Los Angeles	115	Social Science Subtest II	100	300	220	21	20	246	95	99	245
UC Los Angeles	116	Social Science Subtest III	100	300	220	21	20	242	95	99	243
UC Los Angeles	142	Writing Skills	100	300	220	5				100	238
UC Riverside	120	Biology/Life Science Subtest III	100	300	220	4				99	247
UC Riverside	098	CBEST	60	240	123	78	78	152	100	100	155
UC Riverside	121	Chemistry Subtest III	100	300	220	2				99	254
UC Riverside	122	Earth/Planetary Science Subtest III	100	300	220	1				100	246
UC Riverside	126	Earth/Planetary Science Subtest IV	100	300	220	1					
UC Riverside	105	English Subtest I	100	300	220	9				99	248
UC Riverside	106	English Subtest II	100	300	220	9				99	252
UC Riverside	107	English Subtest III	100	300	220	9				99	246
UC Riverside	108	English Subtest IV	100	300	220	9				99	245
UC Riverside	110	Mathematics Subtest I	100	300	220	7				98	246
UC Riverside	111	Mathematics Subtest II	100	300	220	7				99	245
UC Riverside	112	Mathematics Subtest III	100	300	220	4				95	246
UC Riverside	101	Multiple Subjects Subtest I	100	300	220	45	45	244	100	100	244
UC Riverside	102	Multiple Subjects Subtest II	100	300	220	45	45	243	100	100	247
UC Riverside	103	Multiple Subjects Subtest III	100	300	220	45	45	239	100	100	243
UC Riverside	123	Physics Subtest III	100	300	220	1				100	253
UC Riverside	081.1	RICA.1	100	300	220	45	43	236	96	95	238
UC Riverside	118	Science Subtest I	100	300	220	10	10	251	100	100	251
UC Riverside	119	Science Subtest II	100	300	220	10	10	253	100	99	251
UC Riverside	114	Social Science Subtest I	100	300	220	6				98	240
UC Riverside	115	Social Science Subtest II	100	300	220	6				99	245
UC Riverside	116	Social Science Subtest III	100	300	220	6				99	243
UC Riverside	145	Spanish Subtest I	100	300	220	7				100	244
UC Riverside	146	Spanish Subtest II	100	300	220	7				100	247

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Riverside	147	Spanish Subtest III	100	300	220	7				100	252
UC Riverside	142	Writing Skills	100	300	220	7				100	238
UC San Diego	120	Biology/Life Science Subtest III	100	300	220	4				99	247
UC San Diego	098	CBEST	60	240	123	55	55	170	100	100	155
UC San Diego	121	Chemistry Subtest III	100	300	220	2				99	254
UC San Diego	105	English Subtest I	100	300	220	3				99	248
UC San Diego	106	English Subtest II	100	300	220	3				99	252
UC San Diego	107	English Subtest III	100	300	220	3				99	246
UC San Diego	108	English Subtest IV	100	300	220	3				99	245
UC San Diego	110	Mathematics Subtest I	100	300	220	4				98	246
UC San Diego	111	Mathematics Subtest II	100	300	220	4				99	245
UC San Diego	112	Mathematics Subtest III	100	300	220	4				95	246
UC San Diego	101	Multiple Subjects Subtest I	100	300	220	42	42	249	100	100	244
UC San Diego	102	Multiple Subjects Subtest II	100	300	220	42	42	253	100	100	247
UC San Diego	103	Multiple Subjects Subtest III	100	300	220	42	42	243	100	100	243
UC San Diego	081.1	RICA.1	100	300	220	41	40	249	98	95	238
UC San Diego	118	Science Subtest I	100	300	220	6				100	251
UC San Diego	119	Science Subtest II	100	300	220	6				99	251
UC San Diego	142	Writing Skills	100	300	220	8				100	238
UC Santa Barbara	120	Biology/Life Science Subtest III	100	300	220	7				99	247
UC Santa Barbara	098	CBEST	60	240	123	87	87	163	100	100	155
UC Santa Barbara	121	Chemistry Subtest III	100	300	220	2				99	254
UC Santa Barbara	105	English Subtest I	100	300	220	10	10	260	100	99	248
UC Santa Barbara	106	English Subtest II	100	300	220	10	10	262	100	99	252
UC Santa Barbara	107	English Subtest III	100	300	220	10	10	250	100	99	246
UC Santa Barbara	108	English Subtest IV	100	300	220	10	10	259	100	99	245
UC Santa Barbara	110	Mathematics Subtest I	100	300	220	8				98	246
UC Santa Barbara	111	Mathematics Subtest II	100	300	220	8				99	245
UC Santa Barbara	112	Mathematics Subtest III	100	300	220	5				95	246
UC Santa Barbara	101	Multiple Subjects Subtest I	100	300	220	51	51	252	100	100	244
UC Santa Barbara	102	Multiple Subjects Subtest II	100	300	220	51	51	253	100	100	247
UC Santa Barbara	103	Multiple Subjects Subtest III	100	300	220	51	51	246	100	100	243
UC Santa Barbara	081.1	RICA.1	100	300	220	50	50	244	100	95	238
UC Santa Barbara	118	Science Subtest I	100	300	220	9				100	251
UC Santa Barbara	119	Science Subtest II	100	300	220	9				99	251
UC Santa Barbara	114	Social Science Subtest I	100	300	220	11	11	240	100	98	240

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Santa Barbara	115	Social Science Subtest II	100	300	220	11	11	251	100	99	245
UC Santa Barbara	116	Social Science Subtest III	100	300	220	11	11	250	100	99	243
UC Santa Barbara	145	Spanish Subtest I	100	300	220	5				100	244
UC Santa Barbara	146	Spanish Subtest II	100	300	220	5				100	247
UC Santa Barbara	147	Spanish Subtest III	100	300	220	5				100	252
UC Santa Barbara	142	Writing Skills	100	300	220	8				100	238
UC Santa Cruz	120	Biology/Life Science Subtest III	100	300	220	6				99	247
UC Santa Cruz	124	Biology/Life Science Subtest IV	100	300	220	1				100	258
UC Santa Cruz	098	CBEST	60	240	123	83	83	165	100	100	155
UC Santa Cruz	121	Chemistry Subtest III	100	300	220	2				99	254
UC Santa Cruz	105	English Subtest I	100	300	220	11	11	249	100	99	248
UC Santa Cruz	106	English Subtest II	100	300	220	11	11	255	100	99	252
UC Santa Cruz	107	English Subtest III	100	300	220	11	11	240	100	99	246
UC Santa Cruz	108	English Subtest IV	100	300	220	11	11	241	100	99	245
UC Santa Cruz	110	Mathematics Subtest I	100	300	220	3				98	246
UC Santa Cruz	111	Mathematics Subtest II	100	300	220	3				99	245
UC Santa Cruz	112	Mathematics Subtest III	100	300	220	1				95	246
UC Santa Cruz	101	Multiple Subjects Subtest I	100	300	220	37	37	251	100	100	244
UC Santa Cruz	102	Multiple Subjects Subtest II	100	300	220	37	37	255	100	100	247
UC Santa Cruz	103	Multiple Subjects Subtest III	100	300	220	37	37	242	100	100	243
UC Santa Cruz	123	Physics Subtest III	100	300	220	3				100	253
UC Santa Cruz	081.1	RICA.1	100	300	220	37	37	244	100	95	238
UC Santa Cruz	118	Science Subtest I	100	300	220	10	10	259	100	100	251
UC Santa Cruz	119	Science Subtest II	100	300	220	10	10	249	100	99	251
UC Santa Cruz	114	Social Science Subtest I	100	300	220	15	15	247	100	98	240
UC Santa Cruz	115	Social Science Subtest II	100	300	220	15	15	251	100	99	245
UC Santa Cruz	116	Social Science Subtest III	100	300	220	15	15	248	100	99	243
UC Santa Cruz	142	Writing Skills	100	300	220	4				100	238
United States University	098	CBEST	60	240	123	1				100	155
United States University	101	Multiple Subjects Subtest I	100	300	220	1				100	244
United States University	102	Multiple Subjects Subtest II	100	300	220	1				100	247
United States University	103	Multiple Subjects Subtest III	100	300	220	1				100	243
United States University	081.1	RICA.1	100	300	220	1				95	238
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	3				99	247
University of LaVerne	098	CBEST	60	240	123	97	97	148	100	100	155
University of LaVerne	105	English Subtest I	100	300	220	8				99	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of LaVerne	106	English Subtest II	100	300	220	8				99	252
University of LaVerne	107	English Subtest III	100	300	220	8				99	246
University of LaVerne	108	English Subtest IV	100	300	220	8				99	245
University of LaVerne	110	Mathematics Subtest I	100	300	220	8				98	246
University of LaVerne	111	Mathematics Subtest II	100	300	220	8				99	245
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	59	59	241	100	100	244
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	59	59	244	100	100	247
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	59	59	243	100	100	243
University of LaVerne	136	Music Subtest I	100	300	220	1				100	257
University of LaVerne	137	Music Subtest II	100	300	220	1				98	259
University of LaVerne	138	Music Subtest III	100	300	220	1				98	250
University of LaVerne	129	Physical Education Subtest I	100	300	220	3				99	238
University of LaVerne	130	Physical Education Subtest II	100	300	220	3				99	236
University of LaVerne	131	Physical Education Subtest III	100	300	220	3				99	234
University of LaVerne	081	RICA	0	120	81	2				100	92
University of LaVerne	081.1	RICA.1	100	300	220	58	58	241	100	95	238
University of LaVerne	118	Science Subtest I	100	300	220	4				100	251
University of LaVerne	119	Science Subtest II	100	300	220	4				99	251
University of LaVerne	114	Social Science Subtest I	100	300	220	8				98	240
University of LaVerne	115	Social Science Subtest II	100	300	220	8				99	245
University of LaVerne	116	Social Science Subtest III	100	300	220	8				99	243
University of LaVerne	145	Spanish Subtest I	100	300	220	2				100	244
University of LaVerne	146	Spanish Subtest II	100	300	220	2				100	247
University of LaVerne	147	Spanish Subtest III	100	300	220	2				100	252
University of LaVerne	142	Writing Skills	100	300	220	2				100	238
University of Phoenix	140	Art Subtest I	100	300	220	1				98	248
University of Phoenix	141	Art Subtest II	100	300	220	1				98	243
University of Phoenix	120	Biology/Life Science Subtest III	100	300	220	1				99	247
University of Phoenix	124	Biology/Life Science Subtest IV	100	300	220	1				100	258
University of Phoenix	098	CBEST	60	240	123	293	293	147	100	100	155
University of Phoenix	105	English Subtest I	100	300	220	22	22	237	100	99	248
University of Phoenix	106	English Subtest II	100	300	220	22	22	239	100	99	252
University of Phoenix	107	English Subtest III	100	300	220	22	22	237	100	99	246
University of Phoenix	108	English Subtest IV	100	300	220	22	22	243	100	99	245
University of Phoenix	178	Health Science Subtest I	100	300	220	1				100	240
University of Phoenix	179	Health Science Subtest II	100	300	220	1				100	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Phoenix	180	Health Science Subtest III	100	300	220	1				100	249
University of Phoenix	110	Mathematics Subtest I	100	300	220	36	32	231	89	98	246
University of Phoenix	111	Mathematics Subtest II	100	300	220	35	33	234	94	99	245
University of Phoenix	112	Mathematics Subtest III	100	300	220	9				95	246
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	157	157	238	100	100	244
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	158	158	241	100	100	247
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	157	157	240	100	100	243
University of Phoenix	129	Physical Education Subtest I	100	300	220	16	15	227	94	99	238
University of Phoenix	130	Physical Education Subtest II	100	300	220	16	15	228	94	99	236
University of Phoenix	131	Physical Education Subtest III	100	300	220	16	15	225	94	99	234
University of Phoenix	081	RICA	0	120	81	12	12	93	100	100	92
University of Phoenix	092	RICA Video	100	300	220	1				92	230
University of Phoenix	081.1	RICA.1	100	300	220	129	110	229	85	95	238
University of Phoenix	118	Science Subtest I	100	300	220	16	16	246	100	100	251
University of Phoenix	119	Science Subtest II	100	300	220	16	16	239	100	99	251
University of Phoenix	114	Social Science Subtest I	100	300	220	25	25	234	100	98	240
University of Phoenix	115	Social Science Subtest II	100	300	220	25	25	236	100	99	245
University of Phoenix	116	Social Science Subtest III	100	300	220	25	25	238	100	99	243
University of Phoenix	145	Spanish Subtest I	100	300	220	2				100	244
University of Phoenix	146	Spanish Subtest II	100	300	220	2				100	247
University of Phoenix	147	Spanish Subtest III	100	300	220	2				100	252
University of Phoenix	142	Writing Skills	100	300	220	1				100	238
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	8				99	247
University of Redlands	124	Biology/Life Science Subtest IV	100	300	220	3				100	258
University of Redlands	098	CBEST	60	240	123	126	126	152	100	100	155
University of Redlands	121	Chemistry Subtest III	100	300	220	1				99	254
University of Redlands	125	Chemistry Subtest IV	100	300	220	1					
University of Redlands	105	English Subtest I	100	300	220	7				99	248
University of Redlands	106	English Subtest II	100	300	220	7				99	252
University of Redlands	107	English Subtest III	100	300	220	7				99	246
University of Redlands	108	English Subtest IV	100	300	220	7				99	245
University of Redlands	178	Health Science Subtest I	100	300	220	1				100	240
University of Redlands	179	Health Science Subtest II	100	300	220	1				100	243
University of Redlands	180	Health Science Subtest III	100	300	220	1				100	249
University of Redlands	110	Mathematics Subtest I	100	300	220	17	17	241	100	98	246
University of Redlands	111	Mathematics Subtest II	100	300	220	17	17	244	100	99	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Redlands	112	Mathematics Subtest III	100	300	220	1				95	246
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	57	57	244	100	100	244
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	57	57	246	100	100	247
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	57	57	243	100	100	243
University of Redlands	129	Physical Education Subtest I	100	300	220	4				99	238
University of Redlands	130	Physical Education Subtest II	100	300	220	4				99	236
University of Redlands	131	Physical Education Subtest III	100	300	220	4				99	234
University of Redlands	081.1	RICA.1	100	300	220	54	48	233	89	95	238
University of Redlands	118	Science Subtest I	100	300	220	7				100	251
University of Redlands	119	Science Subtest II	100	300	220	7				99	251
University of Redlands	114	Social Science Subtest I	100	300	220	10	10	237	100	98	240
University of Redlands	115	Social Science Subtest II	100	300	220	11	10	239	91	99	245
University of Redlands	116	Social Science Subtest III	100	300	220	10	10	244	100	99	243
University of Redlands	145	Spanish Subtest I	100	300	220	4				100	244
University of Redlands	146	Spanish Subtest II	100	300	220	4				100	247
University of Redlands	147	Spanish Subtest III	100	300	220	4				100	252
University of Redlands	142	Writing Skills	100	300	220	1				100	238
University of San Diego	120	Biology/Life Science Subtest III	100	300	220	1				99	247
University of San Diego	098	CBEST	60	240	123	66	66	156	100	100	155
University of San Diego	121	Chemistry Subtest III	100	300	220	1				99	254
University of San Diego	105	English Subtest I	100	300	220	4				99	248
University of San Diego	106	English Subtest II	100	300	220	4				99	252
University of San Diego	107	English Subtest III	100	300	220	4				99	246
University of San Diego	108	English Subtest IV	100	300	220	4				99	245
University of San Diego	101	Multiple Subjects Subtest I	100	300	220	42	42	248	100	100	244
University of San Diego	102	Multiple Subjects Subtest II	100	300	220	42	42	249	100	100	247
University of San Diego	103	Multiple Subjects Subtest III	100	300	220	42	42	244	100	100	243
University of San Diego	129	Physical Education Subtest I	100	300	220	1				99	238
University of San Diego	130	Physical Education Subtest II	100	300	220	1				99	236
University of San Diego	131	Physical Education Subtest III	100	300	220	1				99	234
University of San Diego	081	RICA	0	120	81	3				100	92
University of San Diego	081.1	RICA.1	100	300	220	36	34	239	94	95	238
University of San Diego	118	Science Subtest I	100	300	220	1				100	251
University of San Diego	119	Science Subtest II	100	300	220	1				99	251
University of San Diego	114	Social Science Subtest I	100	300	220	6				98	240
University of San Diego	115	Social Science Subtest II	100	300	220	6				99	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of San Diego	116	Social Science Subtest III	100	300	220	6				99	243
University of San Diego	145	Spanish Subtest I	100	300	220	4				100	244
University of San Diego	146	Spanish Subtest II	100	300	220	4				100	247
University of San Diego	147	Spanish Subtest III	100	300	220	4				100	252
University of San Diego	142	Writing Skills	100	300	220	4				100	238
University of San Francisco	098	CBEST	60	240	123	131	131	165	100	100	155
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	22	22	248	100	100	244
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	22	22	249	100	100	247
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	22	22	245	100	100	243
University of San Francisco	081.1	RICA.1	100	300	220	83	81	246	98	95	238
University of San Francisco	142	Writing Skills	100	300	220	22	22	247	100	100	238
University of Southern California	120	Biology/Life Science Subtest III	100	300	220	12	12	248	100	99	247
University of Southern California	124	Biology/Life Science Subtest IV	100	300	220	2				100	258
University of Southern California	098	CBEST	60	240	123	419	412	162	98	100	155
University of Southern California	121	Chemistry Subtest III	100	300	220	2				99	254
University of Southern California	122	Earth/Planetary Science Subtest III	100	300	220	1				100	246
University of Southern California	105	English Subtest I	100	300	220	69	67	245	97	99	248
University of Southern California	106	English Subtest II	100	300	220	69	67	250	97	99	252
University of Southern California	107	English Subtest III	100	300	220	68	66	242	97	99	246
University of Southern California	108	English Subtest IV	100	300	220	68	65	236	96	99	245
University of Southern California	110	Mathematics Subtest I	100	300	220	38	34	243	89	98	246
University of Southern California	111	Mathematics Subtest II	100	300	220	36	33	242	92	99	245
University of Southern California	112	Mathematics Subtest III	100	300	220	30	27	239	90	95	246
University of Southern California	101	Multiple Subjects Subtest I	100	300	220	123	120	244	98	100	244
University of Southern California	102	Multiple Subjects Subtest II	100	300	220	122	116	248	95	100	247
University of Southern California	103	Multiple Subjects Subtest III	100	300	220	123	120	242	98	100	243
University of Southern California	136	Music Subtest I	100	300	220	10	10	252	100	100	257
University of Southern California	137	Music Subtest II	100	300	220	10	9	250	90	98	259
University of Southern California	138	Music Subtest III	100	300	220	10	9	244	90	98	250
University of Southern California	123	Physics Subtest III	100	300	220	2				100	253
University of Southern California	081	RICA	0	120	81	5				100	92
University of Southern California	092	RICA Video	100	300	220	2				92	230
University of Southern California	081.1	RICA.1	100	300	220	97	90	237	93	95	238
University of Southern California	118	Science Subtest I	100	300	220	13	12	244	92	100	251
University of Southern California	119	Science Subtest II	100	300	220	13	12	244	92	99	251
University of Southern California	114	Social Science Subtest I	100	300	220	107	97	237	91	98	240

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Southern California	115	Social Science Subtest II	100	300	220	107	101	243	94	99	245
University of Southern California	116	Social Science Subtest III	100	300	220	106	100	240	94	99	243
University of Southern California	142	Writing Skills	100	300	220	17	17	235	100	100	238
University of the Pacific	120	Biology/Life Science Subtest III	100	300	220	2				99	247
University of the Pacific	098	CBEST	60	240	123	64	64	157	100	100	155
University of the Pacific	121	Chemistry Subtest III	100	300	220	1				99	254
University of the Pacific	105	English Subtest I	100	300	220	3				99	248
University of the Pacific	106	English Subtest II	100	300	220	3				99	252
University of the Pacific	107	English Subtest III	100	300	220	3				99	246
University of the Pacific	108	English Subtest IV	100	300	220	3				99	245
University of the Pacific	110	Mathematics Subtest I	100	300	220	6				98	246
University of the Pacific	111	Mathematics Subtest II	100	300	220	6				99	245
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	36	36	244	100	100	244
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	36	36	253	100	100	247
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	36	36	246	100	100	243
University of the Pacific	129	Physical Education Subtest I	100	300	220	3				99	238
University of the Pacific	130	Physical Education Subtest II	100	300	220	3				99	236
University of the Pacific	131	Physical Education Subtest III	100	300	220	3				99	234
University of the Pacific	081.1	RICA.1	100	300	220	33	30	236	91	95	238
University of the Pacific	118	Science Subtest I	100	300	220	3				100	251
University of the Pacific	119	Science Subtest II	100	300	220	3				99	251
University of the Pacific	114	Social Science Subtest I	100	300	220	4				98	240
University of the Pacific	115	Social Science Subtest II	100	300	220	4				99	245
University of the Pacific	116	Social Science Subtest III	100	300	220	4				99	243
University of the Pacific	145	Spanish Subtest I	100	300	220	1				100	244
University of the Pacific	146	Spanish Subtest II	100	300	220	1				100	247
University of the Pacific	147	Spanish Subtest III	100	300	220	1				100	252
University of the Pacific	142	Writing Skills	100	300	220	1				100	238
Vanguard University	120	Biology/Life Science Subtest III	100	300	220	3				99	247
Vanguard University	124	Biology/Life Science Subtest IV	100	300	220	2				100	258
Vanguard University	098	CBEST	60	240	123	39	39	150	100	100	155
Vanguard University	105	English Subtest I	100	300	220	3				99	248
Vanguard University	106	English Subtest II	100	300	220	3				99	252
Vanguard University	107	English Subtest III	100	300	220	3				99	246
Vanguard University	108	English Subtest IV	100	300	220	3				99	245
Vanguard University	110	Mathematics Subtest I	100	300	220	2				98	246

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Vanguard University	111	Mathematics Subtest II	100	300	220	2				99	245
Vanguard University	112	Mathematics Subtest III	100	300	220	2				95	246
Vanguard University	101	Multiple Subjects Subtest I	100	300	220	23	23	244	100	100	244
Vanguard University	102	Multiple Subjects Subtest II	100	300	220	23	23	247	100	100	247
Vanguard University	103	Multiple Subjects Subtest III	100	300	220	23	23	244	100	100	243
Vanguard University	129	Physical Education Subtest I	100	300	220	4				99	238
Vanguard University	130	Physical Education Subtest II	100	300	220	4				99	236
Vanguard University	131	Physical Education Subtest III	100	300	220	4				99	234
Vanguard University	081.1	RICA.1	100	300	220	22	20	238	91	95	238
Vanguard University	118	Science Subtest I	100	300	220	1				100	251
Vanguard University	119	Science Subtest II	100	300	220	1				99	251
Vanguard University	145	Spanish Subtest I	100	300	220	1				100	244
Vanguard University	146	Spanish Subtest II	100	300	220	1				100	247
Vanguard University	147	Spanish Subtest III	100	300	220	1				100	252
Western Governors University	098	CBEST	60	240	123	84	84	165	100	100	155
Western Governors University	101	Multiple Subjects Subtest I	100	300	220	4				100	244
Western Governors University	102	Multiple Subjects Subtest II	100	300	220	4				100	247
Western Governors University	103	Multiple Subjects Subtest III	100	300	220	4				100	243
Western Governors University	081	RICA	0	120	81	1				100	92
Western Governors University	081.1	RICA.1	100	300	220	43	42	239	98	95	238
Western Governors University	142	Writing Skills	100	300	220	4				100	238
Westmont College	120	Biology/Life Science Subtest III	100	300	220	1				99	247
Westmont College	098	CBEST	60	240	123	5				100	155
Westmont College	105	English Subtest I	100	300	220	2				99	248
Westmont College	106	English Subtest II	100	300	220	2				99	252
Westmont College	107	English Subtest III	100	300	220	2				99	246
Westmont College	108	English Subtest IV	100	300	220	2				99	245
Westmont College	101	Multiple Subjects Subtest I	100	300	220	6				100	244
Westmont College	102	Multiple Subjects Subtest II	100	300	220	6				100	247
Westmont College	103	Multiple Subjects Subtest III	100	300	220	6				100	243
Westmont College	081.1	RICA.1	100	300	220	6				95	238
Westmont College	114	Social Science Subtest I	100	300	220	1				98	240
Westmont College	115	Social Science Subtest II	100	300	220	1				99	245
Westmont College	116	Social Science Subtest III	100	300	220	1				99	243
Westmont College	142	Writing Skills	100	300	220	5				100	238
Whittier College	098	CBEST	60	240	123	25	25	154	100	100	155

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Whittier College	110	Mathematics Subtest I	100	300	220	3				98	246
Whittier College	111	Mathematics Subtest II	100	300	220	3				99	245
Whittier College	101	Multiple Subjects Subtest I	100	300	220	15	15	245	100	100	244
Whittier College	102	Multiple Subjects Subtest II	100	300	220	15	15	241	100	100	247
Whittier College	103	Multiple Subjects Subtest III	100	300	220	15	15	245	100	100	243
Whittier College	129	Physical Education Subtest I	100	300	220	2				99	238
Whittier College	130	Physical Education Subtest II	100	300	220	2				99	236
Whittier College	131	Physical Education Subtest III	100	300	220	2				99	234
Whittier College	081.1	RICA.1	100	300	220	16	16	237	100	95	238
Whittier College	114	Social Science Subtest I	100	300	220	1				98	240
Whittier College	115	Social Science Subtest II	100	300	220	1				99	245
Whittier College	116	Social Science Subtest III	100	300	220	1				99	243
Whittier College	145	Spanish Subtest I	100	300	220	1				100	244
Whittier College	146	Spanish Subtest II	100	300	220	1				100	247
Whittier College	147	Spanish Subtest III	100	300	220	1				100	252
William Jessup University	098	CBEST	60	240	123	33	33	154	100	100	155
William Jessup University	101	Multiple Subjects Subtest I	100	300	220	32	32	244	100	100	244
William Jessup University	102	Multiple Subjects Subtest II	100	300	220	32	32	247	100	100	247
William Jessup University	103	Multiple Subjects Subtest III	100	300	220	32	32	243	100	100	243
William Jessup University	081	RICA	0	120	81	1				100	92
William Jessup University	081.1	RICA.1	100	300	220	32	30	235	94	95	238

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Alliant International University	098	CBEST	60	240	123	5				100	155
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	2				100	244
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	2				100	248
Alliant International University	103	Multiple Subjects Subtest III	100	300	220	2				100	244
Alliant International University	129	Physical Education Subtest I	100	300	220	1				100	238
Alliant International University	130	Physical Education Subtest II	100	300	220	1				100	235
Alliant International University	131	Physical Education Subtest III	100	300	220	1				99	235
Alliant International University	081.1	RICA.1	100	300	220	2				96	239
Alliant International University	118	Science Subtest I	100	300	220	1				100	250
Alliant International University	119	Science Subtest II	100	300	220	1				100	250
Antioch University	098	CBEST	60	240	123	5				100	155
Antioch University	101	Multiple Subjects Subtest I	100	300	220	7				100	244
Antioch University	102	Multiple Subjects Subtest II	100	300	220	7				100	248
Antioch University	103	Multiple Subjects Subtest III	100	300	220	7				100	244
Antioch University	081.1	RICA.1	100	300	220	7				96	239
Antioch University	142	Writing Skills	100	300	220	2				100	240
Argosy University	098	CBEST	60	240	123	17	16	153	94	100	155
Argosy University	105	English Subtest I	100	300	220	2				100	251
Argosy University	106	English Subtest II	100	300	220	2				100	249
Argosy University	107	English Subtest III	100	300	220	2				100	246
Argosy University	108	English Subtest IV	100	300	220	2				100	245
Argosy University	148	French Subtest I	100	300	220	1				100	250
Argosy University	149	French Subtest II	100	300	220	1				100	257
Argosy University	150	French Subtest III	100	300	220	1				100	264
Argosy University	110	Mathematics Subtest I	100	300	220	3				100	246
Argosy University	111	Mathematics Subtest II	100	300	220	3				100	245
Argosy University	101	Multiple Subjects Subtest I	100	300	220	6				100	244
Argosy University	102	Multiple Subjects Subtest II	100	300	220	6				100	248
Argosy University	103	Multiple Subjects Subtest III	100	300	220	6				100	244
Argosy University	136	Music Subtest I	100	300	220	1				100	258
Argosy University	137	Music Subtest II	100	300	220	1				100	255
Argosy University	138	Music Subtest III	100	300	220	1				100	253
Argosy University	129	Physical Education Subtest I	100	300	220	1				100	238
Argosy University	130	Physical Education Subtest II	100	300	220	1				100	235
Argosy University	131	Physical Education Subtest III	100	300	220	1				99	235
Argosy University	081.1	RICA.1	100	300	220	4				96	239

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Argosy University	114	Social Science Subtest I	100	300	220	1				100	242
Argosy University	115	Social Science Subtest II	100	300	220	1				100	246
Argosy University	116	Social Science Subtest III	100	300	220	1				100	244
Azusa Pacific University	140	Art Subtest I	100	300	220	2				100	248
Azusa Pacific University	141	Art Subtest II	100	300	220	2				100	239
Azusa Pacific University	120	Biology/Life Science Subtest III	100	300	220	9				99	243
Azusa Pacific University	175	Business Subtest I	100	300	220	2					
Azusa Pacific University	176	Business Subtest II	100	300	220	2					
Azusa Pacific University	177	Business Subtest III	100	300	220	2					
Azusa Pacific University	098	CBEST	60	240	123	316	316	151	100	100	155
Azusa Pacific University	121	Chemistry Subtest III	100	300	220	2				100	254
Azusa Pacific University	125	Chemistry Subtest IV	100	300	220	1				100	256
Azusa Pacific University	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
Azusa Pacific University	105	English Subtest I	100	300	220	15	15	244	100	100	251
Azusa Pacific University	106	English Subtest II	100	300	220	15	15	241	100	100	249
Azusa Pacific University	107	English Subtest III	100	300	220	15	15	240	100	100	246
Azusa Pacific University	108	English Subtest IV	100	300	220	15	15	236	100	100	245
Azusa Pacific University	163	Mandarin Subtest I	100	300	220	1				100	272
Azusa Pacific University	164	Mandarin Subtest II	100	300	220	1				100	267
Azusa Pacific University	165	Mandarin Subtest III	100	300	220	1				100	273
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	13	13	250	100	100	246
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	13	13	240	100	100	245
Azusa Pacific University	112	Mathematics Subtest III	100	300	220	2				97	248
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	207	207	243	100	100	244
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	207	207	243	100	100	248
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	207	207	244	100	100	244
Azusa Pacific University	129	Physical Education Subtest I	100	300	220	12	12	239	100	100	238
Azusa Pacific University	130	Physical Education Subtest II	100	300	220	12	12	234	100	100	235
Azusa Pacific University	131	Physical Education Subtest III	100	300	220	12	12	232	100	99	235
Azusa Pacific University	081	RICA	0	120	81	20	20	93	100	99	92
Azusa Pacific University	092	RICA Video	100	300	220	2				100	239
Azusa Pacific University	081.1	RICA.1	100	300	220	188	181	235	96	96	239
Azusa Pacific University	118	Science Subtest I	100	300	220	11	11	257	100	100	250
Azusa Pacific University	119	Science Subtest II	100	300	220	11	11	259	100	100	250
Azusa Pacific University	114	Social Science Subtest I	100	300	220	25	25	240	100	100	242
Azusa Pacific University	115	Social Science Subtest II	100	300	220	25	25	244	100	100	246

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Azusa Pacific University	116	Social Science Subtest III	100	300	220	25	25	237	100	100	244
Azusa Pacific University	145	Spanish Subtest I	100	300	220	5				100	242
Azusa Pacific University	146	Spanish Subtest II	100	300	220	5				100	243
Azusa Pacific University	147	Spanish Subtest III	100	300	220	5				100	251
Azusa Pacific University	142	Writing Skills	100	300	220	5				100	240
Biola University	140	Art Subtest I	100	300	220	1				100	248
Biola University	141	Art Subtest II	100	300	220	1				100	239
Biola University	120	Biology/Life Science Subtest III	100	300	220	4				99	243
Biola University	098	CBEST	60	240	123	74	74	156	100	100	155
Biola University	121	Chemistry Subtest III	100	300	220	1				100	254
Biola University	105	English Subtest I	100	300	220	3				100	251
Biola University	106	English Subtest II	100	300	220	3				100	249
Biola University	107	English Subtest III	100	300	220	3				100	246
Biola University	108	English Subtest IV	100	300	220	3				100	245
Biola University	110	Mathematics Subtest I	100	300	220	7				100	246
Biola University	111	Mathematics Subtest II	100	300	220	7				100	245
Biola University	112	Mathematics Subtest III	100	300	220	1				97	248
Biola University	101	Multiple Subjects Subtest I	100	300	220	47	47	250	100	100	244
Biola University	102	Multiple Subjects Subtest II	100	300	220	47	47	253	100	100	248
Biola University	103	Multiple Subjects Subtest III	100	300	220	47	47	248	100	100	244
Biola University	081	RICA	0	120	81	13	13	88	100	99	92
Biola University	081.1	RICA.1	100	300	220	34	34	243	100	96	239
Biola University	118	Science Subtest I	100	300	220	6				100	250
Biola University	119	Science Subtest II	100	300	220	6				100	250
Biola University	114	Social Science Subtest I	100	300	220	7				100	242
Biola University	115	Social Science Subtest II	100	300	220	7				100	246
Biola University	116	Social Science Subtest III	100	300	220	7				100	244
Brandman University	172	Agriculture Subtest I	100	300	220	1					
Brandman University	173	Agriculture Subtest II	100	300	220	1					
Brandman University	174	Agriculture Subtest III	100	300	220	1					
Brandman University	140	Art Subtest I	100	300	220	3				100	248
Brandman University	141	Art Subtest II	100	300	220	3				100	239
Brandman University	120	Biology/Life Science Subtest III	100	300	220	8				99	243
Brandman University	124	Biology/Life Science Subtest IV	100	300	220	1				100	250
Brandman University	098	CBEST	60	240	123	303	302	154	100	100	155
Brandman University	121	Chemistry Subtest III	100	300	220	1				100	254

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Brandman University	125	Chemistry Subtest IV	100	300	220	1				100	256
Brandman University	122	Earth/Planetary Science Subtest II	100	300	220	2				100	242
Brandman University	126	Earth/Planetary Science Subtest IV	100	300	220	1					
Brandman University	105	English Subtest I	100	300	220	21	21	250	100	100	251
Brandman University	106	English Subtest II	100	300	220	21	21	244	100	100	249
Brandman University	107	English Subtest III	100	300	220	21	21	248	100	100	246
Brandman University	108	English Subtest IV	100	300	220	21	21	248	100	100	245
Brandman University	178	Health Science Subtest I	100	300	220	2				100	239
Brandman University	179	Health Science Subtest II	100	300	220	2				100	245
Brandman University	180	Health Science Subtest III	100	300	220	2				100	250
Brandman University	181	Home Economics Subtest I	100	300	220	1					
Brandman University	182	Home Economics Subtest II	100	300	220	1					
Brandman University	183	Home Economics Subtest III	100	300	220	1					
Brandman University	184	Industrial And Tech Ed Subtest I	100	300	220	1					
Brandman University	185	Industrial And Tech Ed Subtest II	100	300	220	1					
Brandman University	110	Mathematics Subtest I	100	300	220	19	19	257	100	100	246
Brandman University	111	Mathematics Subtest II	100	300	220	19	19	244	100	100	245
Brandman University	112	Mathematics Subtest III	100	300	220	7				97	248
Brandman University	101	Multiple Subjects Subtest I	100	300	220	179	179	245	100	100	244
Brandman University	102	Multiple Subjects Subtest II	100	300	220	179	179	245	100	100	248
Brandman University	103	Multiple Subjects Subtest III	100	300	220	179	179	245	100	100	244
Brandman University	136	Music Subtest I	100	300	220	2				100	258
Brandman University	137	Music Subtest II	100	300	220	2				100	255
Brandman University	138	Music Subtest III	100	300	220	2				100	253
Brandman University	129	Physical Education Subtest I	100	300	220	13	13	239	100	100	238
Brandman University	130	Physical Education Subtest II	100	300	220	13	13	239	100	100	235
Brandman University	131	Physical Education Subtest III	100	300	220	13	13	239	100	99	235
Brandman University	123	Physics Subtest III	100	300	220	1				100	248
Brandman University	127	Physics Subtest IV	100	300	220	1					
Brandman University	081	RICA	0	120	81	31	31	93	100	99	92
Brandman University	092	RICA Video	100	300	220	1				100	239
Brandman University	081.1	RICA.1	100	300	220	155	148	237	95	96	239
Brandman University	118	Science Subtest I	100	300	220	13	13	246	100	100	250
Brandman University	119	Science Subtest II	100	300	220	13	13	240	100	100	250
Brandman University	114	Social Science Subtest I	100	300	220	27	27	233	100	100	242
Brandman University	115	Social Science Subtest II	100	300	220	27	27	244	100	100	246

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Brandman University	116	Social Science Subtest III	100	300	220	27	27	244	100	100	244
Brandman University	145	Spanish Subtest I	100	300	220	4				100	242
Brandman University	146	Spanish Subtest II	100	300	220	4				100	243
Brandman University	147	Spanish Subtest III	100	300	220	4				100	251
Brandman University	142	Writing Skills	100	300	220	6				100	240
CA State Polytechnic Univ.-Pomona	140	Art Subtest I	100	300	220	1				100	248
CA State Polytechnic Univ.-Pomona	141	Art Subtest II	100	300	220	1				100	239
CA State Polytechnic Univ.-Pomona	120	Biology/Life Science Subtest III	100	300	220	4				99	243
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	160	160	150	100	100	155
CA State Polytechnic Univ.-Pomona	121	Chemistry Subtest III	100	300	220	2				100	254
CA State Polytechnic Univ.-Pomona	105	English Subtest I	100	300	220	3				100	251
CA State Polytechnic Univ.-Pomona	106	English Subtest II	100	300	220	3				100	249
CA State Polytechnic Univ.-Pomona	107	English Subtest III	100	300	220	3				100	246
CA State Polytechnic Univ.-Pomona	108	English Subtest IV	100	300	220	3				100	245
CA State Polytechnic Univ.-Pomona	110	Mathematics Subtest I	100	300	220	26	26	242	100	100	246
CA State Polytechnic Univ.-Pomona	111	Mathematics Subtest II	100	300	220	26	26	245	100	100	245
CA State Polytechnic Univ.-Pomona	112	Mathematics Subtest III	100	300	220	8				97	248
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	76	76	241	100	100	244
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	77	76	244	99	100	248
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	76	76	240	100	100	244
CA State Polytechnic Univ.-Pomona	136	Music Subtest I	100	300	220	1				100	258
CA State Polytechnic Univ.-Pomona	137	Music Subtest II	100	300	220	1				100	255
CA State Polytechnic Univ.-Pomona	138	Music Subtest III	100	300	220	1				100	253
CA State Polytechnic Univ.-Pomona	123	Physics Subtest III	100	300	220	1				100	248
CA State Polytechnic Univ.-Pomona	081	RICA	0	120	81	10	10	91	100	99	92
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	68	60	234	88	96	239
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	7				100	250
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	7				100	250
CA State Polytechnic Univ.-Pomona	114	Social Science Subtest I	100	300	220	11	11	238	100	100	242
CA State Polytechnic Univ.-Pomona	115	Social Science Subtest II	100	300	220	11	11	239	100	100	246
CA State Polytechnic Univ.-Pomona	116	Social Science Subtest III	100	300	220	11	11	243	100	100	244
CA State Polytechnic Univ.-Pomona	142	Writing Skills	100	300	220	1				100	240
California Baptist University	140	Art Subtest I	100	300	220	1				100	248
California Baptist University	141	Art Subtest II	100	300	220	1				100	239
California Baptist University	098	CBEST	60	240	123	69	69	146	100	100	155
California Baptist University	105	English Subtest I	100	300	220	3				100	251

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
California Baptist University	106	English Subtest II	100	300	220	3				100	249
California Baptist University	107	English Subtest III	100	300	220	3				100	246
California Baptist University	108	English Subtest IV	100	300	220	3				100	245
California Baptist University	178	Health Science Subtest I	100	300	220	1				100	239
California Baptist University	179	Health Science Subtest II	100	300	220	1				100	245
California Baptist University	180	Health Science Subtest III	100	300	220	1				100	250
California Baptist University	110	Mathematics Subtest I	100	300	220	1				100	246
California Baptist University	111	Mathematics Subtest II	100	300	220	1				100	245
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	53	53	238	100	100	244
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	53	53	239	100	100	248
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	53	53	240	100	100	244
California Baptist University	129	Physical Education Subtest I	100	300	220	4				100	238
California Baptist University	130	Physical Education Subtest II	100	300	220	4				100	235
California Baptist University	131	Physical Education Subtest III	100	300	220	4				99	235
California Baptist University	081	RICA	0	120	81	13	13	91	100	99	92
California Baptist University	081.1	RICA.1	100	300	220	40	40	239	100	96	239
California Baptist University	118	Science Subtest I	100	300	220	1				100	250
California Baptist University	119	Science Subtest II	100	300	220	1				100	250
California Baptist University	114	Social Science Subtest I	100	300	220	3				100	242
California Baptist University	115	Social Science Subtest II	100	300	220	3				100	246
California Baptist University	116	Social Science Subtest III	100	300	220	3				100	244
California Baptist University	142	Writing Skills	100	300	220	2				100	240
California Lutheran University	120	Biology/Life Science Subtest III	100	300	220	1				99	243
California Lutheran University	098	CBEST	60	240	123	56	56	163	100	100	155
California Lutheran University	105	English Subtest I	100	300	220	9				100	251
California Lutheran University	106	English Subtest II	100	300	220	9				100	249
California Lutheran University	107	English Subtest III	100	300	220	9				100	246
California Lutheran University	108	English Subtest IV	100	300	220	9				100	245
California Lutheran University	110	Mathematics Subtest I	100	300	220	4				100	246
California Lutheran University	111	Mathematics Subtest II	100	300	220	4				100	245
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	41	39	244	95	100	244
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	40	39	245	98	100	248
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	40	39	243	98	100	244
California Lutheran University	129	Physical Education Subtest I	100	300	220	1				100	238
California Lutheran University	130	Physical Education Subtest II	100	300	220	1				100	235
California Lutheran University	131	Physical Education Subtest III	100	300	220	1				99	235

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
California Lutheran University	081.1	RICA.1	100	300	220	40	39	241	98	96	239
California Lutheran University	118	Science Subtest I	100	300	220	3				100	250
California Lutheran University	119	Science Subtest II	100	300	220	3				100	250
California Lutheran University	114	Social Science Subtest I	100	300	220	8				100	242
California Lutheran University	115	Social Science Subtest II	100	300	220	8				100	246
California Lutheran University	116	Social Science Subtest III	100	300	220	8				100	244
California Lutheran University	145	Spanish Subtest I	100	300	220	1				100	242
California Lutheran University	146	Spanish Subtest II	100	300	220	1				100	243
California Lutheran University	147	Spanish Subtest III	100	300	220	1				100	251
California Lutheran University	142	Writing Skills	100	300	220	14	14	237	100	100	240
California Polytechnic State Univ.-SLO	172	Agriculture Subtest I	100	300	220	1					
California Polytechnic State Univ.-SLO	173	Agriculture Subtest II	100	300	220	1					
California Polytechnic State Univ.-SLO	174	Agriculture Subtest III	100	300	220	1					
California Polytechnic State Univ.-SLO	120	Biology/Life Science Subtest III	100	300	220	10	10	242	100	99	243
California Polytechnic State Univ.-SLO	098	CBEST	60	240	123	103	103	158	100	100	155
California Polytechnic State Univ.-SLO	121	Chemistry Subtest III	100	300	220	1				100	254
California Polytechnic State Univ.-SLO	105	English Subtest I	100	300	220	6				100	251
California Polytechnic State Univ.-SLO	106	English Subtest II	100	300	220	6				100	249
California Polytechnic State Univ.-SLO	107	English Subtest III	100	300	220	6				100	246
California Polytechnic State Univ.-SLO	108	English Subtest IV	100	300	220	6				100	245
California Polytechnic State Univ.-SLO	110	Mathematics Subtest I	100	300	220	4				100	246
California Polytechnic State Univ.-SLO	111	Mathematics Subtest II	100	300	220	4				100	245
California Polytechnic State Univ.-SLO	112	Mathematics Subtest III	100	300	220	4				97	248
California Polytechnic State Univ.-SLO	101	Multiple Subjects Subtest I	100	300	220	91	91	248	100	100	244
California Polytechnic State Univ.-SLO	102	Multiple Subjects Subtest II	100	300	220	91	91	255	100	100	248
California Polytechnic State Univ.-SLO	103	Multiple Subjects Subtest III	100	300	220	91	91	251	100	100	244
California Polytechnic State Univ.-SLO	123	Physics Subtest III	100	300	220	3				100	248
California Polytechnic State Univ.-SLO	081	RICA	0	120	81	3				99	92
California Polytechnic State Univ.-SLO	081.1	RICA.1	100	300	220	88	88	243	100	96	239
California Polytechnic State Univ.-SLO	118	Science Subtest I	100	300	220	14	14	257	100	100	250
California Polytechnic State Univ.-SLO	119	Science Subtest II	100	300	220	14	14	255	100	100	250
California Polytechnic State Univ.-SLO	114	Social Science Subtest I	100	300	220	7				100	242
California Polytechnic State Univ.-SLO	115	Social Science Subtest II	100	300	220	7				100	246
California Polytechnic State Univ.-SLO	116	Social Science Subtest III	100	300	220	7				100	244
California Polytechnic State Univ.-SLO	142	Writing Skills	100	300	220	40	40	242	100	100	240
CALState Teach	098	CBEST	60	240	123	272	272	158	100	100	155

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CALState Teach	101	Multiple Subjects Subtest I	100	300	220	292	292	248	100	100	244
CALState Teach	102	Multiple Subjects Subtest II	100	300	220	292	292	251	100	100	248
CALState Teach	103	Multiple Subjects Subtest III	100	300	220	292	292	247	100	100	244
CALState Teach	081	RICA	0	120	81	3				99	92
CALState Teach	092	RICA Video	100	300	220	15	15	241	100	100	239
CALState Teach	081.1	RICA.1	100	300	220	268	259	240	97	96	239
CALState Teach	142	Writing Skills	100	300	220	20	20	237	100	100	240
Chapman University	120	Biology/Life Science Subtest III	100	300	220	1				99	243
Chapman University	098	CBEST	60	240	123	44	44	158	100	100	155
Chapman University	121	Chemistry Subtest III	100	300	220	1				100	254
Chapman University	125	Chemistry Subtest IV	100	300	220	1				100	256
Chapman University	105	English Subtest I	100	300	220	9				100	251
Chapman University	106	English Subtest II	100	300	220	9				100	249
Chapman University	107	English Subtest III	100	300	220	9				100	246
Chapman University	108	English Subtest IV	100	300	220	9				100	245
Chapman University	178	Health Science Subtest I	100	300	220	2				100	239
Chapman University	179	Health Science Subtest II	100	300	220	2				100	245
Chapman University	180	Health Science Subtest III	100	300	220	2				100	250
Chapman University	110	Mathematics Subtest I	100	300	220	4				100	246
Chapman University	111	Mathematics Subtest II	100	300	220	4				100	245
Chapman University	112	Mathematics Subtest III	100	300	220	1				97	248
Chapman University	101	Multiple Subjects Subtest I	100	300	220	19	19	247	100	100	244
Chapman University	102	Multiple Subjects Subtest II	100	300	220	19	19	249	100	100	248
Chapman University	103	Multiple Subjects Subtest III	100	300	220	19	19	246	100	100	244
Chapman University	129	Physical Education Subtest I	100	300	220	1				100	238
Chapman University	130	Physical Education Subtest II	100	300	220	1				100	235
Chapman University	131	Physical Education Subtest III	100	300	220	1				99	235
Chapman University	081	RICA	0	120	81	10	10	97	100	99	92
Chapman University	081.1	RICA.1	100	300	220	9				96	239
Chapman University	118	Science Subtest I	100	300	220	1				100	250
Chapman University	119	Science Subtest II	100	300	220	1				100	250
Chapman University	114	Social Science Subtest I	100	300	220	5				100	242
Chapman University	115	Social Science Subtest II	100	300	220	5				100	246
Chapman University	116	Social Science Subtest III	100	300	220	5				100	244
Chapman University	142	Writing Skills	100	300	220	2				100	240
Claremont Graduate University	120	Biology/Life Science Subtest III	100	300	220	1				99	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Claremont Graduate University	098	CBEST	60	240	123	19	19	170	100	100	155
Claremont Graduate University	105	English Subtest I	100	300	220	5				100	251
Claremont Graduate University	106	English Subtest II	100	300	220	5				100	249
Claremont Graduate University	107	English Subtest III	100	300	220	5				100	246
Claremont Graduate University	108	English Subtest IV	100	300	220	5				100	245
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	2				100	246
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	2				100	245
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	8				100	244
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	8				100	248
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	8				100	244
Claremont Graduate University	081.1	RICA.1	100	300	220	9				96	239
Claremont Graduate University	118	Science Subtest I	100	300	220	1				100	250
Claremont Graduate University	119	Science Subtest II	100	300	220	1				100	250
Claremont Graduate University	114	Social Science Subtest I	100	300	220	4				100	242
Claremont Graduate University	115	Social Science Subtest II	100	300	220	4				100	246
Claremont Graduate University	116	Social Science Subtest III	100	300	220	4				100	244
Claremont Graduate University	142	Writing Skills	100	300	220	1				100	240
Concordia University	120	Biology/Life Science Subtest III	100	300	220	1				99	243
Concordia University	098	CBEST	60	240	123	65	65	154	100	100	155
Concordia University	105	English Subtest I	100	300	220	5				100	251
Concordia University	106	English Subtest II	100	300	220	5				100	249
Concordia University	107	English Subtest III	100	300	220	5				100	246
Concordia University	108	English Subtest IV	100	300	220	5				100	245
Concordia University	110	Mathematics Subtest I	100	300	220	5				100	246
Concordia University	111	Mathematics Subtest II	100	300	220	5				100	245
Concordia University	112	Mathematics Subtest III	100	300	220	1				97	248
Concordia University	101	Multiple Subjects Subtest I	100	300	220	45	45	243	100	100	244
Concordia University	102	Multiple Subjects Subtest II	100	300	220	45	45	246	100	100	248
Concordia University	103	Multiple Subjects Subtest III	100	300	220	45	45	240	100	100	244
Concordia University	136	Music Subtest I	100	300	220	3				100	258
Concordia University	137	Music Subtest II	100	300	220	3				100	255
Concordia University	138	Music Subtest III	100	300	220	3				100	253
Concordia University	129	Physical Education Subtest I	100	300	220	2				100	238
Concordia University	130	Physical Education Subtest II	100	300	220	2				100	235
Concordia University	131	Physical Education Subtest III	100	300	220	2				99	235
Concordia University	081	RICA	0	120	81	1				99	92

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Concordia University	081.1	RICA.1	100	300	220	44	42	237	95	96	239
Concordia University	118	Science Subtest I	100	300	220	1				100	250
Concordia University	119	Science Subtest II	100	300	220	1				100	250
Concordia University	114	Social Science Subtest I	100	300	220	5				100	242
Concordia University	115	Social Science Subtest II	100	300	220	5				100	246
Concordia University	116	Social Science Subtest III	100	300	220	5				100	244
Concordia University	142	Writing Skills	100	300	220	1				100	240
CSU Bakersfield	140	Art Subtest I	100	300	220	1				100	248
CSU Bakersfield	141	Art Subtest II	100	300	220	1				100	239
CSU Bakersfield	120	Biology/Life Science Subtest III	100	300	220	7				99	243
CSU Bakersfield	124	Biology/Life Science Subtest IV	100	300	220	1				100	250
CSU Bakersfield	098	CBEST	60	240	123	263	262	150	100	100	155
CSU Bakersfield	121	Chemistry Subtest III	100	300	220	1				100	254
CSU Bakersfield	125	Chemistry Subtest IV	100	300	220	1				100	256
CSU Bakersfield	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
CSU Bakersfield	105	English Subtest I	100	300	220	15	15	257	100	100	251
CSU Bakersfield	106	English Subtest II	100	300	220	15	15	249	100	100	249
CSU Bakersfield	107	English Subtest III	100	300	220	15	15	241	100	100	246
CSU Bakersfield	108	English Subtest IV	100	300	220	15	15	236	100	100	245
CSU Bakersfield	148	French Subtest I	100	300	220	1				100	250
CSU Bakersfield	149	French Subtest II	100	300	220	1				100	257
CSU Bakersfield	150	French Subtest III	100	300	220	1				100	264
CSU Bakersfield	178	Health Science Subtest I	100	300	220	1				100	239
CSU Bakersfield	179	Health Science Subtest II	100	300	220	1				100	245
CSU Bakersfield	180	Health Science Subtest III	100	300	220	1				100	250
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	4				100	246
CSU Bakersfield	111	Mathematics Subtest II	100	300	220	4				100	245
CSU Bakersfield	112	Mathematics Subtest III	100	300	220	2				97	248
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	177	177	240	100	100	244
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	177	177	245	100	100	248
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	177	177	239	100	100	244
CSU Bakersfield	129	Physical Education Subtest I	100	300	220	3				100	238
CSU Bakersfield	130	Physical Education Subtest II	100	300	220	3				100	235
CSU Bakersfield	131	Physical Education Subtest III	100	300	220	3				99	235
CSU Bakersfield	123	Physics Subtest III	100	300	220	1				100	248
CSU Bakersfield	081	RICA	0	120	81	4				99	92

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Bakersfield	092	RICA Video	100	300	220	2				100	239
CSU Bakersfield	081.1	RICA.1	100	300	220	168	157	237	93	96	239
CSU Bakersfield	118	Science Subtest I	100	300	220	8				100	250
CSU Bakersfield	119	Science Subtest II	100	300	220	8				100	250
CSU Bakersfield	114	Social Science Subtest I	100	300	220	11	11	243	100	100	242
CSU Bakersfield	115	Social Science Subtest II	100	300	220	11	11	245	100	100	246
CSU Bakersfield	116	Social Science Subtest III	100	300	220	11	11	244	100	100	244
CSU Bakersfield	145	Spanish Subtest I	100	300	220	1				100	242
CSU Bakersfield	146	Spanish Subtest II	100	300	220	1				100	243
CSU Bakersfield	147	Spanish Subtest III	100	300	220	1				100	251
CSU Bakersfield	142	Writing Skills	100	300	220	3				100	240
CSU Channel Islands	120	Biology/Life Science Subtest III	100	300	220	5				99	243
CSU Channel Islands	098	CBEST	60	240	123	58	58	157	100	100	155
CSU Channel Islands	121	Chemistry Subtest III	100	300	220	1				100	254
CSU Channel Islands	105	English Subtest I	100	300	220	3				100	251
CSU Channel Islands	106	English Subtest II	100	300	220	3				100	249
CSU Channel Islands	107	English Subtest III	100	300	220	3				100	246
CSU Channel Islands	108	English Subtest IV	100	300	220	3				100	245
CSU Channel Islands	110	Mathematics Subtest I	100	300	220	3				100	246
CSU Channel Islands	111	Mathematics Subtest II	100	300	220	3				100	245
CSU Channel Islands	112	Mathematics Subtest III	100	300	220	1				97	248
CSU Channel Islands	101	Multiple Subjects Subtest I	100	300	220	42	42	241	100	100	244
CSU Channel Islands	102	Multiple Subjects Subtest II	100	300	220	42	42	243	100	100	248
CSU Channel Islands	103	Multiple Subjects Subtest III	100	300	220	42	42	241	100	100	244
CSU Channel Islands	081	RICA	0	120	81	1				99	92
CSU Channel Islands	081.1	RICA.1	100	300	220	41	40	234	98	96	239
CSU Channel Islands	118	Science Subtest I	100	300	220	6				100	250
CSU Channel Islands	119	Science Subtest II	100	300	220	6				100	250
CSU Channel Islands	114	Social Science Subtest I	100	300	220	11	11	243	100	100	242
CSU Channel Islands	115	Social Science Subtest II	100	300	220	11	11	250	100	100	246
CSU Channel Islands	116	Social Science Subtest III	100	300	220	11	11	245	100	100	244
CSU Channel Islands	142	Writing Skills	100	300	220	10	10	228	100	100	240
CSU Chico	172	Agriculture Subtest I	100	300	220	1					
CSU Chico	173	Agriculture Subtest II	100	300	220	1					
CSU Chico	174	Agriculture Subtest III	100	300	220	1					
CSU Chico	120	Biology/Life Science Subtest III	100	300	220	2				99	243

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Chico	098	CBEST	60	240	123	158	157	155	99	100	155
CSU Chico	105	English Subtest I	100	300	220	4				100	251
CSU Chico	106	English Subtest II	100	300	220	4				100	249
CSU Chico	107	English Subtest III	100	300	220	4				100	246
CSU Chico	108	English Subtest IV	100	300	220	4				100	245
CSU Chico	178	Health Science Subtest I	100	300	220	1				100	239
CSU Chico	179	Health Science Subtest II	100	300	220	1				100	245
CSU Chico	180	Health Science Subtest III	100	300	220	1				100	250
CSU Chico	110	Mathematics Subtest I	100	300	220	1				100	246
CSU Chico	111	Mathematics Subtest II	100	300	220	1				100	245
CSU Chico	101	Multiple Subjects Subtest I	100	300	220	113	113	241	100	100	244
CSU Chico	102	Multiple Subjects Subtest II	100	300	220	113	113	249	100	100	248
CSU Chico	103	Multiple Subjects Subtest III	100	300	220	113	113	244	100	100	244
CSU Chico	081	RICA	0	120	81	4				99	92
CSU Chico	081.1	RICA.1	100	300	220	113	109	238	96	96	239
CSU Chico	114	Social Science Subtest I	100	300	220	6				100	242
CSU Chico	115	Social Science Subtest II	100	300	220	6				100	246
CSU Chico	116	Social Science Subtest III	100	300	220	6				100	244
CSU Chico	142	Writing Skills	100	300	220	50	50	231	100	100	240
CSU Dominguez Hills	120	Biology/Life Science Subtest III	100	300	220	4				99	243
CSU Dominguez Hills	098	CBEST	60	240	123	135	135	146	100	100	155
CSU Dominguez Hills	121	Chemistry Subtest III	100	300	220	1				100	254
CSU Dominguez Hills	105	English Subtest I	100	300	220	10	10	243	100	100	251
CSU Dominguez Hills	106	English Subtest II	100	300	220	10	10	248	100	100	249
CSU Dominguez Hills	107	English Subtest III	100	300	220	10	10	250	100	100	246
CSU Dominguez Hills	108	English Subtest IV	100	300	220	10	10	235	100	100	245
CSU Dominguez Hills	178	Health Science Subtest I	100	300	220	1				100	239
CSU Dominguez Hills	179	Health Science Subtest II	100	300	220	1				100	245
CSU Dominguez Hills	180	Health Science Subtest III	100	300	220	1				100	250
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	12	12	241	100	100	246
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	12	12	242	100	100	245
CSU Dominguez Hills	112	Mathematics Subtest III	100	300	220	1				97	248
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	55	54	240	98	100	244
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	55	55	239	100	100	248
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	55	54	237	98	100	244
CSU Dominguez Hills	129	Physical Education Subtest I	100	300	220	1				100	238

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Dominguez Hills	130	Physical Education Subtest II	100	300	220	1				100	235
CSU Dominguez Hills	131	Physical Education Subtest III	100	300	220	1				99	235
CSU Dominguez Hills	123	Physics Subtest III	100	300	220	1				100	248
CSU Dominguez Hills	081	RICA	0	120	81	9				99	92
CSU Dominguez Hills	081.1	RICA.1	100	300	220	46	46	237	100	96	239
CSU Dominguez Hills	118	Science Subtest I	100	300	220	9				100	250
CSU Dominguez Hills	119	Science Subtest II	100	300	220	9				100	250
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	4				100	242
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	4				100	246
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	4				100	244
CSU Dominguez Hills	142	Writing Skills	100	300	220	1				100	240
CSU East Bay	120	Biology/Life Science Subtest III	100	300	220	7				99	243
CSU East Bay	098	CBEST	60	240	123	135	135	162	100	100	155
CSU East Bay	121	Chemistry Subtest III	100	300	220	3				100	254
CSU East Bay	105	English Subtest I	100	300	220	10	10	251	100	100	251
CSU East Bay	106	English Subtest II	100	300	220	10	10	248	100	100	249
CSU East Bay	107	English Subtest III	100	300	220	10	10	257	100	100	246
CSU East Bay	108	English Subtest IV	100	300	220	10	10	244	100	100	245
CSU East Bay	110	Mathematics Subtest I	100	300	220	8				100	246
CSU East Bay	111	Mathematics Subtest II	100	300	220	8				100	245
CSU East Bay	112	Mathematics Subtest III	100	300	220	1				97	248
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	73	73	247	100	100	244
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	73	73	252	100	100	248
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	73	73	247	100	100	244
CSU East Bay	136	Music Subtest I	100	300	220	2				100	258
CSU East Bay	137	Music Subtest II	100	300	220	2				100	255
CSU East Bay	138	Music Subtest III	100	300	220	2				100	253
CSU East Bay	129	Physical Education Subtest I	100	300	220	4				100	238
CSU East Bay	130	Physical Education Subtest II	100	300	220	4				100	235
CSU East Bay	131	Physical Education Subtest III	100	300	220	4				99	235
CSU East Bay	123	Physics Subtest III	100	300	220	2				100	248
CSU East Bay	081	RICA	0	120	81	2				99	92
CSU East Bay	081.1	RICA.1	100	300	220	71	70	243	99	96	239
CSU East Bay	118	Science Subtest I	100	300	220	14	14	266	100	100	250
CSU East Bay	119	Science Subtest II	100	300	220	14	14	264	100	100	250
CSU East Bay	114	Social Science Subtest I	100	300	220	11	11	246	100	100	242

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU East Bay	115	Social Science Subtest II	100	300	220	11	11	249	100	100	246
CSU East Bay	116	Social Science Subtest III	100	300	220	11	11	248	100	100	244
CSU East Bay	145	Spanish Subtest I	100	300	220	2				100	242
CSU East Bay	146	Spanish Subtest II	100	300	220	2				100	243
CSU East Bay	147	Spanish Subtest III	100	300	220	2				100	251
CSU East Bay	142	Writing Skills	100	300	220	8				100	240
CSU Fresno	120	Biology/Life Science Subtest III	100	300	220	6				99	243
CSU Fresno	098	CBEST	60	240	123	349	349	149	100	100	155
CSU Fresno	121	Chemistry Subtest III	100	300	220	2				100	254
CSU Fresno	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
CSU Fresno	105	English Subtest I	100	300	220	1				100	251
CSU Fresno	106	English Subtest II	100	300	220	1				100	249
CSU Fresno	107	English Subtest III	100	300	220	1				100	246
CSU Fresno	108	English Subtest IV	100	300	220	1				100	245
CSU Fresno	110	Mathematics Subtest I	100	300	220	10	10	253	100	100	246
CSU Fresno	111	Mathematics Subtest II	100	300	220	10	10	254	100	100	245
CSU Fresno	112	Mathematics Subtest III	100	300	220	10	10	246	100	97	248
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	194	190	239	98	100	244
CSU Fresno	102	Multiple Subjects Subtest II	100	300	220	194	194	245	100	100	248
CSU Fresno	103	Multiple Subjects Subtest III	100	300	220	194	191	240	98	100	244
CSU Fresno	136	Music Subtest I	100	300	220	3				100	258
CSU Fresno	137	Music Subtest II	100	300	220	3				100	255
CSU Fresno	138	Music Subtest III	100	300	220	3				100	253
CSU Fresno	129	Physical Education Subtest I	100	300	220	6				100	238
CSU Fresno	130	Physical Education Subtest II	100	300	220	6				100	235
CSU Fresno	131	Physical Education Subtest III	100	300	220	6				99	235
CSU Fresno	123	Physics Subtest III	100	300	220	2				100	248
CSU Fresno	081	RICA	0	120	81	6				99	92
CSU Fresno	092	RICA Video	100	300	220	1				100	239
CSU Fresno	081.1	RICA.1	100	300	220	184	171	233	93	96	239
CSU Fresno	118	Science Subtest I	100	300	220	13	13	258	100	100	250
CSU Fresno	119	Science Subtest II	100	300	220	13	13	251	100	100	250
CSU Fresno	114	Social Science Subtest I	100	300	220	17	17	246	100	100	242
CSU Fresno	115	Social Science Subtest II	100	300	220	17	17	250	100	100	246
CSU Fresno	116	Social Science Subtest III	100	300	220	17	17	247	100	100	244
CSU Fresno	142	Writing Skills	100	300	220	2				100	240

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Fullerton	140	Art Subtest I	100	300	220	3				100	248
CSU Fullerton	141	Art Subtest II	100	300	220	3				100	239
CSU Fullerton	120	Biology/Life Science Subtest III	100	300	220	7				99	243
CSU Fullerton	124	Biology/Life Science Subtest IV	100	300	220	1				100	250
CSU Fullerton	098	CBEST	60	240	123	431	429	150	100	100	155
CSU Fullerton	121	Chemistry Subtest III	100	300	220	5				100	254
CSU Fullerton	125	Chemistry Subtest IV	100	300	220	2				100	256
CSU Fullerton	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
CSU Fullerton	105	English Subtest I	100	300	220	20	20	250	100	100	251
CSU Fullerton	106	English Subtest II	100	300	220	20	20	248	100	100	249
CSU Fullerton	107	English Subtest III	100	300	220	20	20	252	100	100	246
CSU Fullerton	108	English Subtest IV	100	300	220	20	20	247	100	100	245
CSU Fullerton	163	Mandarin Subtest I	100	300	220	1				100	272
CSU Fullerton	164	Mandarin Subtest II	100	300	220	1				100	267
CSU Fullerton	165	Mandarin Subtest III	100	300	220	1				100	273
CSU Fullerton	110	Mathematics Subtest I	100	300	220	25	25	246	100	100	246
CSU Fullerton	111	Mathematics Subtest II	100	300	220	25	25	239	100	100	245
CSU Fullerton	112	Mathematics Subtest III	100	300	220	5				97	248
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	246	245	242	100	100	244
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	245	245	248	100	100	248
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	246	245	243	100	100	244
CSU Fullerton	129	Physical Education Subtest I	100	300	220	1				100	238
CSU Fullerton	130	Physical Education Subtest II	100	300	220	1				100	235
CSU Fullerton	131	Physical Education Subtest III	100	300	220	1				99	235
CSU Fullerton	123	Physics Subtest III	100	300	220	1				100	248
CSU Fullerton	081	RICA	0	120	81	17	17	92	100	99	92
CSU Fullerton	092	RICA Video	100	300	220	3				100	239
CSU Fullerton	081.1	RICA.1	100	300	220	225	211	238	94	96	239
CSU Fullerton	118	Science Subtest I	100	300	220	15	15	252	100	100	250
CSU Fullerton	119	Science Subtest II	100	300	220	15	15	243	100	100	250
CSU Fullerton	114	Social Science Subtest I	100	300	220	19	19	244	100	100	242
CSU Fullerton	115	Social Science Subtest II	100	300	220	19	19	246	100	100	246
CSU Fullerton	116	Social Science Subtest III	100	300	220	19	19	249	100	100	244
CSU Fullerton	145	Spanish Subtest I	100	300	220	5				100	242
CSU Fullerton	146	Spanish Subtest II	100	300	220	5				100	243
CSU Fullerton	147	Spanish Subtest III	100	300	220	5				100	251

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Fullerton	142	Writing Skills	100	300	220	23	23	241	100	100	240
CSU Long Beach	140	Art Subtest I	100	300	220	2				100	248
CSU Long Beach	141	Art Subtest II	100	300	220	2				100	239
CSU Long Beach	120	Biology/Life Science Subtest III	100	300	220	11	11	247	100	99	243
CSU Long Beach	098	CBEST	60	240	123	645	645	152	100	100	155
CSU Long Beach	121	Chemistry Subtest III	100	300	220	2				100	254
CSU Long Beach	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
CSU Long Beach	105	English Subtest I	100	300	220	30	30	249	100	100	251
CSU Long Beach	106	English Subtest II	100	300	220	30	30	254	100	100	249
CSU Long Beach	107	English Subtest III	100	300	220	30	30	248	100	100	246
CSU Long Beach	108	English Subtest IV	100	300	220	30	30	246	100	100	245
CSU Long Beach	148	French Subtest I	100	300	220	1				100	250
CSU Long Beach	149	French Subtest II	100	300	220	1				100	257
CSU Long Beach	150	French Subtest III	100	300	220	1				100	264
CSU Long Beach	178	Health Science Subtest I	100	300	220	1				100	239
CSU Long Beach	179	Health Science Subtest II	100	300	220	1				100	245
CSU Long Beach	180	Health Science Subtest III	100	300	220	1				100	250
CSU Long Beach	160	Korean Subtest I	100	300	220	1					
CSU Long Beach	161	Korean Subtest II	100	300	220	1					
CSU Long Beach	162	Korean Subtest III	100	300	220	1					
CSU Long Beach	163	Mandarin Subtest I	100	300	220	2				100	272
CSU Long Beach	164	Mandarin Subtest II	100	300	220	2				100	267
CSU Long Beach	165	Mandarin Subtest III	100	300	220	2				100	273
CSU Long Beach	110	Mathematics Subtest I	100	300	220	38	38	240	100	100	246
CSU Long Beach	111	Mathematics Subtest II	100	300	220	38	38	247	100	100	245
CSU Long Beach	112	Mathematics Subtest III	100	300	220	12	12	253	100	97	248
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	340	340	244	100	100	244
CSU Long Beach	102	Multiple Subjects Subtest II	100	300	220	340	340	248	100	100	248
CSU Long Beach	103	Multiple Subjects Subtest III	100	300	220	341	341	242	100	100	244
CSU Long Beach	129	Physical Education Subtest I	100	300	220	8				100	238
CSU Long Beach	130	Physical Education Subtest II	100	300	220	8				100	235
CSU Long Beach	131	Physical Education Subtest III	100	300	220	8				99	235
CSU Long Beach	123	Physics Subtest III	100	300	220	1				100	248
CSU Long Beach	081	RICA	0	120	81	16	16	93	100	99	92
CSU Long Beach	092	RICA Video	100	300	220	1				100	239
CSU Long Beach	081.1	RICA.1	100	300	220	323	309	237	96	96	239

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Long Beach	118	Science Subtest I	100	300	220	17	17	247	100	100	250
CSU Long Beach	119	Science Subtest II	100	300	220	17	17	254	100	100	250
CSU Long Beach	114	Social Science Subtest I	100	300	220	34	34	243	100	100	242
CSU Long Beach	115	Social Science Subtest II	100	300	220	34	34	250	100	100	246
CSU Long Beach	116	Social Science Subtest III	100	300	220	34	34	244	100	100	244
CSU Long Beach	145	Spanish Subtest I	100	300	220	2				100	242
CSU Long Beach	146	Spanish Subtest II	100	300	220	2				100	243
CSU Long Beach	147	Spanish Subtest III	100	300	220	2				100	251
CSU Long Beach	142	Writing Skills	100	300	220	7				100	240
CSU Los Angeles	140	Art Subtest I	100	300	220	2				100	248
CSU Los Angeles	141	Art Subtest II	100	300	220	2				100	239
CSU Los Angeles	120	Biology/Life Science Subtest III	100	300	220	4				99	243
CSU Los Angeles	098	CBEST	60	240	123	257	257	146	100	100	155
CSU Los Angeles	121	Chemistry Subtest III	100	300	220	4				100	254
CSU Los Angeles	125	Chemistry Subtest IV	100	300	220	1				100	256
CSU Los Angeles	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
CSU Los Angeles	105	English Subtest I	100	300	220	18	18	250	100	100	251
CSU Los Angeles	106	English Subtest II	100	300	220	18	18	250	100	100	249
CSU Los Angeles	107	English Subtest III	100	300	220	18	18	248	100	100	246
CSU Los Angeles	108	English Subtest IV	100	300	220	18	18	246	100	100	245
CSU Los Angeles	163	Mandarin Subtest I	100	300	220	1				100	272
CSU Los Angeles	164	Mandarin Subtest II	100	300	220	1				100	267
CSU Los Angeles	165	Mandarin Subtest III	100	300	220	1				100	273
CSU Los Angeles	110	Mathematics Subtest I	100	300	220	19	19	245	100	100	246
CSU Los Angeles	111	Mathematics Subtest II	100	300	220	19	19	240	100	100	245
CSU Los Angeles	112	Mathematics Subtest III	100	300	220	6				97	248
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	131	131	237	100	100	244
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	131	131	238	100	100	248
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	131	131	237	100	100	244
CSU Los Angeles	129	Physical Education Subtest I	100	300	220	2				100	238
CSU Los Angeles	130	Physical Education Subtest II	100	300	220	2				100	235
CSU Los Angeles	131	Physical Education Subtest III	100	300	220	2				99	235
CSU Los Angeles	123	Physics Subtest III	100	300	220	2				100	248
CSU Los Angeles	081	RICA	0	120	81	7				99	92
CSU Los Angeles	081.1	RICA.1	100	300	220	122	111	234	91	96	239
CSU Los Angeles	118	Science Subtest I	100	300	220	10	10	249	100	100	250

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Los Angeles	119	Science Subtest II	100	300	220	10	10	240	100	100	250
CSU Los Angeles	114	Social Science Subtest I	100	300	220	14	14	236	100	100	242
CSU Los Angeles	115	Social Science Subtest II	100	300	220	14	14	243	100	100	246
CSU Los Angeles	116	Social Science Subtest III	100	300	220	14	14	240	100	100	244
CSU Los Angeles	145	Spanish Subtest I	100	300	220	5				100	242
CSU Los Angeles	146	Spanish Subtest II	100	300	220	5				100	243
CSU Los Angeles	147	Spanish Subtest III	100	300	220	5				100	251
CSU Los Angeles	142	Writing Skills	100	300	220	5				100	240
CSU Monterey Bay	120	Biology/Life Science Subtest III	100	300	220	4				99	243
CSU Monterey Bay	098	CBEST	60	240	123	92	92	157	100	100	155
CSU Monterey Bay	121	Chemistry Subtest III	100	300	220	1				100	254
CSU Monterey Bay	105	English Subtest I	100	300	220	2				100	251
CSU Monterey Bay	106	English Subtest II	100	300	220	2				100	249
CSU Monterey Bay	107	English Subtest III	100	300	220	2				100	246
CSU Monterey Bay	108	English Subtest IV	100	300	220	2				100	245
CSU Monterey Bay	148	French Subtest I	100	300	220	1				100	250
CSU Monterey Bay	149	French Subtest II	100	300	220	1				100	257
CSU Monterey Bay	150	French Subtest III	100	300	220	1				100	264
CSU Monterey Bay	110	Mathematics Subtest I	100	300	220	4				100	246
CSU Monterey Bay	111	Mathematics Subtest II	100	300	220	4				100	245
CSU Monterey Bay	112	Mathematics Subtest III	100	300	220	2				97	248
CSU Monterey Bay	101	Multiple Subjects Subtest I	100	300	220	56	55	248	98	100	244
CSU Monterey Bay	102	Multiple Subjects Subtest II	100	300	220	53	53	244	100	100	248
CSU Monterey Bay	103	Multiple Subjects Subtest III	100	300	220	53	53	244	100	100	244
CSU Monterey Bay	081	RICA	0	120	81	8				99	92
CSU Monterey Bay	081.1	RICA.1	100	300	220	49	48	238	98	96	239
CSU Monterey Bay	118	Science Subtest I	100	300	220	6				100	250
CSU Monterey Bay	119	Science Subtest II	100	300	220	6				100	250
CSU Monterey Bay	114	Social Science Subtest I	100	300	220	3				100	242
CSU Monterey Bay	115	Social Science Subtest II	100	300	220	3				100	246
CSU Monterey Bay	116	Social Science Subtest III	100	300	220	3				100	244
CSU Monterey Bay	145	Spanish Subtest I	100	300	220	1				100	242
CSU Monterey Bay	146	Spanish Subtest II	100	300	220	1				100	243
CSU Monterey Bay	147	Spanish Subtest III	100	300	220	1				100	251
CSU Monterey Bay	142	Writing Skills	100	300	220	3				100	240
CSU Northridge	186	American Sign Language Subtest I	100	300	220	1					

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Northridge	187	American Sign Language Subtest II	100	300	220	1					
CSU Northridge	188	American Sign Language Subtest II	100	300	220	1					
CSU Northridge	140	Art Subtest I	100	300	220	5				100	248
CSU Northridge	141	Art Subtest II	100	300	220	5				100	239
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	9				99	243
CSU Northridge	124	Biology/Life Science Subtest IV	100	300	220	1				100	250
CSU Northridge	175	Business Subtest I	100	300	220	1					
CSU Northridge	176	Business Subtest II	100	300	220	1					
CSU Northridge	177	Business Subtest III	100	300	220	1					
CSU Northridge	098	CBEST	60	240	123	312	312	154	100	100	155
CSU Northridge	121	Chemistry Subtest III	100	300	220	1				100	254
CSU Northridge	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
CSU Northridge	105	English Subtest I	100	300	220	14	14	252	100	100	251
CSU Northridge	106	English Subtest II	100	300	220	14	14	246	100	100	249
CSU Northridge	107	English Subtest III	100	300	220	14	14	243	100	100	246
CSU Northridge	108	English Subtest IV	100	300	220	14	14	241	100	100	245
CSU Northridge	148	French Subtest I	100	300	220	1				100	250
CSU Northridge	149	French Subtest II	100	300	220	1				100	257
CSU Northridge	150	French Subtest III	100	300	220	1				100	264
CSU Northridge	178	Health Science Subtest I	100	300	220	1				100	239
CSU Northridge	179	Health Science Subtest II	100	300	220	1				100	245
CSU Northridge	180	Health Science Subtest III	100	300	220	1				100	250
CSU Northridge	181	Home Economics Subtest I	100	300	220	1					
CSU Northridge	182	Home Economics Subtest II	100	300	220	1					
CSU Northridge	183	Home Economics Subtest III	100	300	220	1					
CSU Northridge	160	Korean Subtest I	100	300	220	1					
CSU Northridge	161	Korean Subtest II	100	300	220	1					
CSU Northridge	162	Korean Subtest III	100	300	220	1					
CSU Northridge	163	Mandarin Subtest I	100	300	220	1				100	272
CSU Northridge	164	Mandarin Subtest II	100	300	220	1				100	267
CSU Northridge	165	Mandarin Subtest III	100	300	220	1				100	273
CSU Northridge	110	Mathematics Subtest I	100	300	220	26	26	250	100	100	246
CSU Northridge	111	Mathematics Subtest II	100	300	220	26	26	249	100	100	245
CSU Northridge	112	Mathematics Subtest III	100	300	220	15	15	248	100	97	248
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	234	234	243	100	100	244
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	234	234	246	100	100	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	234	234	241	100	100	244
CSU Northridge	136	Music Subtest I	100	300	220	1				100	258
CSU Northridge	137	Music Subtest II	100	300	220	1				100	255
CSU Northridge	138	Music Subtest III	100	300	220	1				100	253
CSU Northridge	129	Physical Education Subtest I	100	300	220	2				100	238
CSU Northridge	130	Physical Education Subtest II	100	300	220	2				100	235
CSU Northridge	131	Physical Education Subtest III	100	300	220	2				99	235
CSU Northridge	123	Physics Subtest III	100	300	220	1				100	248
CSU Northridge	127	Physics Subtest IV	100	300	220	1					
CSU Northridge	081	RICA	0	120	81	5				99	92
CSU Northridge	092	RICA Video	100	300	220	1				100	239
CSU Northridge	081.1	RICA.1	100	300	220	228	226	239	99	96	239
CSU Northridge	118	Science Subtest I	100	300	220	11	11	249	100	100	250
CSU Northridge	119	Science Subtest II	100	300	220	11	11	251	100	100	250
CSU Northridge	114	Social Science Subtest I	100	300	220	11	11	246	100	100	242
CSU Northridge	115	Social Science Subtest II	100	300	220	11	11	248	100	100	246
CSU Northridge	116	Social Science Subtest III	100	300	220	11	11	245	100	100	244
CSU Northridge	145	Spanish Subtest I	100	300	220	2				100	242
CSU Northridge	146	Spanish Subtest II	100	300	220	2				100	243
CSU Northridge	147	Spanish Subtest III	100	300	220	2				100	251
CSU Northridge	142	Writing Skills	100	300	220	66	65	230	98	100	240
CSU Sacramento	140	Art Subtest I	100	300	220	4				100	248
CSU Sacramento	141	Art Subtest II	100	300	220	4				100	239
CSU Sacramento	120	Biology/Life Science Subtest III	100	300	220	8				99	243
CSU Sacramento	098	CBEST	60	240	123	326	326	154	100	100	155
CSU Sacramento	121	Chemistry Subtest III	100	300	220	1				100	254
CSU Sacramento	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
CSU Sacramento	105	English Subtest I	100	300	220	8				100	251
CSU Sacramento	106	English Subtest II	100	300	220	8				100	249
CSU Sacramento	107	English Subtest III	100	300	220	8				100	246
CSU Sacramento	108	English Subtest IV	100	300	220	8				100	245
CSU Sacramento	148	French Subtest I	100	300	220	1				100	250
CSU Sacramento	149	French Subtest II	100	300	220	1				100	257
CSU Sacramento	150	French Subtest III	100	300	220	1				100	264
CSU Sacramento	110	Mathematics Subtest I	100	300	220	15	15	239	100	100	246
CSU Sacramento	111	Mathematics Subtest II	100	300	220	15	15	239	100	100	245

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Sacramento	112	Mathematics Subtest III	100	300	220	6				97	248
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	186	186	245	100	100	244
CSU Sacramento	102	Multiple Subjects Subtest II	100	300	220	186	186	251	100	100	248
CSU Sacramento	103	Multiple Subjects Subtest III	100	300	220	186	186	245	100	100	244
CSU Sacramento	129	Physical Education Subtest I	100	300	220	1				100	238
CSU Sacramento	130	Physical Education Subtest II	100	300	220	1				100	235
CSU Sacramento	131	Physical Education Subtest III	100	300	220	1				99	235
CSU Sacramento	123	Physics Subtest III	100	300	220	1				100	248
CSU Sacramento	081	RICA	0	120	81	3				99	92
CSU Sacramento	081.1	RICA.1	100	300	220	186	186	244	100	96	239
CSU Sacramento	118	Science Subtest I	100	300	220	11	11	247	100	100	250
CSU Sacramento	119	Science Subtest II	100	300	220	11	11	251	100	100	250
CSU Sacramento	114	Social Science Subtest I	100	300	220	17	17	240	100	100	242
CSU Sacramento	115	Social Science Subtest II	100	300	220	17	17	242	100	100	246
CSU Sacramento	116	Social Science Subtest III	100	300	220	17	17	243	100	100	244
CSU Sacramento	145	Spanish Subtest I	100	300	220	4				100	242
CSU Sacramento	146	Spanish Subtest II	100	300	220	4				100	243
CSU Sacramento	147	Spanish Subtest III	100	300	220	4				100	251
CSU Sacramento	142	Writing Skills	100	300	220	14	14	236	100	100	240
CSU San Bernardino	140	Art Subtest I	100	300	220	2				100	248
CSU San Bernardino	141	Art Subtest II	100	300	220	2				100	239
CSU San Bernardino	120	Biology/Life Science Subtest III	100	300	220	4				99	243
CSU San Bernardino	098	CBEST	60	240	123	199	199	147	100	100	155
CSU San Bernardino	122	Earth/Planetary Science Subtest II	100	300	220	4				100	242
CSU San Bernardino	105	English Subtest I	100	300	220	11	11	242	100	100	251
CSU San Bernardino	106	English Subtest II	100	300	220	11	11	243	100	100	249
CSU San Bernardino	107	English Subtest III	100	300	220	11	11	242	100	100	246
CSU San Bernardino	108	English Subtest IV	100	300	220	11	11	238	100	100	245
CSU San Bernardino	110	Mathematics Subtest I	100	300	220	7				100	246
CSU San Bernardino	111	Mathematics Subtest II	100	300	220	7				100	245
CSU San Bernardino	112	Mathematics Subtest III	100	300	220	2				97	248
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	125	125	241	100	100	244
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	125	125	243	100	100	248
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	125	125	242	100	100	244
CSU San Bernardino	136	Music Subtest I	100	300	220	2				100	258
CSU San Bernardino	137	Music Subtest II	100	300	220	2				100	255

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU San Bernardino	138	Music Subtest III	100	300	220	2				100	253
CSU San Bernardino	081	RICA	0	120	81	4				99	92
CSU San Bernardino	092	RICA Video	100	300	220	1				100	239
CSU San Bernardino	081.1	RICA.1	100	300	220	125	125	237	100	96	239
CSU San Bernardino	118	Science Subtest I	100	300	220	6				100	250
CSU San Bernardino	119	Science Subtest II	100	300	220	6				100	250
CSU San Bernardino	114	Social Science Subtest I	100	300	220	9				100	242
CSU San Bernardino	115	Social Science Subtest II	100	300	220	9				100	246
CSU San Bernardino	116	Social Science Subtest III	100	300	220	9				100	244
CSU San Bernardino	145	Spanish Subtest I	100	300	220	3				100	242
CSU San Bernardino	146	Spanish Subtest II	100	300	220	3				100	243
CSU San Bernardino	147	Spanish Subtest III	100	300	220	3				100	251
CSU San Bernardino	142	Writing Skills	100	300	220	7				100	240
CSU San Marcos	120	Biology/Life Science Subtest III	100	300	220	7				99	243
CSU San Marcos	098	CBEST	60	240	123	219	219	152	100	100	155
CSU San Marcos	121	Chemistry Subtest III	100	300	220	2				100	254
CSU San Marcos	125	Chemistry Subtest IV	100	300	220	1				100	256
CSU San Marcos	105	English Subtest I	100	300	220	10	10	258	100	100	251
CSU San Marcos	106	English Subtest II	100	300	220	10	10	258	100	100	249
CSU San Marcos	107	English Subtest III	100	300	220	10	10	247	100	100	246
CSU San Marcos	108	English Subtest IV	100	300	220	10	10	258	100	100	245
CSU San Marcos	110	Mathematics Subtest I	100	300	220	3				100	246
CSU San Marcos	111	Mathematics Subtest II	100	300	220	3				100	245
CSU San Marcos	112	Mathematics Subtest III	100	300	220	1				97	248
CSU San Marcos	101	Multiple Subjects Subtest I	100	300	220	207	207	243	100	100	244
CSU San Marcos	102	Multiple Subjects Subtest II	100	300	220	207	207	248	100	100	248
CSU San Marcos	103	Multiple Subjects Subtest III	100	300	220	207	207	242	100	100	244
CSU San Marcos	129	Physical Education Subtest I	100	300	220	1				100	238
CSU San Marcos	130	Physical Education Subtest II	100	300	220	1				100	235
CSU San Marcos	131	Physical Education Subtest III	100	300	220	1				99	235
CSU San Marcos	081	RICA	0	120	81	21	21	92	100	99	92
CSU San Marcos	081.1	RICA.1	100	300	220	186	185	243	99	96	239
CSU San Marcos	118	Science Subtest I	100	300	220	9				100	250
CSU San Marcos	119	Science Subtest II	100	300	220	9				100	250
CSU San Marcos	114	Social Science Subtest I	100	300	220	8				100	242
CSU San Marcos	115	Social Science Subtest II	100	300	220	8				100	246

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU San Marcos	116	Social Science Subtest III	100	300	220	8				100	244
CSU San Marcos	145	Spanish Subtest I	100	300	220	2				100	242
CSU San Marcos	146	Spanish Subtest II	100	300	220	2				100	243
CSU San Marcos	147	Spanish Subtest III	100	300	220	2				100	251
CSU San Marcos	142	Writing Skills	100	300	220	28	28	234	100	100	240
CSU Stanislaus	140	Art Subtest I	100	300	220	1				100	248
CSU Stanislaus	141	Art Subtest II	100	300	220	1				100	239
CSU Stanislaus	120	Biology/Life Science Subtest III	100	300	220	7				99	243
CSU Stanislaus	124	Biology/Life Science Subtest IV	100	300	220	6				100	250
CSU Stanislaus	098	CBEST	60	240	123	187	187	148	100	100	155
CSU Stanislaus	122	Earth/Planetary Science Subtest II	100	300	220	2				100	242
CSU Stanislaus	105	English Subtest I	100	300	220	5				100	251
CSU Stanislaus	106	English Subtest II	100	300	220	5				100	249
CSU Stanislaus	107	English Subtest III	100	300	220	5				100	246
CSU Stanislaus	108	English Subtest IV	100	300	220	5				100	245
CSU Stanislaus	110	Mathematics Subtest I	100	300	220	4				100	246
CSU Stanislaus	111	Mathematics Subtest II	100	300	220	4				100	245
CSU Stanislaus	112	Mathematics Subtest III	100	300	220	2				97	248
CSU Stanislaus	101	Multiple Subjects Subtest I	100	300	220	144	144	239	100	100	244
CSU Stanislaus	102	Multiple Subjects Subtest II	100	300	220	144	144	243	100	100	248
CSU Stanislaus	103	Multiple Subjects Subtest III	100	300	220	144	144	242	100	100	244
CSU Stanislaus	136	Music Subtest I	100	300	220	1				100	258
CSU Stanislaus	137	Music Subtest II	100	300	220	1				100	255
CSU Stanislaus	138	Music Subtest III	100	300	220	1				100	253
CSU Stanislaus	129	Physical Education Subtest I	100	300	220	1				100	238
CSU Stanislaus	130	Physical Education Subtest II	100	300	220	1				100	235
CSU Stanislaus	131	Physical Education Subtest III	100	300	220	1				99	235
CSU Stanislaus	081	RICA	0	120	81	10	9	87	90	99	92
CSU Stanislaus	092	RICA Video	100	300	220	1				100	239
CSU Stanislaus	081.1	RICA.1	100	300	220	133	125	235	94	96	239
CSU Stanislaus	118	Science Subtest I	100	300	220	4				100	250
CSU Stanislaus	119	Science Subtest II	100	300	220	4				100	250
CSU Stanislaus	114	Social Science Subtest I	100	300	220	14	14	240	100	100	242
CSU Stanislaus	115	Social Science Subtest II	100	300	220	14	14	247	100	100	246
CSU Stanislaus	116	Social Science Subtest III	100	300	220	14	14	247	100	100	244
CSU Stanislaus	145	Spanish Subtest I	100	300	220	4				100	242

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Stanislaus	146	Spanish Subtest II	100	300	220	4				100	243
CSU Stanislaus	147	Spanish Subtest III	100	300	220	4				100	251
CSU Stanislaus	142	Writing Skills	100	300	220	22	22	231	100	100	240
Dominican University of California	140	Art Subtest I	100	300	220	2				100	248
Dominican University of California	141	Art Subtest II	100	300	220	2				100	239
Dominican University of California	120	Biology/Life Science Subtest III	100	300	220	1				99	243
Dominican University of California	098	CBEST	60	240	123	76	76	167	100	100	155
Dominican University of California	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
Dominican University of California	105	English Subtest I	100	300	220	1				100	251
Dominican University of California	106	English Subtest II	100	300	220	1				100	249
Dominican University of California	107	English Subtest III	100	300	220	1				100	246
Dominican University of California	108	English Subtest IV	100	300	220	1				100	245
Dominican University of California	110	Mathematics Subtest I	100	300	220	2				100	246
Dominican University of California	111	Mathematics Subtest II	100	300	220	2				100	245
Dominican University of California	112	Mathematics Subtest III	100	300	220	1				97	248
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	57	57	255	100	100	244
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	57	57	255	100	100	248
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	57	57	251	100	100	244
Dominican University of California	129	Physical Education Subtest I	100	300	220	2				100	238
Dominican University of California	130	Physical Education Subtest II	100	300	220	2				100	235
Dominican University of California	131	Physical Education Subtest III	100	300	220	2				99	235
Dominican University of California	081	RICA	0	120	81	1				99	92
Dominican University of California	081.1	RICA.1	100	300	220	59	57	245	97	96	239
Dominican University of California	118	Science Subtest I	100	300	220	3				100	250
Dominican University of California	119	Science Subtest II	100	300	220	3				100	250
Dominican University of California	114	Social Science Subtest I	100	300	220	13	13	247	100	100	242
Dominican University of California	115	Social Science Subtest II	100	300	220	13	13	251	100	100	246
Dominican University of California	116	Social Science Subtest III	100	300	220	13	13	245	100	100	244
Dominican University of California	145	Spanish Subtest I	100	300	220	1				100	242
Dominican University of California	146	Spanish Subtest II	100	300	220	1				100	243
Dominican University of California	147	Spanish Subtest III	100	300	220	1				100	251
Dominican University of California	142	Writing Skills	100	300	220	9				100	240
Fresno Pacific University	140	Art Subtest I	100	300	220	1				100	248
Fresno Pacific University	141	Art Subtest II	100	300	220	1				100	239
Fresno Pacific University	120	Biology/Life Science Subtest III	100	300	220	1				99	243
Fresno Pacific University	098	CBEST	60	240	123	103	103	149	100	100	155

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Fresno Pacific University	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
Fresno Pacific University	105	English Subtest I	100	300	220	4				100	251
Fresno Pacific University	106	English Subtest II	100	300	220	4				100	249
Fresno Pacific University	107	English Subtest III	100	300	220	4				100	246
Fresno Pacific University	108	English Subtest IV	100	300	220	4				100	245
Fresno Pacific University	178	Health Science Subtest I	100	300	220	1				100	239
Fresno Pacific University	179	Health Science Subtest II	100	300	220	1				100	245
Fresno Pacific University	180	Health Science Subtest III	100	300	220	1				100	250
Fresno Pacific University	110	Mathematics Subtest I	100	300	220	3				100	246
Fresno Pacific University	111	Mathematics Subtest II	100	300	220	3				100	245
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	74	74	243	100	100	244
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	74	74	243	100	100	248
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	74	74	243	100	100	244
Fresno Pacific University	136	Music Subtest I	100	300	220	2				100	258
Fresno Pacific University	137	Music Subtest II	100	300	220	2				100	255
Fresno Pacific University	138	Music Subtest III	100	300	220	2				100	253
Fresno Pacific University	129	Physical Education Subtest I	100	300	220	1				100	238
Fresno Pacific University	130	Physical Education Subtest II	100	300	220	1				100	235
Fresno Pacific University	131	Physical Education Subtest III	100	300	220	1				99	235
Fresno Pacific University	081	RICA	0	120	81	3				99	92
Fresno Pacific University	081.1	RICA.1	100	300	220	71	71	240	100	96	239
Fresno Pacific University	118	Science Subtest I	100	300	220	2				100	250
Fresno Pacific University	119	Science Subtest II	100	300	220	2				100	250
Fresno Pacific University	114	Social Science Subtest I	100	300	220	10	10	244	100	100	242
Fresno Pacific University	115	Social Science Subtest II	100	300	220	10	10	249	100	100	246
Fresno Pacific University	116	Social Science Subtest III	100	300	220	10	10	250	100	100	244
Fresno Pacific University	142	Writing Skills	100	300	220	1				100	240
Hebrew Union College	098	CBEST	60	240	123	4				100	155
Hebrew Union College	101	Multiple Subjects Subtest I	100	300	220	12	12	254	100	100	244
Hebrew Union College	102	Multiple Subjects Subtest II	100	300	220	12	12	258	100	100	248
Hebrew Union College	103	Multiple Subjects Subtest III	100	300	220	12	12	247	100	100	244
Hebrew Union College	081	RICA	0	120	81	1				99	92
Hebrew Union College	081.1	RICA.1	100	300	220	11	11	238	100	96	239
Hebrew Union College	142	Writing Skills	100	300	220	7				100	240
Holy Names University	120	Biology/Life Science Subtest III	100	300	220	1				99	243
Holy Names University	098	CBEST	60	240	123	9				100	155

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	4				100	244
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	4				100	248
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	4				100	244
Holy Names University	129	Physical Education Subtest I	100	300	220	1				100	238
Holy Names University	130	Physical Education Subtest II	100	300	220	1				100	235
Holy Names University	131	Physical Education Subtest III	100	300	220	1				99	235
Holy Names University	081	RICA	0	120	81	1				99	92
Holy Names University	081.1	RICA.1	100	300	220	3				96	239
Holy Names University	118	Science Subtest I	100	300	220	1				100	250
Holy Names University	119	Science Subtest II	100	300	220	1				100	250
Holy Names University	114	Social Science Subtest I	100	300	220	1				100	242
Holy Names University	115	Social Science Subtest II	100	300	220	1				100	246
Holy Names University	116	Social Science Subtest III	100	300	220	1				100	244
Hope International University	098	CBEST	60	240	123	8				100	155
Hope International University	101	Multiple Subjects Subtest I	100	300	220	10	10	240	100	100	244
Hope International University	102	Multiple Subjects Subtest II	100	300	220	10	10	246	100	100	248
Hope International University	103	Multiple Subjects Subtest III	100	300	220	10	10	244	100	100	244
Hope International University	081.1	RICA.1	100	300	220	10	10	238	100	96	239
Hope International University	114	Social Science Subtest I	100	300	220	1				100	242
Hope International University	115	Social Science Subtest II	100	300	220	1				100	246
Hope International University	116	Social Science Subtest III	100	300	220	1				100	244
Hope International University	142	Writing Skills	100	300	220	3				100	240
Humboldt State University	120	Biology/Life Science Subtest III	100	300	220	6				99	243
Humboldt State University	098	CBEST	60	240	123	74	74	163	100	100	155
Humboldt State University	122	Earth/Planetary Science Subtest II	100	300	220	2				100	242
Humboldt State University	105	English Subtest I	100	300	220	8				100	251
Humboldt State University	106	English Subtest II	100	300	220	8				100	249
Humboldt State University	107	English Subtest III	100	300	220	8				100	246
Humboldt State University	108	English Subtest IV	100	300	220	8				100	245
Humboldt State University	184	Industrial And Tech Ed Subtest I	100	300	220	1					
Humboldt State University	185	Industrial And Tech Ed Subtest II	100	300	220	1					
Humboldt State University	110	Mathematics Subtest I	100	300	220	1				100	246
Humboldt State University	111	Mathematics Subtest II	100	300	220	1				100	245
Humboldt State University	101	Multiple Subjects Subtest I	100	300	220	42	42	248	100	100	244
Humboldt State University	102	Multiple Subjects Subtest II	100	300	220	42	42	252	100	100	248
Humboldt State University	103	Multiple Subjects Subtest III	100	300	220	42	42	250	100	100	244

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Humboldt State University	081.1	RICA.1	100	300	220	42	42	244	100	96	239
Humboldt State University	118	Science Subtest I	100	300	220	8				100	250
Humboldt State University	119	Science Subtest II	100	300	220	8				100	250
Humboldt State University	114	Social Science Subtest I	100	300	220	6				100	242
Humboldt State University	115	Social Science Subtest II	100	300	220	6				100	246
Humboldt State University	116	Social Science Subtest III	100	300	220	6				100	244
Humboldt State University	145	Spanish Subtest I	100	300	220	1				100	242
Humboldt State University	146	Spanish Subtest II	100	300	220	1				100	243
Humboldt State University	147	Spanish Subtest III	100	300	220	1				100	251
Humboldt State University	142	Writing Skills	100	300	220	6				100	240
La Sierra University	140	Art Subtest I	100	300	220	1				100	248
La Sierra University	141	Art Subtest II	100	300	220	1				100	239
La Sierra University	098	CBEST	60	240	123	15	15	150	100	100	155
La Sierra University	105	English Subtest I	100	300	220	1				100	251
La Sierra University	106	English Subtest II	100	300	220	1				100	249
La Sierra University	107	English Subtest III	100	300	220	1				100	246
La Sierra University	108	English Subtest IV	100	300	220	1				100	245
La Sierra University	110	Mathematics Subtest I	100	300	220	1				100	246
La Sierra University	111	Mathematics Subtest II	100	300	220	1				100	245
La Sierra University	101	Multiple Subjects Subtest I	100	300	220	10	10	247	100	100	244
La Sierra University	102	Multiple Subjects Subtest II	100	300	220	10	10	249	100	100	248
La Sierra University	103	Multiple Subjects Subtest III	100	300	220	10	10	248	100	100	244
La Sierra University	081.1	RICA.1	100	300	220	9				96	239
La Sierra University	114	Social Science Subtest I	100	300	220	1				100	242
La Sierra University	115	Social Science Subtest II	100	300	220	1				100	246
La Sierra University	116	Social Science Subtest III	100	300	220	1				100	244
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	2				99	243
Loyola Marymount University	098	CBEST	60	240	123	121	121	159	100	100	155
Loyola Marymount University	121	Chemistry Subtest III	100	300	220	2				100	254
Loyola Marymount University	105	English Subtest I	100	300	220	18	18	251	100	100	251
Loyola Marymount University	106	English Subtest II	100	300	220	18	18	248	100	100	249
Loyola Marymount University	107	English Subtest III	100	300	220	18	18	242	100	100	246
Loyola Marymount University	108	English Subtest IV	100	300	220	18	18	251	100	100	245
Loyola Marymount University	148	French Subtest I	100	300	220	1				100	250
Loyola Marymount University	149	French Subtest II	100	300	220	1				100	257
Loyola Marymount University	150	French Subtest III	100	300	220	1				100	264

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Loyola Marymount University	178	Health Science Subtest I	100	300	220	1				100	239
Loyola Marymount University	179	Health Science Subtest II	100	300	220	1				100	245
Loyola Marymount University	180	Health Science Subtest III	100	300	220	1				100	250
Loyola Marymount University	163	Mandarin Subtest I	100	300	220	4				100	272
Loyola Marymount University	164	Mandarin Subtest II	100	300	220	4				100	267
Loyola Marymount University	165	Mandarin Subtest III	100	300	220	4				100	273
Loyola Marymount University	110	Mathematics Subtest I	100	300	220	8				100	246
Loyola Marymount University	111	Mathematics Subtest II	100	300	220	8				100	245
Loyola Marymount University	112	Mathematics Subtest III	100	300	220	1				97	248
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	78	78	250	100	100	244
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	78	78	250	100	100	248
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	78	78	245	100	100	244
Loyola Marymount University	136	Music Subtest I	100	300	220	2				100	258
Loyola Marymount University	137	Music Subtest II	100	300	220	2				100	255
Loyola Marymount University	138	Music Subtest III	100	300	220	2				100	253
Loyola Marymount University	129	Physical Education Subtest I	100	300	220	1				100	238
Loyola Marymount University	130	Physical Education Subtest II	100	300	220	1				100	235
Loyola Marymount University	131	Physical Education Subtest III	100	300	220	1				99	235
Loyola Marymount University	081	RICA	0	120	81	3				99	92
Loyola Marymount University	081.1	RICA.1	100	300	220	75	72	242	96	96	239
Loyola Marymount University	118	Science Subtest I	100	300	220	6				100	250
Loyola Marymount University	119	Science Subtest II	100	300	220	6				100	250
Loyola Marymount University	114	Social Science Subtest I	100	300	220	5				100	242
Loyola Marymount University	115	Social Science Subtest II	100	300	220	5				100	246
Loyola Marymount University	116	Social Science Subtest III	100	300	220	5				100	244
Loyola Marymount University	145	Spanish Subtest I	100	300	220	1				100	242
Loyola Marymount University	146	Spanish Subtest II	100	300	220	1				100	243
Loyola Marymount University	147	Spanish Subtest III	100	300	220	1				100	251
Loyola Marymount University	142	Writing Skills	100	300	220	6				100	240
Mills College	098	CBEST	60	240	123	50	50	176	100	100	155
Mills College	101	Multiple Subjects Subtest I	100	300	220	2				100	244
Mills College	102	Multiple Subjects Subtest II	100	300	220	2				100	248
Mills College	103	Multiple Subjects Subtest III	100	300	220	2				100	244
Mills College	081	RICA	0	120	81	1				99	92
Mills College	081.1	RICA.1	100	300	220	18	18	244	100	96	239
Mills College	142	Writing Skills	100	300	220	2				100	240

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Mount Saint Mary's College	140	Art Subtest I	100	300	220	1				100	248
Mount Saint Mary's College	141	Art Subtest II	100	300	220	1				100	239
Mount Saint Mary's College	120	Biology/Life Science Subtest III	100	300	220	1				99	243
Mount Saint Mary's College	124	Biology/Life Science Subtest IV	100	300	220	1				100	250
Mount Saint Mary's College	098	CBEST	60	240	123	19	19	139	100	100	155
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	12	12	246	100	100	244
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	12	12	239	100	100	248
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	12	12	242	100	100	244
Mount Saint Mary's College	081.1	RICA.1	100	300	220	12	10	235	83	96	239
Mount Saint Mary's College	114	Social Science Subtest I	100	300	220	3				100	242
Mount Saint Mary's College	115	Social Science Subtest II	100	300	220	3				100	246
Mount Saint Mary's College	116	Social Science Subtest III	100	300	220	3				100	244
Mount Saint Mary's College	145	Spanish Subtest I	100	300	220	1				100	242
Mount Saint Mary's College	146	Spanish Subtest II	100	300	220	1				100	243
Mount Saint Mary's College	147	Spanish Subtest III	100	300	220	1				100	251
National Hispanic University	098	CBEST	60	240	123	13	13	151	100	100	155
National Hispanic University	110	Mathematics Subtest I	100	300	220	1				100	246
National Hispanic University	111	Mathematics Subtest II	100	300	220	1				100	245
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	10	10	243	100	100	244
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	10	10	244	100	100	248
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	10	10	241	100	100	244
National Hispanic University	129	Physical Education Subtest I	100	300	220	1				100	238
National Hispanic University	130	Physical Education Subtest II	100	300	220	1				100	235
National Hispanic University	131	Physical Education Subtest III	100	300	220	1				99	235
National Hispanic University	081	RICA	0	120	81	3				99	92
National Hispanic University	081.1	RICA.1	100	300	220	7				96	239
National Hispanic University	118	Science Subtest I	100	300	220	1				100	250
National Hispanic University	119	Science Subtest II	100	300	220	1				100	250
National Hispanic University	114	Social Science Subtest I	100	300	220	1				100	242
National Hispanic University	115	Social Science Subtest II	100	300	220	1				100	246
National Hispanic University	116	Social Science Subtest III	100	300	220	1				100	244
National Hispanic University	142	Writing Skills	100	300	220	2				100	240
National University	140	Art Subtest I	100	300	220	6				100	248
National University	141	Art Subtest II	100	300	220	6				100	239
National University	120	Biology/Life Science Subtest III	100	300	220	15	15	237	100	99	243
National University	175	Business Subtest I	100	300	220	2					

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	176	Business Subtest II	100	300	220	2					
National University	177	Business Subtest III	100	300	220	2					
National University	098	CBEST	60	240	123	659	658	151	100	100	155
National University	121	Chemistry Subtest III	100	300	220	7				100	254
National University	122	Earth/Planetary Science Subtest II	100	300	220	6				100	242
National University	105	English Subtest I	100	300	220	50	50	245	100	100	251
National University	106	English Subtest II	100	300	220	50	50	246	100	100	249
National University	107	English Subtest III	100	300	220	50	49	241	98	100	246
National University	108	English Subtest IV	100	300	220	50	50	243	100	100	245
National University	178	Health Science Subtest I	100	300	220	16	16	236	100	100	239
National University	179	Health Science Subtest II	100	300	220	16	16	244	100	100	245
National University	180	Health Science Subtest III	100	300	220	16	16	248	100	100	250
National University	181	Home Economics Subtest I	100	300	220	1					
National University	182	Home Economics Subtest II	100	300	220	1					
National University	183	Home Economics Subtest III	100	300	220	1					
National University	184	Industrial And Tech Ed Subtest I	100	300	220	3					
National University	185	Industrial And Tech Ed Subtest II	100	300	220	3					
National University	163	Mandarin Subtest I	100	300	220	1				100	272
National University	164	Mandarin Subtest II	100	300	220	1				100	267
National University	165	Mandarin Subtest III	100	300	220	1				100	273
National University	110	Mathematics Subtest I	100	300	220	37	37	235	100	100	246
National University	111	Mathematics Subtest II	100	300	220	37	37	241	100	100	245
National University	112	Mathematics Subtest III	100	300	220	7				97	248
National University	101	Multiple Subjects Subtest I	100	300	220	392	392	242	100	100	244
National University	102	Multiple Subjects Subtest II	100	300	220	392	392	242	100	100	248
National University	103	Multiple Subjects Subtest III	100	300	220	392	392	243	100	100	244
National University	136	Music Subtest I	100	300	220	2				100	258
National University	137	Music Subtest II	100	300	220	2				100	255
National University	138	Music Subtest III	100	300	220	2				100	253
National University	129	Physical Education Subtest I	100	300	220	38	38	237	100	100	238
National University	130	Physical Education Subtest II	100	300	220	38	38	232	100	100	235
National University	131	Physical Education Subtest III	100	300	220	38	38	236	100	99	235
National University	123	Physics Subtest III	100	300	220	3				100	248
National University	081	RICA	0	120	81	29	28	89	97	99	92
National University	092	RICA Video	100	300	220	10	10	236	100	100	239
National University	081.1	RICA.1	100	300	220	373	342	234	92	96	239

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	118	Science Subtest I	100	300	220	32	31	247	97	100	250
National University	119	Science Subtest II	100	300	220	32	32	248	100	100	250
National University	114	Social Science Subtest I	100	300	220	51	51	240	100	100	242
National University	115	Social Science Subtest II	100	300	220	51	51	241	100	100	246
National University	116	Social Science Subtest III	100	300	220	51	51	242	100	100	244
National University	145	Spanish Subtest I	100	300	220	4				100	242
National University	146	Spanish Subtest II	100	300	220	4				100	243
National University	147	Spanish Subtest III	100	300	220	4				100	251
National University	142	Writing Skills	100	300	220	22	22	242	100	100	240
Notre Dame de Namur University	140	Art Subtest I	100	300	220	1				100	248
Notre Dame de Namur University	141	Art Subtest II	100	300	220	1				100	239
Notre Dame de Namur University	120	Biology/Life Science Subtest III	100	300	220	3				99	243
Notre Dame de Namur University	098	CBEST	60	240	123	74	74	160	100	100	155
Notre Dame de Namur University	105	English Subtest I	100	300	220	9				100	251
Notre Dame de Namur University	106	English Subtest II	100	300	220	9				100	249
Notre Dame de Namur University	107	English Subtest III	100	300	220	9				100	246
Notre Dame de Namur University	108	English Subtest IV	100	300	220	9				100	245
Notre Dame de Namur University	148	French Subtest I	100	300	220	1				100	250
Notre Dame de Namur University	149	French Subtest II	100	300	220	1				100	257
Notre Dame de Namur University	150	French Subtest III	100	300	220	1				100	264
Notre Dame de Namur University	110	Mathematics Subtest I	100	300	220	7				100	246
Notre Dame de Namur University	111	Mathematics Subtest II	100	300	220	7				100	245
Notre Dame de Namur University	112	Mathematics Subtest III	100	300	220	3				97	248
Notre Dame de Namur University	101	Multiple Subjects Subtest I	100	300	220	46	46	248	100	100	244
Notre Dame de Namur University	102	Multiple Subjects Subtest II	100	300	220	46	46	249	100	100	248
Notre Dame de Namur University	103	Multiple Subjects Subtest III	100	300	220	46	46	247	100	100	244
Notre Dame de Namur University	129	Physical Education Subtest I	100	300	220	1				100	238
Notre Dame de Namur University	130	Physical Education Subtest II	100	300	220	1				100	235
Notre Dame de Namur University	131	Physical Education Subtest III	100	300	220	1				99	235
Notre Dame de Namur University	123	Physics Subtest III	100	300	220	1				100	248
Notre Dame de Namur University	081	RICA	0	120	81	2				99	92
Notre Dame de Namur University	081.1	RICA.1	100	300	220	44	43	240	98	96	239
Notre Dame de Namur University	118	Science Subtest I	100	300	220	4				100	250
Notre Dame de Namur University	119	Science Subtest II	100	300	220	4				100	250
Notre Dame de Namur University	114	Social Science Subtest I	100	300	220	5				100	242
Notre Dame de Namur University	115	Social Science Subtest II	100	300	220	5				100	246

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Notre Dame de Namur University	116	Social Science Subtest III	100	300	220	5				100	244
Notre Dame de Namur University	145	Spanish Subtest I	100	300	220	2				100	242
Notre Dame de Namur University	146	Spanish Subtest II	100	300	220	2				100	243
Notre Dame de Namur University	147	Spanish Subtest III	100	300	220	2				100	251
Notre Dame de Namur University	142	Writing Skills	100	300	220	5				100	240
Pacific Oaks College	098	CBEST	60	240	123	4				100	155
Pacific Oaks College	101	Multiple Subjects Subtest I	100	300	220	3				100	244
Pacific Oaks College	102	Multiple Subjects Subtest II	100	300	220	3				100	248
Pacific Oaks College	103	Multiple Subjects Subtest III	100	300	220	3				100	244
Pacific Oaks College	081.1	RICA.1	100	300	220	2				96	239
Pacific Union College	098	CBEST	60	240	123	7				100	155
Pacific Union College	101	Multiple Subjects Subtest I	100	300	220	7				100	244
Pacific Union College	102	Multiple Subjects Subtest II	100	300	220	7				100	248
Pacific Union College	103	Multiple Subjects Subtest III	100	300	220	7				100	244
Pacific Union College	081	RICA	0	120	81	2				99	92
Pacific Union College	081.1	RICA.1	100	300	220	5				96	239
Patten University	098	CBEST	60	240	123	13	13	150	100	100	155
Patten University	105	English Subtest I	100	300	220	1				100	251
Patten University	106	English Subtest II	100	300	220	1				100	249
Patten University	107	English Subtest III	100	300	220	1				100	246
Patten University	108	English Subtest IV	100	300	220	1				100	245
Patten University	163	Mandarin Subtest I	100	300	220	1				100	272
Patten University	164	Mandarin Subtest II	100	300	220	1				100	267
Patten University	165	Mandarin Subtest III	100	300	220	1				100	273
Patten University	110	Mathematics Subtest I	100	300	220	1				100	246
Patten University	111	Mathematics Subtest II	100	300	220	1				100	245
Patten University	101	Multiple Subjects Subtest I	100	300	220	7				100	244
Patten University	102	Multiple Subjects Subtest II	100	300	220	7				100	248
Patten University	103	Multiple Subjects Subtest III	100	300	220	7				100	244
Patten University	136	Music Subtest I	100	300	220	1				100	258
Patten University	137	Music Subtest II	100	300	220	1				100	255
Patten University	138	Music Subtest III	100	300	220	1				100	253
Patten University	081	RICA	0	120	81	2				99	92
Patten University	081.1	RICA.1	100	300	220	5				96	239
Patten University	114	Social Science Subtest I	100	300	220	1				100	242
Patten University	115	Social Science Subtest II	100	300	220	1				100	246

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Patten University	116	Social Science Subtest III	100	300	220	1				100	244
Pepperdine University	098	CBEST	60	240	123	90	90	157	100	100	155
Pepperdine University	101	Multiple Subjects Subtest I	100	300	220	12	12	253	100	100	244
Pepperdine University	102	Multiple Subjects Subtest II	100	300	220	12	12	255	100	100	248
Pepperdine University	103	Multiple Subjects Subtest III	100	300	220	12	12	253	100	100	244
Pepperdine University	081	RICA	0	120	81	3				99	92
Pepperdine University	081.1	RICA.1	100	300	220	57	55	240	96	96	239
Pepperdine University	142	Writing Skills	100	300	220	12	12	243	100	100	240
Point Loma Nazarene University	120	Biology/Life Science Subtest III	100	300	220	5				99	243
Point Loma Nazarene University	098	CBEST	60	240	123	63	63	158	100	100	155
Point Loma Nazarene University	105	English Subtest I	100	300	220	7				100	251
Point Loma Nazarene University	106	English Subtest II	100	300	220	7				100	249
Point Loma Nazarene University	107	English Subtest III	100	300	220	7				100	246
Point Loma Nazarene University	108	English Subtest IV	100	300	220	7				100	245
Point Loma Nazarene University	110	Mathematics Subtest I	100	300	220	2				100	246
Point Loma Nazarene University	111	Mathematics Subtest II	100	300	220	2				100	245
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	32	32	250	100	100	244
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	32	32	247	100	100	248
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	32	32	249	100	100	244
Point Loma Nazarene University	129	Physical Education Subtest I	100	300	220	1				100	238
Point Loma Nazarene University	130	Physical Education Subtest II	100	300	220	1				100	235
Point Loma Nazarene University	131	Physical Education Subtest III	100	300	220	1				99	235
Point Loma Nazarene University	081.1	RICA.1	100	300	220	37	36	240	97	96	239
Point Loma Nazarene University	118	Science Subtest I	100	300	220	5				100	250
Point Loma Nazarene University	119	Science Subtest II	100	300	220	5				100	250
Point Loma Nazarene University	114	Social Science Subtest I	100	300	220	1				100	242
Point Loma Nazarene University	115	Social Science Subtest II	100	300	220	1				100	246
Point Loma Nazarene University	116	Social Science Subtest III	100	300	220	1				100	244
Point Loma Nazarene University	142	Writing Skills	100	300	220	4				100	240
Saint Mary's College of California	120	Biology/Life Science Subtest III	100	300	220	5				99	243
Saint Mary's College of California	098	CBEST	60	240	123	91	91	158	100	100	155
Saint Mary's College of California	121	Chemistry Subtest III	100	300	220	1				100	254
Saint Mary's College of California	125	Chemistry Subtest IV	100	300	220	1				100	256
Saint Mary's College of California	105	English Subtest I	100	300	220	7				100	251
Saint Mary's College of California	106	English Subtest II	100	300	220	7				100	249
Saint Mary's College of California	107	English Subtest III	100	300	220	7				100	246

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Saint Mary's College of California	108	English Subtest IV	100	300	220	7				100	245
Saint Mary's College of California	148	French Subtest I	100	300	220	1				100	250
Saint Mary's College of California	149	French Subtest II	100	300	220	1				100	257
Saint Mary's College of California	150	French Subtest III	100	300	220	1				100	264
Saint Mary's College of California	110	Mathematics Subtest I	100	300	220	2				100	246
Saint Mary's College of California	111	Mathematics Subtest II	100	300	220	2				100	245
Saint Mary's College of California	101	Multiple Subjects Subtest I	100	300	220	53	53	248	100	100	244
Saint Mary's College of California	102	Multiple Subjects Subtest II	100	300	220	53	53	250	100	100	248
Saint Mary's College of California	103	Multiple Subjects Subtest III	100	300	220	53	53	246	100	100	244
Saint Mary's College of California	129	Physical Education Subtest I	100	300	220	5				100	238
Saint Mary's College of California	130	Physical Education Subtest II	100	300	220	5				100	235
Saint Mary's College of California	131	Physical Education Subtest III	100	300	220	5				99	235
Saint Mary's College of California	081	RICA	0	120	81	2				99	92
Saint Mary's College of California	081.1	RICA.1	100	300	220	49	49	246	100	96	239
Saint Mary's College of California	118	Science Subtest I	100	300	220	6				100	250
Saint Mary's College of California	119	Science Subtest II	100	300	220	6				100	250
Saint Mary's College of California	114	Social Science Subtest I	100	300	220	14	14	245	100	100	242
Saint Mary's College of California	115	Social Science Subtest II	100	300	220	14	14	248	100	100	246
Saint Mary's College of California	116	Social Science Subtest III	100	300	220	14	14	246	100	100	244
Saint Mary's College of California	145	Spanish Subtest I	100	300	220	2				100	242
Saint Mary's College of California	146	Spanish Subtest II	100	300	220	2				100	243
Saint Mary's College of California	147	Spanish Subtest III	100	300	220	2				100	251
Saint Mary's College of California	142	Writing Skills	100	300	220	4				100	240
San Diego Christian College	098	CBEST	60	240	123	15	15	162	100	100	155
San Diego Christian College	105	English Subtest I	100	300	220	3				100	251
San Diego Christian College	106	English Subtest II	100	300	220	3				100	249
San Diego Christian College	107	English Subtest III	100	300	220	3				100	246
San Diego Christian College	108	English Subtest IV	100	300	220	3				100	245
San Diego Christian College	148	French Subtest I	100	300	220	1				100	250
San Diego Christian College	149	French Subtest II	100	300	220	1				100	257
San Diego Christian College	150	French Subtest III	100	300	220	1				100	264
San Diego Christian College	110	Mathematics Subtest I	100	300	220	1				100	246
San Diego Christian College	111	Mathematics Subtest II	100	300	220	1				100	245
San Diego Christian College	112	Mathematics Subtest III	100	300	220	1				97	248
San Diego Christian College	101	Multiple Subjects Subtest I	100	300	220	9				100	244
San Diego Christian College	102	Multiple Subjects Subtest II	100	300	220	9				100	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Diego Christian College	103	Multiple Subjects Subtest III	100	300	220	9				100	244
San Diego Christian College	136	Music Subtest I	100	300	220	1				100	258
San Diego Christian College	137	Music Subtest II	100	300	220	1				100	255
San Diego Christian College	138	Music Subtest III	100	300	220	1				100	253
San Diego Christian College	129	Physical Education Subtest I	100	300	220	2				100	238
San Diego Christian College	130	Physical Education Subtest II	100	300	220	2				100	235
San Diego Christian College	131	Physical Education Subtest III	100	300	220	2				99	235
San Diego Christian College	081.1	RICA.1	100	300	220	9				96	239
San Diego Christian College	142	Writing Skills	100	300	220	3				100	240
San Diego State University	140	Art Subtest I	100	300	220	4				100	248
San Diego State University	141	Art Subtest II	100	300	220	4				100	239
San Diego State University	120	Biology/Life Science Subtest III	100	300	220	7				99	243
San Diego State University	124	Biology/Life Science Subtest IV	100	300	220	1				100	250
San Diego State University	098	CBEST	60	240	123	305	305	156	100	100	155
San Diego State University	121	Chemistry Subtest III	100	300	220	1				100	254
San Diego State University	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
San Diego State University	105	English Subtest I	100	300	220	19	19	252	100	100	251
San Diego State University	106	English Subtest II	100	300	220	19	19	240	100	100	249
San Diego State University	107	English Subtest III	100	300	220	19	19	244	100	100	246
San Diego State University	108	English Subtest IV	100	300	220	19	19	244	100	100	245
San Diego State University	110	Mathematics Subtest I	100	300	220	14	14	257	100	100	246
San Diego State University	111	Mathematics Subtest II	100	300	220	14	14	252	100	100	245
San Diego State University	112	Mathematics Subtest III	100	300	220	8				97	248
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	189	189	245	100	100	244
San Diego State University	102	Multiple Subjects Subtest II	100	300	220	189	189	253	100	100	248
San Diego State University	103	Multiple Subjects Subtest III	100	300	220	189	189	244	100	100	244
San Diego State University	136	Music Subtest I	100	300	220	1				100	258
San Diego State University	137	Music Subtest II	100	300	220	1				100	255
San Diego State University	138	Music Subtest III	100	300	220	1				100	253
San Diego State University	129	Physical Education Subtest I	100	300	220	2				100	238
San Diego State University	130	Physical Education Subtest II	100	300	220	2				100	235
San Diego State University	131	Physical Education Subtest III	100	300	220	2				99	235
San Diego State University	081	RICA	0	120	81	1				99	92
San Diego State University	092	RICA Video	100	300	220	1				100	239
San Diego State University	081.1	RICA.1	100	300	220	187	184	239	98	96	239
San Diego State University	118	Science Subtest I	100	300	220	11	11	251	100	100	250

Appendix A-1: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Diego State University	119	Science Subtest II	100	300	220	11	11	256	100	100	250
San Diego State University	114	Social Science Subtest I	100	300	220	19	19	240	100	100	242
San Diego State University	115	Social Science Subtest II	100	300	220	19	19	244	100	100	246
San Diego State University	116	Social Science Subtest III	100	300	220	19	19	241	100	100	244
San Diego State University	145	Spanish Subtest I	100	300	220	2				100	242
San Diego State University	146	Spanish Subtest II	100	300	220	2				100	243
San Diego State University	147	Spanish Subtest III	100	300	220	2				100	251
San Diego State University	142	Writing Skills	100	300	220	14	14	239	100	100	240
San Francisco State University	098	CBEST	60	240	123	435	433	160	100	100	155
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	40	39	249	98	100	244
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	40	40	254	100	100	248
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	40	40	252	100	100	244
San Francisco State University	081	RICA	0	120	81	80	80	94	100	99	92
San Francisco State University	081.1	RICA.1	100	300	220	152	142	240	93	96	239
San Francisco State University	142	Writing Skills	100	300	220	40	40	249	100	100	240
San Jose State University	140	Art Subtest I	100	300	220	4				100	248
San Jose State University	141	Art Subtest II	100	300	220	4				100	239
San Jose State University	120	Biology/Life Science Subtest III	100	300	220	3				99	243
San Jose State University	098	CBEST	60	240	123	233	233	160	100	100	155
San Jose State University	121	Chemistry Subtest III	100	300	220	4				100	254
San Jose State University	125	Chemistry Subtest IV	100	300	220	2				100	256
San Jose State University	105	English Subtest I	100	300	220	8				100	251
San Jose State University	106	English Subtest II	100	300	220	8				100	249
San Jose State University	107	English Subtest III	100	300	220	8				100	246
San Jose State University	108	English Subtest IV	100	300	220	8				100	245
San Jose State University	148	French Subtest I	100	300	220	3				100	250
San Jose State University	149	French Subtest II	100	300	220	3				100	257
San Jose State University	150	French Subtest III	100	300	220	3				100	264
San Jose State University	110	Mathematics Subtest I	100	300	220	4				100	246
San Jose State University	111	Mathematics Subtest II	100	300	220	4				100	245
San Jose State University	112	Mathematics Subtest III	100	300	220	4				97	248
San Jose State University	101	Multiple Subjects Subtest I	100	300	220	153	153	248	100	100	244
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	153	153	253	100	100	248
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	153	153	249	100	100	244
San Jose State University	136	Music Subtest I	100	300	220	1				100	258
San Jose State University	137	Music Subtest II	100	300	220	1				100	255

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Jose State University	138	Music Subtest III	100	300	220	1				100	253
San Jose State University	129	Physical Education Subtest I	100	300	220	1				100	238
San Jose State University	130	Physical Education Subtest II	100	300	220	1				100	235
San Jose State University	131	Physical Education Subtest III	100	300	220	1				99	235
San Jose State University	123	Physics Subtest III	100	300	220	1				100	248
San Jose State University	081	RICA	0	120	81	12	12	93	100	99	92
San Jose State University	081.1	RICA.1	100	300	220	141	137	241	97	96	239
San Jose State University	118	Science Subtest I	100	300	220	6				100	250
San Jose State University	119	Science Subtest II	100	300	220	6				100	250
San Jose State University	114	Social Science Subtest I	100	300	220	14	14	244	100	100	242
San Jose State University	115	Social Science Subtest II	100	300	220	14	14	252	100	100	246
San Jose State University	116	Social Science Subtest III	100	300	220	14	14	248	100	100	244
San Jose State University	142	Writing Skills	100	300	220	3				100	240
Santa Clara University	120	Biology/Life Science Subtest III	100	300	220	3				99	243
Santa Clara University	124	Biology/Life Science Subtest IV	100	300	220	2				100	250
Santa Clara University	175	Business Subtest I	100	300	220	1					
Santa Clara University	176	Business Subtest II	100	300	220	1					
Santa Clara University	177	Business Subtest III	100	300	220	1					
Santa Clara University	098	CBEST	60	240	123	74	74	165	100	100	155
Santa Clara University	121	Chemistry Subtest III	100	300	220	2				100	254
Santa Clara University	125	Chemistry Subtest IV	100	300	220	1				100	256
Santa Clara University	105	English Subtest I	100	300	220	10	10	252	100	100	251
Santa Clara University	106	English Subtest II	100	300	220	10	10	255	100	100	249
Santa Clara University	107	English Subtest III	100	300	220	10	10	257	100	100	246
Santa Clara University	108	English Subtest IV	100	300	220	10	10	261	100	100	245
Santa Clara University	148	French Subtest I	100	300	220	1				100	250
Santa Clara University	149	French Subtest II	100	300	220	1				100	257
Santa Clara University	150	French Subtest III	100	300	220	1				100	264
Santa Clara University	110	Mathematics Subtest I	100	300	220	5				100	246
Santa Clara University	111	Mathematics Subtest II	100	300	220	5				100	245
Santa Clara University	112	Mathematics Subtest III	100	300	220	3				97	248
Santa Clara University	101	Multiple Subjects Subtest I	100	300	220	35	35	256	100	100	244
Santa Clara University	102	Multiple Subjects Subtest II	100	300	220	35	35	251	100	100	248
Santa Clara University	103	Multiple Subjects Subtest III	100	300	220	35	35	251	100	100	244
Santa Clara University	123	Physics Subtest III	100	300	220	4				100	248
Santa Clara University	127	Physics Subtest IV	100	300	220	1					

Appendix A-1: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Santa Clara University	081	RICA	0	120	81	3				99	92
Santa Clara University	081.1	RICA.1	100	300	220	36	36	244	100	96	239
Santa Clara University	118	Science Subtest I	100	300	220	3				100	250
Santa Clara University	119	Science Subtest II	100	300	220	3				100	250
Santa Clara University	114	Social Science Subtest I	100	300	220	9				100	242
Santa Clara University	115	Social Science Subtest II	100	300	220	9				100	246
Santa Clara University	116	Social Science Subtest III	100	300	220	9				100	244
Santa Clara University	142	Writing Skills	100	300	220	8				100	240
Simpson University	186	American Sign Language Subtest I	100	300	220	1					
Simpson University	187	American Sign Language Subtest II	100	300	220	1					
Simpson University	188	American Sign Language Subtest II	100	300	220	1					
Simpson University	098	CBEST	60	240	123	31	31	155	100	100	155
Simpson University	121	Chemistry Subtest III	100	300	220	1				100	254
Simpson University	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
Simpson University	105	English Subtest I	100	300	220	1				100	251
Simpson University	106	English Subtest II	100	300	220	1				100	249
Simpson University	107	English Subtest III	100	300	220	1				100	246
Simpson University	108	English Subtest IV	100	300	220	1				100	245
Simpson University	101	Multiple Subjects Subtest I	100	300	220	26	26	244	100	100	244
Simpson University	102	Multiple Subjects Subtest II	100	300	220	26	26	252	100	100	248
Simpson University	103	Multiple Subjects Subtest III	100	300	220	26	26	247	100	100	244
Simpson University	136	Music Subtest I	100	300	220	1				100	258
Simpson University	137	Music Subtest II	100	300	220	1				100	255
Simpson University	138	Music Subtest III	100	300	220	1				100	253
Simpson University	081	RICA	0	120	81	1				99	92
Simpson University	081.1	RICA.1	100	300	220	25	25	239	100	96	239
Simpson University	118	Science Subtest I	100	300	220	2				100	250
Simpson University	119	Science Subtest II	100	300	220	2				100	250
Simpson University	114	Social Science Subtest I	100	300	220	2				100	242
Simpson University	115	Social Science Subtest II	100	300	220	2				100	246
Simpson University	116	Social Science Subtest III	100	300	220	2				100	244
Simpson University	142	Writing Skills	100	300	220	4				100	240
Sonoma State University	120	Biology/Life Science Subtest III	100	300	220	4				99	243
Sonoma State University	098	CBEST	60	240	123	144	144	159	100	100	155
Sonoma State University	105	English Subtest I	100	300	220	18	18	259	100	100	251
Sonoma State University	106	English Subtest II	100	300	220	18	18	256	100	100	249

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Sonoma State University	107	English Subtest III	100	300	220	18	18	248	100	100	246
Sonoma State University	108	English Subtest IV	100	300	220	18	18	247	100	100	245
Sonoma State University	110	Mathematics Subtest I	100	300	220	7				100	246
Sonoma State University	111	Mathematics Subtest II	100	300	220	7				100	245
Sonoma State University	112	Mathematics Subtest III	100	300	220	1				97	248
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	113	113	243	100	100	244
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	113	113	247	100	100	248
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	113	113	244	100	100	244
Sonoma State University	136	Music Subtest I	100	300	220	1				100	258
Sonoma State University	137	Music Subtest II	100	300	220	1				100	255
Sonoma State University	138	Music Subtest III	100	300	220	1				100	253
Sonoma State University	129	Physical Education Subtest I	100	300	220	2				100	238
Sonoma State University	130	Physical Education Subtest II	100	300	220	2				100	235
Sonoma State University	131	Physical Education Subtest III	100	300	220	2				99	235
Sonoma State University	081	RICA	0	120	81	1				99	92
Sonoma State University	092	RICA Video	100	300	220	1				100	239
Sonoma State University	081.1	RICA.1	100	300	220	111	110	239	99	96	239
Sonoma State University	118	Science Subtest I	100	300	220	4				100	250
Sonoma State University	119	Science Subtest II	100	300	220	4				100	250
Sonoma State University	114	Social Science Subtest I	100	300	220	12	12	243	100	100	242
Sonoma State University	115	Social Science Subtest II	100	300	220	12	12	253	100	100	246
Sonoma State University	116	Social Science Subtest III	100	300	220	12	12	247	100	100	244
Sonoma State University	142	Writing Skills	100	300	220	42	42	237	100	100	240
Stanford University	120	Biology/Life Science Subtest III	100	300	220	6				99	243
Stanford University	098	CBEST	60	240	123	89	89	186	100	100	155
Stanford University	121	Chemistry Subtest III	100	300	220	5				100	254
Stanford University	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
Stanford University	105	English Subtest I	100	300	220	16	16	271	100	100	251
Stanford University	106	English Subtest II	100	300	220	16	16	266	100	100	249
Stanford University	107	English Subtest III	100	300	220	16	16	247	100	100	246
Stanford University	108	English Subtest IV	100	300	220	16	16	255	100	100	245
Stanford University	148	French Subtest I	100	300	220	1				100	250
Stanford University	149	French Subtest II	100	300	220	1				100	257
Stanford University	150	French Subtest III	100	300	220	1				100	264
Stanford University	163	Mandarin Subtest I	100	300	220	3				100	272
Stanford University	164	Mandarin Subtest II	100	300	220	3				100	267

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Stanford University	165	Mandarin Subtest III	100	300	220	3				100	273
Stanford University	110	Mathematics Subtest I	100	300	220	13	13	258	100	100	246
Stanford University	111	Mathematics Subtest II	100	300	220	13	13	262	100	100	245
Stanford University	112	Mathematics Subtest III	100	300	220	13	13	266	100	97	248
Stanford University	101	Multiple Subjects Subtest I	100	300	220	23	23	268	100	100	244
Stanford University	102	Multiple Subjects Subtest II	100	300	220	23	23	276	100	100	248
Stanford University	103	Multiple Subjects Subtest III	100	300	220	23	23	262	100	100	244
Stanford University	123	Physics Subtest III	100	300	220	1				100	248
Stanford University	081.1	RICA.1	100	300	220	23	23	261	100	96	239
Stanford University	118	Science Subtest I	100	300	220	13	13	264	100	100	250
Stanford University	119	Science Subtest II	100	300	220	13	13	261	100	100	250
Stanford University	114	Social Science Subtest I	100	300	220	13	13	252	100	100	242
Stanford University	115	Social Science Subtest II	100	300	220	13	13	255	100	100	246
Stanford University	116	Social Science Subtest III	100	300	220	13	13	260	100	100	244
Stanford University	145	Spanish Subtest I	100	300	220	6				100	242
Stanford University	146	Spanish Subtest II	100	300	220	6				100	243
Stanford University	147	Spanish Subtest III	100	300	220	6				100	251
Stanford University	142	Writing Skills	100	300	220	3				100	240
The Master's College	098	CBEST	60	240	123	11	11	164	100	100	155
The Master's College	105	English Subtest I	100	300	220	2				100	251
The Master's College	106	English Subtest II	100	300	220	2				100	249
The Master's College	107	English Subtest III	100	300	220	2				100	246
The Master's College	108	English Subtest IV	100	300	220	2				100	245
The Master's College	110	Mathematics Subtest I	100	300	220	2				100	246
The Master's College	111	Mathematics Subtest II	100	300	220	2				100	245
The Master's College	112	Mathematics Subtest III	100	300	220	2				97	248
The Master's College	101	Multiple Subjects Subtest I	100	300	220	5				100	244
The Master's College	102	Multiple Subjects Subtest II	100	300	220	5				100	248
The Master's College	103	Multiple Subjects Subtest III	100	300	220	5				100	244
The Master's College	136	Music Subtest I	100	300	220	1				100	258
The Master's College	137	Music Subtest II	100	300	220	1				100	255
The Master's College	138	Music Subtest III	100	300	220	1				100	253
The Master's College	129	Physical Education Subtest I	100	300	220	1				100	238
The Master's College	130	Physical Education Subtest II	100	300	220	1				100	235
The Master's College	131	Physical Education Subtest III	100	300	220	1				99	235
The Master's College	081.1	RICA.1	100	300	220	5				96	239

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Touro University-CA College of Education	098	CBEST	60	240	123	35	35	153	100	100	155
Touro University-CA College of Education	105	English Subtest I	100	300	220	1				100	251
Touro University-CA College of Education	106	English Subtest II	100	300	220	1				100	249
Touro University-CA College of Education	107	English Subtest III	100	300	220	1				100	246
Touro University-CA College of Education	108	English Subtest IV	100	300	220	1				100	245
Touro University-CA College of Education	101	Multiple Subjects Subtest I	100	300	220	4				100	244
Touro University-CA College of Education	102	Multiple Subjects Subtest II	100	300	220	4				100	248
Touro University-CA College of Education	103	Multiple Subjects Subtest III	100	300	220	4				100	244
Touro University-CA College of Education	129	Physical Education Subtest I	100	300	220	1				100	238
Touro University-CA College of Education	130	Physical Education Subtest II	100	300	220	1				100	235
Touro University-CA College of Education	131	Physical Education Subtest III	100	300	220	1				99	235
Touro University-CA College of Education	081	RICA	0	120	81	11	11	89	100	99	92
Touro University-CA College of Education	081.1	RICA.1	100	300	220	17	17	242	100	96	239
Touro University-CA College of Education	114	Social Science Subtest I	100	300	220	1				100	242
Touro University-CA College of Education	115	Social Science Subtest II	100	300	220	1				100	246
Touro University-CA College of Education	116	Social Science Subtest III	100	300	220	1				100	244
Touro University-CA College of Education	142	Writing Skills	100	300	220	4				100	240
UC Berkeley	098	CBEST	60	240	123	24	24	173	100	100	155
UC Berkeley	121	Chemistry Subtest III	100	300	220	1				100	254
UC Berkeley	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
UC Berkeley	105	English Subtest I	100	300	220	6				100	251
UC Berkeley	106	English Subtest II	100	300	220	6				100	249
UC Berkeley	107	English Subtest III	100	300	220	6				100	246
UC Berkeley	108	English Subtest IV	100	300	220	6				100	245
UC Berkeley	110	Mathematics Subtest I	100	300	220	3				100	246
UC Berkeley	111	Mathematics Subtest II	100	300	220	3				100	245
UC Berkeley	112	Mathematics Subtest III	100	300	220	3				97	248
UC Berkeley	101	Multiple Subjects Subtest I	100	300	220	10	10	257	100	100	244
UC Berkeley	102	Multiple Subjects Subtest II	100	300	220	10	10	258	100	100	248
UC Berkeley	103	Multiple Subjects Subtest III	100	300	220	10	10	255	100	100	244
UC Berkeley	123	Physics Subtest III	100	300	220	1				100	248
UC Berkeley	081.1	RICA.1	100	300	220	10	10	248	100	96	239
UC Berkeley	118	Science Subtest I	100	300	220	3				100	250
UC Berkeley	119	Science Subtest II	100	300	220	3				100	250
UC Davis	172	Agriculture Subtest I	100	300	220	2					
UC Davis	173	Agriculture Subtest II	100	300	220	2					

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Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Davis	174	Agriculture Subtest III	100	300	220	2					
UC Davis	120	Biology/Life Science Subtest III	100	300	220	18	18	249	100	99	243
UC Davis	098	CBEST	60	240	123	147	147	168	100	100	155
UC Davis	121	Chemistry Subtest III	100	300	220	2				100	254
UC Davis	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
UC Davis	105	English Subtest I	100	300	220	24	24	253	100	100	251
UC Davis	106	English Subtest II	100	300	220	24	24	254	100	100	249
UC Davis	107	English Subtest III	100	300	220	24	24	248	100	100	246
UC Davis	108	English Subtest IV	100	300	220	24	24	242	100	100	245
UC Davis	110	Mathematics Subtest I	100	300	220	10	10	258	100	100	246
UC Davis	111	Mathematics Subtest II	100	300	220	10	10	255	100	100	245
UC Davis	112	Mathematics Subtest III	100	300	220	8				97	248
UC Davis	101	Multiple Subjects Subtest I	100	300	220	70	70	251	100	100	244
UC Davis	102	Multiple Subjects Subtest II	100	300	220	70	70	257	100	100	248
UC Davis	103	Multiple Subjects Subtest III	100	300	220	70	70	248	100	100	244
UC Davis	123	Physics Subtest III	100	300	220	3				100	248
UC Davis	081.1	RICA.1	100	300	220	69	69	245	100	96	239
UC Davis	118	Science Subtest I	100	300	220	24	24	255	100	100	250
UC Davis	119	Science Subtest II	100	300	220	24	24	260	100	100	250
UC Davis	114	Social Science Subtest I	100	300	220	20	20	243	100	100	242
UC Davis	115	Social Science Subtest II	100	300	220	20	20	249	100	100	246
UC Davis	116	Social Science Subtest III	100	300	220	20	20	249	100	100	244
UC Davis	145	Spanish Subtest I	100	300	220	1				100	242
UC Davis	146	Spanish Subtest II	100	300	220	1				100	243
UC Davis	147	Spanish Subtest III	100	300	220	1				100	251
UC Davis	142	Writing Skills	100	300	220	6				100	240
UC Irvine	140	Art Subtest I	100	300	220	2				100	248
UC Irvine	141	Art Subtest II	100	300	220	2				100	239
UC Irvine	120	Biology/Life Science Subtest III	100	300	220	15	15	243	100	99	243
UC Irvine	098	CBEST	60	240	123	144	144	165	100	100	155
UC Irvine	121	Chemistry Subtest III	100	300	220	4				100	254
UC Irvine	105	English Subtest I	100	300	220	20	20	252	100	100	251
UC Irvine	106	English Subtest II	100	300	220	20	20	251	100	100	249
UC Irvine	107	English Subtest III	100	300	220	20	20	249	100	100	246
UC Irvine	108	English Subtest IV	100	300	220	20	20	243	100	100	245
UC Irvine	110	Mathematics Subtest I	100	300	220	19	19	252	100	100	246

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Irvine	111	Mathematics Subtest II	100	300	220	19	19	251	100	100	245
UC Irvine	112	Mathematics Subtest III	100	300	220	9				97	248
UC Irvine	101	Multiple Subjects Subtest I	100	300	220	67	67	252	100	100	244
UC Irvine	102	Multiple Subjects Subtest II	100	300	220	67	67	259	100	100	248
UC Irvine	103	Multiple Subjects Subtest III	100	300	220	67	67	248	100	100	244
UC Irvine	081.1	RICA.1	100	300	220	67	67	246	100	96	239
UC Irvine	118	Science Subtest I	100	300	220	21	21	244	100	100	250
UC Irvine	119	Science Subtest II	100	300	220	21	21	249	100	100	250
UC Irvine	114	Social Science Subtest I	100	300	220	25	25	244	100	100	242
UC Irvine	115	Social Science Subtest II	100	300	220	25	25	247	100	100	246
UC Irvine	116	Social Science Subtest III	100	300	220	25	25	245	100	100	244
UC Irvine	145	Spanish Subtest I	100	300	220	6				100	242
UC Irvine	146	Spanish Subtest II	100	300	220	6				100	243
UC Irvine	147	Spanish Subtest III	100	300	220	6				100	251
UC Irvine	142	Writing Skills	100	300	220	28	28	244	100	100	240
UC Los Angeles	120	Biology/Life Science Subtest III	100	300	220	9				99	243
UC Los Angeles	098	CBEST	60	240	123	114	114	167	100	100	155
UC Los Angeles	105	English Subtest I	100	300	220	21	21	248	100	100	251
UC Los Angeles	106	English Subtest II	100	300	220	21	21	256	100	100	249
UC Los Angeles	107	English Subtest III	100	300	220	21	21	250	100	100	246
UC Los Angeles	108	English Subtest IV	100	300	220	21	21	245	100	100	245
UC Los Angeles	110	Mathematics Subtest I	100	300	220	23	23	251	100	100	246
UC Los Angeles	111	Mathematics Subtest II	100	300	220	23	23	245	100	100	245
UC Los Angeles	112	Mathematics Subtest III	100	300	220	20	19	243	95	97	248
UC Los Angeles	101	Multiple Subjects Subtest I	100	300	220	31	31	255	100	100	244
UC Los Angeles	102	Multiple Subjects Subtest II	100	300	220	31	31	258	100	100	248
UC Los Angeles	103	Multiple Subjects Subtest III	100	300	220	31	31	247	100	100	244
UC Los Angeles	123	Physics Subtest III	100	300	220	1				100	248
UC Los Angeles	081.1	RICA.1	100	300	220	31	31	244	100	96	239
UC Los Angeles	118	Science Subtest I	100	300	220	10	10	243	100	100	250
UC Los Angeles	119	Science Subtest II	100	300	220	10	10	243	100	100	250
UC Los Angeles	114	Social Science Subtest I	100	300	220	17	17	245	100	100	242
UC Los Angeles	115	Social Science Subtest II	100	300	220	17	17	249	100	100	246
UC Los Angeles	116	Social Science Subtest III	100	300	220	17	17	241	100	100	244
UC Los Angeles	142	Writing Skills	100	300	220	1				100	240
UC Riverside	120	Biology/Life Science Subtest III	100	300	220	5				99	243

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Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Riverside	098	CBEST	60	240	123	71	71	153	100	100	155
UC Riverside	121	Chemistry Subtest III	100	300	220	4				100	254
UC Riverside	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
UC Riverside	105	English Subtest I	100	300	220	8				100	251
UC Riverside	106	English Subtest II	100	300	220	8				100	249
UC Riverside	107	English Subtest III	100	300	220	8				100	246
UC Riverside	108	English Subtest IV	100	300	220	8				100	245
UC Riverside	110	Mathematics Subtest I	100	300	220	9				100	246
UC Riverside	111	Mathematics Subtest II	100	300	220	9				100	245
UC Riverside	112	Mathematics Subtest III	100	300	220	7				97	248
UC Riverside	101	Multiple Subjects Subtest I	100	300	220	29	29	245	100	100	244
UC Riverside	102	Multiple Subjects Subtest II	100	300	220	29	29	247	100	100	248
UC Riverside	103	Multiple Subjects Subtest III	100	300	220	29	29	246	100	100	244
UC Riverside	123	Physics Subtest III	100	300	220	1				100	248
UC Riverside	081.1	RICA.1	100	300	220	29	29	240	100	96	239
UC Riverside	118	Science Subtest I	100	300	220	11	11	252	100	100	250
UC Riverside	119	Science Subtest II	100	300	220	11	11	257	100	100	250
UC Riverside	114	Social Science Subtest I	100	300	220	9				100	242
UC Riverside	115	Social Science Subtest II	100	300	220	9				100	246
UC Riverside	116	Social Science Subtest III	100	300	220	9				100	244
UC Riverside	145	Spanish Subtest I	100	300	220	6				100	242
UC Riverside	146	Spanish Subtest II	100	300	220	6				100	243
UC Riverside	147	Spanish Subtest III	100	300	220	6				100	251
UC Riverside	142	Writing Skills	100	300	220	4				100	240
UC San Diego	120	Biology/Life Science Subtest III	100	300	220	4				99	243
UC San Diego	098	CBEST	60	240	123	55	55	166	100	100	155
UC San Diego	121	Chemistry Subtest III	100	300	220	3				100	254
UC San Diego	105	English Subtest I	100	300	220	3				100	251
UC San Diego	106	English Subtest II	100	300	220	3				100	249
UC San Diego	107	English Subtest III	100	300	220	3				100	246
UC San Diego	108	English Subtest IV	100	300	220	3				100	245
UC San Diego	110	Mathematics Subtest I	100	300	220	3				100	246
UC San Diego	111	Mathematics Subtest II	100	300	220	3				100	245
UC San Diego	112	Mathematics Subtest III	100	300	220	2				97	248
UC San Diego	101	Multiple Subjects Subtest I	100	300	220	46	46	254	100	100	244
UC San Diego	102	Multiple Subjects Subtest II	100	300	220	46	46	260	100	100	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC San Diego	103	Multiple Subjects Subtest III	100	300	220	46	46	249	100	100	244
UC San Diego	081.1	RICA.1	100	300	220	46	45	248	98	96	239
UC San Diego	118	Science Subtest I	100	300	220	7				100	250
UC San Diego	119	Science Subtest II	100	300	220	7				100	250
UC San Diego	142	Writing Skills	100	300	220	11	11	271	100	100	240
UC Santa Barbara	120	Biology/Life Science Subtest III	100	300	220	5				99	243
UC Santa Barbara	098	CBEST	60	240	123	94	94	165	100	100	155
UC Santa Barbara	121	Chemistry Subtest III	100	300	220	1				100	254
UC Santa Barbara	105	English Subtest I	100	300	220	9				100	251
UC Santa Barbara	106	English Subtest II	100	300	220	9				100	249
UC Santa Barbara	107	English Subtest III	100	300	220	9				100	246
UC Santa Barbara	108	English Subtest IV	100	300	220	9				100	245
UC Santa Barbara	148	French Subtest I	100	300	220	1				100	250
UC Santa Barbara	149	French Subtest II	100	300	220	1				100	257
UC Santa Barbara	150	French Subtest III	100	300	220	1				100	264
UC Santa Barbara	110	Mathematics Subtest I	100	300	220	12	12	235	100	100	246
UC Santa Barbara	111	Mathematics Subtest II	100	300	220	12	12	243	100	100	245
UC Santa Barbara	112	Mathematics Subtest III	100	300	220	5				97	248
UC Santa Barbara	101	Multiple Subjects Subtest I	100	300	220	60	60	249	100	100	244
UC Santa Barbara	102	Multiple Subjects Subtest II	100	300	220	60	60	255	100	100	248
UC Santa Barbara	103	Multiple Subjects Subtest III	100	300	220	60	60	251	100	100	244
UC Santa Barbara	123	Physics Subtest III	100	300	220	1				100	248
UC Santa Barbara	081.1	RICA.1	100	300	220	60	60	243	100	96	239
UC Santa Barbara	118	Science Subtest I	100	300	220	7				100	250
UC Santa Barbara	119	Science Subtest II	100	300	220	7				100	250
UC Santa Barbara	114	Social Science Subtest I	100	300	220	10	10	242	100	100	242
UC Santa Barbara	115	Social Science Subtest II	100	300	220	10	10	243	100	100	246
UC Santa Barbara	116	Social Science Subtest III	100	300	220	10	10	246	100	100	244
UC Santa Barbara	145	Spanish Subtest I	100	300	220	2				100	242
UC Santa Barbara	146	Spanish Subtest II	100	300	220	2				100	243
UC Santa Barbara	147	Spanish Subtest III	100	300	220	2				100	251
UC Santa Barbara	142	Writing Skills	100	300	220	10	10	246	100	100	240
UC Santa Cruz	120	Biology/Life Science Subtest III	100	300	220	5				99	243
UC Santa Cruz	098	CBEST	60	240	123	98	98	161	100	100	155
UC Santa Cruz	121	Chemistry Subtest III	100	300	220	2				100	254
UC Santa Cruz	122	Earth/Planetary Science Subtest II	100	300	220	2				100	242

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Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Santa Cruz	105	English Subtest I	100	300	220	15	15	254	100	100	251
UC Santa Cruz	106	English Subtest II	100	300	220	15	15	250	100	100	249
UC Santa Cruz	107	English Subtest III	100	300	220	15	15	248	100	100	246
UC Santa Cruz	108	English Subtest IV	100	300	220	15	15	249	100	100	245
UC Santa Cruz	110	Mathematics Subtest I	100	300	220	6				100	246
UC Santa Cruz	111	Mathematics Subtest II	100	300	220	6				100	245
UC Santa Cruz	112	Mathematics Subtest III	100	300	220	6				97	248
UC Santa Cruz	101	Multiple Subjects Subtest I	100	300	220	46	46	252	100	100	244
UC Santa Cruz	102	Multiple Subjects Subtest II	100	300	220	46	46	257	100	100	248
UC Santa Cruz	103	Multiple Subjects Subtest III	100	300	220	46	46	249	100	100	244
UC Santa Cruz	123	Physics Subtest III	100	300	220	2				100	248
UC Santa Cruz	081.1	RICA.1	100	300	220	46	46	242	100	96	239
UC Santa Cruz	118	Science Subtest I	100	300	220	11	11	248	100	100	250
UC Santa Cruz	119	Science Subtest II	100	300	220	11	11	249	100	100	250
UC Santa Cruz	114	Social Science Subtest I	100	300	220	18	18	246	100	100	242
UC Santa Cruz	115	Social Science Subtest II	100	300	220	18	18	251	100	100	246
UC Santa Cruz	116	Social Science Subtest III	100	300	220	18	18	244	100	100	244
UC Santa Cruz	142	Writing Skills	100	300	220	3				100	240
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	4				99	243
University of LaVerne	098	CBEST	60	240	123	119	119	151	100	100	155
University of LaVerne	121	Chemistry Subtest III	100	300	220	1				100	254
University of LaVerne	125	Chemistry Subtest IV	100	300	220	1				100	256
University of LaVerne	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
University of LaVerne	105	English Subtest I	100	300	220	9				100	251
University of LaVerne	106	English Subtest II	100	300	220	9				100	249
University of LaVerne	107	English Subtest III	100	300	220	9				100	246
University of LaVerne	108	English Subtest IV	100	300	220	9				100	245
University of LaVerne	178	Health Science Subtest I	100	300	220	2				100	239
University of LaVerne	179	Health Science Subtest II	100	300	220	2				100	245
University of LaVerne	180	Health Science Subtest III	100	300	220	2				100	250
University of LaVerne	110	Mathematics Subtest I	100	300	220	8				100	246
University of LaVerne	111	Mathematics Subtest II	100	300	220	8				100	245
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	70	70	245	100	100	244
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	70	70	245	100	100	248
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	70	70	242	100	100	244
University of LaVerne	136	Music Subtest I	100	300	220	2				100	258

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Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of LaVerne	137	Music Subtest II	100	300	220	2				100	255
University of LaVerne	138	Music Subtest III	100	300	220	2				100	253
University of LaVerne	129	Physical Education Subtest I	100	300	220	5				100	238
University of LaVerne	130	Physical Education Subtest II	100	300	220	5				100	235
University of LaVerne	131	Physical Education Subtest III	100	300	220	5				99	235
University of LaVerne	081	RICA	0	120	81	13	13	96	100	99	92
University of LaVerne	081.1	RICA.1	100	300	220	57	57	243	100	96	239
University of LaVerne	118	Science Subtest I	100	300	220	4				100	250
University of LaVerne	119	Science Subtest II	100	300	220	4				100	250
University of LaVerne	114	Social Science Subtest I	100	300	220	9				100	242
University of LaVerne	115	Social Science Subtest II	100	300	220	9				100	246
University of LaVerne	116	Social Science Subtest III	100	300	220	9				100	244
University of LaVerne	145	Spanish Subtest I	100	300	220	1				100	242
University of LaVerne	146	Spanish Subtest II	100	300	220	1				100	243
University of LaVerne	147	Spanish Subtest III	100	300	220	1				100	251
University of LaVerne	142	Writing Skills	100	300	220	1				100	240
University of Phoenix	140	Art Subtest I	100	300	220	6				100	248
University of Phoenix	141	Art Subtest II	100	300	220	6				100	239
University of Phoenix	098	CBEST	60	240	123	367	367	152	100	100	155
University of Phoenix	105	English Subtest I	100	300	220	41	41	243	100	100	251
University of Phoenix	106	English Subtest II	100	300	220	41	41	243	100	100	249
University of Phoenix	107	English Subtest III	100	300	220	41	41	245	100	100	246
University of Phoenix	108	English Subtest IV	100	300	220	41	41	241	100	100	245
University of Phoenix	178	Health Science Subtest I	100	300	220	4				100	239
University of Phoenix	179	Health Science Subtest II	100	300	220	4				100	245
University of Phoenix	180	Health Science Subtest III	100	300	220	4				100	250
University of Phoenix	110	Mathematics Subtest I	100	300	220	41	40	243	98	100	246
University of Phoenix	111	Mathematics Subtest II	100	300	220	40	40	240	100	100	245
University of Phoenix	112	Mathematics Subtest III	100	300	220	15	11	235	73	97	248
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	166	166	240	100	100	244
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	166	166	243	100	100	248
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	166	166	240	100	100	244
University of Phoenix	129	Physical Education Subtest I	100	300	220	13	13	238	100	100	238
University of Phoenix	130	Physical Education Subtest II	100	300	220	13	13	234	100	100	235
University of Phoenix	131	Physical Education Subtest III	100	300	220	13	13	234	100	99	235
University of Phoenix	081	RICA	0	120	81	12	12	91	100	99	92

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Phoenix	092	RICA Video	100	300	220	1				100	239
University of Phoenix	081.1	RICA.1	100	300	220	149	128	230	86	96	239
University of Phoenix	118	Science Subtest I	100	300	220	31	30	243	97	100	250
University of Phoenix	119	Science Subtest II	100	300	220	31	30	242	97	100	250
University of Phoenix	114	Social Science Subtest I	100	300	220	37	36	235	97	100	242
University of Phoenix	115	Social Science Subtest II	100	300	220	37	36	237	97	100	246
University of Phoenix	116	Social Science Subtest III	100	300	220	37	36	238	97	100	244
University of Phoenix	145	Spanish Subtest I	100	300	220	5				100	242
University of Phoenix	146	Spanish Subtest II	100	300	220	5				100	243
University of Phoenix	147	Spanish Subtest III	100	300	220	5				100	251
University of Phoenix	142	Writing Skills	100	300	220	1				100	240
University of Redlands	140	Art Subtest I	100	300	220	2				100	248
University of Redlands	141	Art Subtest II	100	300	220	2				100	239
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	3				99	243
University of Redlands	124	Biology/Life Science Subtest IV	100	300	220	2				100	250
University of Redlands	098	CBEST	60	240	123	148	148	153	100	100	155
University of Redlands	121	Chemistry Subtest III	100	300	220	1				100	254
University of Redlands	105	English Subtest I	100	300	220	17	17	251	100	100	251
University of Redlands	106	English Subtest II	100	300	220	17	17	251	100	100	249
University of Redlands	107	English Subtest III	100	300	220	17	17	252	100	100	246
University of Redlands	108	English Subtest IV	100	300	220	17	17	243	100	100	245
University of Redlands	110	Mathematics Subtest I	100	300	220	11	11	249	100	100	246
University of Redlands	111	Mathematics Subtest II	100	300	220	11	11	245	100	100	245
University of Redlands	112	Mathematics Subtest III	100	300	220	3				97	248
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	75	75	242	100	100	244
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	75	75	243	100	100	248
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	75	75	240	100	100	244
University of Redlands	129	Physical Education Subtest I	100	300	220	4				100	238
University of Redlands	130	Physical Education Subtest II	100	300	220	4				100	235
University of Redlands	131	Physical Education Subtest III	100	300	220	4				99	235
University of Redlands	081	RICA	0	120	81	1				99	92
University of Redlands	081.1	RICA.1	100	300	220	73	70	234	96	96	239
University of Redlands	118	Science Subtest I	100	300	220	4				100	250
University of Redlands	119	Science Subtest II	100	300	220	4				100	250
University of Redlands	114	Social Science Subtest I	100	300	220	9				100	242
University of Redlands	115	Social Science Subtest II	100	300	220	9				100	246

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Redlands	116	Social Science Subtest III	100	300	220	9				100	244
University of Redlands	145	Spanish Subtest I	100	300	220	1				100	242
University of Redlands	146	Spanish Subtest II	100	300	220	1				100	243
University of Redlands	147	Spanish Subtest III	100	300	220	1				100	251
University of San Diego	098	CBEST	60	240	123	44	44	157	100	100	155
University of San Diego	105	English Subtest I	100	300	220	6				100	251
University of San Diego	106	English Subtest II	100	300	220	6				100	249
University of San Diego	107	English Subtest III	100	300	220	6				100	246
University of San Diego	108	English Subtest IV	100	300	220	6				100	245
University of San Diego	110	Mathematics Subtest I	100	300	220	2				100	246
University of San Diego	111	Mathematics Subtest II	100	300	220	2				100	245
University of San Diego	112	Mathematics Subtest III	100	300	220	1				97	248
University of San Diego	101	Multiple Subjects Subtest I	100	300	220	25	25	246	100	100	244
University of San Diego	102	Multiple Subjects Subtest II	100	300	220	25	25	250	100	100	248
University of San Diego	103	Multiple Subjects Subtest III	100	300	220	25	25	243	100	100	244
University of San Diego	081	RICA	0	120	81	2				99	92
University of San Diego	081.1	RICA.1	100	300	220	22	22	237	100	96	239
University of San Diego	118	Science Subtest I	100	300	220	2				100	250
University of San Diego	119	Science Subtest II	100	300	220	2				100	250
University of San Diego	114	Social Science Subtest I	100	300	220	4				100	242
University of San Diego	115	Social Science Subtest II	100	300	220	4				100	246
University of San Diego	116	Social Science Subtest III	100	300	220	4				100	244
University of San Diego	145	Spanish Subtest I	100	300	220	2				100	242
University of San Diego	146	Spanish Subtest II	100	300	220	2				100	243
University of San Diego	147	Spanish Subtest III	100	300	220	2				100	251
University of San Diego	142	Writing Skills	100	300	220	1				100	240
University of San Francisco	098	CBEST	60	240	123	63	63	166	100	100	155
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	13	13	254	100	100	244
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	13	13	260	100	100	248
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	13	13	257	100	100	244
University of San Francisco	081	RICA	0	120	81	1				99	92
University of San Francisco	081.1	RICA.1	100	300	220	44	44	246	100	96	239
University of San Francisco	142	Writing Skills	100	300	220	13	13	235	100	100	240
University of Southern California	098	CBEST	60	240	123	326	321	163	98	100	155
University of Southern California	101	Multiple Subjects Subtest I	100	300	220	10	10	256	100	100	244
University of Southern California	102	Multiple Subjects Subtest II	100	300	220	10	10	257	100	100	248

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Southern California	103	Multiple Subjects Subtest III	100	300	220	10	10	261	100	100	244
University of Southern California	081	RICA	0	120	81	13	13	96	100	99	92
University of Southern California	092	RICA Video	100	300	220	1				100	239
University of Southern California	081.1	RICA.1	100	300	220	103	100	240	97	96	239
University of Southern California	142	Writing Skills	100	300	220	10	10	260	100	100	240
University of the Pacific	120	Biology/Life Science Subtest III	100	300	220	1				99	243
University of the Pacific	098	CBEST	60	240	123	66	66	156	100	100	155
University of the Pacific	122	Earth/Planetary Science Subtest II	100	300	220	1				100	242
University of the Pacific	105	English Subtest I	100	300	220	5				100	251
University of the Pacific	106	English Subtest II	100	300	220	5				100	249
University of the Pacific	107	English Subtest III	100	300	220	5				100	246
University of the Pacific	108	English Subtest IV	100	300	220	5				100	245
University of the Pacific	110	Mathematics Subtest I	100	300	220	2				100	246
University of the Pacific	111	Mathematics Subtest II	100	300	220	2				100	245
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	44	44	244	100	100	244
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	44	44	250	100	100	248
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	44	44	243	100	100	244
University of the Pacific	081.1	RICA.1	100	300	220	44	43	239	98	96	239
University of the Pacific	118	Science Subtest I	100	300	220	2				100	250
University of the Pacific	119	Science Subtest II	100	300	220	2				100	250
University of the Pacific	114	Social Science Subtest I	100	300	220	3				100	242
University of the Pacific	115	Social Science Subtest II	100	300	220	3				100	246
University of the Pacific	116	Social Science Subtest III	100	300	220	3				100	244
University of the Pacific	145	Spanish Subtest I	100	300	220	2				100	242
University of the Pacific	146	Spanish Subtest II	100	300	220	2				100	243
University of the Pacific	147	Spanish Subtest III	100	300	220	2				100	251
Vanguard University	098	CBEST	60	240	123	49	48	155	98	100	155
Vanguard University	105	English Subtest I	100	300	220	2				100	251
Vanguard University	106	English Subtest II	100	300	220	2				100	249
Vanguard University	107	English Subtest III	100	300	220	2				100	246
Vanguard University	108	English Subtest IV	100	300	220	2				100	245
Vanguard University	110	Mathematics Subtest I	100	300	220	3				100	246
Vanguard University	111	Mathematics Subtest II	100	300	220	3				100	245
Vanguard University	101	Multiple Subjects Subtest I	100	300	220	29	29	243	100	100	244
Vanguard University	102	Multiple Subjects Subtest II	100	300	220	29	29	246	100	100	248
Vanguard University	103	Multiple Subjects Subtest III	100	300	220	29	29	245	100	100	244

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Vanguard University	136	Music Subtest I	100	300	220	1				100	258
Vanguard University	137	Music Subtest II	100	300	220	1				100	255
Vanguard University	138	Music Subtest III	100	300	220	1				100	253
Vanguard University	129	Physical Education Subtest I	100	300	220	1				100	238
Vanguard University	130	Physical Education Subtest II	100	300	220	1				100	235
Vanguard University	131	Physical Education Subtest III	100	300	220	1				99	235
Vanguard University	081.1	RICA.1	100	300	220	28	28	240	100	96	239
Vanguard University	114	Social Science Subtest I	100	300	220	8				100	242
Vanguard University	115	Social Science Subtest II	100	300	220	8				100	246
Vanguard University	116	Social Science Subtest III	100	300	220	8				100	244
Vanguard University	142	Writing Skills	100	300	220	1				100	240
Western Governors University	098	CBEST	60	240	123	44	44	171	100	100	155
Western Governors University	081	RICA	0	120	81	4				99	92
Western Governors University	081.1	RICA.1	100	300	220	18	18	236	100	96	239
Westmont College	140	Art Subtest I	100	300	220	1				100	248
Westmont College	141	Art Subtest II	100	300	220	1				100	239
Westmont College	098	CBEST	60	240	123	7				100	155
Westmont College	101	Multiple Subjects Subtest I	100	300	220	14	14	250	100	100	244
Westmont College	102	Multiple Subjects Subtest II	100	300	220	14	14	254	100	100	248
Westmont College	103	Multiple Subjects Subtest III	100	300	220	14	14	249	100	100	244
Westmont College	129	Physical Education Subtest I	100	300	220	1				100	238
Westmont College	130	Physical Education Subtest II	100	300	220	1				100	235
Westmont College	131	Physical Education Subtest III	100	300	220	1				99	235
Westmont College	081.1	RICA.1	100	300	220	14	14	245	100	96	239
Westmont College	114	Social Science Subtest I	100	300	220	1				100	242
Westmont College	115	Social Science Subtest II	100	300	220	1				100	246
Westmont College	116	Social Science Subtest III	100	300	220	1				100	244
Westmont College	142	Writing Skills	100	300	220	11	11	233	100	100	240
Whittier College	098	CBEST	60	240	123	28	28	148	100	100	155
Whittier College	105	English Subtest I	100	300	220	2				100	251
Whittier College	106	English Subtest II	100	300	220	2				100	249
Whittier College	107	English Subtest III	100	300	220	2				100	246
Whittier College	108	English Subtest IV	100	300	220	2				100	245
Whittier College	101	Multiple Subjects Subtest I	100	300	220	16	16	244	100	100	244
Whittier College	102	Multiple Subjects Subtest II	100	300	220	16	16	245	100	100	248
Whittier College	103	Multiple Subjects Subtest III	100	300	220	16	16	245	100	100	244

Appendix A-1: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Whittier College	136	Music Subtest I	100	300	220	1				100	258
Whittier College	137	Music Subtest II	100	300	220	1				100	255
Whittier College	138	Music Subtest III	100	300	220	1				100	253
Whittier College	129	Physical Education Subtest I	100	300	220	1				100	238
Whittier College	130	Physical Education Subtest II	100	300	220	1				100	235
Whittier College	131	Physical Education Subtest III	100	300	220	1				99	235
Whittier College	081	RICA	0	120	81	3				99	92
Whittier College	081.1	RICA.1	100	300	220	13	11	233	85	96	239
Whittier College	114	Social Science Subtest I	100	300	220	4				100	242
Whittier College	115	Social Science Subtest II	100	300	220	4				100	246
Whittier College	116	Social Science Subtest III	100	300	220	4				100	244
William Jessup University	098	CBEST	60	240	123	34	34	153	100	100	155
William Jessup University	101	Multiple Subjects Subtest I	100	300	220	36	36	244	100	100	244
William Jessup University	102	Multiple Subjects Subtest II	100	300	220	36	36	250	100	100	248
William Jessup University	103	Multiple Subjects Subtest III	100	300	220	36	36	249	100	100	244
William Jessup University	081.1	RICA.1	100	300	220	36	33	233	92	96	239

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Alliant International University	5			96
Antioch University	23	21	91	96
Argosy University	1			96
Azusa Pacific University	225	220	98	96
Bard College	12	12	100	96
Biola University	76	74	97	96
Brandman University	237	233	98	96
CA State Polytechnic Univ.-Pomona	274	258	94	96
California Baptist University	53	49	92	96
California Lutheran University	65	63	97	96
California Polytechnic State Univ.-SLO	145	144	99	96
CALState Teach	234	214	91	96
Chapman University	34	34	100	96
Claremont Graduate University	10	8	80	96
Concordia University	48	44	92	96
CSU Bakersfield	196	183	93	96
CSU Channel Islands	60	57	95	96
CSU Chico	227	215	95	96
CSU Dominguez Hills	147	136	93	96
CSU East Bay	140	139	99	96
CSU Fresno	313	291	93	96
CSU Fullerton	454	430	95	96
CSU Long Beach	515	498	97	96
CSU Los Angeles	203	189	93	96
CSU Monterey Bay	60	60	100	96
CSU Northridge	317	314	99	96
CSU Sacramento	276	271	98	96
CSU San Bernardino	171	171	100	96
CSU San Marcos	202	194	96	96
CSU Stanislaus	217	200	92	96
Dominican University of California	49	45	92	96
Fresno Pacific University	84	78	93	96
Hebrew Union College	11	7	64	96

Appendix A-2: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Holy Names University	10	10	100	96
Hope International University	6			96
Humboldt State University	75	72	96	96
La Sierra University	8			96
Loyola Marymount University	135	128	95	96
Mills College	44	44	100	96
Mount Saint Mary's College	24	22	92	96
National Hispanic University	17	17	100	96
National University	607	544	90	96
Notre Dame de Namur University	97	95	98	96
Pacific Union College	9			96
Patten University	4			96
Pepperdine University	81	77	95	96
Point Loma Nazarene University	84	80	95	96
Saint Mary's College of California	86	80	93	96
San Diego Christian College	9			96
San Diego State University	246	246	100	96
San Francisco State University	218	208	95	96
San Jose State University	208	201	97	96
Santa Clara University	33	33	100	96
Simpson University	43	43	100	96
Sonoma State University	175	161	92	96
Stanford University	84	84	100	96
Teachers College of San Joaquin	3			96
The Master's College	13	13	100	96
Touro University-CA College of Education	13	13	100	96
UC Berkeley	41	41	100	96
UC Davis	138	138	100	96
UC Irvine	159	159	100	96
UC Los Angeles	129	127	98	96
UC Riverside	80	79	99	96
UC San Diego	58	58	100	96
UC Santa Barbara	68	68	100	96

Appendix A-2: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Summary Pass Rates for Program Completers, 2012-13 (Group 3) - Traditional Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
UC Santa Cruz	55	55	100	96
University of LaVerne	102	101	99	96
University of Phoenix	191	175	92	96
University of Redlands	178	161	90	96
University of San Diego	43	43	100	96
University of San Francisco	134	133	99	96
University of Southern California	305	287	94	96
University of the Pacific	92	89	97	96
Vanguard University	29	28	97	96
Western Governors University	88	87	99	96
Westmont College	18	17	94	96
Whittier College	19	19	100	96
William Jessup University	34	31	91	96
Statewide Summary	**9377**	**8959**	**96%**	**96%**

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Alliant International University	4			97
Antioch University	13	12	92	97
Argosy University	3			97
Azusa Pacific University	235	229	97	97
Biola University	67	67	100	97
Brandman University	303	291	96	97
CA State Polytechnic Univ.-Pomona	125	122	98	97
California Baptist University	68	66	97	97
California Lutheran University	69	67	97	97
California Polytechnic State Univ.-SLO	175	171	98	97
CALState Teach	255	243	95	97
Chapman University	54	54	100	97
Claremont Graduate University	15	15	100	97
Concordia University	46	46	100	97
CSU Bakersfield	240	230	96	97
CSU Channel Islands	68	67	99	97
CSU Chico	184	183	99	97
CSU Dominguez Hills	172	154	90	97
CSU East Bay	162	160	99	97
CSU Fresno	316	303	96	97
CSU Fullerton	472	452	96	97
CSU Long Beach	531	517	97	97
CSU Los Angeles	215	199	93	97
CSU Monterey Bay	4			97
CSU Northridge	351	348	99	97
CSU Sacramento	266	266	100	97
CSU San Bernardino	207	206	100	97
CSU San Marcos	182	177	97	97
CSU Stanislaus	193	184	95	97
Dominican University of California	59	59	100	97
Fresno Pacific University	100	99	99	97
Hebrew Union College	9			97
Holy Names University	14	14	100	97

Appendix A-2: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Hope International University	7			97
Humboldt State University	77	75	97	97
La Sierra University	7			97
Loyola Marymount University	104	100	96	97
Mills College	53	51	96	97
Mount Saint Mary's College	20	18	90	97
National Hispanic University	26	25	96	97
National University	669	632	94	97
Pacific Oaks College	3			97
Pacific Union College	5			97
Patten University	6			97
Pepperdine University	77	71	92	97
Point Loma Nazarene University	71	70	99	97
Saint Mary's College of California	75	74	99	97
San Diego Christian College	9			97
San Diego State University	268	268	100	97
San Francisco State University	343	343	100	97
San Jose State University	310	303	98	97
Santa Clara University	58	58	100	97
Simpson University	45	44	98	97
Sonoma State University	186	177	95	97
Stanford University	89	89	100	97
The Master's College	11	11	100	97
Touro University-CA College of Education	8			97
UC Berkeley	48	48	100	97
UC Davis	131	131	100	97
UC Irvine	172	171	99	97
UC Los Angeles	133	131	98	97
UC Riverside	86	84	98	97
UC San Diego	63	62	98	97
UC Santa Barbara	95	95	100	97
UC Santa Cruz	87	87	100	97
United States University	1			97

Appendix A-2: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
University of LaVerne	99	98	99	97
University of Phoenix	294	267	91	97
University of Redlands	130	123	95	97
University of San Diego	70	68	97	97
University of San Francisco	154	152	99	97
University of Southern California	443	403	91	97
University of the Pacific	65	62	95	97
Vanguard University	39	37	95	97
Western Governors University	89	88	99	97
Westmont College	10	10	100	97
Whittier College	25	25	100	97
William Jessup University	33	31	94	97
Statewide Summary	**9971**	**9645**	**97%**	**97%**

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Alliant International University	5			98
Antioch University	7			98
Argosy University	17	13	76	98
Azusa Pacific University	321	314	98	98
Biola University	75	75	100	98
Brandman University	310	301	97	98
CA State Polytechnic Univ.-Pomona	161	152	94	98
California Baptist University	71	71	100	98
California Lutheran University	70	68	97	98
California Polytechnic State Univ.-SLO	143	143	100	98
CALState Teach	293	284	97	98
Chapman University	46	46	100	98
Claremont Graduate University	20	20	100	98
Concordia University	66	64	97	98
CSU Bakersfield	267	255	96	98
CSU Channel Islands	68	67	99	98
CSU Chico	208	203	98	98
CSU Dominguez Hills	136	135	99	98
CSU East Bay	144	143	99	98
CSU Fresno	352	336	95	98
CSU Fullerton	455	439	96	98
CSU Long Beach	652	638	98	98
CSU Los Angeles	263	251	95	98
CSU Monterey Bay	95	93	98	98
CSU Northridge	379	376	99	98
CSU Sacramento	341	341	100	98
CSU San Bernardino	206	206	100	98
CSU San Marcos	248	247	100	98
CSU Stanislaus	209	200	96	98
Dominican University of California	85	83	98	98
Fresno Pacific University	104	104	100	98
Hebrew Union College	12	12	100	98
Holy Names University	9			98

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Hope International University	11	11	100	98
Humboldt State University	81	81	100	98
La Sierra University	15	11	73	98
Loyola Marymount University	127	124	98	98
Mills College	53	53	100	98
Mount Saint Mary's College	19	17	89	98
National Hispanic University	15	15	100	98
National University	684	649	95	98
Notre Dame de Namur University	79	76	96	98
Pacific Oaks College	4			98
Pacific Union College	7			98
Patten University	13	13	100	98
Pepperdine University	102	100	98	98
Point Loma Nazarene University	67	66	99	98
Saint Mary's College of California	95	95	100	98
San Diego Christian College	18	18	100	98
San Diego State University	319	315	99	98
San Francisco State University	476	463	97	98
San Jose State University	236	232	98	98
Santa Clara University	83	83	100	98
Simpson University	35	35	100	98
Sonoma State University	186	185	99	98
Stanford University	94	94	100	98
The Master's College	11	11	100	98
Touro University-CA College of Education	40	40	100	98
UC Berkeley	25	25	100	98
UC Davis	155	155	100	98
UC Irvine	172	172	100	98
UC Los Angeles	116	115	99	98
UC Riverside	75	75	100	98
UC San Diego	66	65	98	98
UC Santa Barbara	104	104	100	98
UC Santa Cruz	101	101	100	98

Appendix A-2: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Summary Pass Rates for Program Completers, 2010-11 (Group 5) - Traditional Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
University of LaVerne	120	120	100	98
University of Phoenix	368	340	92	98
University of Redlands	148	145	98	98
University of San Diego	45	45	100	98
University of San Francisco	78	78	100	98
University of Southern California	337	329	98	98
University of the Pacific	66	65	98	98
Vanguard University	50	49	98	98
Western Governors University	45	45	100	98
Westmont College	18	18	100	98
Whittier College	28	26	93	98
William Jessup University	36	33	92	98
Statewide Summary	**10801**	**10601**	**98%**	**98%**

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Alliant International University	098	CBEST	60	240	123	2				100	151
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	1				100	239
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	1				100	241
Alliant International University	103	Multiple Subjects Subtest III	100	300	220	1				100	238
Alliant International University	118	Science Subtest I	100	300	220	1				100	243
Alliant International University	119	Science Subtest II	100	300	220	1				100	240
Bay Area School of Enterprise	120	Biology/Life Science Subtest III	100	300	220	2					
Bay Area School of Enterprise	098	CBEST	60	240	123	13	13	180	100	100	177
Bay Area School of Enterprise	121	Chemistry Subtest III	100	300	220	1					
Bay Area School of Enterprise	105	English Subtest I	100	300	220	3					
Bay Area School of Enterprise	106	English Subtest II	100	300	220	3					
Bay Area School of Enterprise	107	English Subtest III	100	300	220	3					
Bay Area School of Enterprise	108	English Subtest IV	100	300	220	3					
Bay Area School of Enterprise	110	Mathematics Subtest I	100	300	220	1					
Bay Area School of Enterprise	111	Mathematics Subtest II	100	300	220	1					
Bay Area School of Enterprise	101	Multiple Subjects Subtest I	100	300	220	3					
Bay Area School of Enterprise	102	Multiple Subjects Subtest II	100	300	220	3					
Bay Area School of Enterprise	103	Multiple Subjects Subtest III	100	300	220	3					
Bay Area School of Enterprise	123	Physics Subtest III	100	300	220	2					
Bay Area School of Enterprise	081.1	RICA.1	100	300	220	2					
Bay Area School of Enterprise	118	Science Subtest I	100	300	220	5					
Bay Area School of Enterprise	119	Science Subtest II	100	300	220	5					
Bay Area School of Enterprise	114	Social Science Subtest I	100	300	220	1					
Bay Area School of Enterprise	115	Social Science Subtest II	100	300	220	1					
Bay Area School of Enterprise	116	Social Science Subtest III	100	300	220	1					
Bay Area School of Enterprise	142	Writing Skills	100	300	220	1					
Brandman University	098	CBEST	60	240	123	6				100	151
Brandman University	178	Health Science Subtest I	100	300	220	1					
Brandman University	179	Health Science Subtest II	100	300	220	1					
Brandman University	180	Health Science Subtest III	100	300	220	1					
Brandman University	101	Multiple Subjects Subtest I	100	300	220	5				100	239
Brandman University	102	Multiple Subjects Subtest II	100	300	220	5				100	241
Brandman University	103	Multiple Subjects Subtest III	100	300	220	5				100	238
Brandman University	081.1	RICA.1	100	300	220	3				58	225
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	10	10	147	100	100	151
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	8				100	239

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	8				100	241
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	8				100	238
CA State Polytechnic Univ.-Pomona	123	Physics Subtest III	100	300	220	2					
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	8				58	225
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	2				100	243
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	2				100	240
California Baptist University	120	Biology/Life Science Subtest III	100	300	220	1					
California Baptist University	098	CBEST	60	240	123	9				100	151
California Baptist University	121	Chemistry Subtest III	100	300	220	1					
California Baptist University	105	English Subtest I	100	300	220	1					
California Baptist University	106	English Subtest II	100	300	220	1					
California Baptist University	107	English Subtest III	100	300	220	1					
California Baptist University	108	English Subtest IV	100	300	220	1					
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	4				100	239
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	4				100	241
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	4				100	238
California Baptist University	081.1	RICA.1	100	300	220	5				58	225
California Baptist University	118	Science Subtest I	100	300	220	2				100	243
California Baptist University	119	Science Subtest II	100	300	220	2				100	240
California Lutheran University	098	CBEST	60	240	123	1				100	151
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	1				100	239
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	1				100	241
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	1				100	238
Chapman University	098	CBEST	60	240	123	1				100	151
Chapman University	101	Multiple Subjects Subtest I	100	300	220	1				100	239
Chapman University	102	Multiple Subjects Subtest II	100	300	220	1				100	241
Chapman University	103	Multiple Subjects Subtest III	100	300	220	1				100	238
Chapman University	081.1	RICA.1	100	300	220	1				58	225
Claremont Graduate University	098	CBEST	60	240	123	1				100	151
Claremont Graduate University	105	English Subtest I	100	300	220	1					
Claremont Graduate University	106	English Subtest II	100	300	220	1					
Claremont Graduate University	107	English Subtest III	100	300	220	1					
Claremont Graduate University	108	English Subtest IV	100	300	220	1					
CSU Bakersfield	098	CBEST	60	240	123	12	12	146	100	100	151
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	1				100	236
CSU Bakersfield	111	Mathematics Subtest II	100	300	220	1				100	236

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	8				100	239
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	8				100	241
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	8				100	238
CSU Bakersfield	081.1	RICA.1	100	300	220	2				58	225
CSU Bakersfield	118	Science Subtest I	100	300	220	2				100	243
CSU Bakersfield	119	Science Subtest II	100	300	220	2				100	240
CSU Dominguez Hills	140	Art Subtest I	100	300	220	1					
CSU Dominguez Hills	141	Art Subtest II	100	300	220	1					
CSU Dominguez Hills	120	Biology/Life Science Subtest III	100	300	220	1					
CSU Dominguez Hills	098	CBEST	60	240	123	6				100	151
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	2				100	236
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	2				100	236
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	1				100	239
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	1				100	241
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	1				100	238
CSU Dominguez Hills	081.1	RICA.1	100	300	220	1				58	225
CSU Dominguez Hills	118	Science Subtest I	100	300	220	2				100	243
CSU Dominguez Hills	119	Science Subtest II	100	300	220	2				100	240
CSU East Bay	098	CBEST	60	240	123	5				100	151
CSU East Bay	121	Chemistry Subtest III	100	300	220	1					
CSU East Bay	110	Mathematics Subtest I	100	300	220	2				100	236
CSU East Bay	111	Mathematics Subtest II	100	300	220	2				100	236
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	1				100	239
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	1				100	241
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	1				100	238
CSU East Bay	081.1	RICA.1	100	300	220	1				58	225
CSU East Bay	118	Science Subtest I	100	300	220	1				100	243
CSU East Bay	119	Science Subtest II	100	300	220	1				100	240
CSU Northridge	098	CBEST	60	240	123	3				100	151
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	3				100	239
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	3				100	241
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	3				100	238
CSU Northridge	081.1	RICA.1	100	300	220	1				58	225
CSU San Bernardino	140	Art Subtest I	100	300	220	1					
CSU San Bernardino	141	Art Subtest II	100	300	220	1					
CSU San Bernardino	098	CBEST	60	240	123	23	23	150	100	100	151

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU San Bernardino	122	Earth/Planetary Science Subtest I	100	300	220	1					
CSU San Bernardino	105	English Subtest I	100	300	220	2					
CSU San Bernardino	106	English Subtest II	100	300	220	2					
CSU San Bernardino	107	English Subtest III	100	300	220	2					
CSU San Bernardino	108	English Subtest IV	100	300	220	2					
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	13	13	234	100	100	239
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	13	13	240	100	100	241
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	13	13	231	100	100	238
CSU San Bernardino	092	RICA Video	100	300	220	1					
CSU San Bernardino	081.1	RICA.1	100	300	220	5				58	225
CSU San Bernardino	118	Science Subtest I	100	300	220	1				100	243
CSU San Bernardino	119	Science Subtest II	100	300	220	1				100	240
CSU San Bernardino	145	Spanish Subtest I	100	300	220	1					
CSU San Bernardino	146	Spanish Subtest II	100	300	220	1					
CSU San Bernardino	147	Spanish Subtest III	100	300	220	1					
CSU San Bernardino	142	Writing Skills	100	300	220	2					
Dominican University of California	098	CBEST	60	240	123	3				100	151
Dominican University of California	110	Mathematics Subtest I	100	300	220	2				100	236
Dominican University of California	111	Mathematics Subtest II	100	300	220	2				100	236
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	1				100	239
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	1				100	241
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	1				100	238
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	1				100	239
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	1				100	241
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	1				100	238
Holy Names University	081.1	RICA.1	100	300	220	1				58	225
Holy Names University	142	Writing Skills	100	300	220	1					
La Sierra University	098	CBEST	60	240	123	1				100	151
La Sierra University	101	Multiple Subjects Subtest I	100	300	220	1				100	239
La Sierra University	102	Multiple Subjects Subtest II	100	300	220	1				100	241
La Sierra University	103	Multiple Subjects Subtest III	100	300	220	1				100	238
Mount Saint Mary's College	098	CBEST	60	240	123	1				100	151
Mount Saint Mary's College	105	English Subtest I	100	300	220	1					
Mount Saint Mary's College	106	English Subtest II	100	300	220	1					
Mount Saint Mary's College	107	English Subtest III	100	300	220	1					
Mount Saint Mary's College	108	English Subtest IV	100	300	220	1					

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	186	American Sign Language Subtest	100	300	220	1					
National University	187	American Sign Language Subtest	100	300	220	1					
National University	188	American Sign Language Subtest	100	300	220	1					
National University	120	Biology/Life Science Subtest III	100	300	220	1					
National University	098	CBEST	60	240	123	30	30	146	100	100	151
National University	121	Chemistry Subtest III	100	300	220	2					
National University	122	Earth/Planetary Science Subtest I	100	300	220	1					
National University	178	Health Science Subtest I	100	300	220	1					
National University	179	Health Science Subtest II	100	300	220	1					
National University	180	Health Science Subtest III	100	300	220	1					
National University	110	Mathematics Subtest I	100	300	220	7				100	236
National University	111	Mathematics Subtest II	100	300	220	7				100	236
National University	101	Multiple Subjects Subtest I	100	300	220	2				100	239
National University	102	Multiple Subjects Subtest II	100	300	220	2				100	241
National University	103	Multiple Subjects Subtest III	100	300	220	2				100	238
National University	136	Music Subtest I	100	300	220	1					
National University	137	Music Subtest II	100	300	220	1					
National University	138	Music Subtest III	100	300	220	1					
National University	123	Physics Subtest III	100	300	220	1					
National University	081.1	RICA.1	100	300	220	2				58	225
National University	118	Science Subtest I	100	300	220	7				100	243
National University	119	Science Subtest II	100	300	220	7				100	240
National University	114	Social Science Subtest I	100	300	220	3					
National University	115	Social Science Subtest II	100	300	220	3					
National University	116	Social Science Subtest III	100	300	220	3					
National University	145	Spanish Subtest I	100	300	220	4					
National University	146	Spanish Subtest II	100	300	220	4					
National University	147	Spanish Subtest III	100	300	220	4					
Orange County Department of Education	098	CBEST	60	240	123	1				100	177
Orange County Department of Education	081	RICA	0	120	81	1					
Point Loma Nazarene University	120	Biology/Life Science Subtest III	100	300	220	1					
Point Loma Nazarene University	098	CBEST	60	240	123	1				100	151
Point Loma Nazarene University	121	Chemistry Subtest III	100	300	220	1					
Point Loma Nazarene University	123	Physics Subtest III	100	300	220	1					
Point Loma Nazarene University	118	Science Subtest I	100	300	220	1				100	243
Point Loma Nazarene University	119	Science Subtest II	100	300	220	1				100	240

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Los Angeles	098	CBEST	60	240	123	1				100	151
UC Los Angeles	105	English Subtest I	100	300	220	1					
UC Los Angeles	106	English Subtest II	100	300	220	1					
UC Los Angeles	107	English Subtest III	100	300	220	1					
UC Los Angeles	108	English Subtest IV	100	300	220	1					
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	1					
University of LaVerne	098	CBEST	60	240	123	12	12	146	100	100	151
University of LaVerne	121	Chemistry Subtest III	100	300	220	1					
University of LaVerne	122	Earth/Planetary Science Subtest I	100	300	220	1					
University of LaVerne	110	Mathematics Subtest I	100	300	220	2				100	236
University of LaVerne	111	Mathematics Subtest II	100	300	220	2				100	236
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	5				100	239
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	5				100	241
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	5				100	238
University of LaVerne	081.1	RICA.1	100	300	220	5				58	225
University of LaVerne	118	Science Subtest I	100	300	220	3				100	243
University of LaVerne	119	Science Subtest II	100	300	220	3				100	240
University of LaVerne	145	Spanish Subtest I	100	300	220	1					
University of LaVerne	146	Spanish Subtest II	100	300	220	1					
University of LaVerne	147	Spanish Subtest III	100	300	220	1					
University of Phoenix	098	CBEST	60	240	123	1				100	151
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	1				100	239
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	1				100	241
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	1				100	238
University of Phoenix	081.1	RICA.1	100	300	220	1				58	225
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	2					
University of Redlands	098	CBEST	60	240	123	8				100	151
University of Redlands	110	Mathematics Subtest I	100	300	220	2				100	236
University of Redlands	111	Mathematics Subtest II	100	300	220	2				100	236
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	3				100	239
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	3				100	241
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	3				100	238
University of Redlands	081	RICA	0	120	81	1					
University of Redlands	118	Science Subtest I	100	300	220	2				100	243
University of Redlands	119	Science Subtest II	100	300	220	2				100	240
University of San Francisco	098	CBEST	60	240	123	2				100	151

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Alliant International University	098	CBEST	60	240	123	14	14	161	100	100	156
Alliant International University	105	English Subtest I	100	300	220	3				100	246
Alliant International University	106	English Subtest II	100	300	220	3				100	254
Alliant International University	107	English Subtest III	100	300	220	3				98	240
Alliant International University	108	English Subtest IV	100	300	220	3				100	239
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	2				100	245
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	2				99	246
Alliant International University	103	Multiple Subjects Subtest III	100	300	220	2				99	243
Alliant International University	129	Physical Education Subtest I	100	300	220	3				86	227
Alliant International University	130	Physical Education Subtest II	100	300	220	3				86	231
Alliant International University	131	Physical Education Subtest III	100	300	220	3				86	223
Alliant International University	118	Science Subtest I	100	300	220	1				100	248
Alliant International University	119	Science Subtest II	100	300	220	1				100	251
Alliant International University	145	Spanish Subtest I	100	300	220	1				100	238
Alliant International University	146	Spanish Subtest II	100	300	220	1				100	242
Alliant International University	147	Spanish Subtest III	100	300	220	1				100	250
Azusa Pacific University	098	CBEST	60	240	123	71	71	147	100	100	156
Azusa Pacific University	121	Chemistry Subtest III	100	300	220	1					
Azusa Pacific University	105	English Subtest I	100	300	220	3				100	246
Azusa Pacific University	106	English Subtest II	100	300	220	3				100	254
Azusa Pacific University	107	English Subtest III	100	300	220	3				98	240
Azusa Pacific University	108	English Subtest IV	100	300	220	3				100	239
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	3				96	245
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	3				96	241
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	56	56	237	100	100	245
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	56	56	237	100	99	246
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	56	56	238	100	99	243
Azusa Pacific University	129	Physical Education Subtest I	100	300	220	1				86	227
Azusa Pacific University	130	Physical Education Subtest II	100	300	220	1				86	231
Azusa Pacific University	131	Physical Education Subtest III	100	300	220	1				86	223
Azusa Pacific University	123	Physics Subtest III	100	300	220	1					
Azusa Pacific University	081	RICA	0	120	81	2				97	93
Azusa Pacific University	081.1	RICA.1	100	300	220	33	18	219	55	72	229
Azusa Pacific University	118	Science Subtest I	100	300	220	2				100	248
Azusa Pacific University	119	Science Subtest II	100	300	220	2				100	251
Azusa Pacific University	114	Social Science Subtest I	100	300	220	4				97	237

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Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Azusa Pacific University	115	Social Science Subtest II	100	300	220	4				97	239
Azusa Pacific University	116	Social Science Subtest III	100	300	220	4				97	241
Azusa Pacific University	145	Spanish Subtest I	100	300	220	2				100	238
Azusa Pacific University	146	Spanish Subtest II	100	300	220	2				100	242
Azusa Pacific University	147	Spanish Subtest III	100	300	220	2				100	250
Azusa Pacific University	142	Writing Skills	100	300	220	2				100	251
Brandman University	140	Art Subtest I	100	300	220	1					
Brandman University	141	Art Subtest II	100	300	220	1					
Brandman University	098	CBEST	60	240	123	82	82	153	100	100	156
Brandman University	122	Earth/Planetary Science Subtest III	100	300	220	1					
Brandman University	126	Earth/Planetary Science Subtest IV	100	300	220	1					
Brandman University	105	English Subtest I	100	300	220	4				100	246
Brandman University	106	English Subtest II	100	300	220	4				100	254
Brandman University	107	English Subtest III	100	300	220	4				98	240
Brandman University	108	English Subtest IV	100	300	220	4				100	239
Brandman University	178	Health Science Subtest I	100	300	220	2					
Brandman University	179	Health Science Subtest II	100	300	220	2					
Brandman University	180	Health Science Subtest III	100	300	220	2					
Brandman University	110	Mathematics Subtest I	100	300	220	2				96	245
Brandman University	111	Mathematics Subtest II	100	300	220	2				96	241
Brandman University	101	Multiple Subjects Subtest I	100	300	220	59	59	241	100	100	245
Brandman University	102	Multiple Subjects Subtest II	100	300	220	59	59	244	100	99	246
Brandman University	103	Multiple Subjects Subtest III	100	300	220	59	59	242	100	99	243
Brandman University	136	Music Subtest I	100	300	220	2					
Brandman University	137	Music Subtest II	100	300	220	2					
Brandman University	138	Music Subtest III	100	300	220	2					
Brandman University	081	RICA	0	120	81	3				97	93
Brandman University	081.1	RICA.1	100	300	220	33	23	225	70	72	229
Brandman University	118	Science Subtest I	100	300	220	1				100	248
Brandman University	119	Science Subtest II	100	300	220	1				100	251
Brandman University	114	Social Science Subtest I	100	300	220	4				97	237
Brandman University	115	Social Science Subtest II	100	300	220	4				97	239
Brandman University	116	Social Science Subtest III	100	300	220	4				97	241
Brandman University	145	Spanish Subtest I	100	300	220	4				100	238
Brandman University	146	Spanish Subtest II	100	300	220	4				100	242
Brandman University	147	Spanish Subtest III	100	300	220	4				100	250

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Brandman University	142	Writing Skills	100	300	220	2				100	251
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	4				100	156
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	4				100	245
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	4				99	246
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	4				99	243
California Baptist University	098	CBEST	60	240	123	1				100	156
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	1				100	245
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	1				99	246
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	1				99	243
California Baptist University	081.1	RICA.1	100	300	220	1				72	229
Chapman University	098	CBEST	60	240	123	2				100	156
Chapman University	101	Multiple Subjects Subtest I	100	300	220	2				100	245
Chapman University	102	Multiple Subjects Subtest II	100	300	220	2				99	246
Chapman University	103	Multiple Subjects Subtest III	100	300	220	2				99	243
Chapman University	081.1	RICA.1	100	300	220	1				72	229
Claremont Graduate University	120	Biology/Life Science Subtest III	100	300	220	5				100	243
Claremont Graduate University	098	CBEST	60	240	123	44	44	159	100	100	156
Claremont Graduate University	121	Chemistry Subtest III	100	300	220	1					
Claremont Graduate University	122	Earth/Planetary Science Subtest III	100	300	220	1					
Claremont Graduate University	105	English Subtest I	100	300	220	7				100	246
Claremont Graduate University	106	English Subtest II	100	300	220	7				100	254
Claremont Graduate University	107	English Subtest III	100	300	220	7				98	240
Claremont Graduate University	108	English Subtest IV	100	300	220	7				100	239
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	7				96	245
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	7				96	241
Claremont Graduate University	112	Mathematics Subtest III	100	300	220	5				100	239
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	17	17	246	100	100	245
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	17	17	246	100	99	246
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	17	17	243	100	99	243
Claremont Graduate University	081.1	RICA.1	100	300	220	5				72	229
Claremont Graduate University	118	Science Subtest I	100	300	220	8				100	248
Claremont Graduate University	119	Science Subtest II	100	300	220	8				100	251
Claremont Graduate University	114	Social Science Subtest I	100	300	220	3				97	237
Claremont Graduate University	115	Social Science Subtest II	100	300	220	3				97	239
Claremont Graduate University	116	Social Science Subtest III	100	300	220	3				97	241
Claremont Graduate University	145	Spanish Subtest I	100	300	220	2				100	238

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Claremont Graduate University	146	Spanish Subtest II	100	300	220	2				100	242
Claremont Graduate University	147	Spanish Subtest III	100	300	220	2				100	250
CSU Bakersfield	098	CBEST	60	240	123	25	25	150	100	100	156
CSU Bakersfield	105	English Subtest I	100	300	220	1				100	246
CSU Bakersfield	106	English Subtest II	100	300	220	1				100	254
CSU Bakersfield	107	English Subtest III	100	300	220	1				98	240
CSU Bakersfield	108	English Subtest IV	100	300	220	1				100	239
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	18	18	247	100	100	245
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	18	18	247	100	99	246
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	18	18	245	100	99	243
CSU Bakersfield	081	RICA	0	120	81	5				97	93
CSU Bakersfield	081.1	RICA.1	100	300	220	5				72	229
CSU Bakersfield	114	Social Science Subtest I	100	300	220	1				97	237
CSU Bakersfield	115	Social Science Subtest II	100	300	220	1				97	239
CSU Bakersfield	116	Social Science Subtest III	100	300	220	1				97	241
CSU Channel Islands	098	CBEST	60	240	123	7				100	156
CSU Channel Islands	101	Multiple Subjects Subtest I	100	300	220	3				100	245
CSU Channel Islands	102	Multiple Subjects Subtest II	100	300	220	3				99	246
CSU Channel Islands	103	Multiple Subjects Subtest III	100	300	220	3				99	243
CSU Channel Islands	081	RICA	0	120	81	3				97	93
CSU Chico	098	CBEST	60	240	123	8				100	156
CSU Chico	101	Multiple Subjects Subtest I	100	300	220	3				100	245
CSU Chico	102	Multiple Subjects Subtest II	100	300	220	3				99	246
CSU Chico	103	Multiple Subjects Subtest III	100	300	220	3				99	243
CSU Chico	129	Physical Education Subtest I	100	300	220	1				86	227
CSU Chico	130	Physical Education Subtest II	100	300	220	1				86	231
CSU Chico	131	Physical Education Subtest III	100	300	220	1				86	223
CSU Chico	081.1	RICA.1	100	300	220	3				72	229
CSU Dominguez Hills	098	CBEST	60	240	123	40	40	150	100	100	156
CSU Dominguez Hills	105	English Subtest I	100	300	220	3				100	246
CSU Dominguez Hills	106	English Subtest II	100	300	220	3				100	254
CSU Dominguez Hills	107	English Subtest III	100	300	220	3				98	240
CSU Dominguez Hills	108	English Subtest IV	100	300	220	3				100	239
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	3				96	245
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	3				96	241
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	24	24	241	100	100	245

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	24	24	239	100	99	246
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	24	24	239	100	99	243
CSU Dominguez Hills	136	Music Subtest I	100	300	220	2					
CSU Dominguez Hills	137	Music Subtest II	100	300	220	2					
CSU Dominguez Hills	138	Music Subtest III	100	300	220	2					
CSU Dominguez Hills	081	RICA	0	120	81	5				97	93
CSU Dominguez Hills	092	RICA Video	100	300	220	1					
CSU Dominguez Hills	081.1	RICA.1	100	300	220	12	11	238	92	72	229
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	1				97	237
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	1				97	239
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	1				97	241
CSU Dominguez Hills	142	Writing Skills	100	300	220	1				100	251
CSU East Bay	120	Biology/Life Science Subtest III	100	300	220	3				100	243
CSU East Bay	098	CBEST	60	240	123	31	31	161	100	100	156
CSU East Bay	121	Chemistry Subtest III	100	300	220	1					
CSU East Bay	105	English Subtest I	100	300	220	5				100	246
CSU East Bay	106	English Subtest II	100	300	220	5				100	254
CSU East Bay	107	English Subtest III	100	300	220	5				98	240
CSU East Bay	108	English Subtest IV	100	300	220	5				100	239
CSU East Bay	110	Mathematics Subtest I	100	300	220	4				96	245
CSU East Bay	111	Mathematics Subtest II	100	300	220	4				96	241
CSU East Bay	112	Mathematics Subtest III	100	300	220	2				100	239
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	12	12	251	100	100	245
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	12	12	255	100	99	246
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	12	12	247	100	99	243
CSU East Bay	129	Physical Education Subtest I	100	300	220	1				86	227
CSU East Bay	130	Physical Education Subtest II	100	300	220	1				86	231
CSU East Bay	131	Physical Education Subtest III	100	300	220	1				86	223
CSU East Bay	081.1	RICA.1	100	300	220	1				72	229
CSU East Bay	118	Science Subtest I	100	300	220	5				100	248
CSU East Bay	119	Science Subtest II	100	300	220	5				100	251
CSU East Bay	114	Social Science Subtest I	100	300	220	1				97	237
CSU East Bay	115	Social Science Subtest II	100	300	220	1				97	239
CSU East Bay	116	Social Science Subtest III	100	300	220	1				97	241
CSU East Bay	145	Spanish Subtest I	100	300	220	1				100	238
CSU East Bay	146	Spanish Subtest II	100	300	220	1				100	242

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU East Bay	147	Spanish Subtest III	100	300	220	1				100	250
CSU Fresno	098	CBEST	60	240	123	9				100	156
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	7				100	245
CSU Fresno	102	Multiple Subjects Subtest II	100	300	220	7				99	246
CSU Fresno	103	Multiple Subjects Subtest III	100	300	220	7				99	243
CSU Fresno	081.1	RICA.1	100	300	220	1				72	229
CSU Fullerton	120	Biology/Life Science Subtest III	100	300	220	1				100	243
CSU Fullerton	098	CBEST	60	240	123	5				100	156
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	1				100	245
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	1				99	246
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	1				99	243
CSU Fullerton	129	Physical Education Subtest I	100	300	220	1				86	227
CSU Fullerton	130	Physical Education Subtest II	100	300	220	1				86	231
CSU Fullerton	131	Physical Education Subtest III	100	300	220	1				86	223
CSU Fullerton	118	Science Subtest I	100	300	220	1				100	248
CSU Fullerton	119	Science Subtest II	100	300	220	1				100	251
CSU Fullerton	114	Social Science Subtest I	100	300	220	1				97	237
CSU Fullerton	115	Social Science Subtest II	100	300	220	1				97	239
CSU Fullerton	116	Social Science Subtest III	100	300	220	1				97	241
CSU Long Beach	098	CBEST	60	240	123	5				100	156
CSU Long Beach	105	English Subtest I	100	300	220	1				100	246
CSU Long Beach	106	English Subtest II	100	300	220	1				100	254
CSU Long Beach	107	English Subtest III	100	300	220	1				98	240
CSU Long Beach	108	English Subtest IV	100	300	220	1				100	239
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	2				100	245
CSU Long Beach	102	Multiple Subjects Subtest II	100	300	220	2				99	246
CSU Long Beach	103	Multiple Subjects Subtest III	100	300	220	2				99	243
CSU Long Beach	081.1	RICA.1	100	300	220	2				72	229
CSU Los Angeles	120	Biology/Life Science Subtest III	100	300	220	1				100	243
CSU Los Angeles	098	CBEST	60	240	123	12	12	140	100	100	156
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	10	10	241	100	100	245
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	10	10	238	100	99	246
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	10	10	236	100	99	243
CSU Los Angeles	081.1	RICA.1	100	300	220	5				72	229
CSU Los Angeles	118	Science Subtest I	100	300	220	1				100	248
CSU Los Angeles	119	Science Subtest II	100	300	220	1				100	251

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Los Angeles	142	Writing Skills	100	300	220	1				100	251
CSU Monterey Bay	098	CBEST	60	240	123	6				100	156
CSU Monterey Bay	105	English Subtest I	100	300	220	1				100	246
CSU Monterey Bay	106	English Subtest II	100	300	220	1				100	254
CSU Monterey Bay	107	English Subtest III	100	300	220	1				98	240
CSU Monterey Bay	108	English Subtest IV	100	300	220	1				100	239
CSU Monterey Bay	110	Mathematics Subtest I	100	300	220	1				96	245
CSU Monterey Bay	111	Mathematics Subtest II	100	300	220	1				96	241
CSU Monterey Bay	112	Mathematics Subtest III	100	300	220	1				100	239
CSU Monterey Bay	101	Multiple Subjects Subtest I	100	300	220	3				100	245
CSU Monterey Bay	102	Multiple Subjects Subtest II	100	300	220	3				99	246
CSU Monterey Bay	103	Multiple Subjects Subtest III	100	300	220	3				99	243
CSU Monterey Bay	081.1	RICA.1	100	300	220	4				72	229
CSU Monterey Bay	142	Writing Skills	100	300	220	1				100	251
CSU Northridge	186	American Sign Language Subtest I	100	300	220	2					
CSU Northridge	187	American Sign Language Subtest II	100	300	220	2					
CSU Northridge	188	American Sign Language Subtest III	100	300	220	2					
CSU Northridge	140	Art Subtest I	100	300	220	1					
CSU Northridge	141	Art Subtest II	100	300	220	1					
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	2				100	243
CSU Northridge	098	CBEST	60	240	123	22	22	156	100	100	156
CSU Northridge	121	Chemistry Subtest III	100	300	220	1					
CSU Northridge	110	Mathematics Subtest I	100	300	220	2				96	245
CSU Northridge	111	Mathematics Subtest II	100	300	220	2				96	241
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	8				100	245
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	8				99	246
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	8				99	243
CSU Northridge	123	Physics Subtest III	100	300	220	1					
CSU Northridge	081	RICA	0	120	81	1				97	93
CSU Northridge	081.1	RICA.1	100	300	220	4				72	229
CSU Northridge	118	Science Subtest I	100	300	220	3				100	248
CSU Northridge	119	Science Subtest II	100	300	220	3				100	251
CSU Sacramento	098	CBEST	60	240	123	11	11	160	100	100	156
CSU Sacramento	105	English Subtest I	100	300	220	1				100	246
CSU Sacramento	106	English Subtest II	100	300	220	1				100	254
CSU Sacramento	107	English Subtest III	100	300	220	1				98	240

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Sacramento	108	English Subtest IV	100	300	220	1				100	239
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	8				100	245
CSU Sacramento	102	Multiple Subjects Subtest II	100	300	220	8				99	246
CSU Sacramento	103	Multiple Subjects Subtest III	100	300	220	8				99	243
CSU Sacramento	081.1	RICA.1	100	300	220	6				72	229
CSU Sacramento	142	Writing Skills	100	300	220	1				100	251
CSU San Bernardino	098	CBEST	60	240	123	6				100	156
CSU San Bernardino	178	Health Science Subtest I	100	300	220	1					
CSU San Bernardino	179	Health Science Subtest II	100	300	220	1					
CSU San Bernardino	180	Health Science Subtest III	100	300	220	1					
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	5				100	245
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	5				99	246
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	5				99	243
CSU San Bernardino	081	RICA	0	120	81	1				97	93
CSU San Marcos	098	CBEST	60	240	123	1				100	156
CSU San Marcos	101	Multiple Subjects Subtest I	100	300	220	1				100	245
CSU San Marcos	102	Multiple Subjects Subtest II	100	300	220	1				99	246
CSU San Marcos	103	Multiple Subjects Subtest III	100	300	220	1				99	243
CSU San Marcos	081.1	RICA.1	100	300	220	1				72	229
CSU Stanislaus	140	Art Subtest I	100	300	220	1					
CSU Stanislaus	141	Art Subtest II	100	300	220	1					
CSU Stanislaus	120	Biology/Life Science Subtest III	100	300	220	1				100	243
CSU Stanislaus	124	Biology/Life Science Subtest IV	100	300	220	1					
CSU Stanislaus	098	CBEST	60	240	123	14	14	144	100	100	156
CSU Stanislaus	105	English Subtest I	100	300	220	1				100	246
CSU Stanislaus	106	English Subtest II	100	300	220	1				100	254
CSU Stanislaus	107	English Subtest III	100	300	220	1				98	240
CSU Stanislaus	108	English Subtest IV	100	300	220	1				100	239
CSU Stanislaus	110	Mathematics Subtest I	100	300	220	1				96	245
CSU Stanislaus	111	Mathematics Subtest II	100	300	220	1				96	241
CSU Stanislaus	101	Multiple Subjects Subtest I	100	300	220	2				100	245
CSU Stanislaus	102	Multiple Subjects Subtest II	100	300	220	2				99	246
CSU Stanislaus	103	Multiple Subjects Subtest III	100	300	220	2				99	243
CSU Stanislaus	129	Physical Education Subtest I	100	300	220	1				86	227
CSU Stanislaus	130	Physical Education Subtest II	100	300	220	1				86	231
CSU Stanislaus	131	Physical Education Subtest III	100	300	220	1				86	223

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Stanislaus	081	RICA	0	120	81	1				97	93
CSU Stanislaus	114	Social Science Subtest I	100	300	220	1				97	237
CSU Stanislaus	115	Social Science Subtest II	100	300	220	1				97	239
CSU Stanislaus	116	Social Science Subtest III	100	300	220	1				97	241
Fortune School of Ed. Project Pipeline	120	Biology/Life Science Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	098	CBEST	60	240	123	54	54	155	100	100	158
Fortune School of Ed. Project Pipeline	121	Chemistry Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	122	Earth/Planetary Science Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	105	English Subtest I	100	300	220	6				100	257
Fortune School of Ed. Project Pipeline	106	English Subtest II	100	300	220	6				100	268
Fortune School of Ed. Project Pipeline	107	English Subtest III	100	300	220	6				100	250
Fortune School of Ed. Project Pipeline	108	English Subtest IV	100	300	220	6				100	241
Fortune School of Ed. Project Pipeline	148	French Subtest I	100	300	220	1					
Fortune School of Ed. Project Pipeline	149	French Subtest II	100	300	220	1					
Fortune School of Ed. Project Pipeline	150	French Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	163	Mandarin Subtest I	100	300	220	2					
Fortune School of Ed. Project Pipeline	164	Mandarin Subtest II	100	300	220	2					
Fortune School of Ed. Project Pipeline	165	Mandarin Subtest III	100	300	220	2					
Fortune School of Ed. Project Pipeline	110	Mathematics Subtest I	100	300	220	5					
Fortune School of Ed. Project Pipeline	111	Mathematics Subtest II	100	300	220	5					
Fortune School of Ed. Project Pipeline	112	Mathematics Subtest III	100	300	220	3					
Fortune School of Ed. Project Pipeline	101	Multiple Subjects Subtest I	100	300	220	26	26	249	100	100	250
Fortune School of Ed. Project Pipeline	102	Multiple Subjects Subtest II	100	300	220	26	26	254	100	100	254
Fortune School of Ed. Project Pipeline	103	Multiple Subjects Subtest III	100	300	220	26	26	250	100	100	250
Fortune School of Ed. Project Pipeline	129	Physical Education Subtest I	100	300	220	3					
Fortune School of Ed. Project Pipeline	130	Physical Education Subtest II	100	300	220	3					
Fortune School of Ed. Project Pipeline	131	Physical Education Subtest III	100	300	220	3					
Fortune School of Ed. Project Pipeline	081.1	RICA.1	100	300	220	4				67	228
Fortune School of Ed. Project Pipeline	118	Science Subtest I	100	300	220	4				100	247
Fortune School of Ed. Project Pipeline	119	Science Subtest II	100	300	220	4				100	253
Fortune School of Ed. Project Pipeline	114	Social Science Subtest I	100	300	220	1					
Fortune School of Ed. Project Pipeline	115	Social Science Subtest II	100	300	220	1					
Fortune School of Ed. Project Pipeline	116	Social Science Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	145	Spanish Subtest I	100	300	220	2					
Fortune School of Ed. Project Pipeline	146	Spanish Subtest II	100	300	220	2					
Fortune School of Ed. Project Pipeline	147	Spanish Subtest III	100	300	220	2					

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Fortune School of Ed. Project Pipeline	142	Writing Skills	100	300	220	1					
Fresno Pacific University	140	Art Subtest I	100	300	220	1					
Fresno Pacific University	141	Art Subtest II	100	300	220	1					
Fresno Pacific University	098	CBEST	60	240	123	24	24	143	100	100	156
Fresno Pacific University	110	Mathematics Subtest I	100	300	220	1				96	245
Fresno Pacific University	111	Mathematics Subtest II	100	300	220	1				96	241
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	13	13	235	100	100	245
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	13	13	239	100	99	246
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	13	13	248	100	99	243
Fresno Pacific University	136	Music Subtest I	100	300	220	1					
Fresno Pacific University	137	Music Subtest II	100	300	220	1					
Fresno Pacific University	138	Music Subtest III	100	300	220	1					
Fresno Pacific University	081.1	RICA.1	100	300	220	5				72	229
High Tech High Communities	140	Art Subtest I	100	300	220	5					
High Tech High Communities	141	Art Subtest II	100	300	220	4					
High Tech High Communities	120	Biology/Life Science Subtest III	100	300	220	3					
High Tech High Communities	098	CBEST	60	240	123	29	29	170	100	100	158
High Tech High Communities	105	English Subtest I	100	300	220	4				100	257
High Tech High Communities	106	English Subtest II	100	300	220	4				100	268
High Tech High Communities	107	English Subtest III	100	300	220	4				100	250
High Tech High Communities	108	English Subtest IV	100	300	220	4				100	241
High Tech High Communities	110	Mathematics Subtest I	100	300	220	1					
High Tech High Communities	111	Mathematics Subtest II	100	300	220	1					
High Tech High Communities	101	Multiple Subjects Subtest I	100	300	220	10	10	260	100	100	250
High Tech High Communities	102	Multiple Subjects Subtest II	100	300	220	10	10	265	100	100	254
High Tech High Communities	103	Multiple Subjects Subtest III	100	300	220	10	10	257	100	100	250
High Tech High Communities	123	Physics Subtest III	100	300	220	2					
High Tech High Communities	127	Physics Subtest IV	100	300	220	1					
High Tech High Communities	081	RICA	0	120	81	1					
High Tech High Communities	081.1	RICA.1	100	300	220	5				67	228
High Tech High Communities	118	Science Subtest I	100	300	220	4				100	247
High Tech High Communities	119	Science Subtest II	100	300	220	4				100	253
High Tech High Communities	114	Social Science Subtest I	100	300	220	2					
High Tech High Communities	115	Social Science Subtest II	100	300	220	2					
High Tech High Communities	116	Social Science Subtest III	100	300	220	2					
High Tech High Communities	145	Spanish Subtest I	100	300	220	1					

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
High Tech High Communities	146	Spanish Subtest II	100	300	220	1					
High Tech High Communities	147	Spanish Subtest III	100	300	220	1					
High Tech High Communities	142	Writing Skills	100	300	220	1					
Holy Names University	098	CBEST	60	240	123	13	13	166	100	100	156
Holy Names University	121	Chemistry Subtest III	100	300	220	1					
Holy Names University	105	English Subtest I	100	300	220	1				100	246
Holy Names University	106	English Subtest II	100	300	220	1				100	254
Holy Names University	107	English Subtest III	100	300	220	1				98	240
Holy Names University	108	English Subtest IV	100	300	220	1				100	239
Holy Names University	110	Mathematics Subtest I	100	300	220	2				96	245
Holy Names University	111	Mathematics Subtest II	100	300	220	2				96	241
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	13	13	245	100	100	245
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	13	13	244	100	99	246
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	13	13	244	100	99	243
Holy Names University	081.1	RICA.1	100	300	220	4				72	229
Holy Names University	118	Science Subtest I	100	300	220	1				100	248
Holy Names University	119	Science Subtest II	100	300	220	1				100	251
Holy Names University	142	Writing Skills	100	300	220	4				100	251
Humboldt State University	098	CBEST	60	240	123	2				100	156
Humboldt State University	184	Industrial And Tech Ed Subtest I	100	300	220	1					
Humboldt State University	185	Industrial And Tech Ed Subtest II	100	300	220	1					
La Sierra University	098	CBEST	60	240	123	1				100	156
La Sierra University	110	Mathematics Subtest I	100	300	220	1				96	245
La Sierra University	111	Mathematics Subtest II	100	300	220	1				96	241
La Sierra University	112	Mathematics Subtest III	100	300	220	1				100	239
Los Angeles USD	098	CBEST	60	240	123	4				100	158
Los Angeles USD	121	Chemistry Subtest III	100	300	220	4					
Los Angeles USD	118	Science Subtest I	100	300	220	4				100	247
Los Angeles USD	119	Science Subtest II	100	300	220	4				100	253
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	3				100	243
Loyola Marymount University	098	CBEST	60	240	123	125	125	172	100	100	156
Loyola Marymount University	121	Chemistry Subtest III	100	300	220	1					
Loyola Marymount University	105	English Subtest I	100	300	220	16	16	251	100	100	246
Loyola Marymount University	106	English Subtest II	100	300	220	16	16	259	100	100	254
Loyola Marymount University	107	English Subtest III	100	300	220	16	16	246	100	98	240
Loyola Marymount University	108	English Subtest IV	100	300	220	16	16	244	100	100	239

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Loyola Marymount University	110	Mathematics Subtest I	100	300	220	8				96	245
Loyola Marymount University	111	Mathematics Subtest II	100	300	220	8				96	241
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	119	119	252	100	100	245
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	119	119	258	100	99	246
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	119	119	249	100	99	243
Loyola Marymount University	081.1	RICA.1	100	300	220	24	24	244	100	72	229
Loyola Marymount University	118	Science Subtest I	100	300	220	4				100	248
Loyola Marymount University	119	Science Subtest II	100	300	220	4				100	251
Loyola Marymount University	114	Social Science Subtest I	100	300	220	11	11	243	100	97	237
Loyola Marymount University	115	Social Science Subtest II	100	300	220	11	11	240	100	97	239
Loyola Marymount University	116	Social Science Subtest III	100	300	220	11	11	247	100	97	241
Loyola Marymount University	145	Spanish Subtest I	100	300	220	1				100	238
Loyola Marymount University	146	Spanish Subtest II	100	300	220	1				100	242
Loyola Marymount University	147	Spanish Subtest III	100	300	220	1				100	250
Loyola Marymount University	142	Writing Skills	100	300	220	34	34	264	100	100	251
Mount Saint Mary's College	098	CBEST	60	240	123	2				100	156
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	2				100	245
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	2				99	246
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	2				99	243
Mount Saint Mary's College	081.1	RICA.1	100	300	220	1				72	229
National Hispanic University	120	Biology/Life Science Subtest III	100	300	220	1				100	243
National Hispanic University	098	CBEST	60	240	123	41	41	144	100	100	156
National Hispanic University	105	English Subtest I	100	300	220	2				100	246
National Hispanic University	106	English Subtest II	100	300	220	2				100	254
National Hispanic University	107	English Subtest III	100	300	220	2				98	240
National Hispanic University	108	English Subtest IV	100	300	220	1				100	239
National Hispanic University	178	Health Science Subtest I	100	300	220	1					
National Hispanic University	179	Health Science Subtest II	100	300	220	1					
National Hispanic University	180	Health Science Subtest III	100	300	220	1					
National Hispanic University	181	Home Economics Subtest I	100	300	220	1					
National Hispanic University	182	Home Economics Subtest II	100	300	220	1					
National Hispanic University	183	Home Economics Subtest III	100	300	220	1					
National Hispanic University	110	Mathematics Subtest I	100	300	220	5				96	245
National Hispanic University	111	Mathematics Subtest II	100	300	220	5				96	241
National Hispanic University	112	Mathematics Subtest III	100	300	220	1				100	239
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	25	25	240	100	100	245

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	25	25	239	100	99	246
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	25	25	237	100	99	243
National Hispanic University	129	Physical Education Subtest I	100	300	220	2				86	227
National Hispanic University	130	Physical Education Subtest II	100	300	220	2				86	231
National Hispanic University	131	Physical Education Subtest III	100	300	220	2				86	223
National Hispanic University	081	RICA	0	120	81	1				97	93
National Hispanic University	092	RICA Video	100	300	220	1					
National Hispanic University	081.1	RICA.1	100	300	220	13	6	220	46	72	229
National Hispanic University	118	Science Subtest I	100	300	220	1				100	248
National Hispanic University	119	Science Subtest II	100	300	220	1				100	251
National Hispanic University	114	Social Science Subtest I	100	300	220	1				97	237
National Hispanic University	115	Social Science Subtest II	100	300	220	1				97	239
National Hispanic University	116	Social Science Subtest III	100	300	220	1				97	241
National Hispanic University	145	Spanish Subtest I	100	300	220	8				100	238
National Hispanic University	146	Spanish Subtest II	100	300	220	8				100	242
National Hispanic University	147	Spanish Subtest III	100	300	220	10	10	253	100	100	250
National University	140	Art Subtest I	100	300	220	2					
National University	141	Art Subtest II	100	300	220	2					
National University	120	Biology/Life Science Subtest III	100	300	220	1				100	243
National University	124	Biology/Life Science Subtest IV	100	300	220	1					
National University	098	CBEST	60	240	123	31	31	157	100	100	156
National University	105	English Subtest I	100	300	220	3				100	246
National University	106	English Subtest II	100	300	220	3				100	254
National University	107	English Subtest III	100	300	220	3				98	240
National University	108	English Subtest IV	100	300	220	3				100	239
National University	178	Health Science Subtest I	100	300	220	1					
National University	179	Health Science Subtest II	100	300	220	1					
National University	180	Health Science Subtest III	100	300	220	1					
National University	110	Mathematics Subtest I	100	300	220	3				96	245
National University	111	Mathematics Subtest II	100	300	220	3				96	241
National University	112	Mathematics Subtest III	100	300	220	1				100	239
National University	101	Multiple Subjects Subtest I	100	300	220	11	11	240	100	100	245
National University	102	Multiple Subjects Subtest II	100	300	220	11	10	239	91	99	246
National University	103	Multiple Subjects Subtest III	100	300	220	11	10	233	91	99	243
National University	136	Music Subtest I	100	300	220	1					
National University	137	Music Subtest II	100	300	220	1					

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	138	Music Subtest III	100	300	220	1					
National University	129	Physical Education Subtest I	100	300	220	1				86	227
National University	130	Physical Education Subtest II	100	300	220	1				86	231
National University	131	Physical Education Subtest III	100	300	220	1				86	223
National University	081	RICA	0	120	81	1				97	93
National University	081.1	RICA.1	100	300	220	4				72	229
National University	118	Science Subtest I	100	300	220	2				100	248
National University	119	Science Subtest II	100	300	220	2				100	251
National University	114	Social Science Subtest I	100	300	220	3				97	237
National University	115	Social Science Subtest II	100	300	220	2				97	239
National University	116	Social Science Subtest III	100	300	220	2				97	241
Notre Dame de Namur University	098	CBEST	60	240	123	49	49	152	100	100	156
Notre Dame de Namur University	101	Multiple Subjects Subtest I	100	300	220	6				100	245
Notre Dame de Namur University	102	Multiple Subjects Subtest II	100	300	220	6				99	246
Notre Dame de Namur University	103	Multiple Subjects Subtest III	100	300	220	6				99	243
Notre Dame de Namur University	081	RICA	0	120	81	3				97	93
Notre Dame de Namur University	081.1	RICA.1	100	300	220	14	9	227	64	72	229
Notre Dame de Namur University	142	Writing Skills	100	300	220	6				100	251
Orange County Department of Education	098	CBEST	60	240	123	7				100	158
Orange County Department of Education	081	RICA	0	120	81	2					
Orange County Department of Education	081.1	RICA.1	100	300	220	1				67	228
Pepperdine University	098	CBEST	60	240	123	5				100	156
Pepperdine University	081.1	RICA.1	100	300	220	2				72	229
Point Loma Nazarene University	098	CBEST	60	240	123	2				100	156
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	1				100	245
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	1				99	246
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	1				99	243
Saint Mary's College of California	098	CBEST	60	240	123	9				100	156
Saint Mary's College of California	101	Multiple Subjects Subtest I	100	300	220	7				100	245
Saint Mary's College of California	102	Multiple Subjects Subtest II	100	300	220	8				99	246
Saint Mary's College of California	103	Multiple Subjects Subtest III	100	300	220	8				99	243
Saint Mary's College of California	114	Social Science Subtest I	100	300	220	1				97	237
Saint Mary's College of California	115	Social Science Subtest II	100	300	220	1				97	239
Saint Mary's College of California	116	Social Science Subtest III	100	300	220	1				97	241
Saint Mary's College of California	142	Writing Skills	100	300	220	1				100	251
San Diego State University	098	CBEST	60	240	123	1				100	156

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	1				100	245
San Diego State University	102	Multiple Subjects Subtest II	100	300	220	1				99	246
San Diego State University	103	Multiple Subjects Subtest III	100	300	220	1				99	243
San Diego State University	081	RICA	0	120	81	1				97	93
San Francisco State University	098	CBEST	60	240	123	18	18	162	100	100	156
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	21	21	247	100	100	245
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	21	21	246	100	99	246
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	21	21	242	100	99	243
San Francisco State University	081	RICA	0	120	81	2				97	93
San Francisco State University	081.1	RICA.1	100	300	220	4				72	229
San Francisco State University	142	Writing Skills	100	300	220	21	21	247	100	100	251
San Jose State University	140	Art Subtest I	100	300	220	1					
San Jose State University	141	Art Subtest II	100	300	220	1					
San Jose State University	098	CBEST	60	240	123	23	23	163	100	100	156
San Jose State University	105	English Subtest I	100	300	220	1				100	246
San Jose State University	106	English Subtest II	100	300	220	1				100	254
San Jose State University	107	English Subtest III	100	300	220	1				98	240
San Jose State University	108	English Subtest IV	100	300	220	1				100	239
San Jose State University	148	French Subtest I	100	300	220	1					
San Jose State University	149	French Subtest II	100	300	220	1					
San Jose State University	150	French Subtest III	100	300	220	1					
San Jose State University	110	Mathematics Subtest I	100	300	220	2				96	245
San Jose State University	111	Mathematics Subtest II	100	300	220	2				96	241
San Jose State University	112	Mathematics Subtest III	100	300	220	2				100	239
San Jose State University	101	Multiple Subjects Subtest I	100	300	220	11	11	255	100	100	245
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	11	11	252	100	99	246
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	11	11	253	100	99	243
San Jose State University	136	Music Subtest I	100	300	220	1					
San Jose State University	137	Music Subtest II	100	300	220	1					
San Jose State University	138	Music Subtest III	100	300	220	1					
San Jose State University	129	Physical Education Subtest I	100	300	220	1				86	227
San Jose State University	130	Physical Education Subtest II	100	300	220	1				86	231
San Jose State University	131	Physical Education Subtest III	100	300	220	1				86	223
San Jose State University	081	RICA	0	120	81	2				97	93
San Jose State University	081.1	RICA.1	100	300	220	4				72	229
San Jose State University	114	Social Science Subtest I	100	300	220	1				97	237

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Jose State University	115	Social Science Subtest II	100	300	220	1				97	239
San Jose State University	116	Social Science Subtest III	100	300	220	1				97	241
San Jose State University	145	Spanish Subtest I	100	300	220	1				100	238
San Jose State University	146	Spanish Subtest II	100	300	220	1				100	242
San Jose State University	147	Spanish Subtest III	100	300	220	1				100	250
Sonoma State University	098	CBEST	60	240	123	5				100	156
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	5				100	245
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	5				99	246
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	5				99	243
Sonoma State University	081.1	RICA.1	100	300	220	1				72	229
Stanislaus County Office of Education	098	CBEST	60	240	123	12	12	143	100	100	158
Stanislaus County Office of Education	101	Multiple Subjects Subtest I	100	300	220	11	11	241	100	100	250
Stanislaus County Office of Education	102	Multiple Subjects Subtest II	100	300	220	11	11	244	100	100	254
Stanislaus County Office of Education	103	Multiple Subjects Subtest III	100	300	220	11	11	242	100	100	250
Stanislaus County Office of Education	081.1	RICA.1	100	300	220	5				67	228
Stanislaus County Office of Education	118	Science Subtest I	100	300	220	1				100	247
Stanislaus County Office of Education	119	Science Subtest II	100	300	220	1				100	253
Stanislaus County Office of Education	114	Social Science Subtest I	100	300	220	1					
Stanislaus County Office of Education	115	Social Science Subtest II	100	300	220	1					
Stanislaus County Office of Education	116	Social Science Subtest III	100	300	220	1					
Touro University-CA College of Education	098	CBEST	60	240	123	3				100	156
Touro University-CA College of Education	101	Multiple Subjects Subtest I	100	300	220	1				100	245
Touro University-CA College of Education	102	Multiple Subjects Subtest II	100	300	220	1				99	246
Touro University-CA College of Education	103	Multiple Subjects Subtest III	100	300	220	1				99	243
Touro University-CA College of Education	142	Writing Skills	100	300	220	1				100	251
UC Los Angeles	098	CBEST	60	240	123	55	53	153	96	100	156
UC Los Angeles	105	English Subtest I	100	300	220	1				100	246
UC Los Angeles	106	English Subtest II	100	300	220	1				100	254
UC Los Angeles	107	English Subtest III	100	300	220	1				98	240
UC Los Angeles	108	English Subtest IV	100	300	220	1				100	239
UC Los Angeles	110	Mathematics Subtest I	100	300	220	4				96	245
UC Los Angeles	111	Mathematics Subtest II	100	300	220	4				96	241
UC Los Angeles	112	Mathematics Subtest III	100	300	220	4				100	239
UC Los Angeles	101	Multiple Subjects Subtest I	100	300	220	21	21	242	100	100	245
UC Los Angeles	102	Multiple Subjects Subtest II	100	300	220	21	19	240	90	99	246
UC Los Angeles	103	Multiple Subjects Subtest III	100	300	220	21	20	244	95	99	243

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Los Angeles	081	RICA	0	120	81	2				97	93
UC Los Angeles	081.1	RICA.1	100	300	220	8				72	229
UC Los Angeles	118	Science Subtest I	100	300	220	6				100	248
UC Los Angeles	119	Science Subtest II	100	300	220	5				100	251
UC Los Angeles	114	Social Science Subtest I	100	300	220	3				97	237
UC Los Angeles	115	Social Science Subtest II	100	300	220	3				97	239
UC Los Angeles	116	Social Science Subtest III	100	300	220	3				97	241
UC Los Angeles	145	Spanish Subtest I	100	300	220	3				100	238
UC Los Angeles	146	Spanish Subtest II	100	300	220	3				100	242
UC Los Angeles	147	Spanish Subtest III	100	300	220	3				100	250
UC Los Angeles	142	Writing Skills	100	300	220	1				100	251
UC Riverside	120	Biology/Life Science Subtest III	100	300	220	1				100	243
UC Riverside	098	CBEST	60	240	123	9				100	156
UC Riverside	121	Chemistry Subtest III	100	300	220	1					
UC Riverside	110	Mathematics Subtest I	100	300	220	5				96	245
UC Riverside	111	Mathematics Subtest II	100	300	220	5				96	241
UC Riverside	112	Mathematics Subtest III	100	300	220	5				100	239
UC Riverside	101	Multiple Subjects Subtest I	100	300	220	2				100	245
UC Riverside	102	Multiple Subjects Subtest II	100	300	220	2				99	246
UC Riverside	103	Multiple Subjects Subtest III	100	300	220	2				99	243
UC Riverside	118	Science Subtest I	100	300	220	2				100	248
UC Riverside	119	Science Subtest II	100	300	220	2				100	251
University of LaVerne	098	CBEST	60	240	123	5				100	156
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	3				100	245
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	3				99	246
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	3				99	243
University of LaVerne	129	Physical Education Subtest I	100	300	220	2				86	227
University of LaVerne	130	Physical Education Subtest II	100	300	220	2				86	231
University of LaVerne	131	Physical Education Subtest III	100	300	220	2				86	223
University of LaVerne	081.1	RICA.1	100	300	220	2				72	229
University of Phoenix	098	CBEST	60	240	123	3				100	156
University of Phoenix	110	Mathematics Subtest I	100	300	220	2				96	245
University of Phoenix	111	Mathematics Subtest II	100	300	220	2				96	241
University of Redlands	098	CBEST	60	240	123	3				100	156
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	1				100	245
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	1				99	246

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	1				99	243
University of Redlands	081.1	RICA.1	100	300	220	1				72	229
University of San Francisco	098	CBEST	60	240	123	26	26	162	100	100	156
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	6				100	245
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	6				99	246
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	6				99	243
University of San Francisco	081	RICA	0	120	81	1				97	93
University of San Francisco	081.1	RICA.1	100	300	220	2				72	229
University of San Francisco	142	Writing Skills	100	300	220	6				100	251
University of the Pacific	098	CBEST	60	240	123	2				100	156
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	2				100	245
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	2				99	246
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	2				99	243
University of the Pacific	081.1	RICA.1	100	300	220	2				72	229

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Alliant International University	120	Biology/Life Science Subtest III	100	300	220	1				99	246
Alliant International University	098	CBEST	60	240	123	28	28	170	100	100	159
Alliant International University	105	English Subtest I	100	300	220	1				100	250
Alliant International University	106	English Subtest II	100	300	220	1				100	252
Alliant International University	107	English Subtest III	100	300	220	1				100	245
Alliant International University	108	English Subtest IV	100	300	220	1				100	247
Alliant International University	110	Mathematics Subtest I	100	300	220	3				100	250
Alliant International University	111	Mathematics Subtest II	100	300	220	3				100	244
Alliant International University	112	Mathematics Subtest III	100	300	220	3				100	253
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	18	18	255	100	100	245
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	18	18	256	100	100	247
Alliant International University	103	Multiple Subjects Subtest III	100	300	220	18	18	248	100	100	243
Alliant International University	129	Physical Education Subtest I	100	300	220	1				100	237
Alliant International University	130	Physical Education Subtest II	100	300	220	1				100	238
Alliant International University	131	Physical Education Subtest III	100	300	220	1				100	234
Alliant International University	081.1	RICA.1	100	300	220	18	18	244	100	92	236
Alliant International University	118	Science Subtest I	100	300	220	4				100	253
Alliant International University	119	Science Subtest II	100	300	220	4				99	256
Alliant International University	114	Social Science Subtest I	100	300	220	2				100	243
Alliant International University	115	Social Science Subtest II	100	300	220	2				100	248
Alliant International University	116	Social Science Subtest III	100	300	220	2				100	248
Alliant International University	142	Writing Skills	100	300	220	4				99	251
Azusa Pacific University	120	Biology/Life Science Subtest III	100	300	220	2				99	246
Azusa Pacific University	098	CBEST	60	240	123	47	47	153	100	100	159
Azusa Pacific University	105	English Subtest I	100	300	220	2				100	250
Azusa Pacific University	106	English Subtest II	100	300	220	2				100	252
Azusa Pacific University	107	English Subtest III	100	300	220	2				100	245
Azusa Pacific University	108	English Subtest IV	100	300	220	2				100	247
Azusa Pacific University	163	Mandarin Subtest I	100	300	220	1					
Azusa Pacific University	164	Mandarin Subtest II	100	300	220	1					
Azusa Pacific University	165	Mandarin Subtest III	100	300	220	1					
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	3				100	250
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	3				100	244
Azusa Pacific University	112	Mathematics Subtest III	100	300	220	1				100	253
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	32	32	240	100	100	245
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	32	32	243	100	100	247

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	32	32	239	100	100	243
Azusa Pacific University	136	Music Subtest I	100	300	220	2					
Azusa Pacific University	137	Music Subtest II	100	300	220	2					
Azusa Pacific University	138	Music Subtest III	100	300	220	2					
Azusa Pacific University	129	Physical Education Subtest I	100	300	220	1				100	237
Azusa Pacific University	130	Physical Education Subtest II	100	300	220	1				100	238
Azusa Pacific University	131	Physical Education Subtest III	100	300	220	1				100	234
Azusa Pacific University	081.1	RICA.1	100	300	220	33	31	233	94	92	236
Azusa Pacific University	118	Science Subtest I	100	300	220	3				100	253
Azusa Pacific University	119	Science Subtest II	100	300	220	3				99	256
Azusa Pacific University	114	Social Science Subtest I	100	300	220	1				100	243
Azusa Pacific University	115	Social Science Subtest II	100	300	220	1				100	248
Azusa Pacific University	116	Social Science Subtest III	100	300	220	1				100	248
Azusa Pacific University	145	Spanish Subtest I	100	300	220	1				100	239
Azusa Pacific University	146	Spanish Subtest II	100	300	220	1				100	243
Azusa Pacific University	147	Spanish Subtest III	100	300	220	1				100	258
Bay Area School of Enterprise	120	Biology/Life Science Subtest III	100	300	220	2				100	242
Bay Area School of Enterprise	098	CBEST	60	240	123	19	19	175	100	100	159
Bay Area School of Enterprise	105	English Subtest I	100	300	220	2				100	244
Bay Area School of Enterprise	106	English Subtest II	100	300	220	2				100	243
Bay Area School of Enterprise	107	English Subtest III	100	300	220	2				100	245
Bay Area School of Enterprise	108	English Subtest IV	100	300	220	2				100	238
Bay Area School of Enterprise	178	Health Science Subtest I	100	300	220	1					
Bay Area School of Enterprise	179	Health Science Subtest II	100	300	220	1					
Bay Area School of Enterprise	180	Health Science Subtest III	100	300	220	1					
Bay Area School of Enterprise	110	Mathematics Subtest I	100	300	220	6				100	253
Bay Area School of Enterprise	111	Mathematics Subtest II	100	300	220	6				100	249
Bay Area School of Enterprise	112	Mathematics Subtest III	100	300	220	1					
Bay Area School of Enterprise	101	Multiple Subjects Subtest I	100	300	220	32	32	261	100	100	248
Bay Area School of Enterprise	102	Multiple Subjects Subtest II	100	300	220	32	32	264	100	100	250
Bay Area School of Enterprise	103	Multiple Subjects Subtest III	100	300	220	32	32	248	100	100	245
Bay Area School of Enterprise	123	Physics Subtest III	100	300	220	1					
Bay Area School of Enterprise	081.1	RICA.1	100	300	220	32	32	247	100	93	239
Bay Area School of Enterprise	118	Science Subtest I	100	300	220	3				100	257
Bay Area School of Enterprise	119	Science Subtest II	100	300	220	3				100	253
Bay Area School of Enterprise	114	Social Science Subtest I	100	300	220	1					

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Bay Area School of Enterprise	115	Social Science Subtest II	100	300	220	1					
Bay Area School of Enterprise	116	Social Science Subtest III	100	300	220	1					
Bay Area School of Enterprise	145	Spanish Subtest I	100	300	220	2					
Bay Area School of Enterprise	146	Spanish Subtest II	100	300	220	2					
Bay Area School of Enterprise	147	Spanish Subtest III	100	300	220	2					
Bay Area School of Enterprise	142	Writing Skills	100	300	220	28	28	261	100	100	261
Brandman University	140	Art Subtest I	100	300	220	2					
Brandman University	141	Art Subtest II	100	300	220	2					
Brandman University	120	Biology/Life Science Subtest III	100	300	220	2				99	246
Brandman University	098	CBEST	60	240	123	48	48	153	100	100	159
Brandman University	121	Chemistry Subtest III	100	300	220	2				100	252
Brandman University	105	English Subtest I	100	300	220	6				100	250
Brandman University	106	English Subtest II	100	300	220	6				100	252
Brandman University	107	English Subtest III	100	300	220	6				100	245
Brandman University	108	English Subtest IV	100	300	220	6				100	247
Brandman University	110	Mathematics Subtest I	100	300	220	3				100	250
Brandman University	111	Mathematics Subtest II	100	300	220	3				100	244
Brandman University	112	Mathematics Subtest III	100	300	220	1				100	253
Brandman University	101	Multiple Subjects Subtest I	100	300	220	26	26	244	100	100	245
Brandman University	102	Multiple Subjects Subtest II	100	300	220	26	26	236	100	100	247
Brandman University	103	Multiple Subjects Subtest III	100	300	220	26	26	243	100	100	243
Brandman University	136	Music Subtest I	100	300	220	1					
Brandman University	137	Music Subtest II	100	300	220	1					
Brandman University	138	Music Subtest III	100	300	220	1					
Brandman University	129	Physical Education Subtest I	100	300	220	1				100	237
Brandman University	130	Physical Education Subtest II	100	300	220	1				100	238
Brandman University	131	Physical Education Subtest III	100	300	220	1				100	234
Brandman University	092	RICA Video	100	300	220	2					
Brandman University	081.1	RICA.1	100	300	220	27	27	233	100	92	236
Brandman University	118	Science Subtest I	100	300	220	5				100	253
Brandman University	119	Science Subtest II	100	300	220	5				99	256
Brandman University	114	Social Science Subtest I	100	300	220	2				100	243
Brandman University	115	Social Science Subtest II	100	300	220	2				100	248
Brandman University	116	Social Science Subtest III	100	300	220	2				100	248
Brandman University	145	Spanish Subtest I	100	300	220	2				100	239
Brandman University	146	Spanish Subtest II	100	300	220	2				100	243

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Brandman University	147	Spanish Subtest III	100	300	220	2				100	258
Brandman University	142	Writing Skills	100	300	220	2				99	251
CA State Polytechnic Univ.-Pomona	120	Biology/Life Science Subtest III	100	300	220	4				99	246
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	30	30	152	100	100	159
CA State Polytechnic Univ.-Pomona	121	Chemistry Subtest III	100	300	220	2				100	252
CA State Polytechnic Univ.-Pomona	110	Mathematics Subtest I	100	300	220	2				100	250
CA State Polytechnic Univ.-Pomona	111	Mathematics Subtest II	100	300	220	2				100	244
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	22	22	237	100	100	245
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	22	22	244	100	100	247
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	22	22	233	100	100	243
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	22	18	224	82	92	236
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	2				100	253
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	2				99	256
California Baptist University	098	CBEST	60	240	123	4				100	159
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	4				100	245
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	4				100	247
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	4				100	243
California Baptist University	081.1	RICA.1	100	300	220	4				92	236
California Lutheran University	098	CBEST	60	240	123	7				100	159
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	9				100	245
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	9				100	247
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	9				100	243
California Lutheran University	081.1	RICA.1	100	300	220	9				92	236
California Lutheran University	142	Writing Skills	100	300	220	2				99	251
CALState Teach	098	CBEST	60	240	123	33	33	158	100	100	159
CALState Teach	101	Multiple Subjects Subtest I	100	300	220	37	37	249	100	100	245
CALState Teach	102	Multiple Subjects Subtest II	100	300	220	37	37	253	100	100	247
CALState Teach	103	Multiple Subjects Subtest III	100	300	220	37	37	249	100	100	243
CALState Teach	081	RICA	0	120	81	2				100	92
CALState Teach	081.1	RICA.1	100	300	220	31	26	237	84	92	236
CALState Teach	142	Writing Skills	100	300	220	4				99	251
Chapman University	098	CBEST	60	240	123	7				100	159
Chapman University	101	Multiple Subjects Subtest I	100	300	220	7				100	245
Chapman University	102	Multiple Subjects Subtest II	100	300	220	7				100	247
Chapman University	103	Multiple Subjects Subtest III	100	300	220	7				100	243
Chapman University	081.1	RICA.1	100	300	220	6				92	236

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Claremont Graduate University	120	Biology/Life Science Subtest III	100	300	220	2				99	246
Claremont Graduate University	098	CBEST	60	240	123	22	22	162	100	100	159
Claremont Graduate University	105	English Subtest I	100	300	220	3				100	250
Claremont Graduate University	106	English Subtest II	100	300	220	3				100	252
Claremont Graduate University	107	English Subtest III	100	300	220	3				100	245
Claremont Graduate University	108	English Subtest IV	100	300	220	3				100	247
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	1				100	250
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	1				100	244
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	10	10	255	100	100	245
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	10	10	250	100	100	247
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	10	10	246	100	100	243
Claremont Graduate University	081	RICA	0	120	81	3				100	92
Claremont Graduate University	081.1	RICA.1	100	300	220	10	7	231	70	92	236
Claremont Graduate University	118	Science Subtest I	100	300	220	3				100	253
Claremont Graduate University	119	Science Subtest II	100	300	220	3				99	256
Claremont Graduate University	147	Spanish Subtest III	100	300	220	1				100	258
CSU Bakersfield	120	Biology/Life Science Subtest III	100	300	220	1				99	246
CSU Bakersfield	098	CBEST	60	240	123	20	20	151	100	100	159
CSU Bakersfield	105	English Subtest I	100	300	220	1				100	250
CSU Bakersfield	106	English Subtest II	100	300	220	1				100	252
CSU Bakersfield	107	English Subtest III	100	300	220	1				100	245
CSU Bakersfield	108	English Subtest IV	100	300	220	1				100	247
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	3				100	250
CSU Bakersfield	111	Mathematics Subtest II	100	300	220	3				100	244
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	13	13	247	100	100	245
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	13	13	240	100	100	247
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	13	13	248	100	100	243
CSU Bakersfield	081	RICA	0	120	81	1				100	92
CSU Bakersfield	081.1	RICA.1	100	300	220	12	10	233	83	92	236
CSU Bakersfield	118	Science Subtest I	100	300	220	1				100	253
CSU Bakersfield	119	Science Subtest II	100	300	220	1				99	256
CSU Channel Islands	098	CBEST	60	240	123	1				100	159
CSU Channel Islands	101	Multiple Subjects Subtest I	100	300	220	1				100	245
CSU Channel Islands	102	Multiple Subjects Subtest II	100	300	220	1				100	247
CSU Channel Islands	103	Multiple Subjects Subtest III	100	300	220	1				100	243
CSU Channel Islands	081.1	RICA.1	100	300	220	1				92	236

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Chico	140	Art Subtest I	100	300	220	1					
CSU Chico	141	Art Subtest II	100	300	220	1					
CSU Chico	098	CBEST	60	240	123	27	27	153	100	100	159
CSU Chico	101	Multiple Subjects Subtest I	100	300	220	9				100	245
CSU Chico	102	Multiple Subjects Subtest II	100	300	220	9				100	247
CSU Chico	103	Multiple Subjects Subtest III	100	300	220	9				100	243
CSU Chico	081	RICA	0	120	81	5				100	92
CSU Chico	081.1	RICA.1	100	300	220	5				92	236
CSU Chico	114	Social Science Subtest I	100	300	220	1				100	243
CSU Chico	115	Social Science Subtest II	100	300	220	1				100	248
CSU Chico	116	Social Science Subtest III	100	300	220	1				100	248
CSU Dominguez Hills	120	Biology/Life Science Subtest III	100	300	220	3				99	246
CSU Dominguez Hills	124	Biology/Life Science Subtest IV	100	300	220	1					
CSU Dominguez Hills	098	CBEST	60	240	123	43	43	152	100	100	159
CSU Dominguez Hills	121	Chemistry Subtest III	100	300	220	1				100	252
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	6				100	250
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	6				100	244
CSU Dominguez Hills	112	Mathematics Subtest III	100	300	220	2				100	253
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	15	15	243	100	100	245
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	15	15	246	100	100	247
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	15	15	243	100	100	243
CSU Dominguez Hills	136	Music Subtest I	100	300	220	1					
CSU Dominguez Hills	137	Music Subtest II	100	300	220	1					
CSU Dominguez Hills	138	Music Subtest III	100	300	220	1					
CSU Dominguez Hills	129	Physical Education Subtest I	100	300	220	2				100	237
CSU Dominguez Hills	130	Physical Education Subtest II	100	300	220	2				100	238
CSU Dominguez Hills	131	Physical Education Subtest III	100	300	220	2				100	234
CSU Dominguez Hills	081	RICA	0	120	81	5				100	92
CSU Dominguez Hills	081.1	RICA.1	100	300	220	13	10	225	77	92	236
CSU Dominguez Hills	118	Science Subtest I	100	300	220	5				100	253
CSU Dominguez Hills	119	Science Subtest II	100	300	220	5				99	256
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	1				100	243
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	1				100	248
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	1				100	248
CSU East Bay	140	Art Subtest I	100	300	220	1					
CSU East Bay	141	Art Subtest II	100	300	220	1					

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU East Bay	120	Biology/Life Science Subtest III	100	300	220	2				99	246
CSU East Bay	098	CBEST	60	240	123	37	37	160	100	100	159
CSU East Bay	121	Chemistry Subtest III	100	300	220	2				100	252
CSU East Bay	110	Mathematics Subtest I	100	300	220	6				100	250
CSU East Bay	111	Mathematics Subtest II	100	300	220	6				100	244
CSU East Bay	112	Mathematics Subtest III	100	300	220	3				100	253
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	12	12	245	100	100	245
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	12	12	248	100	100	247
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	12	12	250	100	100	243
CSU East Bay	129	Physical Education Subtest I	100	300	220	6				100	237
CSU East Bay	130	Physical Education Subtest II	100	300	220	6				100	238
CSU East Bay	131	Physical Education Subtest III	100	300	220	6				100	234
CSU East Bay	081.1	RICA.1	100	300	220	12	12	242	100	92	236
CSU East Bay	118	Science Subtest I	100	300	220	5				100	253
CSU East Bay	119	Science Subtest II	100	300	220	5				99	256
CSU East Bay	114	Social Science Subtest I	100	300	220	2				100	243
CSU East Bay	115	Social Science Subtest II	100	300	220	2				100	248
CSU East Bay	116	Social Science Subtest III	100	300	220	2				100	248
CSU East Bay	142	Writing Skills	100	300	220	3				99	251
CSU Fresno	098	CBEST	60	240	123	33	33	152	100	100	159
CSU Fresno	105	English Subtest I	100	300	220	2				100	250
CSU Fresno	106	English Subtest II	100	300	220	2				100	252
CSU Fresno	107	English Subtest III	100	300	220	2				100	245
CSU Fresno	108	English Subtest IV	100	300	220	2				100	247
CSU Fresno	110	Mathematics Subtest I	100	300	220	4				100	250
CSU Fresno	111	Mathematics Subtest II	100	300	220	4				100	244
CSU Fresno	112	Mathematics Subtest III	100	300	220	4				100	253
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	9				100	245
CSU Fresno	102	Multiple Subjects Subtest II	100	300	220	9				100	247
CSU Fresno	103	Multiple Subjects Subtest III	100	300	220	9				100	243
CSU Fresno	136	Music Subtest I	100	300	220	1					
CSU Fresno	137	Music Subtest II	100	300	220	1					
CSU Fresno	138	Music Subtest III	100	300	220	1					
CSU Fresno	123	Physics Subtest III	100	300	220	1				100	268
CSU Fresno	081	RICA	0	120	81	3				100	92
CSU Fresno	081.1	RICA.1	100	300	220	6				92	236

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Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Fresno	118	Science Subtest I	100	300	220	1				100	253
CSU Fresno	119	Science Subtest II	100	300	220	1				99	256
CSU Fullerton	140	Art Subtest I	100	300	220	1					
CSU Fullerton	141	Art Subtest II	100	300	220	1					
CSU Fullerton	120	Biology/Life Science Subtest III	100	300	220	3				99	246
CSU Fullerton	098	CBEST	60	240	123	17	17	144	100	100	159
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	6				100	245
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	6				100	247
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	6				100	243
CSU Fullerton	081.1	RICA.1	100	300	220	8				92	236
CSU Fullerton	118	Science Subtest I	100	300	220	3				100	253
CSU Fullerton	119	Science Subtest II	100	300	220	3				99	256
CSU Long Beach	120	Biology/Life Science Subtest III	100	300	220	1				99	246
CSU Long Beach	098	CBEST	60	240	123	6				100	159
CSU Long Beach	121	Chemistry Subtest III	100	300	220	2				100	252
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	2				100	245
CSU Long Beach	102	Multiple Subjects Subtest II	100	300	220	2				100	247
CSU Long Beach	103	Multiple Subjects Subtest III	100	300	220	2				100	243
CSU Long Beach	081.1	RICA.1	100	300	220	2				92	236
CSU Long Beach	118	Science Subtest I	100	300	220	3				100	253
CSU Long Beach	119	Science Subtest II	100	300	220	3				99	256
CSU Los Angeles	098	CBEST	60	240	123	28	28	154	100	100	159
CSU Los Angeles	105	English Subtest I	100	300	220	1				100	250
CSU Los Angeles	106	English Subtest II	100	300	220	1				100	252
CSU Los Angeles	107	English Subtest III	100	300	220	1				100	245
CSU Los Angeles	108	English Subtest IV	100	300	220	1				100	247
CSU Los Angeles	110	Mathematics Subtest I	100	300	220	1				100	250
CSU Los Angeles	111	Mathematics Subtest II	100	300	220	1				100	244
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	22	22	241	100	100	245
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	22	22	244	100	100	247
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	22	22	240	100	100	243
CSU Los Angeles	081.1	RICA.1	100	300	220	24	22	236	92	92	236
CSU Los Angeles	145	Spanish Subtest I	100	300	220	1				100	239
CSU Los Angeles	146	Spanish Subtest II	100	300	220	1				100	243
CSU Los Angeles	147	Spanish Subtest III	100	300	220	1				100	258
CSU Monterey Bay	098	CBEST	60	240	123	22	22	153	100	100	159

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Monterey Bay	105	English Subtest I	100	300	220	3				100	250
CSU Monterey Bay	106	English Subtest II	100	300	220	3				100	252
CSU Monterey Bay	107	English Subtest III	100	300	220	3				100	245
CSU Monterey Bay	108	English Subtest IV	100	300	220	3				100	247
CSU Monterey Bay	157	Japanese Subtest I	100	300	220	1					
CSU Monterey Bay	158	Japanese Subtest II	100	300	220	1					
CSU Monterey Bay	159	Japanese Subtest III	100	300	220	1					
CSU Monterey Bay	110	Mathematics Subtest I	100	300	220	1				100	250
CSU Monterey Bay	111	Mathematics Subtest II	100	300	220	1				100	244
CSU Monterey Bay	101	Multiple Subjects Subtest I	100	300	220	12	12	256	100	100	245
CSU Monterey Bay	102	Multiple Subjects Subtest II	100	300	220	12	12	259	100	100	247
CSU Monterey Bay	103	Multiple Subjects Subtest III	100	300	220	12	12	245	100	100	243
CSU Monterey Bay	092	RICA Video	100	300	220	1					
CSU Monterey Bay	081.1	RICA.1	100	300	220	15	15	246	100	92	236
CSU Monterey Bay	118	Science Subtest I	100	300	220	1				100	253
CSU Monterey Bay	119	Science Subtest II	100	300	220	1				99	256
CSU Monterey Bay	142	Writing Skills	100	300	220	1				99	251
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	1				99	246
CSU Northridge	098	CBEST	60	240	123	26	26	153	100	100	159
CSU Northridge	110	Mathematics Subtest I	100	300	220	2				100	250
CSU Northridge	111	Mathematics Subtest II	100	300	220	2				100	244
CSU Northridge	112	Mathematics Subtest III	100	300	220	1				100	253
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	13	13	237	100	100	245
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	13	13	240	100	100	247
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	13	13	239	100	100	243
CSU Northridge	123	Physics Subtest III	100	300	220	2				100	268
CSU Northridge	081.1	RICA.1	100	300	220	15	14	231	93	92	236
CSU Northridge	118	Science Subtest I	100	300	220	5				100	253
CSU Northridge	119	Science Subtest II	100	300	220	5				99	256
CSU Northridge	145	Spanish Subtest I	100	300	220	1				100	239
CSU Northridge	146	Spanish Subtest II	100	300	220	1				100	243
CSU Northridge	147	Spanish Subtest III	100	300	220	1				100	258
CSU Sacramento	098	CBEST	60	240	123	26	26	157	100	100	159
CSU Sacramento	110	Mathematics Subtest I	100	300	220	1				100	250
CSU Sacramento	111	Mathematics Subtest II	100	300	220	1				100	244
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	22	22	245	100	100	245

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Sacramento	102	Multiple Subjects Subtest II	100	300	220	22	22	246	100	100	247
CSU Sacramento	103	Multiple Subjects Subtest III	100	300	220	22	22	245	100	100	243
CSU Sacramento	081.1	RICA.1	100	300	220	23	23	243	100	92	236
CSU Sacramento	142	Writing Skills	100	300	220	1				99	251
CSU San Bernardino	098	CBEST	60	240	123	19	19	158	100	100	159
CSU San Bernardino	122	Earth/Planetary Science Subtest II	100	300	220	1					
CSU San Bernardino	110	Mathematics Subtest I	100	300	220	2				100	250
CSU San Bernardino	111	Mathematics Subtest II	100	300	220	2				100	244
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	12	12	242	100	100	245
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	12	12	243	100	100	247
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	12	12	239	100	100	243
CSU San Bernardino	081.1	RICA.1	100	300	220	11	10	231	91	92	236
CSU San Bernardino	118	Science Subtest I	100	300	220	1				100	253
CSU San Bernardino	119	Science Subtest II	100	300	220	1				99	256
CSU San Bernardino	142	Writing Skills	100	300	220	3				99	251
CSU Stanislaus	098	CBEST	60	240	123	15	15	155	100	100	159
CSU Stanislaus	121	Chemistry Subtest III	100	300	220	1				100	252
CSU Stanislaus	110	Mathematics Subtest I	100	300	220	3				100	250
CSU Stanislaus	111	Mathematics Subtest II	100	300	220	3				100	244
CSU Stanislaus	112	Mathematics Subtest III	100	300	220	1				100	253
CSU Stanislaus	101	Multiple Subjects Subtest I	100	300	220	6				100	245
CSU Stanislaus	102	Multiple Subjects Subtest II	100	300	220	6				100	247
CSU Stanislaus	103	Multiple Subjects Subtest III	100	300	220	6				100	243
CSU Stanislaus	123	Physics Subtest III	100	300	220	1				100	268
CSU Stanislaus	081.1	RICA.1	100	300	220	5				92	236
CSU Stanislaus	118	Science Subtest I	100	300	220	2				100	253
CSU Stanislaus	119	Science Subtest II	100	300	220	2				99	256
CSU Stanislaus	114	Social Science Subtest I	100	300	220	1				100	243
Dominican University of California	098	CBEST	60	240	123	7				100	159
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	5				100	245
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	5				100	247
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	5				100	243
Dominican University of California	081.1	RICA.1	100	300	220	7				92	236
Dominican University of California	114	Social Science Subtest I	100	300	220	2				100	243
Dominican University of California	115	Social Science Subtest II	100	300	220	2				100	248
Dominican University of California	116	Social Science Subtest III	100	300	220	2				100	248

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Fortune School of Ed. Project Pipeline	120	Biology/Life Science Subtest III	100	300	220	4				100	242
Fortune School of Ed. Project Pipeline	124	Biology/Life Science Subtest IV	100	300	220	1					
Fortune School of Ed. Project Pipeline	098	CBEST	60	240	123	49	49	161	100	100	159
Fortune School of Ed. Project Pipeline	122	Earth/Planetary Science Subtest II	100	300	220	1					
Fortune School of Ed. Project Pipeline	105	English Subtest I	100	300	220	4				100	244
Fortune School of Ed. Project Pipeline	106	English Subtest II	100	300	220	4				100	243
Fortune School of Ed. Project Pipeline	107	English Subtest III	100	300	220	4				100	245
Fortune School of Ed. Project Pipeline	108	English Subtest IV	100	300	220	4				100	238
Fortune School of Ed. Project Pipeline	163	Mandarin Subtest I	100	300	220	1					
Fortune School of Ed. Project Pipeline	164	Mandarin Subtest II	100	300	220	1					
Fortune School of Ed. Project Pipeline	165	Mandarin Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	110	Mathematics Subtest I	100	300	220	4				100	253
Fortune School of Ed. Project Pipeline	111	Mathematics Subtest II	100	300	220	4				100	249
Fortune School of Ed. Project Pipeline	112	Mathematics Subtest III	100	300	220	2					
Fortune School of Ed. Project Pipeline	101	Multiple Subjects Subtest I	100	300	220	25	25	249	100	100	248
Fortune School of Ed. Project Pipeline	102	Multiple Subjects Subtest II	100	300	220	25	25	249	100	100	250
Fortune School of Ed. Project Pipeline	103	Multiple Subjects Subtest III	100	300	220	25	25	245	100	100	245
Fortune School of Ed. Project Pipeline	129	Physical Education Subtest I	100	300	220	1					
Fortune School of Ed. Project Pipeline	130	Physical Education Subtest II	100	300	220	1					
Fortune School of Ed. Project Pipeline	131	Physical Education Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	123	Physics Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	081.1	RICA.1	100	300	220	24	20	236	83	93	239
Fortune School of Ed. Project Pipeline	118	Science Subtest I	100	300	220	6				100	257
Fortune School of Ed. Project Pipeline	119	Science Subtest II	100	300	220	6				100	253
Fortune School of Ed. Project Pipeline	145	Spanish Subtest I	100	300	220	2					
Fortune School of Ed. Project Pipeline	146	Spanish Subtest II	100	300	220	2					
Fortune School of Ed. Project Pipeline	147	Spanish Subtest III	100	300	220	2					
Fresno Pacific University	098	CBEST	60	240	123	19	19	144	100	100	159
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	17	17	238	100	100	245
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	17	17	239	100	100	247
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	17	17	233	100	100	243
Fresno Pacific University	081.1	RICA.1	100	300	220	15	12	232	80	92	236
Fresno Pacific University	142	Writing Skills	100	300	220	1				99	251
High Tech High Communities	140	Art Subtest I	100	300	220	1					
High Tech High Communities	141	Art Subtest II	100	300	220	1					
High Tech High Communities	120	Biology/Life Science Subtest III	100	300	220	1				100	242

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Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
High Tech High Communities	124	Biology/Life Science Subtest IV	100	300	220	1					
High Tech High Communities	098	CBEST	60	240	123	22	22	173	100	100	159
High Tech High Communities	105	English Subtest I	100	300	220	4				100	244
High Tech High Communities	106	English Subtest II	100	300	220	4				100	243
High Tech High Communities	107	English Subtest III	100	300	220	4				100	245
High Tech High Communities	108	English Subtest IV	100	300	220	4				100	238
High Tech High Communities	110	Mathematics Subtest I	100	300	220	4				100	253
High Tech High Communities	111	Mathematics Subtest II	100	300	220	4				100	249
High Tech High Communities	101	Multiple Subjects Subtest I	100	300	220	4				100	248
High Tech High Communities	102	Multiple Subjects Subtest II	100	300	220	4				100	250
High Tech High Communities	103	Multiple Subjects Subtest III	100	300	220	4				100	245
High Tech High Communities	123	Physics Subtest III	100	300	220	1					
High Tech High Communities	081.1	RICA.1	100	300	220	5				93	239
High Tech High Communities	118	Science Subtest I	100	300	220	3				100	257
High Tech High Communities	119	Science Subtest II	100	300	220	3				100	253
High Tech High Communities	114	Social Science Subtest I	100	300	220	3					
High Tech High Communities	115	Social Science Subtest II	100	300	220	3					
High Tech High Communities	116	Social Science Subtest III	100	300	220	3					
Holy Names University	098	CBEST	60	240	123	10	10	155	100	100	159
Holy Names University	110	Mathematics Subtest I	100	300	220	3				100	250
Holy Names University	111	Mathematics Subtest II	100	300	220	3				100	244
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	5				100	245
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	5				100	247
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	5				100	243
Holy Names University	129	Physical Education Subtest I	100	300	220	2				100	237
Holy Names University	130	Physical Education Subtest II	100	300	220	2				100	238
Holy Names University	131	Physical Education Subtest III	100	300	220	2				100	234
Holy Names University	081.1	RICA.1	100	300	220	5				92	236
Holy Names University	118	Science Subtest I	100	300	220	1				100	253
Holy Names University	119	Science Subtest II	100	300	220	1				99	256
Holy Names University	142	Writing Skills	100	300	220	1				99	251
Humboldt State University	098	CBEST	60	240	123	1				100	159
IMPACT	172	Agriculture Subtest I	100	300	220	1					
IMPACT	173	Agriculture Subtest II	100	300	220	1					
IMPACT	174	Agriculture Subtest III	100	300	220	1					
IMPACT	140	Art Subtest I	100	300	220	1					

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
IMPACT	141	Art Subtest II	100	300	220	1					
IMPACT	120	Biology/Life Science Subtest III	100	300	220	3				100	242
IMPACT	124	Biology/Life Science Subtest IV	100	300	220	1					
IMPACT	175	Business Subtest I	100	300	220	1					
IMPACT	176	Business Subtest II	100	300	220	1					
IMPACT	177	Business Subtest III	100	300	220	1					
IMPACT	098	CBEST	60	240	123	109	109	154	100	100	159
IMPACT	105	English Subtest I	100	300	220	6				100	244
IMPACT	106	English Subtest II	100	300	220	6				100	243
IMPACT	107	English Subtest III	100	300	220	6				100	245
IMPACT	108	English Subtest IV	100	300	220	6				100	238
IMPACT	178	Health Science Subtest I	100	300	220	1					
IMPACT	179	Health Science Subtest II	100	300	220	1					
IMPACT	180	Health Science Subtest III	100	300	220	1					
IMPACT	110	Mathematics Subtest I	100	300	220	7				100	253
IMPACT	111	Mathematics Subtest II	100	300	220	7				100	249
IMPACT	112	Mathematics Subtest III	100	300	220	1					
IMPACT	101	Multiple Subjects Subtest I	100	300	220	63	63	243	100	100	248
IMPACT	102	Multiple Subjects Subtest II	100	300	220	63	63	245	100	100	250
IMPACT	103	Multiple Subjects Subtest III	100	300	220	63	63	244	100	100	245
IMPACT	136	Music Subtest I	100	300	220	1					
IMPACT	137	Music Subtest II	100	300	220	1					
IMPACT	138	Music Subtest III	100	300	220	1					
IMPACT	129	Physical Education Subtest I	100	300	220	1					
IMPACT	130	Physical Education Subtest II	100	300	220	1					
IMPACT	131	Physical Education Subtest III	100	300	220	1					
IMPACT	081	RICA	0	120	81	28	28	91	100	100	91
IMPACT	081.1	RICA.1	100	300	220	38	34	230	89	93	239
IMPACT	118	Science Subtest I	100	300	220	3				100	257
IMPACT	119	Science Subtest II	100	300	220	3				100	253
IMPACT	114	Social Science Subtest I	100	300	220	4					
IMPACT	115	Social Science Subtest II	100	300	220	4					
IMPACT	116	Social Science Subtest III	100	300	220	4					
La Sierra University	098	CBEST	60	240	123	1				100	159
La Sierra University	114	Social Science Subtest I	100	300	220	1				100	243
La Sierra University	115	Social Science Subtest II	100	300	220	1				100	248

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
La Sierra University	116	Social Science Subtest III	100	300	220	1				100	248
Los Angeles USD	120	Biology/Life Science Subtest III	100	300	220	1				100	242
Los Angeles USD	098	CBEST	60	240	123	3				100	159
Los Angeles USD	121	Chemistry Subtest III	100	300	220	1					
Los Angeles USD	123	Physics Subtest III	100	300	220	1					
Los Angeles USD	118	Science Subtest I	100	300	220	3				100	257
Los Angeles USD	119	Science Subtest II	100	300	220	3				100	253
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	36	35	248	97	99	246
Loyola Marymount University	098	CBEST	60	240	123	172	171	182	99	100	159
Loyola Marymount University	121	Chemistry Subtest III	100	300	220	20	20	251	100	100	252
Loyola Marymount University	105	English Subtest I	100	300	220	24	24	256	100	100	250
Loyola Marymount University	106	English Subtest II	100	300	220	24	24	260	100	100	252
Loyola Marymount University	107	English Subtest III	100	300	220	24	24	249	100	100	245
Loyola Marymount University	108	English Subtest IV	100	300	220	24	24	250	100	100	247
Loyola Marymount University	110	Mathematics Subtest I	100	300	220	37	37	263	100	100	250
Loyola Marymount University	111	Mathematics Subtest II	100	300	220	37	37	252	100	100	244
Loyola Marymount University	112	Mathematics Subtest III	100	300	220	2				100	253
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	88	88	257	100	100	245
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	88	88	259	100	100	247
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	88	88	249	100	100	243
Loyola Marymount University	123	Physics Subtest III	100	300	220	5				100	268
Loyola Marymount University	081.1	RICA.1	100	300	220	87	84	241	97	92	236
Loyola Marymount University	118	Science Subtest I	100	300	220	64	64	257	100	100	253
Loyola Marymount University	119	Science Subtest II	100	300	220	64	63	261	98	99	256
Loyola Marymount University	114	Social Science Subtest I	100	300	220	5				100	243
Loyola Marymount University	115	Social Science Subtest II	100	300	220	5				100	248
Loyola Marymount University	116	Social Science Subtest III	100	300	220	5				100	248
Loyola Marymount University	145	Spanish Subtest I	100	300	220	5				100	239
Loyola Marymount University	146	Spanish Subtest II	100	300	220	5				100	243
Loyola Marymount University	147	Spanish Subtest III	100	300	220	5				100	258
Loyola Marymount University	142	Writing Skills	100	300	220	48	48	263	100	99	251
Mount Saint Mary's College	098	CBEST	60	240	123	2				100	159
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	2				100	245
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	2				100	247
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	2				100	243
Mount Saint Mary's College	129	Physical Education Subtest I	100	300	220	1				100	237

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Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Mount Saint Mary's College	130	Physical Education Subtest II	100	300	220	1				100	238
Mount Saint Mary's College	131	Physical Education Subtest III	100	300	220	1				100	234
Mount Saint Mary's College	081.1	RICA.1	100	300	220	2				92	236
Mount Saint Mary's College	142	Writing Skills	100	300	220	1				99	251
National Hispanic University	098	CBEST	60	240	123	10	10	151	100	100	159
National Hispanic University	105	English Subtest I	100	300	220	1				100	250
National Hispanic University	106	English Subtest II	100	300	220	1				100	252
National Hispanic University	107	English Subtest III	100	300	220	1				100	245
National Hispanic University	108	English Subtest IV	100	300	220	1				100	247
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	7				100	245
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	7				100	247
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	7				100	243
National Hispanic University	081.1	RICA.1	100	300	220	7				92	236
National Hispanic University	145	Spanish Subtest I	100	300	220	2				100	239
National Hispanic University	146	Spanish Subtest II	100	300	220	2				100	243
National Hispanic University	147	Spanish Subtest III	100	300	220	2				100	258
National Hispanic University	142	Writing Skills	100	300	220	1				99	251
National University	186	American Sign Language Subtest I	100	300	220	2					
National University	187	American Sign Language Subtest I	100	300	220	2					
National University	188	American Sign Language Subtest I	100	300	220	2					
National University	120	Biology/Life Science Subtest III	100	300	220	4				99	246
National University	098	CBEST	60	240	123	98	98	151	100	100	159
National University	105	English Subtest I	100	300	220	9				100	250
National University	106	English Subtest II	100	300	220	9				100	252
National University	107	English Subtest III	100	300	220	9				100	245
National University	108	English Subtest IV	100	300	220	9				100	247
National University	178	Health Science Subtest I	100	300	220	3					
National University	179	Health Science Subtest II	100	300	220	3					
National University	180	Health Science Subtest III	100	300	220	3					
National University	184	Industrial And Tech Ed Subtest I	100	300	220	2					
National University	185	Industrial And Tech Ed Subtest II	100	300	220	2					
National University	110	Mathematics Subtest I	100	300	220	8				100	250
National University	111	Mathematics Subtest II	100	300	220	8				100	244
National University	101	Multiple Subjects Subtest I	100	300	220	40	40	237	100	100	245
National University	102	Multiple Subjects Subtest II	100	300	220	40	40	240	100	100	247
National University	103	Multiple Subjects Subtest III	100	300	220	40	40	239	100	100	243

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	136	Music Subtest I	100	300	220	2					
National University	137	Music Subtest II	100	300	220	2					
National University	138	Music Subtest III	100	300	220	2					
National University	129	Physical Education Subtest I	100	300	220	8				100	237
National University	130	Physical Education Subtest II	100	300	220	8				100	238
National University	131	Physical Education Subtest III	100	300	220	8				100	234
National University	092	RICA Video	100	300	220	1					
National University	081.1	RICA.1	100	300	220	48	41	228	85	92	236
National University	118	Science Subtest I	100	300	220	5				100	253
National University	119	Science Subtest II	100	300	220	5				99	256
National University	114	Social Science Subtest I	100	300	220	6				100	243
National University	115	Social Science Subtest II	100	300	220	6				100	248
National University	116	Social Science Subtest III	100	300	220	6				100	248
National University	145	Spanish Subtest I	100	300	220	4				100	239
National University	146	Spanish Subtest II	100	300	220	4				100	243
National University	147	Spanish Subtest III	100	300	220	4				100	258
National University	142	Writing Skills	100	300	220	1				99	251
Notre Dame de Namur University	098	CBEST	60	240	123	23	23	157	100	100	159
Notre Dame de Namur University	101	Multiple Subjects Subtest I	100	300	220	1				100	245
Notre Dame de Namur University	102	Multiple Subjects Subtest II	100	300	220	1				100	247
Notre Dame de Namur University	103	Multiple Subjects Subtest III	100	300	220	1				100	243
Notre Dame de Namur University	081	RICA	0	120	81	1				100	92
Notre Dame de Namur University	081.1	RICA.1	100	300	220	17	17	233	100	92	236
Notre Dame de Namur University	142	Writing Skills	100	300	220	1				99	251
Orange County Department of Education	098	CBEST	60	240	123	26	26	155	100	100	159
Orange County Department of Education	101	Multiple Subjects Subtest I	100	300	220	1				100	248
Orange County Department of Education	102	Multiple Subjects Subtest II	100	300	220	1				100	250
Orange County Department of Education	103	Multiple Subjects Subtest III	100	300	220	1				100	245
Orange County Department of Education	081	RICA	0	120	81	13	13	90	100	100	91
Orange County Department of Education	081.1	RICA.1	100	300	220	12	12	246	100	93	239
Orange County Department of Education	142	Writing Skills	100	300	220	1				100	261
Patten University	098	CBEST	60	240	123	4				100	159
Patten University	101	Multiple Subjects Subtest I	100	300	220	1				100	245
Patten University	102	Multiple Subjects Subtest II	100	300	220	1				100	247
Patten University	103	Multiple Subjects Subtest III	100	300	220	1				100	243
Patten University	081.1	RICA.1	100	300	220	1				92	236

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Patten University	118	Science Subtest I	100	300	220	1				100	253
Patten University	119	Science Subtest II	100	300	220	1				99	256
Patten University	114	Social Science Subtest I	100	300	220	1				100	243
Patten University	115	Social Science Subtest II	100	300	220	1				100	248
Patten University	116	Social Science Subtest III	100	300	220	1				100	248
Pepperdine University	098	CBEST	60	240	123	1				100	159
Point Loma Nazarene University	140	Art Subtest I	100	300	220	1					
Point Loma Nazarene University	141	Art Subtest II	100	300	220	1					
Point Loma Nazarene University	098	CBEST	60	240	123	16	16	156	100	100	159
Point Loma Nazarene University	110	Mathematics Subtest I	100	300	220	4				100	250
Point Loma Nazarene University	111	Mathematics Subtest II	100	300	220	4				100	244
Point Loma Nazarene University	112	Mathematics Subtest III	100	300	220	1				100	253
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	12	12	239	100	100	245
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	12	12	248	100	100	247
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	12	12	242	100	100	243
Point Loma Nazarene University	081.1	RICA.1	100	300	220	12	12	238	100	92	236
Point Loma Nazarene University	118	Science Subtest I	100	300	220	1				100	253
Point Loma Nazarene University	119	Science Subtest II	100	300	220	1				99	256
Point Loma Nazarene University	142	Writing Skills	100	300	220	3				99	251
Saint Mary's College of California	120	Biology/Life Science Subtest III	100	300	220	1				99	246
Saint Mary's College of California	098	CBEST	60	240	123	4				100	159
Saint Mary's College of California	101	Multiple Subjects Subtest I	100	300	220	2				100	245
Saint Mary's College of California	102	Multiple Subjects Subtest II	100	300	220	2				100	247
Saint Mary's College of California	103	Multiple Subjects Subtest III	100	300	220	2				100	243
Saint Mary's College of California	081.1	RICA.1	100	300	220	2				92	236
Saint Mary's College of California	118	Science Subtest I	100	300	220	1				100	253
Saint Mary's College of California	119	Science Subtest II	100	300	220	1				99	256
Saint Mary's College of California	114	Social Science Subtest I	100	300	220	1				100	243
Saint Mary's College of California	115	Social Science Subtest II	100	300	220	1				100	248
Saint Mary's College of California	116	Social Science Subtest III	100	300	220	1				100	248
San Diego City USD	098	CBEST	60	240	123	3				100	159
San Diego State University	098	CBEST	60	240	123	15	15	155	100	100	159
San Diego State University	105	English Subtest I	100	300	220	2				100	250
San Diego State University	106	English Subtest II	100	300	220	2				100	252
San Diego State University	107	English Subtest III	100	300	220	2				100	245
San Diego State University	108	English Subtest IV	100	300	220	2				100	247

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Diego State University	110	Mathematics Subtest I	100	300	220	4				100	250
San Diego State University	111	Mathematics Subtest II	100	300	220	4				100	244
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	6				100	245
San Diego State University	102	Multiple Subjects Subtest II	100	300	220	6				100	247
San Diego State University	103	Multiple Subjects Subtest III	100	300	220	6				100	243
San Diego State University	081.1	RICA.1	100	300	220	4				92	236
San Francisco State University	098	CBEST	60	240	123	25	25	150	100	100	159
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	18	18	250	100	100	245
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	18	18	260	100	100	247
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	18	18	252	100	100	243
San Francisco State University	081	RICA	0	120	81	3				100	92
San Francisco State University	081.1	RICA.1	100	300	220	20	18	239	90	92	236
San Francisco State University	142	Writing Skills	100	300	220	18	17	243	94	99	251
San Jose State University	140	Art Subtest I	100	300	220	1					
San Jose State University	141	Art Subtest II	100	300	220	1					
San Jose State University	120	Biology/Life Science Subtest III	100	300	220	4				99	246
San Jose State University	098	CBEST	60	240	123	62	62	170	100	100	159
San Jose State University	121	Chemistry Subtest III	100	300	220	3				100	252
San Jose State University	105	English Subtest I	100	300	220	4				100	250
San Jose State University	106	English Subtest II	100	300	220	4				100	252
San Jose State University	107	English Subtest III	100	300	220	4				100	245
San Jose State University	108	English Subtest IV	100	300	220	4				100	247
San Jose State University	163	Mandarin Subtest I	100	300	220	1					
San Jose State University	164	Mandarin Subtest II	100	300	220	1					
San Jose State University	165	Mandarin Subtest III	100	300	220	1					
San Jose State University	110	Mathematics Subtest I	100	300	220	8				100	250
San Jose State University	111	Mathematics Subtest II	100	300	220	8				100	244
San Jose State University	112	Mathematics Subtest III	100	300	220	8				100	253
San Jose State University	101	Multiple Subjects Subtest I	100	300	220	8				100	245
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	8				100	247
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	8				100	243
San Jose State University	123	Physics Subtest III	100	300	220	1				100	268
San Jose State University	081.1	RICA.1	100	300	220	9				92	236
San Jose State University	118	Science Subtest I	100	300	220	8				100	253
San Jose State University	119	Science Subtest II	100	300	220	8				99	256
San Jose State University	114	Social Science Subtest I	100	300	220	6				100	243

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Jose State University	115	Social Science Subtest II	100	300	220	6				100	248
San Jose State University	116	Social Science Subtest III	100	300	220	6				100	248
San Jose State University	145	Spanish Subtest I	100	300	220	3				100	239
San Jose State University	146	Spanish Subtest II	100	300	220	3				100	243
San Jose State University	147	Spanish Subtest III	100	300	220	3				100	258
Sonoma State University	098	CBEST	60	240	123	11	11	157	100	100	159
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	9				100	245
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	9				100	247
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	9				100	243
Sonoma State University	136	Music Subtest I	100	300	220	1					
Sonoma State University	137	Music Subtest II	100	300	220	1					
Sonoma State University	138	Music Subtest III	100	300	220	1					
Sonoma State University	081.1	RICA.1	100	300	220	9				92	236
Sonoma State University	142	Writing Skills	100	300	220	1				99	251
Stanislaus County Office of Education	098	CBEST	60	240	123	5				100	159
Stanislaus County Office of Education	101	Multiple Subjects Subtest I	100	300	220	5				100	248
Stanislaus County Office of Education	102	Multiple Subjects Subtest II	100	300	220	5				100	250
Stanislaus County Office of Education	103	Multiple Subjects Subtest III	100	300	220	5				100	245
Stanislaus County Office of Education	081.1	RICA.1	100	300	220	4				93	239
Touro University-CA College of Education	098	CBEST	60	240	123	5				100	159
Touro University-CA College of Education	081.1	RICA.1	100	300	220	4				92	236
UC Berkeley	120	Biology/Life Science Subtest III	100	300	220	1				99	246
UC Berkeley	098	CBEST	60	240	123	3				100	159
UC Berkeley	110	Mathematics Subtest I	100	300	220	2				100	250
UC Berkeley	111	Mathematics Subtest II	100	300	220	2				100	244
UC Berkeley	112	Mathematics Subtest III	100	300	220	1				100	253
UC Berkeley	118	Science Subtest I	100	300	220	1				100	253
UC Berkeley	119	Science Subtest II	100	300	220	1				99	256
UC Los Angeles	098	CBEST	60	240	123	39	39	155	100	100	159
UC Los Angeles	105	English Subtest I	100	300	220	2				100	250
UC Los Angeles	106	English Subtest II	100	300	220	2				100	252
UC Los Angeles	107	English Subtest III	100	300	220	2				100	245
UC Los Angeles	108	English Subtest IV	100	300	220	2				100	247
UC Los Angeles	110	Mathematics Subtest I	100	300	220	3				100	250
UC Los Angeles	111	Mathematics Subtest II	100	300	220	3				100	244
UC Los Angeles	112	Mathematics Subtest III	100	300	220	1				100	253

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Los Angeles	101	Multiple Subjects Subtest I	100	300	220	27	27	248	100	100	245
UC Los Angeles	102	Multiple Subjects Subtest II	100	300	220	26	24	239	92	100	247
UC Los Angeles	103	Multiple Subjects Subtest III	100	300	220	26	26	244	100	100	243
UC Los Angeles	081	RICA	0	120	81	11	11	93	100	100	92
UC Los Angeles	081.1	RICA.1	100	300	220	9				92	236
UC Los Angeles	114	Social Science Subtest I	100	300	220	2				100	243
UC Los Angeles	115	Social Science Subtest II	100	300	220	2				100	248
UC Los Angeles	116	Social Science Subtest III	100	300	220	2				100	248
UC Los Angeles	142	Writing Skills	100	300	220	1				99	251
UC Riverside	120	Biology/Life Science Subtest III	100	300	220	1				99	246
UC Riverside	098	CBEST	60	240	123	5				100	159
UC Riverside	101	Multiple Subjects Subtest I	100	300	220	5				100	245
UC Riverside	102	Multiple Subjects Subtest II	100	300	220	5				100	247
UC Riverside	103	Multiple Subjects Subtest III	100	300	220	5				100	243
UC Riverside	081.1	RICA.1	100	300	220	5				92	236
UC Riverside	118	Science Subtest I	100	300	220	1				100	253
UC Riverside	119	Science Subtest II	100	300	220	1				99	256
UC Riverside	142	Writing Skills	100	300	220	1				99	251
UC San Diego	098	CBEST	60	240	123	4				100	159
UC San Diego	121	Chemistry Subtest III	100	300	220	2				100	252
UC San Diego	122	Earth/Planetary Science Subtest II	100	300	220	1					
UC San Diego	110	Mathematics Subtest I	100	300	220	1				100	250
UC San Diego	111	Mathematics Subtest II	100	300	220	1				100	244
UC San Diego	112	Mathematics Subtest III	100	300	220	1				100	253
UC San Diego	118	Science Subtest I	100	300	220	3				100	253
UC San Diego	119	Science Subtest II	100	300	220	3				99	256
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	1				99	246
University of LaVerne	098	CBEST	60	240	123	8				100	159
University of LaVerne	110	Mathematics Subtest I	100	300	220	1				100	250
University of LaVerne	111	Mathematics Subtest II	100	300	220	1				100	244
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	5				100	245
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	5				100	247
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	5				100	243
University of LaVerne	081.1	RICA.1	100	300	220	5				92	236
University of LaVerne	118	Science Subtest I	100	300	220	1				100	253
University of LaVerne	119	Science Subtest II	100	300	220	1				99	256

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Phoenix	098	CBEST	60	240	123	3				100	159
University of Phoenix	110	Mathematics Subtest I	100	300	220	1				100	250
University of Phoenix	111	Mathematics Subtest II	100	300	220	1				100	244
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	1				100	245
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	1				100	247
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	1				100	243
University of Phoenix	081.1	RICA.1	100	300	220	1				92	236
University of Phoenix	118	Science Subtest I	100	300	220	1				100	253
University of Phoenix	119	Science Subtest II	100	300	220	1				99	256
University of Redlands	140	Art Subtest I	100	300	220	1					
University of Redlands	141	Art Subtest II	100	300	220	1					
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	2				99	246
University of Redlands	124	Biology/Life Science Subtest IV	100	300	220	2					
University of Redlands	098	CBEST	60	240	123	12	12	162	100	100	159
University of Redlands	105	English Subtest I	100	300	220	1				100	250
University of Redlands	106	English Subtest II	100	300	220	1				100	252
University of Redlands	107	English Subtest III	100	300	220	1				100	245
University of Redlands	108	English Subtest IV	100	300	220	1				100	247
University of Redlands	110	Mathematics Subtest I	100	300	220	3				100	250
University of Redlands	111	Mathematics Subtest II	100	300	220	3				100	244
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	4				100	245
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	4				100	247
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	4				100	243
University of Redlands	081.1	RICA.1	100	300	220	4				92	236
University of Redlands	118	Science Subtest I	100	300	220	1				100	253
University of Redlands	119	Science Subtest II	100	300	220	1				99	256
University of San Francisco	098	CBEST	60	240	123	7				100	159
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	3				100	245
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	3				100	247
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	3				100	243
University of San Francisco	081.1	RICA.1	100	300	220	10	10	241	100	92	236
University of San Francisco	142	Writing Skills	100	300	220	3				99	251
University of the Pacific	120	Biology/Life Science Subtest III	100	300	220	1				99	246
University of the Pacific	098	CBEST	60	240	123	4				100	159
University of the Pacific	105	English Subtest I	100	300	220	1				100	250
University of the Pacific	106	English Subtest II	100	300	220	1				100	252

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of the Pacific	107	English Subtest III	100	300	220	1				100	245
University of the Pacific	108	English Subtest IV	100	300	220	1				100	247
University of the Pacific	110	Mathematics Subtest I	100	300	220	1				100	250
University of the Pacific	111	Mathematics Subtest II	100	300	220	1				100	244
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	1				100	245
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	1				100	247
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	1				100	243
University of the Pacific	081.1	RICA.1	100	300	220	2				92	236
University of the Pacific	118	Science Subtest I	100	300	220	1				100	253
University of the Pacific	119	Science Subtest II	100	300	220	1				99	256

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Alliant International University	120	Biology/Life Science Subtest III	100	300	220	2				98	244
Alliant International University	098	CBEST	60	240	123	41	41	161	100	100	159
Alliant International University	121	Chemistry Subtest III	100	300	220	2				100	257
Alliant International University	122	Earth/Planetary Science Subtest III	100	300	220	1					
Alliant International University	105	English Subtest I	100	300	220	1				100	248
Alliant International University	106	English Subtest II	100	300	220	1				100	248
Alliant International University	107	English Subtest III	100	300	220	1				100	248
Alliant International University	108	English Subtest IV	100	300	220	1				100	244
Alliant International University	110	Mathematics Subtest I	100	300	220	7				100	243
Alliant International University	111	Mathematics Subtest II	100	300	220	7				100	246
Alliant International University	112	Mathematics Subtest III	100	300	220	2				88	242
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	25	25	255	100	100	246
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	25	25	259	100	100	248
Alliant International University	103	Multiple Subjects Subtest III	100	300	220	25	25	247	100	100	243
Alliant International University	129	Physical Education Subtest I	100	300	220	2				100	243
Alliant International University	130	Physical Education Subtest II	100	300	220	2				100	241
Alliant International University	131	Physical Education Subtest III	100	300	220	2				100	241
Alliant International University	081	RICA	0	120	81	3				98	92
Alliant International University	092	RICA Video	100	300	220	1					
Alliant International University	081.1	RICA.1	100	300	220	22	21	244	95	95	238
Alliant International University	118	Science Subtest I	100	300	220	7				100	252
Alliant International University	119	Science Subtest II	100	300	220	7				99	253
Alliant International University	114	Social Science Subtest I	100	300	220	1				100	242
Alliant International University	115	Social Science Subtest II	100	300	220	1				100	245
Alliant International University	116	Social Science Subtest III	100	300	220	1				100	244
Alliant International University	145	Spanish Subtest I	100	300	220	1				100	251
Alliant International University	146	Spanish Subtest II	100	300	220	1				100	248
Alliant International University	147	Spanish Subtest III	100	300	220	1				100	255
Alliant International University	142	Writing Skills	100	300	220	6				100	250
Azusa Pacific University	120	Biology/Life Science Subtest III	100	300	220	1				98	244
Azusa Pacific University	124	Biology/Life Science Subtest IV	100	300	220	1					
Azusa Pacific University	098	CBEST	60	240	123	42	42	147	100	100	159
Azusa Pacific University	121	Chemistry Subtest III	100	300	220	1				100	257
Azusa Pacific University	122	Earth/Planetary Science Subtest III	100	300	220	1					
Azusa Pacific University	126	Earth/Planetary Science Subtest IV	100	300	220	1					
Azusa Pacific University	105	English Subtest I	100	300	220	1				100	248

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Azusa Pacific University	106	English Subtest II	100	300	220	1				100	248
Azusa Pacific University	107	English Subtest III	100	300	220	1				100	248
Azusa Pacific University	108	English Subtest IV	100	300	220	1				100	244
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	3				100	243
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	3				100	246
Azusa Pacific University	112	Mathematics Subtest III	100	300	220	1				88	242
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	32	32	238	100	100	246
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	32	32	237	100	100	248
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	32	32	238	100	100	243
Azusa Pacific University	136	Music Subtest I	100	300	220	1					
Azusa Pacific University	137	Music Subtest II	100	300	220	1					
Azusa Pacific University	138	Music Subtest III	100	300	220	1					
Azusa Pacific University	081	RICA	0	120	81	2				98	92
Azusa Pacific University	092	RICA Video	100	300	220	1					
Azusa Pacific University	081.1	RICA.1	100	300	220	29	26	230	90	95	238
Azusa Pacific University	118	Science Subtest I	100	300	220	1				100	252
Azusa Pacific University	119	Science Subtest II	100	300	220	1				99	253
Azusa Pacific University	114	Social Science Subtest I	100	300	220	2				100	242
Azusa Pacific University	115	Social Science Subtest II	100	300	220	2				100	245
Azusa Pacific University	116	Social Science Subtest III	100	300	220	2				100	244
Azusa Pacific University	142	Writing Skills	100	300	220	1				100	250
Bay Area School of Enterprise	098	CBEST	60	240	123	5				100	155
Bay Area School of Enterprise	101	Multiple Subjects Subtest I	100	300	220	19	19	262	100	100	245
Bay Area School of Enterprise	102	Multiple Subjects Subtest II	100	300	220	19	19	262	100	100	244
Bay Area School of Enterprise	103	Multiple Subjects Subtest III	100	300	220	19	19	251	100	100	244
Bay Area School of Enterprise	136	Music Subtest I	100	300	220	1					
Bay Area School of Enterprise	137	Music Subtest II	100	300	220	1					
Bay Area School of Enterprise	138	Music Subtest III	100	300	220	1					
Bay Area School of Enterprise	081.1	RICA.1	100	300	220	19	19	248	100	92	237
Bay Area School of Enterprise	114	Social Science Subtest I	100	300	220	1					
Bay Area School of Enterprise	115	Social Science Subtest II	100	300	220	1					
Bay Area School of Enterprise	116	Social Science Subtest III	100	300	220	1					
Bay Area School of Enterprise	145	Spanish Subtest I	100	300	220	1					
Bay Area School of Enterprise	146	Spanish Subtest II	100	300	220	1					
Bay Area School of Enterprise	147	Spanish Subtest III	100	300	220	1					
Bay Area School of Enterprise	142	Writing Skills	100	300	220	17	17	256	100	100	252

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Brandman University	120	Biology/Life Science Subtest III	100	300	220	4				98	244
Brandman University	098	CBEST	60	240	123	88	88	153	100	100	159
Brandman University	121	Chemistry Subtest III	100	300	220	3				100	257
Brandman University	105	English Subtest I	100	300	220	8				100	248
Brandman University	106	English Subtest II	100	300	220	8				100	248
Brandman University	107	English Subtest III	100	300	220	8				100	248
Brandman University	108	English Subtest IV	100	300	220	8				100	244
Brandman University	110	Mathematics Subtest I	100	300	220	10	10	239	100	100	243
Brandman University	111	Mathematics Subtest II	100	300	220	10	10	248	100	100	246
Brandman University	112	Mathematics Subtest III	100	300	220	1				88	242
Brandman University	101	Multiple Subjects Subtest I	100	300	220	52	52	239	100	100	246
Brandman University	102	Multiple Subjects Subtest II	100	300	220	52	52	243	100	100	248
Brandman University	103	Multiple Subjects Subtest III	100	300	220	52	52	243	100	100	243
Brandman University	136	Music Subtest I	100	300	220	1					
Brandman University	137	Music Subtest II	100	300	220	1					
Brandman University	138	Music Subtest III	100	300	220	1					
Brandman University	129	Physical Education Subtest I	100	300	220	2				100	243
Brandman University	130	Physical Education Subtest II	100	300	220	2				100	241
Brandman University	131	Physical Education Subtest III	100	300	220	2				100	241
Brandman University	081	RICA	0	120	81	5				98	92
Brandman University	081.1	RICA.1	100	300	220	54	52	233	96	95	238
Brandman University	118	Science Subtest I	100	300	220	6				100	252
Brandman University	119	Science Subtest II	100	300	220	6				99	253
Brandman University	114	Social Science Subtest I	100	300	220	2				100	242
Brandman University	115	Social Science Subtest II	100	300	220	2				100	245
Brandman University	116	Social Science Subtest III	100	300	220	2				100	244
Brandman University	145	Spanish Subtest I	100	300	220	1				100	251
Brandman University	146	Spanish Subtest II	100	300	220	1				100	248
Brandman University	147	Spanish Subtest III	100	300	220	1				100	255
Brandman University	142	Writing Skills	100	300	220	3				100	250
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	12	12	165	100	100	159
CA State Polytechnic Univ.-Pomona	110	Mathematics Subtest I	100	300	220	3				100	243
CA State Polytechnic Univ.-Pomona	111	Mathematics Subtest II	100	300	220	3				100	246
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	6				100	246
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	6				100	248
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	6				100	243

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CA State Polytechnic Univ.-Pomona	129	Physical Education Subtest I	100	300	220	1				100	243
CA State Polytechnic Univ.-Pomona	130	Physical Education Subtest II	100	300	220	1				100	241
CA State Polytechnic Univ.-Pomona	131	Physical Education Subtest III	100	300	220	1				100	241
CA State Polytechnic Univ.-Pomona	123	Physics Subtest III	100	300	220	2				100	244
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	6				95	238
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	3				100	252
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	3				99	253
CA State Polytechnic Univ.-Pomona	142	Writing Skills	100	300	220	1				100	250
California Baptist University	120	Biology/Life Science Subtest III	100	300	220	2				98	244
California Baptist University	124	Biology/Life Science Subtest IV	100	300	220	1					
California Baptist University	098	CBEST	60	240	123	11	11	155	100	100	159
California Baptist University	105	English Subtest I	100	300	220	1				100	248
California Baptist University	106	English Subtest II	100	300	220	1				100	248
California Baptist University	107	English Subtest III	100	300	220	1				100	248
California Baptist University	108	English Subtest IV	100	300	220	1				100	244
California Baptist University	110	Mathematics Subtest I	100	300	220	2				100	243
California Baptist University	111	Mathematics Subtest II	100	300	220	2				100	246
California Baptist University	112	Mathematics Subtest III	100	300	220	1				88	242
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	7				100	246
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	7				100	248
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	7				100	243
California Baptist University	081.1	RICA.1	100	300	220	7				95	238
California Baptist University	118	Science Subtest I	100	300	220	1				100	252
California Baptist University	119	Science Subtest II	100	300	220	1				99	253
California Baptist University	142	Writing Skills	100	300	220	1				100	250
CALState Teach	098	CBEST	60	240	123	50	50	160	100	100	159
CALState Teach	101	Multiple Subjects Subtest I	100	300	220	55	55	248	100	100	246
CALState Teach	102	Multiple Subjects Subtest II	100	300	220	55	55	249	100	100	248
CALState Teach	103	Multiple Subjects Subtest III	100	300	220	55	55	245	100	100	243
CALState Teach	092	RICA Video	100	300	220	3					
CALState Teach	081.1	RICA.1	100	300	220	50	47	242	94	95	238
CALState Teach	142	Writing Skills	100	300	220	5				100	250
Chapman University	098	CBEST	60	240	123	6				100	159
Chapman University	105	English Subtest I	100	300	220	1				100	248
Chapman University	106	English Subtest II	100	300	220	1				100	248
Chapman University	107	English Subtest III	100	300	220	1				100	248

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Chapman University	108	English Subtest IV	100	300	220	1				100	244
Chapman University	101	Multiple Subjects Subtest I	100	300	220	5				100	246
Chapman University	102	Multiple Subjects Subtest II	100	300	220	5				100	248
Chapman University	103	Multiple Subjects Subtest III	100	300	220	5				100	243
Chapman University	081.1	RICA.1	100	300	220	6				95	238
Claremont Graduate University	098	CBEST	60	240	123	23	23	156	100	100	159
Claremont Graduate University	121	Chemistry Subtest III	100	300	220	1				100	257
Claremont Graduate University	105	English Subtest I	100	300	220	6				100	248
Claremont Graduate University	106	English Subtest II	100	300	220	6				100	248
Claremont Graduate University	107	English Subtest III	100	300	220	6				100	248
Claremont Graduate University	108	English Subtest IV	100	300	220	6				100	244
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	6				100	243
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	6				100	246
Claremont Graduate University	112	Mathematics Subtest III	100	300	220	4				88	242
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	5				100	246
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	5				100	248
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	5				100	243
Claremont Graduate University	081	RICA	0	120	81	1				98	92
Claremont Graduate University	081.1	RICA.1	100	300	220	7				95	238
Claremont Graduate University	118	Science Subtest I	100	300	220	2				100	252
Claremont Graduate University	119	Science Subtest II	100	300	220	2				99	253
Claremont Graduate University	114	Social Science Subtest I	100	300	220	2				100	242
Claremont Graduate University	115	Social Science Subtest II	100	300	220	2				100	245
Claremont Graduate University	116	Social Science Subtest III	100	300	220	2				100	244
Claremont Graduate University	145	Spanish Subtest I	100	300	220	1				100	251
Claremont Graduate University	146	Spanish Subtest II	100	300	220	1				100	248
Claremont Graduate University	147	Spanish Subtest III	100	300	220	1				100	255
CSU Bakersfield	098	CBEST	60	240	123	2				100	159
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	1				100	243
CSU Bakersfield	111	Mathematics Subtest II	100	300	220	1				100	246
CSU Bakersfield	136	Music Subtest I	100	300	220	1					
CSU Bakersfield	137	Music Subtest II	100	300	220	1					
CSU Bakersfield	138	Music Subtest III	100	300	220	1					
CSU Channel Islands	098	CBEST	60	240	123	1				100	159
CSU Channel Islands	105	English Subtest I	100	300	220	1				100	248
CSU Channel Islands	106	English Subtest II	100	300	220	1				100	248

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate ot reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Channel Islands	107	English Subtest III	100	300	220	1				100	248
CSU Channel Islands	108	English Subtest IV	100	300	220	1				100	244
CSU Chico	098	CBEST	60	240	123	10	10	157	100	100	159
CSU Chico	110	Mathematics Subtest I	100	300	220	1				100	243
CSU Chico	111	Mathematics Subtest II	100	300	220	1				100	246
CSU Chico	101	Multiple Subjects Subtest I	100	300	220	6				100	246
CSU Chico	102	Multiple Subjects Subtest II	100	300	220	6				100	248
CSU Chico	103	Multiple Subjects Subtest III	100	300	220	6				100	243
CSU Chico	081	RICA	0	120	81	6				98	92
CSU Chico	081.1	RICA.1	100	300	220	1				95	238
CSU Chico	142	Writing Skills	100	300	220	1				100	250
CSU Dominguez Hills	120	Biology/Life Science Subtest III	100	300	220	3				98	244
CSU Dominguez Hills	098	CBEST	60	240	123	63	63	152	100	100	159
CSU Dominguez Hills	121	Chemistry Subtest III	100	300	220	2				100	257
CSU Dominguez Hills	122	Earth/Planetary Science Subtest III	100	300	220	1					
CSU Dominguez Hills	105	English Subtest I	100	300	220	4				100	248
CSU Dominguez Hills	106	English Subtest II	100	300	220	4				100	248
CSU Dominguez Hills	107	English Subtest III	100	300	220	4				100	248
CSU Dominguez Hills	108	English Subtest IV	100	300	220	4				100	244
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	7				100	243
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	7				100	246
CSU Dominguez Hills	112	Mathematics Subtest III	100	300	220	1				88	242
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	24	24	238	100	100	246
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	24	24	240	100	100	248
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	24	24	240	100	100	243
CSU Dominguez Hills	123	Physics Subtest III	100	300	220	3				100	244
CSU Dominguez Hills	127	Physics Subtest IV	100	300	220	1					
CSU Dominguez Hills	081	RICA	0	120	81	3				98	92
CSU Dominguez Hills	081.1	RICA.1	100	300	220	22	17	226	77	95	238
CSU Dominguez Hills	118	Science Subtest I	100	300	220	8				100	252
CSU Dominguez Hills	119	Science Subtest II	100	300	220	8				99	253
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	1				100	242
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	1				100	245
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	1				100	244
CSU East Bay	120	Biology/Life Science Subtest III	100	300	220	2				98	244
CSU East Bay	098	CBEST	60	240	123	27	27	158	100	100	159

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate ot reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU East Bay	105	English Subtest I	100	300	220	1				100	248
CSU East Bay	106	English Subtest II	100	300	220	1				100	248
CSU East Bay	107	English Subtest III	100	300	220	1				100	248
CSU East Bay	108	English Subtest IV	100	300	220	1				100	244
CSU East Bay	110	Mathematics Subtest I	100	300	220	3				100	243
CSU East Bay	111	Mathematics Subtest II	100	300	220	3				100	246
CSU East Bay	112	Mathematics Subtest III	100	300	220	1				88	242
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	12	12	253	100	100	246
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	12	12	254	100	100	248
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	12	12	249	100	100	243
CSU East Bay	136	Music Subtest I	100	300	220	1					
CSU East Bay	137	Music Subtest II	100	300	220	1					
CSU East Bay	138	Music Subtest III	100	300	220	1					
CSU East Bay	129	Physical Education Subtest I	100	300	220	2				100	243
CSU East Bay	130	Physical Education Subtest II	100	300	220	2				100	241
CSU East Bay	131	Physical Education Subtest III	100	300	220	2				100	241
CSU East Bay	123	Physics Subtest III	100	300	220	1				100	244
CSU East Bay	081.1	RICA.1	100	300	220	12	12	242	100	95	238
CSU East Bay	118	Science Subtest I	100	300	220	2				100	252
CSU East Bay	119	Science Subtest II	100	300	220	2				99	253
CSU East Bay	114	Social Science Subtest I	100	300	220	1				100	242
CSU East Bay	115	Social Science Subtest II	100	300	220	1				100	245
CSU East Bay	116	Social Science Subtest III	100	300	220	1				100	244
CSU East Bay	142	Writing Skills	100	300	220	1				100	250
CSU Fresno	120	Biology/Life Science Subtest III	100	300	220	2				98	244
CSU Fresno	098	CBEST	60	240	123	17	17	155	100	100	159
CSU Fresno	105	English Subtest I	100	300	220	1				100	248
CSU Fresno	106	English Subtest II	100	300	220	1				100	248
CSU Fresno	107	English Subtest III	100	300	220	1				100	248
CSU Fresno	108	English Subtest IV	100	300	220	1				100	244
CSU Fresno	110	Mathematics Subtest I	100	300	220	1				100	243
CSU Fresno	111	Mathematics Subtest II	100	300	220	1				100	246
CSU Fresno	112	Mathematics Subtest III	100	300	220	1				88	242
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	8				100	246
CSU Fresno	102	Multiple Subjects Subtest II	100	300	220	8				100	248
CSU Fresno	103	Multiple Subjects Subtest III	100	300	220	8				100	243

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Note - Number of Passers and Pass Rate ot reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Fresno	123	Physics Subtest III	100	300	220	1				100	244
CSU Fresno	081.1	RICA.1	100	300	220	8				95	238
CSU Fresno	118	Science Subtest I	100	300	220	3				100	252
CSU Fresno	119	Science Subtest II	100	300	220	3				99	253
CSU Fullerton	098	CBEST	60	240	123	15	15	146	100	100	159
CSU Fullerton	121	Chemistry Subtest III	100	300	220	1				100	257
CSU Fullerton	110	Mathematics Subtest I	100	300	220	1				100	243
CSU Fullerton	111	Mathematics Subtest II	100	300	220	1				100	246
CSU Fullerton	112	Mathematics Subtest III	100	300	220	1				88	242
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	7				100	246
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	7				100	248
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	7				100	243
CSU Fullerton	081.1	RICA.1	100	300	220	7				95	238
CSU Fullerton	118	Science Subtest I	100	300	220	1				100	252
CSU Fullerton	119	Science Subtest II	100	300	220	1				99	253
CSU Fullerton	114	Social Science Subtest I	100	300	220	1				100	242
CSU Fullerton	115	Social Science Subtest II	100	300	220	1				100	245
CSU Fullerton	116	Social Science Subtest III	100	300	220	1				100	244
CSU Long Beach	098	CBEST	60	240	123	14	14	142	100	100	159
CSU Long Beach	163	Mandarin Subtest I	100	300	220	2					
CSU Long Beach	164	Mandarin Subtest II	100	300	220	2					
CSU Long Beach	165	Mandarin Subtest III	100	300	220	2					
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	8				100	246
CSU Long Beach	102	Multiple Subjects Subtest II	100	300	220	8				100	248
CSU Long Beach	103	Multiple Subjects Subtest III	100	300	220	8				100	243
CSU Long Beach	081.1	RICA.1	100	300	220	8				95	238
CSU Los Angeles	098	CBEST	60	240	123	35	35	145	100	100	159
CSU Los Angeles	121	Chemistry Subtest III	100	300	220	1				100	257
CSU Los Angeles	105	English Subtest I	100	300	220	2				100	248
CSU Los Angeles	106	English Subtest II	100	300	220	2				100	248
CSU Los Angeles	107	English Subtest III	100	300	220	2				100	248
CSU Los Angeles	108	English Subtest IV	100	300	220	2				100	244
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	24	24	244	100	100	246
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	24	24	239	100	100	248
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	24	24	242	100	100	243
CSU Los Angeles	081	RICA	0	120	81	5				98	92

Note - Number of Passers and Pass Rate ot reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Los Angeles	081.1	RICA.1	100	300	220	23	22	239	96	95	238
CSU Los Angeles	118	Science Subtest I	100	300	220	2				100	252
CSU Los Angeles	119	Science Subtest II	100	300	220	2				99	253
CSU Los Angeles	114	Social Science Subtest I	100	300	220	1				100	242
CSU Los Angeles	115	Social Science Subtest II	100	300	220	1				100	245
CSU Los Angeles	116	Social Science Subtest III	100	300	220	1				100	244
CSU Los Angeles	142	Writing Skills	100	300	220	1				100	250
CSU Monterey Bay	098	CBEST	60	240	123	1				100	159
CSU Northridge	140	Art Subtest I	100	300	220	1					
CSU Northridge	141	Art Subtest II	100	300	220	1					
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	2				98	244
CSU Northridge	098	CBEST	60	240	123	21	21	158	100	100	159
CSU Northridge	122	Earth/Planetary Science Subtest III	100	300	220	1					
CSU Northridge	105	English Subtest I	100	300	220	2				100	248
CSU Northridge	106	English Subtest II	100	300	220	2				100	248
CSU Northridge	107	English Subtest III	100	300	220	2				100	248
CSU Northridge	108	English Subtest IV	100	300	220	2				100	244
CSU Northridge	110	Mathematics Subtest I	100	300	220	1				100	243
CSU Northridge	111	Mathematics Subtest II	100	300	220	1				100	246
CSU Northridge	112	Mathematics Subtest III	100	300	220	1				88	242
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	8				100	246
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	8				100	248
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	8				100	243
CSU Northridge	136	Music Subtest I	100	300	220	1					
CSU Northridge	137	Music Subtest II	100	300	220	1					
CSU Northridge	138	Music Subtest III	100	300	220	1					
CSU Northridge	129	Physical Education Subtest I	100	300	220	1				100	243
CSU Northridge	130	Physical Education Subtest II	100	300	220	1				100	241
CSU Northridge	131	Physical Education Subtest III	100	300	220	1				100	241
CSU Northridge	123	Physics Subtest III	100	300	220	1				100	244
CSU Northridge	081	RICA	0	120	81	1				98	92
CSU Northridge	081.1	RICA.1	100	300	220	8				95	238
CSU Northridge	118	Science Subtest I	100	300	220	4				100	252
CSU Northridge	119	Science Subtest II	100	300	220	4				99	253
CSU Northridge	145	Spanish Subtest I	100	300	220	1				100	251
CSU Northridge	146	Spanish Subtest II	100	300	220	1				100	248

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Northridge	147	Spanish Subtest III	100	300	220	1				100	255
CSU Northridge	142	Writing Skills	100	300	220	1				100	250
CSU San Bernardino	098	CBEST	60	240	123	25	25	148	100	100	159
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	19	19	242	100	100	246
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	19	19	245	100	100	248
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	19	19	240	100	100	243
CSU San Bernardino	081	RICA	0	120	81	5				98	92
CSU San Bernardino	092	RICA Video	100	300	220	1					
CSU San Bernardino	081.1	RICA.1	100	300	220	13	13	240	100	95	238
CSU San Bernardino	142	Writing Skills	100	300	220	1				100	250
CSU San Marcos	098	CBEST	60	240	123	1				100	159
CSU San Marcos	101	Multiple Subjects Subtest I	100	300	220	1				100	246
CSU San Marcos	102	Multiple Subjects Subtest II	100	300	220	1				100	248
CSU San Marcos	103	Multiple Subjects Subtest III	100	300	220	1				100	243
CSU San Marcos	081.1	RICA.1	100	300	220	1				95	238
CSU Stanislaus	098	CBEST	60	240	123	6				100	159
CSU Stanislaus	105	English Subtest I	100	300	220	3				100	248
CSU Stanislaus	106	English Subtest II	100	300	220	3				100	248
CSU Stanislaus	107	English Subtest III	100	300	220	3				100	248
CSU Stanislaus	108	English Subtest IV	100	300	220	3				100	244
CSU Stanislaus	110	Mathematics Subtest I	100	300	220	2				100	243
CSU Stanislaus	111	Mathematics Subtest II	100	300	220	2				100	246
CSU Stanislaus	101	Multiple Subjects Subtest I	100	300	220	1				100	246
CSU Stanislaus	102	Multiple Subjects Subtest II	100	300	220	1				100	248
CSU Stanislaus	103	Multiple Subjects Subtest III	100	300	220	1				100	243
CSU Stanislaus	081.1	RICA.1	100	300	220	1				95	238
CSU Stanislaus	142	Writing Skills	100	300	220	1				100	250
Dominican University of California	098	CBEST	60	240	123	10	10	158	100	100	159
Dominican University of California	105	English Subtest I	100	300	220	3				100	248
Dominican University of California	106	English Subtest II	100	300	220	3				100	248
Dominican University of California	107	English Subtest III	100	300	220	3				100	248
Dominican University of California	108	English Subtest IV	100	300	220	3				100	244
Dominican University of California	110	Mathematics Subtest I	100	300	220	2				100	243
Dominican University of California	111	Mathematics Subtest II	100	300	220	2				100	246
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	2				100	246
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	2				100	248

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	2				100	243
Dominican University of California	129	Physical Education Subtest I	100	300	220	1				100	243
Dominican University of California	130	Physical Education Subtest II	100	300	220	1				100	241
Dominican University of California	131	Physical Education Subtest III	100	300	220	1				100	241
Dominican University of California	081	RICA	0	120	81	1				98	92
Dominican University of California	081.1	RICA.1	100	300	220	3				95	238
Dominican University of California	114	Social Science Subtest I	100	300	220	1				100	242
Dominican University of California	115	Social Science Subtest II	100	300	220	1				100	245
Dominican University of California	116	Social Science Subtest III	100	300	220	1				100	244
Dominican University of California	145	Spanish Subtest I	100	300	220	1				100	251
Dominican University of California	146	Spanish Subtest II	100	300	220	1				100	248
Dominican University of California	147	Spanish Subtest III	100	300	220	1				100	255
Fortune School of Ed. Project Pipeline	120	Biology/Life Science Subtest III	100	300	220	1				100	240
Fortune School of Ed. Project Pipeline	098	CBEST	60	240	123	7				100	155
Fortune School of Ed. Project Pipeline	105	English Subtest I	100	300	220	1				100	243
Fortune School of Ed. Project Pipeline	106	English Subtest II	100	300	220	1				100	238
Fortune School of Ed. Project Pipeline	107	English Subtest III	100	300	220	1				100	240
Fortune School of Ed. Project Pipeline	108	English Subtest IV	100	300	220	1				100	237
Fortune School of Ed. Project Pipeline	101	Multiple Subjects Subtest I	100	300	220	3				100	245
Fortune School of Ed. Project Pipeline	102	Multiple Subjects Subtest II	100	300	220	3				100	244
Fortune School of Ed. Project Pipeline	103	Multiple Subjects Subtest III	100	300	220	3				100	244
Fortune School of Ed. Project Pipeline	081.1	RICA.1	100	300	220	6				92	237
Fortune School of Ed. Project Pipeline	118	Science Subtest I	100	300	220	1				100	249
Fortune School of Ed. Project Pipeline	119	Science Subtest II	100	300	220	1				100	247
Fortune School of Ed. Project Pipeline	114	Social Science Subtest I	100	300	220	1					
Fortune School of Ed. Project Pipeline	115	Social Science Subtest II	100	300	220	1					
Fortune School of Ed. Project Pipeline	116	Social Science Subtest III	100	300	220	1					
Fresno Pacific University	098	CBEST	60	240	123	24	24	146	100	100	159
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	20	20	243	100	100	246
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	20	20	243	100	100	248
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	20	20	237	100	100	243
Fresno Pacific University	136	Music Subtest I	100	300	220	1					
Fresno Pacific University	137	Music Subtest II	100	300	220	1					
Fresno Pacific University	138	Music Subtest III	100	300	220	1					
Fresno Pacific University	092	RICA Video	100	300	220	2					
Fresno Pacific University	081.1	RICA.1	100	300	220	19	19	238	100	95	238

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
High Tech High Communities	140	Art Subtest I	100	300	220	4					
High Tech High Communities	141	Art Subtest II	100	300	220	4					
High Tech High Communities	120	Biology/Life Science Subtest III	100	300	220	2				100	240
High Tech High Communities	124	Biology/Life Science Subtest IV	100	300	220	1					
High Tech High Communities	098	CBEST	60	240	123	23	23	174	100	100	155
High Tech High Communities	121	Chemistry Subtest III	100	300	220	1					
High Tech High Communities	105	English Subtest I	100	300	220	2				100	243
High Tech High Communities	106	English Subtest II	100	300	220	2				100	238
High Tech High Communities	107	English Subtest III	100	300	220	2				100	240
High Tech High Communities	108	English Subtest IV	100	300	220	2				100	237
High Tech High Communities	110	Mathematics Subtest I	100	300	220	6				100	246
High Tech High Communities	111	Mathematics Subtest II	100	300	220	6				100	242
High Tech High Communities	112	Mathematics Subtest III	100	300	220	2					
High Tech High Communities	101	Multiple Subjects Subtest I	100	300	220	4				100	245
High Tech High Communities	102	Multiple Subjects Subtest II	100	300	220	4				100	244
High Tech High Communities	103	Multiple Subjects Subtest III	100	300	220	4				100	244
High Tech High Communities	123	Physics Subtest III	100	300	220	1					
High Tech High Communities	081.1	RICA.1	100	300	220	4				92	237
High Tech High Communities	118	Science Subtest I	100	300	220	4				100	249
High Tech High Communities	119	Science Subtest II	100	300	220	4				100	247
High Tech High Communities	114	Social Science Subtest I	100	300	220	1					
High Tech High Communities	115	Social Science Subtest II	100	300	220	1					
High Tech High Communities	116	Social Science Subtest III	100	300	220	1					
Holy Names University	098	CBEST	60	240	123	7				100	159
Holy Names University	105	English Subtest I	100	300	220	2				100	248
Holy Names University	106	English Subtest II	100	300	220	2				100	248
Holy Names University	107	English Subtest III	100	300	220	2				100	248
Holy Names University	108	English Subtest IV	100	300	220	2				100	244
Holy Names University	110	Mathematics Subtest I	100	300	220	1				100	243
Holy Names University	111	Mathematics Subtest II	100	300	220	1				100	246
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	8				100	246
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	8				100	248
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	8				100	243
Holy Names University	081.1	RICA.1	100	300	220	7				95	238
Holy Names University	142	Writing Skills	100	300	220	3				100	250
IMPACT	120	Biology/Life Science Subtest III	100	300	220	2				100	240

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
IMPACT	124	Biology/Life Science Subtest IV	100	300	220	1					
IMPACT	098	CBEST	60	240	123	170	170	151	100	100	155
IMPACT	122	Earth/Planetary Science Subtest III	100	300	220	3					
IMPACT	105	English Subtest I	100	300	220	9				100	243
IMPACT	106	English Subtest II	100	300	220	9				100	238
IMPACT	107	English Subtest III	100	300	220	9				100	240
IMPACT	108	English Subtest IV	100	300	220	9				100	237
IMPACT	178	Health Science Subtest I	100	300	220	1					
IMPACT	179	Health Science Subtest II	100	300	220	1					
IMPACT	180	Health Science Subtest III	100	300	220	1					
IMPACT	110	Mathematics Subtest I	100	300	220	9				100	246
IMPACT	111	Mathematics Subtest II	100	300	220	9				100	242
IMPACT	112	Mathematics Subtest III	100	300	220	3					
IMPACT	101	Multiple Subjects Subtest I	100	300	220	111	111	242	100	100	245
IMPACT	102	Multiple Subjects Subtest II	100	300	220	111	111	241	100	100	244
IMPACT	103	Multiple Subjects Subtest III	100	300	220	111	111	243	100	100	244
IMPACT	136	Music Subtest I	100	300	220	2					
IMPACT	137	Music Subtest II	100	300	220	2					
IMPACT	138	Music Subtest III	100	300	220	2					
IMPACT	081	RICA	0	120	81	44	44	91	100	100	91
IMPACT	092	RICA Video	100	300	220	3					
IMPACT	081.1	RICA.1	100	300	220	69	65	235	94	92	237
IMPACT	118	Science Subtest I	100	300	220	4				100	249
IMPACT	119	Science Subtest II	100	300	220	4				100	247
IMPACT	114	Social Science Subtest I	100	300	220	6					
IMPACT	115	Social Science Subtest II	100	300	220	5					
IMPACT	116	Social Science Subtest III	100	300	220	5					
IMPACT	142	Writing Skills	100	300	220	5				100	252
Los Angeles USD	120	Biology/Life Science Subtest III	100	300	220	5				100	240
Los Angeles USD	098	CBEST	60	240	123	25	25	158	100	100	155
Los Angeles USD	121	Chemistry Subtest III	100	300	220	3					
Los Angeles USD	122	Earth/Planetary Science Subtest III	100	300	220	1					
Los Angeles USD	110	Mathematics Subtest I	100	300	220	7				100	246
Los Angeles USD	111	Mathematics Subtest II	100	300	220	7				100	242
Los Angeles USD	112	Mathematics Subtest III	100	300	220	2					
Los Angeles USD	101	Multiple Subjects Subtest I	100	300	220	4				100	245

Appendix A-3: IPRC Section III.

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Los Angeles USD	102	Multiple Subjects Subtest II	100	300	220	4				100	244
Los Angeles USD	103	Multiple Subjects Subtest III	100	300	220	4				100	244
Los Angeles USD	123	Physics Subtest III	100	300	220	1					
Los Angeles USD	092	RICA Video	100	300	220	1					
Los Angeles USD	081.1	RICA.1	100	300	220	3				92	237
Los Angeles USD	118	Science Subtest I	100	300	220	12	12	250	100	100	249
Los Angeles USD	119	Science Subtest II	100	300	220	12	12	246	100	100	247
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	32	32	247	100	98	244
Loyola Marymount University	098	CBEST	60	240	123	198	197	179	99	100	159
Loyola Marymount University	121	Chemistry Subtest III	100	300	220	17	17	261	100	100	257
Loyola Marymount University	122	Earth/Planetary Science Subtest III	100	300	220	1					
Loyola Marymount University	126	Earth/Planetary Science Subtest IV	100	300	220	1					
Loyola Marymount University	105	English Subtest I	100	300	220	23	23	251	100	100	248
Loyola Marymount University	106	English Subtest II	100	300	220	23	23	252	100	100	248
Loyola Marymount University	107	English Subtest III	100	300	220	23	23	253	100	100	248
Loyola Marymount University	108	English Subtest IV	100	300	220	23	23	255	100	100	244
Loyola Marymount University	110	Mathematics Subtest I	100	300	220	42	42	244	100	100	243
Loyola Marymount University	111	Mathematics Subtest II	100	300	220	42	42	249	100	100	246
Loyola Marymount University	112	Mathematics Subtest III	100	300	220	1				88	242
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	113	113	256	100	100	246
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	113	113	259	100	100	248
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	113	113	247	100	100	243
Loyola Marymount University	123	Physics Subtest III	100	300	220	6				100	244
Loyola Marymount University	081.1	RICA.1	100	300	220	129	129	247	100	95	238
Loyola Marymount University	118	Science Subtest I	100	300	220	59	59	255	100	100	252
Loyola Marymount University	119	Science Subtest II	100	300	220	59	59	257	100	99	253
Loyola Marymount University	114	Social Science Subtest I	100	300	220	17	17	241	100	100	242
Loyola Marymount University	115	Social Science Subtest II	100	300	220	17	17	248	100	100	245
Loyola Marymount University	116	Social Science Subtest III	100	300	220	17	17	248	100	100	244
Loyola Marymount University	145	Spanish Subtest I	100	300	220	6				100	251
Loyola Marymount University	146	Spanish Subtest II	100	300	220	6				100	248
Loyola Marymount University	147	Spanish Subtest III	100	300	220	6				100	255
Loyola Marymount University	142	Writing Skills	100	300	220	53	53	255	100	100	250
Mount Saint Mary's College	098	CBEST	60	240	123	4				100	159
Mount Saint Mary's College	105	English Subtest I	100	300	220	1				100	248
Mount Saint Mary's College	106	English Subtest II	100	300	220	1				100	248

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate ot reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Mount Saint Mary's College	107	English Subtest III	100	300	220	1				100	248
Mount Saint Mary's College	108	English Subtest IV	100	300	220	1				100	244
Mount Saint Mary's College	110	Mathematics Subtest I	100	300	220	1				100	243
Mount Saint Mary's College	111	Mathematics Subtest II	100	300	220	1				100	246
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	1				100	246
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	1				100	248
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	1				100	243
Mount Saint Mary's College	081.1	RICA.1	100	300	220	1				95	238
Mount Saint Mary's College	114	Social Science Subtest I	100	300	220	1				100	242
Mount Saint Mary's College	115	Social Science Subtest II	100	300	220	1				100	245
Mount Saint Mary's College	116	Social Science Subtest III	100	300	220	1				100	244
National Hispanic University	098	CBEST	60	240	123	4				100	159
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	3				100	246
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	3				100	248
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	3				100	243
National Hispanic University	081.1	RICA.1	100	300	220	4				95	238
National University	140	Art Subtest I	100	300	220	2					
National University	141	Art Subtest II	100	300	220	2					
National University	120	Biology/Life Science Subtest III	100	300	220	2				98	244
National University	098	CBEST	60	240	123	128	128	153	100	100	159
National University	121	Chemistry Subtest III	100	300	220	1				100	257
National University	122	Earth/Planetary Science Subtest III	100	300	220	4					
National University	105	English Subtest I	100	300	220	8				100	248
National University	106	English Subtest II	100	300	220	8				100	248
National University	107	English Subtest III	100	300	220	8				100	248
National University	108	English Subtest IV	100	300	220	8				100	244
National University	148	French Subtest I	100	300	220	1					
National University	149	French Subtest II	100	300	220	1					
National University	150	French Subtest III	100	300	220	1					
National University	178	Health Science Subtest I	100	300	220	4					
National University	179	Health Science Subtest II	100	300	220	4					
National University	180	Health Science Subtest III	100	300	220	4					
National University	184	Industrial And Tech Ed Subtest I	100	300	220	2					
National University	185	Industrial And Tech Ed Subtest II	100	300	220	2					
National University	110	Mathematics Subtest I	100	300	220	9				100	243
National University	111	Mathematics Subtest II	100	300	220	9				100	246

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate ot reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	112	Mathematics Subtest III	100	300	220	1				88	242
National University	101	Multiple Subjects Subtest I	100	300	220	65	65	242	100	100	246
National University	102	Multiple Subjects Subtest II	100	300	220	65	65	244	100	100	248
National University	103	Multiple Subjects Subtest III	100	300	220	65	65	242	100	100	243
National University	136	Music Subtest I	100	300	220	1					
National University	137	Music Subtest II	100	300	220	1					
National University	138	Music Subtest III	100	300	220	1					
National University	129	Physical Education Subtest I	100	300	220	3				100	243
National University	130	Physical Education Subtest II	100	300	220	3				100	241
National University	131	Physical Education Subtest III	100	300	220	3				100	241
National University	123	Physics Subtest III	100	300	220	2				100	244
National University	166	Punjabi Subtest I	100	300	220	1					
National University	167	Punjabi Subtest II	100	300	220	1					
National University	168	Punjabi Subtest III	100	300	220	1					
National University	081	RICA	0	120	81	4				98	92
National University	081.1	RICA.1	100	300	220	72	63	230	88	95	238
National University	118	Science Subtest I	100	300	220	9				100	252
National University	119	Science Subtest II	100	300	220	9				99	253
National University	114	Social Science Subtest I	100	300	220	10	10	242	100	100	242
National University	115	Social Science Subtest II	100	300	220	10	10	240	100	100	245
National University	116	Social Science Subtest III	100	300	220	10	10	237	100	100	244
National University	145	Spanish Subtest I	100	300	220	2				100	251
National University	146	Spanish Subtest II	100	300	220	2				100	248
National University	147	Spanish Subtest III	100	300	220	2				100	255
Pacific Oaks College	098	CBEST	60	240	123	1				100	159
Pacific Oaks College	081.1	RICA.1	100	300	220	1				95	238
Patten University	098	CBEST	60	240	123	1				100	159
Patten University	148	French Subtest I	100	300	220	1					
Patten University	149	French Subtest II	100	300	220	1					
Patten University	150	French Subtest III	100	300	220	1					
Pepperdine University	098	CBEST	60	240	123	4				100	159
Pepperdine University	105	English Subtest I	100	300	220	1				100	248
Pepperdine University	106	English Subtest II	100	300	220	1				100	248
Pepperdine University	107	English Subtest III	100	300	220	1				100	248
Pepperdine University	108	English Subtest IV	100	300	220	1				100	244
Pepperdine University	110	Mathematics Subtest I	100	300	220	2				100	243

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Note - Number of Passers and Pass Rate ot reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Pepperdine University	111	Mathematics Subtest II	100	300	220	2				100	246
Pepperdine University	112	Mathematics Subtest III	100	300	220	1				88	242
Pepperdine University	101	Multiple Subjects Subtest I	100	300	220	1				100	246
Pepperdine University	102	Multiple Subjects Subtest II	100	300	220	1				100	248
Pepperdine University	103	Multiple Subjects Subtest III	100	300	220	1				100	243
Pepperdine University	081.1	RICA.1	100	300	220	1				95	238
Point Loma Nazarene University	098	CBEST	60	240	123	12	12	146	100	100	159
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	11	11	236	100	100	246
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	11	11	236	100	100	248
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	11	11	235	100	100	243
Point Loma Nazarene University	081.1	RICA.1	100	300	220	10	7	221	70	95	238
Saint Mary's College of California	098	CBEST	60	240	123	9				100	159
Saint Mary's College of California	110	Mathematics Subtest I	100	300	220	2				100	243
Saint Mary's College of California	111	Mathematics Subtest II	100	300	220	2				100	246
Saint Mary's College of California	112	Mathematics Subtest III	100	300	220	1				88	242
Saint Mary's College of California	101	Multiple Subjects Subtest I	100	300	220	3				100	246
Saint Mary's College of California	102	Multiple Subjects Subtest II	100	300	220	3				100	248
Saint Mary's College of California	103	Multiple Subjects Subtest III	100	300	220	3				100	243
Saint Mary's College of California	129	Physical Education Subtest I	100	300	220	1				100	243
Saint Mary's College of California	130	Physical Education Subtest II	100	300	220	1				100	241
Saint Mary's College of California	131	Physical Education Subtest III	100	300	220	1				100	241
Saint Mary's College of California	081.1	RICA.1	100	300	220	3				95	238
Saint Mary's College of California	145	Spanish Subtest I	100	300	220	1				100	251
Saint Mary's College of California	146	Spanish Subtest II	100	300	220	1				100	248
Saint Mary's College of California	147	Spanish Subtest III	100	300	220	1				100	255
San Diego State University	120	Biology/Life Science Subtest III	100	300	220	1				98	244
San Diego State University	124	Biology/Life Science Subtest IV	100	300	220	1					
San Diego State University	098	CBEST	60	240	123	6				100	159
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	4				100	246
San Diego State University	102	Multiple Subjects Subtest II	100	300	220	4				100	248
San Diego State University	103	Multiple Subjects Subtest III	100	300	220	4				100	243
San Diego State University	081.1	RICA.1	100	300	220	3				95	238
San Diego State University	145	Spanish Subtest I	100	300	220	1				100	251
San Diego State University	146	Spanish Subtest II	100	300	220	1				100	248
San Diego State University	147	Spanish Subtest III	100	300	220	1				100	255
San Francisco State University	098	CBEST	60	240	123	28	27	157	96	100	159

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	15	15	252	100	100	246
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	15	15	249	100	100	248
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	15	15	249	100	100	243
San Francisco State University	081	RICA	0	120	81	1				98	92
San Francisco State University	081.1	RICA.1	100	300	220	21	19	237	90	95	238
San Francisco State University	142	Writing Skills	100	300	220	15	15	255	100	100	250
San Jose State University	120	Biology/Life Science Subtest III	100	300	220	2				98	244
San Jose State University	098	CBEST	60	240	123	31	31	163	100	100	159
San Jose State University	110	Mathematics Subtest I	100	300	220	1				100	243
San Jose State University	111	Mathematics Subtest II	100	300	220	1				100	246
San Jose State University	112	Mathematics Subtest III	100	300	220	1				88	242
San Jose State University	101	Multiple Subjects Subtest I	100	300	220	19	19	255	100	100	246
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	19	19	255	100	100	248
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	19	19	250	100	100	243
San Jose State University	129	Physical Education Subtest I	100	300	220	1				100	243
San Jose State University	130	Physical Education Subtest II	100	300	220	1				100	241
San Jose State University	131	Physical Education Subtest III	100	300	220	1				100	241
San Jose State University	081	RICA	0	120	81	5				98	92
San Jose State University	081.1	RICA.1	100	300	220	15	15	238	100	95	238
San Jose State University	118	Science Subtest I	100	300	220	2				100	252
San Jose State University	119	Science Subtest II	100	300	220	2				99	253
Sonoma State University	098	CBEST	60	240	123	8				100	159
Sonoma State University	105	English Subtest I	100	300	220	2				100	248
Sonoma State University	106	English Subtest II	100	300	220	2				100	248
Sonoma State University	107	English Subtest III	100	300	220	2				100	248
Sonoma State University	108	English Subtest IV	100	300	220	2				100	244
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	3				100	246
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	3				100	248
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	3				100	243
Sonoma State University	081.1	RICA.1	100	300	220	6				95	238
Sonoma State University	114	Social Science Subtest I	100	300	220	1				100	242
Sonoma State University	115	Social Science Subtest II	100	300	220	1				100	245
Sonoma State University	116	Social Science Subtest III	100	300	220	1				100	244
Sonoma State University	142	Writing Skills	100	300	220	1				100	250
Stanislaus County Office of Education	098	CBEST	60	240	123	2				100	155
Stanislaus County Office of Education	101	Multiple Subjects Subtest I	100	300	220	2				100	245

Appendix A-3: IPRC Section III.

Note - Number of Passers and Pass Rate ot reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Stanislaus County Office of Education	102	Multiple Subjects Subtest II	100	300	220	2				100	244
Stanislaus County Office of Education	103	Multiple Subjects Subtest III	100	300	220	2				100	244
Stanislaus County Office of Education	081.1	RICA.1	100	300	220	2				92	237
Touro University-CA College of Education	098	CBEST	60	240	123	9				100	159
Touro University-CA College of Education	101	Multiple Subjects Subtest I	100	300	220	1				100	246
Touro University-CA College of Education	102	Multiple Subjects Subtest II	100	300	220	1				100	248
Touro University-CA College of Education	103	Multiple Subjects Subtest III	100	300	220	1				100	243
Touro University-CA College of Education	081.1	RICA.1	100	300	220	5				95	238
Touro University-CA College of Education	142	Writing Skills	100	300	220	1				100	250
UC Irvine	098	CBEST	60	240	123	4				100	159
UC Irvine	121	Chemistry Subtest III	100	300	220	1				100	257
UC Irvine	110	Mathematics Subtest I	100	300	220	2				100	243
UC Irvine	111	Mathematics Subtest II	100	300	220	2				100	246
UC Irvine	112	Mathematics Subtest III	100	300	220	1				88	242
UC Irvine	118	Science Subtest I	100	300	220	1				100	252
UC Irvine	119	Science Subtest II	100	300	220	1				99	253
UC Los Angeles	098	CBEST	60	240	123	7				100	159
UC Los Angeles	101	Multiple Subjects Subtest I	100	300	220	7				100	246
UC Los Angeles	102	Multiple Subjects Subtest II	100	300	220	7				100	248
UC Los Angeles	103	Multiple Subjects Subtest III	100	300	220	7				100	243
UC Los Angeles	081	RICA	0	120	81	1				98	92
UC Los Angeles	081.1	RICA.1	100	300	220	5				95	238
UC Los Angeles	114	Social Science Subtest I	100	300	220	1				100	242
UC Los Angeles	115	Social Science Subtest II	100	300	220	1				100	245
UC Los Angeles	116	Social Science Subtest III	100	300	220	1				100	244
UC Los Angeles	145	Spanish Subtest I	100	300	220	3				100	251
UC Los Angeles	146	Spanish Subtest II	100	300	220	3				100	248
UC Los Angeles	147	Spanish Subtest III	100	300	220	3				100	255
UC Los Angeles	142	Writing Skills	100	300	220	2				100	250
UC Riverside	120	Biology/Life Science Subtest III	100	300	220	2				98	244
UC Riverside	098	CBEST	60	240	123	4				100	159
UC Riverside	110	Mathematics Subtest I	100	300	220	1				100	243
UC Riverside	111	Mathematics Subtest II	100	300	220	1				100	246
UC Riverside	112	Mathematics Subtest III	100	300	220	1				88	242
UC Riverside	101	Multiple Subjects Subtest I	100	300	220	1				100	246
UC Riverside	102	Multiple Subjects Subtest II	100	300	220	1				100	248

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Note - Number of Passers and Pass Rate ot reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Riverside	103	Multiple Subjects Subtest III	100	300	220	1				100	243
UC Riverside	081.1	RICA.1	100	300	220	1				95	238
UC Riverside	118	Science Subtest I	100	300	220	2				100	252
UC Riverside	119	Science Subtest II	100	300	220	2				99	253
UC San Diego	120	Biology/Life Science Subtest III	100	300	220	5				98	244
UC San Diego	098	CBEST	60	240	123	10	10	172	100	100	159
UC San Diego	121	Chemistry Subtest III	100	300	220	1				100	257
UC San Diego	110	Mathematics Subtest I	100	300	220	1				100	243
UC San Diego	111	Mathematics Subtest II	100	300	220	1				100	246
UC San Diego	112	Mathematics Subtest III	100	300	220	1				88	242
UC San Diego	118	Science Subtest I	100	300	220	7				100	252
UC San Diego	119	Science Subtest II	100	300	220	7				99	253
University of LaVerne	098	CBEST	60	240	123	10	10	148	100	100	159
University of LaVerne	105	English Subtest I	100	300	220	1				100	248
University of LaVerne	106	English Subtest II	100	300	220	1				100	248
University of LaVerne	107	English Subtest III	100	300	220	1				100	248
University of LaVerne	108	English Subtest IV	100	300	220	1				100	244
University of LaVerne	110	Mathematics Subtest I	100	300	220	2				100	243
University of LaVerne	111	Mathematics Subtest II	100	300	220	2				100	246
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	5				100	246
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	5				100	248
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	5				100	243
University of LaVerne	081	RICA	0	120	81	1				98	92
University of LaVerne	081.1	RICA.1	100	300	220	5				95	238
University of LaVerne	114	Social Science Subtest I	100	300	220	1				100	242
University of LaVerne	115	Social Science Subtest II	100	300	220	1				100	245
University of LaVerne	116	Social Science Subtest III	100	300	220	1				100	244
University of Phoenix	098	CBEST	60	240	123	10	10	142	100	100	159
University of Phoenix	110	Mathematics Subtest I	100	300	220	4				100	243
University of Phoenix	111	Mathematics Subtest II	100	300	220	4				100	246
University of Phoenix	112	Mathematics Subtest III	100	300	220	1				88	242
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	1				100	246
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	1				100	248
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	1				100	243
University of Phoenix	129	Physical Education Subtest I	100	300	220	1				100	243
University of Phoenix	130	Physical Education Subtest II	100	300	220	1				100	241

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Note - Number of Passers and Pass Rate ot reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of Phoenix	131	Physical Education Subtest III	100	300	220	1				100	241
University of Phoenix	081.1	RICA.1	100	300	220	1				95	238
University of Phoenix	118	Science Subtest I	100	300	220	1				100	252
University of Phoenix	119	Science Subtest II	100	300	220	1				99	253
University of Phoenix	114	Social Science Subtest I	100	300	220	1				100	242
University of Phoenix	115	Social Science Subtest II	100	300	220	1				100	245
University of Phoenix	116	Social Science Subtest III	100	300	220	1				100	244
University of Redlands	098	CBEST	60	240	123	7				100	159
University of Redlands	105	English Subtest I	100	300	220	1				100	248
University of Redlands	106	English Subtest II	100	300	220	1				100	248
University of Redlands	107	English Subtest III	100	300	220	1				100	248
University of Redlands	108	English Subtest IV	100	300	220	1				100	244
University of Redlands	110	Mathematics Subtest I	100	300	220	2				100	243
University of Redlands	111	Mathematics Subtest II	100	300	220	2				100	246
University of Redlands	112	Mathematics Subtest III	100	300	220	1				88	242
University of Redlands	114	Social Science Subtest I	100	300	220	1				100	242
University of Redlands	115	Social Science Subtest II	100	300	220	1				100	245
University of Redlands	116	Social Science Subtest III	100	300	220	1				100	244
University of San Francisco	098	CBEST	60	240	123	18	18	164	100	100	159
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	2				100	246
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	2				100	248
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	2				100	243
University of San Francisco	081.1	RICA.1	100	300	220	19	19	241	100	95	238
University of San Francisco	142	Writing Skills	100	300	220	2				100	250
University of the Pacific	098	CBEST	60	240	123	1				100	159
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	1				100	246
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	1				100	248
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	1				100	243
University of the Pacific	081.1	RICA.1	100	300	220	1				95	238
Whittier College	098	CBEST	60	240	123	3				100	159
Whittier College	101	Multiple Subjects Subtest I	100	300	220	3				100	246
Whittier College	102	Multiple Subjects Subtest II	100	300	220	3				100	248
Whittier College	103	Multiple Subjects Subtest III	100	300	220	3				100	243
Whittier College	081	RICA	0	120	81	1				98	92
Whittier College	081.1	RICA.1	100	300	220	2				95	238

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Note - Number of Passers and Pass Rate ot reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Alliant International University	120	Biology/Life Science Subtest III	100	300	220	5				100	244
Alliant International University	098	CBEST	60	240	123	46	46	180	100	100	158
Alliant International University	121	Chemistry Subtest III	100	300	220	2				100	258
Alliant International University	105	English Subtest I	100	300	220	4				100	249
Alliant International University	106	English Subtest II	100	300	220	4				100	248
Alliant International University	107	English Subtest III	100	300	220	4				100	251
Alliant International University	108	English Subtest IV	100	300	220	4				100	249
Alliant International University	163	Mandarin Subtest I	100	300	220	1					
Alliant International University	164	Mandarin Subtest II	100	300	220	1					
Alliant International University	165	Mandarin Subtest III	100	300	220	1					
Alliant International University	110	Mathematics Subtest I	100	300	220	10	10	264	100	100	248
Alliant International University	111	Mathematics Subtest II	100	300	220	10	10	249	100	100	247
Alliant International University	112	Mathematics Subtest III	100	300	220	3				100	252
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	24	24	264	100	100	245
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	24	24	261	100	100	245
Alliant International University	103	Multiple Subjects Subtest III	100	300	220	24	24	256	100	100	244
Alliant International University	129	Physical Education Subtest I	100	300	220	1				100	238
Alliant International University	130	Physical Education Subtest II	100	300	220	1				100	234
Alliant International University	131	Physical Education Subtest III	100	300	220	1				100	236
Alliant International University	123	Physics Subtest III	100	300	220	1					
Alliant International University	081	RICA	0	120	81	4				99	91
Alliant International University	081.1	RICA.1	100	300	220	20	20	253	100	96	238
Alliant International University	118	Science Subtest I	100	300	220	9				100	250
Alliant International University	119	Science Subtest II	100	300	220	9				100	257
Alliant International University	114	Social Science Subtest I	100	300	220	1				100	237
Alliant International University	115	Social Science Subtest II	100	300	220	1				100	239
Alliant International University	116	Social Science Subtest III	100	300	220	1				100	242
Alliant International University	145	Spanish Subtest I	100	300	220	4				100	244
Alliant International University	146	Spanish Subtest II	100	300	220	4				100	248
Alliant International University	147	Spanish Subtest III	100	300	220	4				100	256
Alliant International University	142	Writing Skills	100	300	220	9				100	253
Azusa Pacific University	186	American Sign Language Subtest I	100	300	220	1					
Azusa Pacific University	187	American Sign Language Subtest II	100	300	220	1					
Azusa Pacific University	188	American Sign Language Subtest III	100	300	220	1					
Azusa Pacific University	120	Biology/Life Science Subtest III	100	300	220	3				100	244
Azusa Pacific University	098	CBEST	60	240	123	70	70	152	100	100	158

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Azusa Pacific University	105	English Subtest I	100	300	220	5				100	249
Azusa Pacific University	106	English Subtest II	100	300	220	5				100	248
Azusa Pacific University	107	English Subtest III	100	300	220	5				100	251
Azusa Pacific University	108	English Subtest IV	100	300	220	5				100	249
Azusa Pacific University	178	Health Science Subtest I	100	300	220	1				100	235
Azusa Pacific University	179	Health Science Subtest II	100	300	220	1				100	238
Azusa Pacific University	180	Health Science Subtest III	100	300	220	1				100	242
Azusa Pacific University	184	Industrial And Tech Ed Subtest I	100	300	220	1					
Azusa Pacific University	185	Industrial And Tech Ed Subtest II	100	300	220	1					
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	4				100	248
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	4				100	247
Azusa Pacific University	112	Mathematics Subtest III	100	300	220	1				100	252
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	48	48	238	100	100	245
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	48	48	241	100	100	245
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	48	48	241	100	100	244
Azusa Pacific University	129	Physical Education Subtest I	100	300	220	3				100	238
Azusa Pacific University	130	Physical Education Subtest II	100	300	220	3				100	234
Azusa Pacific University	131	Physical Education Subtest III	100	300	220	3				100	236
Azusa Pacific University	081	RICA	0	120	81	3				99	91
Azusa Pacific University	081.1	RICA.1	100	300	220	46	44	232	96	96	238
Azusa Pacific University	118	Science Subtest I	100	300	220	2				100	250
Azusa Pacific University	119	Science Subtest II	100	300	220	2				100	257
Azusa Pacific University	114	Social Science Subtest I	100	300	220	1				100	237
Azusa Pacific University	115	Social Science Subtest II	100	300	220	1				100	239
Azusa Pacific University	116	Social Science Subtest III	100	300	220	1				100	242
Azusa Pacific University	142	Writing Skills	100	300	220	1				100	253
Brandman University	140	Art Subtest I	100	300	220	2					
Brandman University	141	Art Subtest II	100	300	220	2					
Brandman University	120	Biology/Life Science Subtest III	100	300	220	5				100	244
Brandman University	124	Biology/Life Science Subtest IV	100	300	220	1					
Brandman University	098	CBEST	60	240	123	102	102	152	100	100	158
Brandman University	121	Chemistry Subtest III	100	300	220	3				100	258
Brandman University	125	Chemistry Subtest IV	100	300	220	1					
Brandman University	105	English Subtest I	100	300	220	11	11	245	100	100	249
Brandman University	106	English Subtest II	100	300	220	11	11	244	100	100	248
Brandman University	107	English Subtest III	100	300	220	11	11	248	100	100	251

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Brandman University	108	English Subtest IV	100	300	220	11	11	242	100	100	249
Brandman University	178	Health Science Subtest I	100	300	220	4				100	235
Brandman University	179	Health Science Subtest II	100	300	220	4				100	238
Brandman University	180	Health Science Subtest III	100	300	220	4				100	242
Brandman University	110	Mathematics Subtest I	100	300	220	21	21	233	100	100	248
Brandman University	111	Mathematics Subtest II	100	300	220	21	21	236	100	100	247
Brandman University	112	Mathematics Subtest III	100	300	220	2				100	252
Brandman University	101	Multiple Subjects Subtest I	100	300	220	33	33	238	100	100	245
Brandman University	102	Multiple Subjects Subtest II	100	300	220	33	33	237	100	100	245
Brandman University	103	Multiple Subjects Subtest III	100	300	220	33	33	239	100	100	244
Brandman University	129	Physical Education Subtest I	100	300	220	4				100	238
Brandman University	130	Physical Education Subtest II	100	300	220	4				100	234
Brandman University	131	Physical Education Subtest III	100	300	220	4				100	236
Brandman University	081	RICA	0	120	81	6				99	91
Brandman University	081.1	RICA.1	100	300	220	33	29	228	88	96	238
Brandman University	118	Science Subtest I	100	300	220	5				100	250
Brandman University	119	Science Subtest II	100	300	220	5				100	257
Brandman University	114	Social Science Subtest I	100	300	220	5				100	237
Brandman University	115	Social Science Subtest II	100	300	220	5				100	239
Brandman University	116	Social Science Subtest III	100	300	220	5				100	242
Brandman University	142	Writing Skills	100	300	220	2				100	253
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	18	18	155	100	100	158
CA State Polytechnic Univ.-Pomona	121	Chemistry Subtest III	100	300	220	2				100	258
CA State Polytechnic Univ.-Pomona	110	Mathematics Subtest I	100	300	220	5				100	248
CA State Polytechnic Univ.-Pomona	111	Mathematics Subtest II	100	300	220	5				100	247
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	6				100	245
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	6				100	245
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	6				100	244
CA State Polytechnic Univ.-Pomona	136	Music Subtest I	100	300	220	2					
CA State Polytechnic Univ.-Pomona	137	Music Subtest II	100	300	220	2					
CA State Polytechnic Univ.-Pomona	138	Music Subtest III	100	300	220	2					
CA State Polytechnic Univ.-Pomona	081	RICA	0	120	81	2				99	91
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	5				96	238
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	2				100	250
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	2				100	257
California Baptist University	098	CBEST	60	240	123	14	14	144	100	100	158

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
California Baptist University	105	English Subtest I	100	300	220	1				100	249
California Baptist University	106	English Subtest II	100	300	220	1				100	248
California Baptist University	107	English Subtest III	100	300	220	1				100	251
California Baptist University	108	English Subtest IV	100	300	220	1				100	249
California Baptist University	110	Mathematics Subtest I	100	300	220	2				100	248
California Baptist University	111	Mathematics Subtest II	100	300	220	2				100	247
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	9				100	245
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	9				100	245
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	9				100	244
California Baptist University	081	RICA	0	120	81	1				99	91
California Baptist University	081.1	RICA.1	100	300	220	9				96	238
California Baptist University	114	Social Science Subtest I	100	300	220	2				100	237
California Baptist University	115	Social Science Subtest II	100	300	220	2				100	239
California Baptist University	116	Social Science Subtest III	100	300	220	2				100	242
California Lutheran University	098	CBEST	60	240	123	5				100	158
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	5				100	245
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	5				100	245
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	5				100	244
California Lutheran University	081.1	RICA.1	100	300	220	5				96	238
California Lutheran University	142	Writing Skills	100	300	220	1				100	253
CALState Teach	098	CBEST	60	240	123	43	43	160	100	100	158
CALState Teach	101	Multiple Subjects Subtest I	100	300	220	45	45	248	100	100	245
CALState Teach	102	Multiple Subjects Subtest II	100	300	220	45	45	253	100	100	245
CALState Teach	103	Multiple Subjects Subtest III	100	300	220	45	45	245	100	100	244
CALState Teach	092	RICA Video	100	300	220	2				100	241
CALState Teach	081.1	RICA.1	100	300	220	40	40	243	100	96	238
CALState Teach	142	Writing Skills	100	300	220	2				100	253
Claremont Graduate University	120	Biology/Life Science Subtest III	100	300	220	2				100	244
Claremont Graduate University	098	CBEST	60	240	123	40	40	164	100	100	158
Claremont Graduate University	105	English Subtest I	100	300	220	4				100	249
Claremont Graduate University	106	English Subtest II	100	300	220	4				100	248
Claremont Graduate University	107	English Subtest III	100	300	220	4				100	251
Claremont Graduate University	108	English Subtest IV	100	300	220	4				100	249
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	14	14	257	100	100	248
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	14	14	254	100	100	247
Claremont Graduate University	112	Mathematics Subtest III	100	300	220	11	11	252	100	100	252

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	5				100	245
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	5				100	245
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	5				100	244
Claremont Graduate University	081.1	RICA.1	100	300	220	6				96	238
Claremont Graduate University	118	Science Subtest I	100	300	220	2				100	250
Claremont Graduate University	119	Science Subtest II	100	300	220	2				100	257
Claremont Graduate University	114	Social Science Subtest I	100	300	220	3				100	237
Claremont Graduate University	115	Social Science Subtest II	100	300	220	3				100	239
Claremont Graduate University	116	Social Science Subtest III	100	300	220	3				100	242
Claremont Graduate University	145	Spanish Subtest I	100	300	220	3				100	244
Claremont Graduate University	146	Spanish Subtest II	100	300	220	3				100	248
Claremont Graduate University	147	Spanish Subtest III	100	300	220	3				100	256
Concordia University	098	CBEST	60	240	123	1				100	158
Concordia University	123	Physics Subtest III	100	300	220	1					
Concordia University	127	Physics Subtest IV	100	300	220	1					
CSU Bakersfield	120	Biology/Life Science Subtest III	100	300	220	2				100	244
CSU Bakersfield	098	CBEST	60	240	123	20	20	147	100	100	158
CSU Bakersfield	178	Health Science Subtest I	100	300	220	1				100	235
CSU Bakersfield	179	Health Science Subtest II	100	300	220	1				100	238
CSU Bakersfield	180	Health Science Subtest III	100	300	220	1				100	242
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	11	11	249	100	100	245
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	11	11	245	100	100	245
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	11	11	244	100	100	244
CSU Bakersfield	136	Music Subtest I	100	300	220	1					
CSU Bakersfield	137	Music Subtest II	100	300	220	1					
CSU Bakersfield	138	Music Subtest III	100	300	220	1					
CSU Bakersfield	081	RICA	0	120	81	2				99	91
CSU Bakersfield	081.1	RICA.1	100	300	220	12	12	236	100	96	238
CSU Bakersfield	118	Science Subtest I	100	300	220	2				100	250
CSU Bakersfield	119	Science Subtest II	100	300	220	2				100	257
CSU Channel Islands	098	CBEST	60	240	123	2				100	158
CSU Channel Islands	101	Multiple Subjects Subtest I	100	300	220	1				100	245
CSU Channel Islands	102	Multiple Subjects Subtest II	100	300	220	1				100	245
CSU Channel Islands	103	Multiple Subjects Subtest III	100	300	220	1				100	244
CSU Channel Islands	081.1	RICA.1	100	300	220	1				96	238
CSU Chico	098	CBEST	60	240	123	13	13	152	100	100	158

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Chico	110	Mathematics Subtest I	100	300	220	1				100	248
CSU Chico	111	Mathematics Subtest II	100	300	220	1				100	247
CSU Chico	101	Multiple Subjects Subtest I	100	300	220	6				100	245
CSU Chico	102	Multiple Subjects Subtest II	100	300	220	7				100	245
CSU Chico	103	Multiple Subjects Subtest III	100	300	220	6				100	244
CSU Chico	081	RICA	0	120	81	1				99	91
CSU Chico	081.1	RICA.1	100	300	220	5				96	238
CSU Chico	142	Writing Skills	100	300	220	1				100	253
CSU Dominguez Hills	120	Biology/Life Science Subtest III	100	300	220	3				100	244
CSU Dominguez Hills	098	CBEST	60	240	123	50	50	151	100	100	158
CSU Dominguez Hills	105	English Subtest I	100	300	220	2				100	249
CSU Dominguez Hills	106	English Subtest II	100	300	220	2				100	248
CSU Dominguez Hills	107	English Subtest III	100	300	220	2				100	251
CSU Dominguez Hills	108	English Subtest IV	100	300	220	2				100	249
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	7				100	248
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	7				100	247
CSU Dominguez Hills	112	Mathematics Subtest III	100	300	220	1				100	252
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	25	25	238	100	100	245
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	25	25	237	100	100	245
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	25	25	239	100	100	244
CSU Dominguez Hills	081	RICA	0	120	81	13	12	90	92	99	91
CSU Dominguez Hills	092	RICA Video	100	300	220	1				100	241
CSU Dominguez Hills	081.1	RICA.1	100	300	220	11	11	233	100	96	238
CSU Dominguez Hills	118	Science Subtest I	100	300	220	4				100	250
CSU Dominguez Hills	119	Science Subtest II	100	300	220	4				100	257
CSU East Bay	140	Art Subtest I	100	300	220	1					
CSU East Bay	141	Art Subtest II	100	300	220	1					
CSU East Bay	120	Biology/Life Science Subtest III	100	300	220	1				100	244
CSU East Bay	098	CBEST	60	240	123	28	28	159	100	100	158
CSU East Bay	105	English Subtest I	100	300	220	4				100	249
CSU East Bay	106	English Subtest II	100	300	220	4				100	248
CSU East Bay	107	English Subtest III	100	300	220	4				100	251
CSU East Bay	108	English Subtest IV	100	300	220	4				100	249
CSU East Bay	110	Mathematics Subtest I	100	300	220	4				100	248
CSU East Bay	111	Mathematics Subtest II	100	300	220	4				100	247
CSU East Bay	112	Mathematics Subtest III	100	300	220	2				100	252

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	7				100	245
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	7				100	245
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	7				100	244
CSU East Bay	129	Physical Education Subtest I	100	300	220	3				100	238
CSU East Bay	130	Physical Education Subtest II	100	300	220	3				100	234
CSU East Bay	131	Physical Education Subtest III	100	300	220	3				100	236
CSU East Bay	081.1	RICA.1	100	300	220	7				96	238
CSU East Bay	118	Science Subtest I	100	300	220	1				100	250
CSU East Bay	119	Science Subtest II	100	300	220	1				100	257
CSU East Bay	114	Social Science Subtest I	100	300	220	2				100	237
CSU East Bay	115	Social Science Subtest II	100	300	220	2				100	239
CSU East Bay	116	Social Science Subtest III	100	300	220	2				100	242
CSU Fresno	120	Biology/Life Science Subtest III	100	300	220	1				100	244
CSU Fresno	098	CBEST	60	240	123	21	21	153	100	100	158
CSU Fresno	121	Chemistry Subtest III	100	300	220	2				100	258
CSU Fresno	110	Mathematics Subtest I	100	300	220	1				100	248
CSU Fresno	111	Mathematics Subtest II	100	300	220	1				100	247
CSU Fresno	112	Mathematics Subtest III	100	300	220	1				100	252
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	6				100	245
CSU Fresno	102	Multiple Subjects Subtest II	100	300	220	6				100	245
CSU Fresno	103	Multiple Subjects Subtest III	100	300	220	6				100	244
CSU Fresno	123	Physics Subtest III	100	300	220	1					
CSU Fresno	081	RICA	0	120	81	1				99	91
CSU Fresno	081.1	RICA.1	100	300	220	6				96	238
CSU Fresno	118	Science Subtest I	100	300	220	4				100	250
CSU Fresno	119	Science Subtest II	100	300	220	4				100	257
CSU Fresno	142	Writing Skills	100	300	220	2				100	253
CSU Fullerton	120	Biology/Life Science Subtest III	100	300	220	1				100	244
CSU Fullerton	098	CBEST	60	240	123	27	27	148	100	100	158
CSU Fullerton	122	Earth/Planetary Science Subtest III	100	300	220	1					
CSU Fullerton	126	Earth/Planetary Science Subtest IV	100	300	220	1					
CSU Fullerton	110	Mathematics Subtest I	100	300	220	5				100	248
CSU Fullerton	111	Mathematics Subtest II	100	300	220	5				100	247
CSU Fullerton	112	Mathematics Subtest III	100	300	220	1				100	252
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	14	14	239	100	100	245
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	14	14	244	100	100	245

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	14	14	240	100	100	244
CSU Fullerton	081	RICA	0	120	81	2				99	91
CSU Fullerton	092	RICA Video	100	300	220	1				100	241
CSU Fullerton	081.1	RICA.1	100	300	220	14	13	229	93	96	238
CSU Fullerton	118	Science Subtest I	100	300	220	1				100	250
CSU Fullerton	119	Science Subtest II	100	300	220	1				100	257
CSU Fullerton	142	Writing Skills	100	300	220	2				100	253
CSU Long Beach	120	Biology/Life Science Subtest III	100	300	220	3				100	244
CSU Long Beach	098	CBEST	60	240	123	23	23	160	100	100	158
CSU Long Beach	121	Chemistry Subtest III	100	300	220	1				100	258
CSU Long Beach	110	Mathematics Subtest I	100	300	220	5				100	248
CSU Long Beach	111	Mathematics Subtest II	100	300	220	5				100	247
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	10	10	243	100	100	245
CSU Long Beach	102	Multiple Subjects Subtest II	100	300	220	10	10	241	100	100	245
CSU Long Beach	103	Multiple Subjects Subtest III	100	300	220	10	10	244	100	100	244
CSU Long Beach	081.1	RICA.1	100	300	220	11	10	231	91	96	238
CSU Long Beach	118	Science Subtest I	100	300	220	4				100	250
CSU Long Beach	119	Science Subtest II	100	300	220	4				100	257
CSU Long Beach	114	Social Science Subtest I	100	300	220	1				100	237
CSU Long Beach	115	Social Science Subtest II	100	300	220	1				100	239
CSU Long Beach	116	Social Science Subtest III	100	300	220	1				100	242
CSU Los Angeles	140	Art Subtest I	100	300	220	1					
CSU Los Angeles	141	Art Subtest II	100	300	220	1					
CSU Los Angeles	098	CBEST	60	240	123	41	41	145	100	100	158
CSU Los Angeles	163	Mandarin Subtest I	100	300	220	1					
CSU Los Angeles	164	Mandarin Subtest II	100	300	220	1					
CSU Los Angeles	165	Mandarin Subtest III	100	300	220	1					
CSU Los Angeles	110	Mathematics Subtest I	100	300	220	3				100	248
CSU Los Angeles	111	Mathematics Subtest II	100	300	220	3				100	247
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	30	30	243	100	100	245
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	30	30	241	100	100	245
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	30	30	244	100	100	244
CSU Los Angeles	081	RICA	0	120	81	8				99	91
CSU Los Angeles	092	RICA Video	100	300	220	1				100	241
CSU Los Angeles	081.1	RICA.1	100	300	220	23	21	238	91	96	238
CSU Northridge	186	American Sign Language Subtest I	100	300	220	2					

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Northridge	187	American Sign Language Subtest II	100	300	220	2					
CSU Northridge	188	American Sign Language Subtest III	100	300	220	2					
CSU Northridge	140	Art Subtest I	100	300	220	1					
CSU Northridge	141	Art Subtest II	100	300	220	1					
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	2				100	244
CSU Northridge	098	CBEST	60	240	123	38	38	159	100	100	158
CSU Northridge	121	Chemistry Subtest III	100	300	220	3				100	258
CSU Northridge	122	Earth/Planetary Science Subtest III	100	300	220	1					
CSU Northridge	105	English Subtest I	100	300	220	4				100	249
CSU Northridge	106	English Subtest II	100	300	220	4				100	248
CSU Northridge	107	English Subtest III	100	300	220	4				100	251
CSU Northridge	108	English Subtest IV	100	300	220	4				100	249
CSU Northridge	110	Mathematics Subtest I	100	300	220	3				100	248
CSU Northridge	111	Mathematics Subtest II	100	300	220	3				100	247
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	13	13	242	100	100	245
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	13	13	242	100	100	245
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	13	13	239	100	100	244
CSU Northridge	129	Physical Education Subtest I	100	300	220	2				100	238
CSU Northridge	130	Physical Education Subtest II	100	300	220	2				100	234
CSU Northridge	131	Physical Education Subtest III	100	300	220	2				100	236
CSU Northridge	123	Physics Subtest III	100	300	220	1					
CSU Northridge	081	RICA	0	120	81	1				99	91
CSU Northridge	081.1	RICA.1	100	300	220	14	14	241	100	96	238
CSU Northridge	118	Science Subtest I	100	300	220	7				100	250
CSU Northridge	119	Science Subtest II	100	300	220	7				100	257
CSU Northridge	142	Writing Skills	100	300	220	2				100	253
CSU Sacramento	098	CBEST	60	240	123	31	31	148	100	100	158
CSU Sacramento	110	Mathematics Subtest I	100	300	220	1				100	248
CSU Sacramento	111	Mathematics Subtest II	100	300	220	1				100	247
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	21	21	244	100	100	245
CSU Sacramento	102	Multiple Subjects Subtest II	100	300	220	21	21	245	100	100	245
CSU Sacramento	103	Multiple Subjects Subtest III	100	300	220	21	21	241	100	100	244
CSU Sacramento	081	RICA	0	120	81	3				99	91
CSU Sacramento	092	RICA Video	100	300	220	1				100	241
CSU Sacramento	081.1	RICA.1	100	300	220	18	18	241	100	96	238
CSU San Bernardino	120	Biology/Life Science Subtest III	100	300	220	4				100	244

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU San Bernardino	124	Biology/Life Science Subtest IV	100	300	220	1					
CSU San Bernardino	098	CBEST	60	240	123	59	59	151	100	100	158
CSU San Bernardino	121	Chemistry Subtest III	100	300	220	3				100	258
CSU San Bernardino	105	English Subtest I	100	300	220	4				100	249
CSU San Bernardino	106	English Subtest II	100	300	220	4				100	248
CSU San Bernardino	107	English Subtest III	100	300	220	4				100	251
CSU San Bernardino	108	English Subtest IV	100	300	220	4				100	249
CSU San Bernardino	148	French Subtest I	100	300	220	1					
CSU San Bernardino	149	French Subtest II	100	300	220	1					
CSU San Bernardino	150	French Subtest III	100	300	220	1					
CSU San Bernardino	110	Mathematics Subtest I	100	300	220	5				100	248
CSU San Bernardino	111	Mathematics Subtest II	100	300	220	5				100	247
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	30	30	244	100	100	245
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	30	30	245	100	100	245
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	30	30	242	100	100	244
CSU San Bernardino	081	RICA	0	120	81	7				99	91
CSU San Bernardino	092	RICA Video	100	300	220	1				100	241
CSU San Bernardino	081.1	RICA.1	100	300	220	21	21	236	100	96	238
CSU San Bernardino	118	Science Subtest I	100	300	220	6				100	250
CSU San Bernardino	119	Science Subtest II	100	300	220	6				100	257
CSU San Bernardino	142	Writing Skills	100	300	220	1				100	253
CSU San Marcos	098	CBEST	60	240	123	3				100	158
CSU San Marcos	101	Multiple Subjects Subtest I	100	300	220	3				100	245
CSU San Marcos	102	Multiple Subjects Subtest II	100	300	220	3				100	245
CSU San Marcos	103	Multiple Subjects Subtest III	100	300	220	3				100	244
CSU San Marcos	081.1	RICA.1	100	300	220	3				96	238
CSU Stanislaus	098	CBEST	60	240	123	12	12	150	100	100	158
CSU Stanislaus	122	Earth/Planetary Science Subtest III	100	300	220	1					
CSU Stanislaus	126	Earth/Planetary Science Subtest IV	100	300	220	1					
CSU Stanislaus	105	English Subtest I	100	300	220	1				100	249
CSU Stanislaus	106	English Subtest II	100	300	220	1				100	248
CSU Stanislaus	107	English Subtest III	100	300	220	1				100	251
CSU Stanislaus	108	English Subtest IV	100	300	220	1				100	249
CSU Stanislaus	110	Mathematics Subtest I	100	300	220	1				100	248
CSU Stanislaus	111	Mathematics Subtest II	100	300	220	1				100	247
CSU Stanislaus	101	Multiple Subjects Subtest I	100	300	220	3				100	245

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
CSU Stanislaus	102	Multiple Subjects Subtest II	100	300	220	3				100	245
CSU Stanislaus	103	Multiple Subjects Subtest III	100	300	220	3				100	244
CSU Stanislaus	081.1	RICA.1	100	300	220	3				96	238
CSU Stanislaus	114	Social Science Subtest I	100	300	220	1				100	237
CSU Stanislaus	115	Social Science Subtest II	100	300	220	1				100	239
CSU Stanislaus	116	Social Science Subtest III	100	300	220	1				100	242
CSU Stanislaus	145	Spanish Subtest I	100	300	220	1				100	244
CSU Stanislaus	146	Spanish Subtest II	100	300	220	1				100	248
CSU Stanislaus	147	Spanish Subtest III	100	300	220	1				100	256
Dominican University of California	098	CBEST	60	240	123	8				100	158
Dominican University of California	121	Chemistry Subtest III	100	300	220	1				100	258
Dominican University of California	110	Mathematics Subtest I	100	300	220	1				100	248
Dominican University of California	111	Mathematics Subtest II	100	300	220	1				100	247
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	3				100	245
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	3				100	245
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	3				100	244
Dominican University of California	129	Physical Education Subtest I	100	300	220	1				100	238
Dominican University of California	130	Physical Education Subtest II	100	300	220	1				100	234
Dominican University of California	131	Physical Education Subtest III	100	300	220	1				100	236
Dominican University of California	081	RICA	0	120	81	2				99	91
Dominican University of California	081.1	RICA.1	100	300	220	2				96	238
Dominican University of California	118	Science Subtest I	100	300	220	1				100	250
Dominican University of California	119	Science Subtest II	100	300	220	1				100	257
Dominican University of California	145	Spanish Subtest I	100	300	220	1				100	244
Dominican University of California	146	Spanish Subtest II	100	300	220	1				100	248
Dominican University of California	147	Spanish Subtest III	100	300	220	1				100	256
Fortune School of Ed. Project Pipeline	120	Biology/Life Science Subtest III	100	300	220	4				100	237
Fortune School of Ed. Project Pipeline	124	Biology/Life Science Subtest IV	100	300	220	1					
Fortune School of Ed. Project Pipeline	175	Business Subtest I	100	300	220	1					
Fortune School of Ed. Project Pipeline	176	Business Subtest II	100	300	220	1					
Fortune School of Ed. Project Pipeline	177	Business Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	098	CBEST	60	240	123	81	81	163	100	100	155
Fortune School of Ed. Project Pipeline	122	Earth/Planetary Science Subtest III	100	300	220	3					
Fortune School of Ed. Project Pipeline	105	English Subtest I	100	300	220	12	12	251	100	100	245
Fortune School of Ed. Project Pipeline	106	English Subtest II	100	300	220	12	12	247	100	100	241
Fortune School of Ed. Project Pipeline	107	English Subtest III	100	300	220	12	12	249	100	100	241

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Fortune School of Ed. Project Pipeline	108	English Subtest IV	100	300	220	12	12	248	100	100	244
Fortune School of Ed. Project Pipeline	148	French Subtest I	100	300	220	2					
Fortune School of Ed. Project Pipeline	149	French Subtest II	100	300	220	2					
Fortune School of Ed. Project Pipeline	150	French Subtest III	100	300	220	2					
Fortune School of Ed. Project Pipeline	178	Health Science Subtest I	100	300	220	1					
Fortune School of Ed. Project Pipeline	179	Health Science Subtest II	100	300	220	1					
Fortune School of Ed. Project Pipeline	180	Health Science Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	110	Mathematics Subtest I	100	300	220	17	17	243	100	100	244
Fortune School of Ed. Project Pipeline	111	Mathematics Subtest II	100	300	220	17	17	240	100	100	243
Fortune School of Ed. Project Pipeline	112	Mathematics Subtest III	100	300	220	6				100	251
Fortune School of Ed. Project Pipeline	101	Multiple Subjects Subtest I	100	300	220	15	15	246	100	100	242
Fortune School of Ed. Project Pipeline	102	Multiple Subjects Subtest II	100	300	220	15	15	249	100	100	241
Fortune School of Ed. Project Pipeline	103	Multiple Subjects Subtest III	100	300	220	15	15	247	100	100	241
Fortune School of Ed. Project Pipeline	136	Music Subtest I	100	300	220	2					
Fortune School of Ed. Project Pipeline	137	Music Subtest II	100	300	220	2					
Fortune School of Ed. Project Pipeline	138	Music Subtest III	100	300	220	2					
Fortune School of Ed. Project Pipeline	129	Physical Education Subtest I	100	300	220	4					
Fortune School of Ed. Project Pipeline	130	Physical Education Subtest II	100	300	220	4					
Fortune School of Ed. Project Pipeline	131	Physical Education Subtest III	100	300	220	4					
Fortune School of Ed. Project Pipeline	081.1	RICA.1	100	300	220	19	19	241	100	95	236
Fortune School of Ed. Project Pipeline	118	Science Subtest I	100	300	220	7				100	249
Fortune School of Ed. Project Pipeline	119	Science Subtest II	100	300	220	7				100	249
Fortune School of Ed. Project Pipeline	114	Social Science Subtest I	100	300	220	5				100	242
Fortune School of Ed. Project Pipeline	115	Social Science Subtest II	100	300	220	5				100	239
Fortune School of Ed. Project Pipeline	116	Social Science Subtest III	100	300	220	5				100	246
Fortune School of Ed. Project Pipeline	145	Spanish Subtest I	100	300	220	4					
Fortune School of Ed. Project Pipeline	146	Spanish Subtest II	100	300	220	4					
Fortune School of Ed. Project Pipeline	147	Spanish Subtest III	100	300	220	4					
Fresno Pacific University	098	CBEST	60	240	123	18	18	153	100	100	158
Fresno Pacific University	105	English Subtest I	100	300	220	1				100	249
Fresno Pacific University	106	English Subtest II	100	300	220	1				100	248
Fresno Pacific University	107	English Subtest III	100	300	220	1				100	251
Fresno Pacific University	108	English Subtest IV	100	300	220	1				100	249
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	13	13	233	100	100	245
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	13	13	240	100	100	245
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	13	13	239	100	100	244

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Fresno Pacific University	081	RICA	0	120	81	2				99	91
Fresno Pacific University	081.1	RICA.1	100	300	220	13	12	239	92	96	238
Fresno Pacific University	114	Social Science Subtest I	100	300	220	2				100	237
Fresno Pacific University	115	Social Science Subtest II	100	300	220	2				100	239
Fresno Pacific University	116	Social Science Subtest III	100	300	220	2				100	242
Fresno Pacific University	142	Writing Skills	100	300	220	1				100	253
High Tech High Communities	140	Art Subtest I	100	300	220	1					
High Tech High Communities	141	Art Subtest II	100	300	220	1					
High Tech High Communities	120	Biology/Life Science Subtest III	100	300	220	1				100	237
High Tech High Communities	098	CBEST	60	240	123	15	15	184	100	100	155
High Tech High Communities	121	Chemistry Subtest III	100	300	220	2					
High Tech High Communities	125	Chemistry Subtest IV	100	300	220	2					
High Tech High Communities	105	English Subtest I	100	300	220	2				100	245
High Tech High Communities	106	English Subtest II	100	300	220	2				100	241
High Tech High Communities	107	English Subtest III	100	300	220	2				100	241
High Tech High Communities	108	English Subtest IV	100	300	220	2				100	244
High Tech High Communities	110	Mathematics Subtest I	100	300	220	4				100	244
High Tech High Communities	111	Mathematics Subtest II	100	300	220	4				100	243
High Tech High Communities	112	Mathematics Subtest III	100	300	220	3				100	251
High Tech High Communities	101	Multiple Subjects Subtest I	100	300	220	4				100	242
High Tech High Communities	102	Multiple Subjects Subtest II	100	300	220	4				100	241
High Tech High Communities	103	Multiple Subjects Subtest III	100	300	220	4				100	241
High Tech High Communities	081.1	RICA.1	100	300	220	4				95	236
High Tech High Communities	118	Science Subtest I	100	300	220	2				100	249
High Tech High Communities	119	Science Subtest II	100	300	220	2				100	249
Holy Names University	098	CBEST	60	240	123	17	17	150	100	100	158
Holy Names University	105	English Subtest I	100	300	220	1				100	249
Holy Names University	106	English Subtest II	100	300	220	1				100	248
Holy Names University	107	English Subtest III	100	300	220	1				100	251
Holy Names University	108	English Subtest IV	100	300	220	1				100	249
Holy Names University	178	Health Science Subtest I	100	300	220	1				100	235
Holy Names University	179	Health Science Subtest II	100	300	220	1				100	238
Holy Names University	180	Health Science Subtest III	100	300	220	1				100	242
Holy Names University	110	Mathematics Subtest I	100	300	220	1				100	248
Holy Names University	111	Mathematics Subtest II	100	300	220	1				100	247
Holy Names University	112	Mathematics Subtest III	100	300	220	1				100	252

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	10	10	240	100	100	245
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	10	10	240	100	100	245
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	10	10	244	100	100	244
Holy Names University	081.1	RICA.1	100	300	220	11	10	234	91	96	238
Holy Names University	118	Science Subtest I	100	300	220	1				100	250
Holy Names University	119	Science Subtest II	100	300	220	1				100	257
Holy Names University	145	Spanish Subtest I	100	300	220	3				100	244
Holy Names University	146	Spanish Subtest II	100	300	220	3				100	248
Holy Names University	147	Spanish Subtest III	100	300	220	3				100	256
Holy Names University	142	Writing Skills	100	300	220	1				100	253
Humboldt State University	098	CBEST	60	240	123	3				100	158
Humboldt State University	101	Multiple Subjects Subtest I	100	300	220	3				100	245
Humboldt State University	102	Multiple Subjects Subtest II	100	300	220	3				100	245
Humboldt State University	103	Multiple Subjects Subtest III	100	300	220	3				100	244
Humboldt State University	081.1	RICA.1	100	300	220	3				96	238
Humboldt State University	114	Social Science Subtest I	100	300	220	1				100	237
Humboldt State University	115	Social Science Subtest II	100	300	220	1				100	239
Humboldt State University	116	Social Science Subtest III	100	300	220	1				100	242
Humboldt State University	142	Writing Skills	100	300	220	1				100	253
IMPACT	140	Art Subtest I	100	300	220	3					
IMPACT	141	Art Subtest II	100	300	220	3					
IMPACT	120	Biology/Life Science Subtest III	100	300	220	8				100	237
IMPACT	098	CBEST	60	240	123	242	242	150	100	100	155
IMPACT	121	Chemistry Subtest III	100	300	220	2					
IMPACT	122	Earth/Planetary Science Subtest III	100	300	220	3					
IMPACT	105	English Subtest I	100	300	220	13	13	237	100	100	245
IMPACT	106	English Subtest II	100	300	220	13	13	233	100	100	241
IMPACT	107	English Subtest III	100	300	220	13	13	230	100	100	241
IMPACT	108	English Subtest IV	100	300	220	13	13	231	100	100	244
IMPACT	178	Health Science Subtest I	100	300	220	3					
IMPACT	179	Health Science Subtest II	100	300	220	3					
IMPACT	180	Health Science Subtest III	100	300	220	3					
IMPACT	110	Mathematics Subtest I	100	300	220	14	14	237	100	100	244
IMPACT	111	Mathematics Subtest II	100	300	220	14	14	244	100	100	243
IMPACT	112	Mathematics Subtest III	100	300	220	4				100	251
IMPACT	101	Multiple Subjects Subtest I	100	300	220	136	136	242	100	100	242

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
IMPACT	102	Multiple Subjects Subtest II	100	300	220	137	137	238	100	100	241
IMPACT	103	Multiple Subjects Subtest III	100	300	220	136	136	241	100	100	241
IMPACT	129	Physical Education Subtest I	100	300	220	4					
IMPACT	130	Physical Education Subtest II	100	300	220	4					
IMPACT	131	Physical Education Subtest III	100	300	220	4					
IMPACT	123	Physics Subtest III	100	300	220	1					
IMPACT	127	Physics Subtest IV	100	300	220	1					
IMPACT	081	RICA	0	120	81	63	63	91	100	100	91
IMPACT	092	RICA Video	100	300	220	2					
IMPACT	081.1	RICA.1	100	300	220	76	73	235	96	95	236
IMPACT	118	Science Subtest I	100	300	220	12	12	248	100	100	249
IMPACT	119	Science Subtest II	100	300	220	12	12	248	100	100	249
IMPACT	114	Social Science Subtest I	100	300	220	12	12	236	100	100	242
IMPACT	115	Social Science Subtest II	100	300	220	12	12	232	100	100	239
IMPACT	116	Social Science Subtest III	100	300	220	12	12	241	100	100	246
IMPACT	145	Spanish Subtest I	100	300	220	1					
IMPACT	146	Spanish Subtest II	100	300	220	1					
IMPACT	147	Spanish Subtest III	100	300	220	1					
IMPACT	142	Writing Skills	100	300	220	2					
La Sierra University	098	CBEST	60	240	123	1				100	158
Los Angeles USD	120	Biology/Life Science Subtest III	100	300	220	3				100	237
Los Angeles USD	098	CBEST	60	240	123	40	40	149	100	100	155
Los Angeles USD	121	Chemistry Subtest III	100	300	220	2					
Los Angeles USD	122	Earth/Planetary Science Subtest III	100	300	220	2					
Los Angeles USD	105	English Subtest I	100	300	220	2				100	245
Los Angeles USD	106	English Subtest II	100	300	220	2				100	241
Los Angeles USD	107	English Subtest III	100	300	220	2				100	241
Los Angeles USD	108	English Subtest IV	100	300	220	2				100	244
Los Angeles USD	110	Mathematics Subtest I	100	300	220	2				100	244
Los Angeles USD	111	Mathematics Subtest II	100	300	220	2				100	243
Los Angeles USD	101	Multiple Subjects Subtest I	100	300	220	21	21	236	100	100	242
Los Angeles USD	102	Multiple Subjects Subtest II	100	300	220	21	21	240	100	100	241
Los Angeles USD	103	Multiple Subjects Subtest III	100	300	220	21	21	237	100	100	241
Los Angeles USD	123	Physics Subtest III	100	300	220	1					
Los Angeles USD	081	RICA	0	120	81	6				100	91
Los Angeles USD	081.1	RICA.1	100	300	220	22	22	237	100	95	236

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Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Los Angeles USD	118	Science Subtest I	100	300	220	9				100	249
Los Angeles USD	119	Science Subtest II	100	300	220	9				100	249
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	36	36	252	100	100	244
Loyola Marymount University	098	CBEST	60	240	123	184	184	181	100	100	158
Loyola Marymount University	121	Chemistry Subtest III	100	300	220	18	18	264	100	100	258
Loyola Marymount University	122	Earth/Planetary Science Subtest III	100	300	220	1					
Loyola Marymount University	105	English Subtest I	100	300	220	27	27	257	100	100	249
Loyola Marymount University	106	English Subtest II	100	300	220	27	27	257	100	100	248
Loyola Marymount University	107	English Subtest III	100	300	220	27	27	259	100	100	251
Loyola Marymount University	108	English Subtest IV	100	300	220	27	27	258	100	100	249
Loyola Marymount University	110	Mathematics Subtest I	100	300	220	43	43	250	100	100	248
Loyola Marymount University	111	Mathematics Subtest II	100	300	220	43	43	248	100	100	247
Loyola Marymount University	112	Mathematics Subtest III	100	300	220	3				100	252
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	107	107	259	100	100	245
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	107	107	260	100	100	245
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	107	107	253	100	100	244
Loyola Marymount University	081.1	RICA.1	100	300	220	110	110	249	100	96	238
Loyola Marymount University	118	Science Subtest I	100	300	220	56	56	253	100	100	250
Loyola Marymount University	119	Science Subtest II	100	300	220	56	56	261	100	100	257
Loyola Marymount University	114	Social Science Subtest I	100	300	220	5				100	237
Loyola Marymount University	115	Social Science Subtest II	100	300	220	5				100	239
Loyola Marymount University	116	Social Science Subtest III	100	300	220	5				100	242
Loyola Marymount University	145	Spanish Subtest I	100	300	220	7				100	244
Loyola Marymount University	146	Spanish Subtest II	100	300	220	7				100	248
Loyola Marymount University	147	Spanish Subtest III	100	300	220	7				100	256
Loyola Marymount University	142	Writing Skills	100	300	220	53	53	260	100	100	253
Mount Saint Mary's College	098	CBEST	60	240	123	4				100	158
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	2				100	245
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	2				100	245
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	2				100	244
Mount Saint Mary's College	081	RICA	0	120	81	1				99	91
Mount Saint Mary's College	081.1	RICA.1	100	300	220	1				96	238
Mount Saint Mary's College	114	Social Science Subtest I	100	300	220	1				100	237
Mount Saint Mary's College	115	Social Science Subtest II	100	300	220	1				100	239
Mount Saint Mary's College	116	Social Science Subtest III	100	300	220	1				100	242
Mount Saint Mary's College	145	Spanish Subtest I	100	300	220	1				100	244

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Mount Saint Mary's College	146	Spanish Subtest II	100	300	220	1				100	248
Mount Saint Mary's College	147	Spanish Subtest III	100	300	220	1				100	256
National Hispanic University	098	CBEST	60	240	123	14	14	156	100	100	158
National Hispanic University	110	Mathematics Subtest I	100	300	220	2				100	248
National Hispanic University	111	Mathematics Subtest II	100	300	220	2				100	247
National Hispanic University	112	Mathematics Subtest III	100	300	220	1				100	252
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	5				100	245
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	5				100	245
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	5				100	244
National Hispanic University	129	Physical Education Subtest I	100	300	220	1				100	238
National Hispanic University	130	Physical Education Subtest II	100	300	220	1				100	234
National Hispanic University	131	Physical Education Subtest III	100	300	220	1				100	236
National Hispanic University	081	RICA	0	120	81	1				99	91
National Hispanic University	081.1	RICA.1	100	300	220	7				96	238
National Hispanic University	114	Social Science Subtest I	100	300	220	1				100	237
National Hispanic University	115	Social Science Subtest II	100	300	220	1				100	239
National Hispanic University	116	Social Science Subtest III	100	300	220	1				100	242
National Hispanic University	145	Spanish Subtest I	100	300	220	1				100	244
National Hispanic University	146	Spanish Subtest II	100	300	220	1				100	248
National Hispanic University	147	Spanish Subtest III	100	300	220	1				100	256
National University	140	Art Subtest I	100	300	220	2					
National University	141	Art Subtest II	100	300	220	2					
National University	120	Biology/Life Science Subtest III	100	300	220	4				100	244
National University	175	Business Subtest I	100	300	220	1					
National University	176	Business Subtest II	100	300	220	1					
National University	177	Business Subtest III	100	300	220	1					
National University	098	CBEST	60	240	123	244	244	148	100	100	158
National University	121	Chemistry Subtest III	100	300	220	1				100	258
National University	122	Earth/Planetary Science Subtest III	100	300	220	1					
National University	105	English Subtest I	100	300	220	15	15	232	100	100	249
National University	106	English Subtest II	100	300	220	15	15	237	100	100	248
National University	107	English Subtest III	100	300	220	15	15	242	100	100	251
National University	108	English Subtest IV	100	300	220	15	15	237	100	100	249
National University	148	French Subtest I	100	300	220	1					
National University	149	French Subtest II	100	300	220	1					
National University	150	French Subtest III	100	300	220	1					

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Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
National University	178	Health Science Subtest I	100	300	220	7				100	235
National University	179	Health Science Subtest II	100	300	220	7				100	238
National University	180	Health Science Subtest III	100	300	220	7				100	242
National University	184	Industrial And Tech Ed Subtest I	100	300	220	1					
National University	185	Industrial And Tech Ed Subtest II	100	300	220	1					
National University	110	Mathematics Subtest I	100	300	220	17	17	244	100	100	248
National University	111	Mathematics Subtest II	100	300	220	17	17	246	100	100	247
National University	112	Mathematics Subtest III	100	300	220	2				100	252
National University	101	Multiple Subjects Subtest I	100	300	220	150	150	239	100	100	245
National University	102	Multiple Subjects Subtest II	100	300	220	150	150	239	100	100	245
National University	103	Multiple Subjects Subtest III	100	300	220	150	150	242	100	100	244
National University	136	Music Subtest I	100	300	220	3					
National University	137	Music Subtest II	100	300	220	3					
National University	138	Music Subtest III	100	300	220	3					
National University	129	Physical Education Subtest I	100	300	220	7				100	238
National University	130	Physical Education Subtest II	100	300	220	7				100	234
National University	131	Physical Education Subtest III	100	300	220	7				100	236
National University	123	Physics Subtest III	100	300	220	1					
National University	081	RICA	0	120	81	8				99	91
National University	092	RICA Video	100	300	220	5				100	241
National University	081.1	RICA.1	100	300	220	155	142	231	92	96	238
National University	118	Science Subtest I	100	300	220	8				100	250
National University	119	Science Subtest II	100	300	220	8				100	257
National University	114	Social Science Subtest I	100	300	220	11	11	241	100	100	237
National University	115	Social Science Subtest II	100	300	220	11	11	243	100	100	239
National University	116	Social Science Subtest III	100	300	220	11	11	242	100	100	242
National University	145	Spanish Subtest I	100	300	220	3				100	244
National University	146	Spanish Subtest II	100	300	220	3				100	248
National University	147	Spanish Subtest III	100	300	220	3				100	256
National University	142	Writing Skills	100	300	220	6				100	253
Notre Dame de Namur University	098	CBEST	60	240	123	10	10	164	100	100	158
Notre Dame de Namur University	110	Mathematics Subtest I	100	300	220	1				100	248
Notre Dame de Namur University	111	Mathematics Subtest II	100	300	220	1				100	247
Notre Dame de Namur University	101	Multiple Subjects Subtest I	100	300	220	9				100	245
Notre Dame de Namur University	102	Multiple Subjects Subtest II	100	300	220	9				100	245
Notre Dame de Namur University	103	Multiple Subjects Subtest III	100	300	220	9				100	244

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Notre Dame de Namur University	081	RICA	0	120	81	1				99	91
Notre Dame de Namur University	081.1	RICA.1	100	300	220	6				96	238
Notre Dame de Namur University	142	Writing Skills	100	300	220	1				100	253
Orange County Department of Education	098	CBEST	60	240	123	33	33	149	100	100	155
Orange County Department of Education	081	RICA	0	120	81	8				100	91
Orange County Department of Education	081.1	RICA.1	100	300	220	17	14	231	82	95	236
Patten University	098	CBEST	60	240	123	2				100	158
Patten University	105	English Subtest I	100	300	220	1				100	249
Patten University	106	English Subtest II	100	300	220	1				100	248
Patten University	107	English Subtest III	100	300	220	1				100	251
Patten University	108	English Subtest IV	100	300	220	1				100	249
Patten University	101	Multiple Subjects Subtest I	100	300	220	1				100	245
Patten University	102	Multiple Subjects Subtest II	100	300	220	1				100	245
Patten University	103	Multiple Subjects Subtest III	100	300	220	1				100	244
Patten University	081.1	RICA.1	100	300	220	1				96	238
Pepperdine University	098	CBEST	60	240	123	5				100	158
Pepperdine University	081.1	RICA.1	100	300	220	1				96	238
Point Loma Nazarene University	120	Biology/Life Science Subtest III	100	300	220	1				100	244
Point Loma Nazarene University	098	CBEST	60	240	123	20	20	149	100	100	158
Point Loma Nazarene University	178	Health Science Subtest I	100	300	220	1				100	235
Point Loma Nazarene University	179	Health Science Subtest II	100	300	220	1				100	238
Point Loma Nazarene University	180	Health Science Subtest III	100	300	220	1				100	242
Point Loma Nazarene University	163	Mandarin Subtest I	100	300	220	1					
Point Loma Nazarene University	164	Mandarin Subtest II	100	300	220	1					
Point Loma Nazarene University	165	Mandarin Subtest III	100	300	220	1					
Point Loma Nazarene University	110	Mathematics Subtest I	100	300	220	1				100	248
Point Loma Nazarene University	111	Mathematics Subtest II	100	300	220	1				100	247
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	10	10	242	100	100	245
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	10	10	239	100	100	245
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	10	10	244	100	100	244
Point Loma Nazarene University	136	Music Subtest I	100	300	220	1					
Point Loma Nazarene University	137	Music Subtest II	100	300	220	1					
Point Loma Nazarene University	138	Music Subtest III	100	300	220	1					
Point Loma Nazarene University	081	RICA	0	120	81	2				99	91
Point Loma Nazarene University	081.1	RICA.1	100	300	220	9				96	238
Point Loma Nazarene University	145	Spanish Subtest I	100	300	220	1				100	244

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						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Point Loma Nazarene University	146	Spanish Subtest II	100	300	220	1				100	248
Point Loma Nazarene University	147	Spanish Subtest III	100	300	220	1				100	256
Saint Mary's College of California	098	CBEST	60	240	123	6				100	158
Saint Mary's College of California	148	French Subtest I	100	300	220	1					
Saint Mary's College of California	149	French Subtest II	100	300	220	1					
Saint Mary's College of California	150	French Subtest III	100	300	220	1					
Saint Mary's College of California	101	Multiple Subjects Subtest I	100	300	220	2				100	245
Saint Mary's College of California	102	Multiple Subjects Subtest II	100	300	220	2				100	245
Saint Mary's College of California	103	Multiple Subjects Subtest III	100	300	220	2				100	244
Saint Mary's College of California	081.1	RICA.1	100	300	220	3				96	238
Saint Mary's College of California	118	Science Subtest I	100	300	220	1				100	250
Saint Mary's College of California	119	Science Subtest II	100	300	220	1				100	257
Saint Mary's College of California	114	Social Science Subtest I	100	300	220	1				100	237
Saint Mary's College of California	115	Social Science Subtest II	100	300	220	1				100	239
Saint Mary's College of California	116	Social Science Subtest III	100	300	220	1				100	242
Saint Mary's College of California	145	Spanish Subtest I	100	300	220	1				100	244
Saint Mary's College of California	146	Spanish Subtest II	100	300	220	1				100	248
Saint Mary's College of California	147	Spanish Subtest III	100	300	220	1				100	256
San Diego City USD	120	Biology/Life Science Subtest III	100	300	220	2				100	237
San Diego City USD	098	CBEST	60	240	123	14	14	183	100	100	155
San Diego City USD	121	Chemistry Subtest III	100	300	220	3					
San Diego City USD	122	Earth/Planetary Science Subtest III	100	300	220	1					
San Diego City USD	110	Mathematics Subtest I	100	300	220	7				100	244
San Diego City USD	111	Mathematics Subtest II	100	300	220	7				100	243
San Diego City USD	112	Mathematics Subtest III	100	300	220	7				100	251
San Diego City USD	118	Science Subtest I	100	300	220	6				100	249
San Diego City USD	119	Science Subtest II	100	300	220	6				100	249
San Diego State University	098	CBEST	60	240	123	11	11	143	100	100	158
San Diego State University	105	English Subtest I	100	300	220	1				100	249
San Diego State University	106	English Subtest II	100	300	220	1				100	248
San Diego State University	107	English Subtest III	100	300	220	1				100	251
San Diego State University	108	English Subtest IV	100	300	220	1				100	249
San Diego State University	110	Mathematics Subtest I	100	300	220	1				100	248
San Diego State University	111	Mathematics Subtest II	100	300	220	1				100	247
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	7				100	245
San Diego State University	102	Multiple Subjects Subtest II	100	300	220	7				100	245

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
San Diego State University	103	Multiple Subjects Subtest III	100	300	220	7				100	244
San Diego State University	081.1	RICA.1	100	300	220	7				96	238
San Francisco State University	098	CBEST	60	240	123	22	22	155	100	100	158
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	5				100	245
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	5				100	245
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	5				100	244
San Francisco State University	081	RICA	0	120	81	1				99	91
San Francisco State University	081.1	RICA.1	100	300	220	10	9	240	90	96	238
San Francisco State University	142	Writing Skills	100	300	220	5				100	253
San Jose State University	098	CBEST	60	240	123	38	38	156	100	100	158
San Jose State University	101	Multiple Subjects Subtest I	100	300	220	26	26	246	100	100	245
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	26	26	250	100	100	245
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	26	26	245	100	100	244
San Jose State University	129	Physical Education Subtest I	100	300	220	1				100	238
San Jose State University	130	Physical Education Subtest II	100	300	220	1				100	234
San Jose State University	131	Physical Education Subtest III	100	300	220	1				100	236
San Jose State University	081	RICA	0	120	81	2				99	91
San Jose State University	081.1	RICA.1	100	300	220	23	23	238	100	96	238
San Jose State University	114	Social Science Subtest I	100	300	220	1				100	237
San Jose State University	115	Social Science Subtest II	100	300	220	1				100	239
San Jose State University	116	Social Science Subtest III	100	300	220	1				100	242
Santa Clara University	098	CBEST	60	240	123	1				100	158
Santa Clara University	110	Mathematics Subtest I	100	300	220	1				100	248
Santa Clara University	111	Mathematics Subtest II	100	300	220	1				100	247
Santa Clara University	112	Mathematics Subtest III	100	300	220	1				100	252
Sonoma State University	140	Art Subtest I	100	300	220	1					
Sonoma State University	141	Art Subtest II	100	300	220	1					
Sonoma State University	098	CBEST	60	240	123	10	10	173	100	100	158
Sonoma State University	121	Chemistry Subtest III	100	300	220	1				100	258
Sonoma State University	105	English Subtest I	100	300	220	1				100	249
Sonoma State University	106	English Subtest II	100	300	220	1				100	248
Sonoma State University	107	English Subtest III	100	300	220	1				100	251
Sonoma State University	108	English Subtest IV	100	300	220	1				100	249
Sonoma State University	148	French Subtest I	100	300	220	1					
Sonoma State University	149	French Subtest II	100	300	220	1					
Sonoma State University	150	French Subtest III	100	300	220	1					

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
Sonoma State University	110	Mathematics Subtest I	100	300	220	2				100	248
Sonoma State University	111	Mathematics Subtest II	100	300	220	2				100	247
Sonoma State University	112	Mathematics Subtest III	100	300	220	1				100	252
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	5				100	245
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	5				100	245
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	5				100	244
Sonoma State University	081.1	RICA.1	100	300	220	6				96	238
Sonoma State University	118	Science Subtest I	100	300	220	1				100	250
Sonoma State University	119	Science Subtest II	100	300	220	1				100	257
Sonoma State University	142	Writing Skills	100	300	220	1				100	253
Stanislaus County Office of Education	098	CBEST	60	240	123	15	15	155	100	100	155
Stanislaus County Office of Education	101	Multiple Subjects Subtest I	100	300	220	15	15	238	100	100	242
Stanislaus County Office of Education	102	Multiple Subjects Subtest II	100	300	220	15	15	246	100	100	241
Stanislaus County Office of Education	103	Multiple Subjects Subtest III	100	300	220	15	15	240	100	100	241
Stanislaus County Office of Education	081	RICA	0	120	81	2				100	91
Stanislaus County Office of Education	081.1	RICA.1	100	300	220	13	12	232	92	95	236
Touro University-CA College of Education	098	CBEST	60	240	123	10	10	154	100	100	158
Touro University-CA College of Education	081	RICA	0	120	81	2				99	91
Touro University-CA College of Education	081.1	RICA.1	100	300	220	2				96	238
UC Irvine	098	CBEST	60	240	123	3				100	158
UC Irvine	110	Mathematics Subtest I	100	300	220	2				100	248
UC Irvine	111	Mathematics Subtest II	100	300	220	2				100	247
UC Irvine	112	Mathematics Subtest III	100	300	220	1				100	252
UC Riverside	120	Biology/Life Science Subtest III	100	300	220	2				100	244
UC Riverside	098	CBEST	60	240	123	12	12	157	100	100	158
UC Riverside	121	Chemistry Subtest III	100	300	220	2				100	258
UC Riverside	110	Mathematics Subtest I	100	300	220	6				100	248
UC Riverside	111	Mathematics Subtest II	100	300	220	6				100	247
UC Riverside	112	Mathematics Subtest III	100	300	220	5				100	252
UC Riverside	101	Multiple Subjects Subtest I	100	300	220	1				100	245
UC Riverside	102	Multiple Subjects Subtest II	100	300	220	1				100	245
UC Riverside	103	Multiple Subjects Subtest III	100	300	220	1				100	244
UC Riverside	081.1	RICA.1	100	300	220	1				96	238
UC Riverside	118	Science Subtest I	100	300	220	4				100	250
UC Riverside	119	Science Subtest II	100	300	220	4				100	257
UC Riverside	145	Spanish Subtest I	100	300	220	1				100	244

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
UC Riverside	146	Spanish Subtest II	100	300	220	1				100	248
UC Riverside	147	Spanish Subtest III	100	300	220	1				100	256
UC San Diego	120	Biology/Life Science Subtest III	100	300	220	2				100	244
UC San Diego	098	CBEST	60	240	123	4				100	158
UC San Diego	105	English Subtest I	100	300	220	1				100	249
UC San Diego	106	English Subtest II	100	300	220	1				100	248
UC San Diego	107	English Subtest III	100	300	220	1				100	251
UC San Diego	108	English Subtest IV	100	300	220	1				100	249
UC San Diego	118	Science Subtest I	100	300	220	2				100	250
UC San Diego	119	Science Subtest II	100	300	220	2				100	257
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	1				100	244
University of LaVerne	175	Business Subtest I	100	300	220	1					
University of LaVerne	176	Business Subtest II	100	300	220	1					
University of LaVerne	177	Business Subtest III	100	300	220	1					
University of LaVerne	098	CBEST	60	240	123	17	17	148	100	100	158
University of LaVerne	122	Earth/Planetary Science Subtest III	100	300	220	1					
University of LaVerne	110	Mathematics Subtest I	100	300	220	5				100	248
University of LaVerne	111	Mathematics Subtest II	100	300	220	5				100	247
University of LaVerne	112	Mathematics Subtest III	100	300	220	1				100	252
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	5				100	245
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	5				100	245
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	5				100	244
University of LaVerne	081	RICA	0	120	81	4				99	91
University of LaVerne	081.1	RICA.1	100	300	220	1				96	238
University of LaVerne	118	Science Subtest I	100	300	220	2				100	250
University of LaVerne	119	Science Subtest II	100	300	220	2				100	257
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	3				100	244
University of Redlands	124	Biology/Life Science Subtest IV	100	300	220	2					
University of Redlands	098	CBEST	60	240	123	13	13	156	100	100	158
University of Redlands	110	Mathematics Subtest I	100	300	220	6				100	248
University of Redlands	111	Mathematics Subtest II	100	300	220	6				100	247
University of Redlands	112	Mathematics Subtest III	100	300	220	3				100	252
University of Redlands	118	Science Subtest I	100	300	220	1				100	250
University of Redlands	119	Science Subtest II	100	300	220	1				100	257
University of San Francisco	098	CBEST	60	240	123	15	15	166	100	100	158
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	3				100	245

Appendix A-3: IPRC Section III.

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

						Institution Data				Statewide Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Avg Scaled Score	Pass Rate (%)	Avg Pass Rate (%)	Avg Scaled Score
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	3				100	245
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	3				100	244
University of San Francisco	081	RICA	0	120	81	2				99	91
University of San Francisco	081.1	RICA.1	100	300	220	16	16	242	100	96	238
University of San Francisco	142	Writing Skills	100	300	220	3				100	253
University of the Pacific	098	CBEST	60	240	123	1				100	158
University of the Pacific	110	Mathematics Subtest I	100	300	220	1				100	248
University of the Pacific	111	Mathematics Subtest II	100	300	220	1				100	247
Whittier College	098	CBEST	60	240	123	3				100	158
Whittier College	105	English Subtest I	100	300	220	2				100	249
Whittier College	106	English Subtest II	100	300	220	2				100	248
Whittier College	107	English Subtest III	100	300	220	2				100	251
Whittier College	108	English Subtest IV	100	300	220	2				100	249
Whittier College	110	Mathematics Subtest I	100	300	220	1				100	248
Whittier College	111	Mathematics Subtest II	100	300	220	1				100	247
Whittier College	112	Mathematics Subtest III	100	300	220	1				100	252

Note - Number of Passers ad Pass Rate not Reported if number of Test Takers is fewer than 10.

Summary Pass Rates for Program Completers, 2012-13 (Group 3) - Alternative Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Avg Pass Rate (%)
Alliant International University	32	32	100	96
Azusa Pacific University	47	45	96	96
Bay Area School of Enterprise	47	47	100	97
Brandman University	50	50	100	96
CA State Polytechnic Univ.-Pomona	30	26	87	96
California Baptist University	4			96
California Lutheran University	9			96
CALState Teach	37	32	86	96
Chapman University	7			96
Claremont Graduate University	23	20	87	96
CSU Bakersfield	20	18	90	96
CSU Channel Islands	1			96
CSU Chico	27	27	100	96
CSU Dominguez Hills	43	40	93	96
CSU East Bay	40	40	100	96
CSU Fresno	33	33	100	96
CSU Fullerton	17	14	82	96
CSU Long Beach	6			96
CSU Los Angeles	28	26	93	96
CSU Monterey Bay	23	23	100	96
CSU Northridge	26	25	96	96
CSU Sacramento	27	27	100	96
CSU San Bernardino	22	21	95	96
CSU Stanislaus	15	15	100	96
Dominican University of California	7			96
Fortune School of Ed. Project Pipeline	49	45	92	97
Fresno Pacific University	20	17	85	96
High Tech High Communities	22	22	100	97
Holy Names University	11	11	100	96
Humboldt State University	1			96
IMPACT	109	105	96	97
La Sierra University	1			96
Los Angeles USD	3			97

Appendix A-4: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Summary Pass Rates for Program Completers, 2012-13 (Group 3) - Alternative Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Avg Pass Rate (%)
Loyola Marymount University	222	217	98	96
Mount Saint Mary's College	3			96
National Hispanic University	11	11	100	96
National University	100	93	93	96
Notre Dame de Namur University	24	24	100	96
Orange County Department of Education	27	27	100	97
Patten University	4			96
Pepperdine University	1			96
Point Loma Nazarene University	20	20	100	96
Saint Mary's College of California	4			96
San Diego City USD	3			97
San Diego State University	15	15	100	96
San Francisco State University	43	40	93	96
San Jose State University	62	61	98	96
Sonoma State University	12	12	100	96
Stanislaus County Office of Education	5			97
Touro University-CA College of Education	5			96
UC Berkeley	3			96
UC Los Angeles	40	38	95	96
UC Riverside	6			96
UC San Diego	4			96
University of LaVerne	8			96
University of Phoenix	3			96
University of Redlands	12	11	92	96
University of San Francisco	10	10	100	96
University of the Pacific	4			96
Statewide Summary	**1488**	**1427**	**96%**	**96%**

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Summary Pass Rates for Program Completers, 2011-12 (Group 4) - Alternative Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Avg Pass Rate (%)
Alliant International University	47	44	94	96
Azusa Pacific University	43	40	93	96
Bay Area School of Enterprise	22	22	100	96
Brandman University	91	89	98	96
CA State Polytechnic Univ.-Pomona	13	12	92	96
California Baptist University	12	12	100	96
CALState Teach	55	52	95	96
Chapman University	6			96
Claremont Graduate University	24	23	96	96
CSU Bakersfield	2			96
CSU Channel Islands	1			96
CSU Chico	11	11	100	96
CSU Dominguez Hills	63	58	92	96
CSU East Bay	28	28	100	96
CSU Fresno	17	16	94	96
CSU Fullerton	15	15	100	96
CSU Long Beach	14	13	93	96
CSU Los Angeles	36	35	97	96
CSU Monterey Bay	1			96
CSU Northridge	22	22	100	96
CSU San Bernardino	26	26	100	96
CSU San Marcos	1			96
CSU Stanislaus	7			96
Dominican University of California	10	10	100	96
Fortune School of Ed. Project Pipeline	7			96
Fresno Pacific University	24	24	100	96
High Tech High Communities	23	23	100	96
Holy Names University	11	10	91	96
IMPACT	178	173	97	96
Los Angeles USD	25	23	92	96
Loyola Marymount University	262	261	100	96
Mount Saint Mary's College	4			96
National Hispanic University	4			96

Appendix A-4: IPRC Section III.

Note - Number of Passers and Pass Rate not reported if numbers of Test Takers is fewer than 10.

Summary Pass Rates for Program Completers, 2011-12 (Group 4) - Alternative Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Avg Pass Rate (%)
National University	128	117	91	96
Pacific Oaks College	1			96
Patten University	1			96
Pepperdine University	4			96
Point Loma Nazarene University	13	10	77	96
Saint Mary's College of California	9			96
San Diego State University	6			96
San Francisco State University	43	40	93	96
San Jose State University	31	31	100	96
Sonoma State University	9			96
Stanislaus County Office of Education	2			96
Touro University-CA College of Education	10	10	100	96
UC Irvine	4			96
UC Los Angeles	10	10	100	96
UC Riverside	4			96
UC San Diego	10	10	100	96
University of LaVerne	10	10	100	96
University of Phoenix	11	9	82	96
University of Redlands	7			96
University of San Francisco	20	20	100	96
University of the Pacific	1			96
Whittier College	3			96
Statewide Summary	**1442**	**1391**	**96%**	**96%**

Note - Number of Passers and Pass Rate not reported if numbers of Test Takers is fewer than 10.

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Avg Pass Rate (%)
Alliant International University	56	56	100	98
Azusa Pacific University	71	69	97	98
Brandman University	104	100	96	98
CA State Polytechnic Univ.-Pomona	18	18	100	98
California Baptist University	14	14	100	98
California Lutheran University	6			98
CALState Teach	45	45	100	98
Claremont Graduate University	40	40	100	98
Concordia University	1			98
CSU Bakersfield	20	20	100	98
CSU Channel Islands	2			98
CSU Chico	14	13	93	98
CSU Dominguez Hills	50	49	98	98
CSU East Bay	28	28	100	98
CSU Fresno	23	23	100	98
CSU Fullerton	30	29	97	98
CSU Long Beach	23	22	96	98
CSU Los Angeles	41	39	95	98
CSU Northridge	40	40	100	98
CSU Sacramento	31	31	100	98
CSU San Bernardino	60	60	100	98
CSU San Marcos	3			98
CSU Stanislaus	12	12	100	98
Dominican University of California	8			98
Fortune School of Ed. Project Pipeline	81	81	100	98
Fresno Pacific University	19	18	95	98
High Tech High Communities	16	16	100	98
Holy Names University	18	17	94	98
Humboldt State University	4			98
IMPACT	245	242	99	98
La Sierra University	1			98
Los Angeles USD	40	40	100	98
Loyola Marymount University	249	249	100	98

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Summary Pass Rates for Program Completers, 2010-11 (Group 5) - Alternative Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Avg Pass Rate (%)
Mount Saint Mary's College	4			98
National Hispanic University	14	14	100	98
National University	250	237	95	98
Notre Dame de Namur University	11	11	100	98
Orange County Department of Education	33	30	91	98
Patten University	2			98
Pepperdine University	5			98
Point Loma Nazarene University	20	19	95	98
Saint Mary's College of California	6			98
San Diego City USD	15	15	100	98
San Diego State University	11	11	100	98
San Francisco State University	27	26	96	98
San Jose State University	38	38	100	98
Santa Clara University	1			98
Sonoma State University	11	11	100	98
Stanislaus County Office of Education	15	14	93	98
Touro University-CA College of Education	10	10	100	98
UC Irvine	3			98
UC Riverside	12	12	100	98
UC San Diego	4			98
University of LaVerne	17	17	100	98
University of Redlands	13	13	100	98
University of San Francisco	18	18	100	98
University of the Pacific	1			98
Whittier College	3			98
Statewide Summary	**1957**	**1921**	**98%**	**98%**

Note - Number of Passers and Pass Rate not reported if number of Test Takers is fewer than 10.

Institution	Program Type	When students are formally admitted into initial teacher certification program?	Does your initial teacher certification program conditionally admit students?	Formal admissions - Other specify.
Alliant International University	Traditional	Postgraduate	Yes	
Antioch University	Traditional	Postgraduate	Yes	
Argosy University	Traditional	Postgraduate	Yes	N/A
Azusa Pacific University	Traditional	Postgraduate	Yes	
Bard College	Traditional	Postgraduate	No	
Biola University	Traditional	Other	Yes	Undergraduate or Post-graduate
Brandman University	Traditional	Postgraduate	Yes	
California Baptist University	Traditional	Other	Yes	Undergraduate and Postgraduate
California Lutheran University	Traditional	Postgraduate	Yes	
California Polytechnic State University, San Luis Obispo	Traditional	Other	Yes	Fall, Winter, Spring
California State Polytechnic University, Pomona	Traditional	Postgraduate	Yes	
California State University, Bakersfield	Traditional	Postgraduate	Yes	
California State University, Channel Islands	Traditional	Postgraduate	No	
California State University, Chico	Traditional	Postgraduate	Yes	Junior Year for Pre-Bac Program
California State University, Dominguez Hills	Traditional	Postgraduate	Yes	
California State University, East Bay	Traditional	Postgraduate	Yes	Bachelors Plus Early Pathway Program to Multiple Subjecct Teaching (BPEPMS)
California State University, Fresno	Traditional	Postgraduate	Yes	
California State University, Fullerton	Traditional	Other	No	when all requirements are met
California State University, Long Beach	Traditional	Other	Yes	Students may be admitted as juniors or higher.
California State University, Los Angeles	Traditional	Postgraduate	Yes	Undergrad - junior status
California State University, Monterey Bay	Traditional	Postgraduate	Yes	
California State University, Northridge	Traditional	Postgraduate	No	Freshman and Junior for blended programs
California State University, Sacramento	Traditional	Postgraduate	Yes	
California State University, San Bernardino	Traditional	Other	Yes	see below
California State University, San Marcos	Traditional	Other	Yes	Postgraduate for most programs and sophomore/junior year for ICP (see notes)
California State University, Stanislaus	Traditional	Other	Yes	Completion of prerequisites
CalState TEACH	Traditional	Postgraduate	Yes	
Chapman University	Traditional	Postgraduate	Yes	
Claremont Graduate University	Traditional	Postgraduate	Yes	
Concordia University	Traditional	Postgraduate	Yes	also, junior/senior year for undegraduate students at CUI
Dominican University of California	Traditional	Senior year	Yes	Post Graduate
Fresno Pacific University	Traditional	Postgraduate	No	none
Hebrew Union College	Traditional	Postgraduate	Yes	

Institution	Program Type	When students are formally admitted into initial teacher certification program?	Does your initial teacher certification program conditionally admit students?	Formal admissions - Other specify.
Holy Names University	Traditional	Postgraduate	Yes	
Hope International University	Traditional	Postgraduate	Yes	
Humboldt State University	Traditional	Senior year	No	
La Sierra University	Traditional	Sophomore year	Yes	Postgraduate
Loyola Marymount University	Traditional	Other	Yes	After completion of prerequisite courses with a grade of "B" or better
Mills College	Traditional	Other	Yes	postgraduate or graduate
Mount St. Mary's College	Traditional	Postgraduate	Yes	Undergraduate Blended
National Hispanic University	Traditional	Postgraduate	Yes	
National University	Traditional	Other	Yes	Open enrollment any month.
Notre Dame de Namur University	Traditional	Postgraduate	Yes	
Pacific Oaks College	Traditional	Junior year	Yes	Please see below
Pacific Union College	Traditional	Other	No	Rolling admissions for undergraduate & post-bacc applicants
Patten University	Traditional	Junior year	Yes	
Pepperdine University	Traditional	Junior year	Yes	Graduate Program: Post Baccalaureate degree
Point Loma Nazarene University	Traditional	Postgraduate	No	
San Diego Christian College	Traditional	Junior year	Yes	Admission interviews during ED 300 Intro to Ed(jr. yr. SDCC undergrads & postgraduate for transfers)
San Diego State University	Traditional	Postgraduate	Yes	
San Francisco State University	Traditional	Postgraduate	Yes	July 2014
San Jose State University	Traditional	Postgraduate	Yes	Fall & Spring
Santa Clara University	Traditional	Postgraduate	Yes	After BA
Simpson University	Traditional	Postgraduate	Yes	
Sonoma State University	Traditional	Postgraduate	Yes	Blended program BA level
St. Mary's College of California	Traditional	Postgraduate	Yes	none
Stanford University	Traditional	Postgraduate	Yes	
Teacher's College of San Joaquin	Traditional	Postgraduate	No	
The Master's College	Traditional	Senior year	Yes	Full admission post graduate
Touro University	Traditional	Postgraduate	Yes	
United States University	Traditional	Postgraduate	Yes	
University of California, Berkeley	Traditional	Postgraduate	No	
University of California, Davis	Traditional	Postgraduate	No	
University of California, Irvine	Traditional	Postgraduate	Yes	Fall Start Program
University of California, Los Angeles	Traditional	Postgraduate	Yes	Senior Year for Undergraduate

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

Institution	Provide any additional comments about or exceptions to the admission information provided.
Alliant International University	Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement. Application fee and faculty interview may be waived for applicants who are affiliated with partner organizations.
Antioch University	http://www.antiochsb.edu/admissions/criteria-and-deadlines/master-of-arts-in-education-teacher-credential/ http://www.antiochla.edu/academics/education-department/admissions-process/teacher-credentialing/
Argosy University	Minimum admissions GPA is 3.0. Any exceptions to this must be thoroughly documented. Students entering the program must now have TB test documentation, CBEST and CSET passing scores. Minimum 550 TOEFL or 79 on the TOEFL Internet is required for all students whose native language is not English as required by the University.
Azusa Pacific University	A faculty advisor conducts a face-to-face admissions interview where each teacher candidate's professional dispositions are assessed. A commitment is signed by the teacher candidate to adhere to program expectations and dispositions. The teacher candidate completes a writing test scored on a four-point rubric. All candidates must meet the entrance requirement of a cumulative GPA of 3.0 for an unconditional admission to the program. Following completion of the admission process, the Program Directors and Department Chair review each candidate's advisory screening to recommend or decline the candidate to the Dean of the School of Education and Graduate Admissions Department. Candidates who are admitted under Provisional Status (cumulative GPA of 2.99 to 2.5) must follow the provisional requirements of the Department of Teacher Education.
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	Applicants must complete the formal application process, with all the required documents including official (sealed) transcripts, a "Statement of Intent" and three recommendation forms. Each candidate must have a proof of passing CBEST or any approved CTC basic skills test. Multiple and Single Subject, and Education specialist applicants with a GPA lower than a 2.5 may, under certain conditions, petition for admission consideration under an “exceptional admit” category. Applicants must have passed the CBEST and one of the approved graduate admissions examinations (GRE minimum score for Verbal and Quantitative sections is 450, Analytic Writing is 4.5. Miller Analogies Test: minimum scaled score of 403. Subject Matter Competency Examinations: successfully complete all sub-tests of the appropriate California Subject Examinations for Teachers (CSET). Exceptions are Foundational Level General Math where only sub-tests I and II are required and Foundational Level General Science
California Baptist University	Our education methods courses are course-listed which allows undergraduates to begin the program prior to graduation. Completion of the program can only occur at the graduate level.
California Lutheran University	Students are also admitted provisionally pending posting of the bachelor's degree for one semester. Degree conferral must be verified before updating to full admission and enrollment permitted in subsequent semesters.
California Polytechnic State University, San Luis Obispo	Cal Poly offers a Integrated Multiple Subject (Elementary) credential program for our undergraduate students seeking a Liberal Studies bachelors degree. These students start the credential program while they are still in their undergraduate degree program. BACKGROUND CHECK – This is done as part of the FINGERPRINT CHECK required by the school districts before candidates can tutor, observe, or student teach.

Institution	Provide any additional comments about or exceptions to the admission information provided.
California State Polytechnic University, Pomona	Students are conditionally admitted if the candidate is in progress of meeting one or more of the requirements or verifications are delayed. For example students can be conditionally admitted if they provide verification of registration for sections not yet passed to meet state subject matter competency requirements. Exceptional admission occurs when teacher candidates do not meet the GPA requirements. No more than 15% of exceptional admissions can be awarded to teacher candidates who do not meet the GPA requirements; exceptional admission is reserved for candidates who bring exceptional circumstances and qualifications to the program. Once conditions have been met, candidates are considered fully admitted. Conditionally admitted candidates must have met all conditions prior to reaching the Clinical Practice stage of the program. If conditions have not been met, candidates are not admitted to Clinical Practice and are stopped in the program at that time.
California State University, Bakersfield	Exceptional admitted candidates are admitted into the credential program, when their GPA does not meet the entrance requirement. Conditional admitted candidates are admitted if they have satisfied 80% or more of their subject matter competency. A candidate can also be conditionally admitted if the candidate belongs to one of our "Blended Programs" and can be admitted to the Credential Program in their Junior year and is given the exception to complete subject matter while in the program. The subject matter must be completed by supervised clinical fieldwork component. All other requirements must be satisfied for admission.
California State University, Channel Islands	You will need to click on each program and the scroll down to find the admission requirements link for that program.
California State University, Dominguez Hills	1. Multiple and Single Subject Candidates may be admitted to Phase 1 without the Subject Matter Exam passed, but before entering Phase 2 this exam must be passed. 2. Multiple and Single Subject Candidates must provide a letter of recommendation in order to advance to Phase 2 of the program. 3. Multiple Subject Integrated Liberal Studies Credential Program allows candidates to be admitted in their Senior year.
California State University, East Bay	California State University, East Bay offers an option for current undergraduate students to earn their Bachelors degree and teaching credential in four years as part of our Bachelors Plus Early Pathway Program to Multiple Subject Teaching (BPEPMS). As part of the BPEPMS track and prior to admissions into the teaching credential program, students take pre-education field experience which encompasses an observation in a grade-appropriate setting, arranged through the university, and taken for course credit.
California State University, Fresno	Exception to the Postgraduate admissions is our blended Liberal Studies programs. Students complete our Multiple Subject (Elementary Education) credential program concurrently with their Liberal Studies major in their Junior and Senior years.
California State University, Fullerton	Students must apply to the University before applying to the credential program.
California State University, Los Angeles	Our post baccalaureate teacher education programs require a minimum GPA of 2.75 on the last 90 quarter units attempted. Students admitted as undergraduates must have a minimum cumulative GPA of 2.67. Up to 15% annually can be admitted by special action if the majority of requirements are satisfied.
California State University, Northridge	Per Chancellor's Office Executive Order, 15% of the number admitted under full admission in the previous academic year could be admitted under Exceptional Admission. At CSUN they could be considered for Exceptional Admission for GPA, Subject Matter and/or Basic Skills. Per Executive Order, the admission GPA is either a gpa of at least 2.67 in all baccalaureate and postbaccalaureate course work or a gpa of at least 2.75 in the last 60 units attempted.

Institution	Provide any additional comments about or exceptions to the admission information provided.
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 must possess compensating strengths in all other required areas. A campus may grant exceptions that are conditioned on satisfying requirements within a specified time period. Exceptions are not granted for those needing to complete the required CTC Basic Skills Test (CBEST). The campus may have no more than 15% exceptional admits granted/allowed during any academic year.
California State University, San Bernardino	Candidates in our Liberal Studies/Integrated Track (undergraduates) must be at least a Junior status before they can be formally admitted into the initial teacher certification program (Multiple Subject). Postgraduate candidates are formally admitted into the initial teacher certification programs once they have met all program admission requirements. Additional program admission requirements may be found on the CSUSB College of Education/Program website at: http://coe.csusb.edu/programs/index.htm
California State University, San Marcos	Most students are formally admitted as postgraduate, however, our Integrated Credential Program (ICP) is geared for undergraduates working simultaneously towards both a bachelors degree and an initial credential. Students are admitted conditionally into our programs but must have all admission requirements completed by the start of the first semester of coursework.
California State University, Stanislaus	The three credential programs (Multiple Subject, Single Subject, Education Specialist) are housed in the Department of Teacher Education (www.csustan.edu/TeacherEd/).
CalState TEACH	We limit exceptional admits to 15%.
Chapman University	Students applying to the Master of Arts in Teaching program must possess a 3.0 minimum cumulative GPA. If an applicant's GPA falls below a 3.0 students must submit one of the following test scores: - California Subject Examinations for Teachers(CSET)achieve a passing score on all Sections - Graduate Record Examination (GRE): achieve a minimum score on any two of the three sections: 146 Quantitative, 152 Verbal, and 4.5 Analytical Writing. - Miller Analogies Test: achieve a minimum scaled score of 404. Students applying to the Credential-only program must possess a 2.75 minimum cumulative GPA. If an applicant's GPA falls below 2.75 students must submit one of the following test scores: - California Subject Examinations for Teachers(CSET)achieve a passing score on all Sections - Graduate Record Examination (GRE): achieve a minimum score on any two of the three sections: 146 Quantitative, 152 Verbal, and 4.5 Analytical Writing. - Miller Analogies Test: achieve a minimum scaled score of 404.
Claremont Graduate University	While undergraduate GPA is an important factor in the application process, we do not have a cut-off requirement. Candidates are reviewed holistically - admissions are based on GPA, experience with youth, appropriate academic background to teach, essay, interview, on-site writing sample, and letters of recommendation. Single subject applicants are particularly scrutinized for subject matter knowledge. In some instances, a candidate can be admitted provisionally if they have not yet passed content knowledge examinations but are strong otherwise.

Institution	Provide any additional comments about or exceptions to the admission information provided.
Dominican University of California	Dominican provides two program options of graduate teacher preparation programs for students that are conditionally admitted
Fresno Pacific University	Fresno Pacific admits a modest percentage of students who have met the minimal admission requirements, but are in the process of addressing all requirements. For example, occasionally students are admitted with “academic stipulations”; one example might be that the student had passed 2/3 of the required subject matter tests. In such cases, this requirement is monitored during the first semester of the program. Another example would be a student who is admitted “on academic probation”, indicating that he/she is admitted with less than the required GPA requirement (2.75 CUM; 3.0 major). In such cases, the student’s performance in coursework, as measured by course grade, is carefully monitored.
Hebrew Union College	Admittance into the DeLeT Teacher Education Program is dependent on finding a match of a suitable internship placement in a Jewish Day School.
Holy Names University	Students with an exceptional interview, relevant experience in education and personal statement may be admitted despite the minimum GPA requirement.
La Sierra University	If a student is an undergraduate and has not completed all Liberal Studies Program requirements, he is allowed a variance in regard to the CSET exam. The CSET exam may be taken when the student completes the Liberal Studies coursework. This variance would also apply to secondary teacher education candidates. For MAT students occasionally a variance is approved for a student to begin the Teacher Education Program before all sections of the CSET have been passed. In these cases the student is placed on a contingency in relation to program acceptance. All students--graduate and undergraduate--are required to have passed all sections of the CSET prior to acceptance into the Student Teaching Program.
Loyola Marymount University	Applicants who have been denied admissions based on GPA may appeal through the exceptions process upon recommendation of the program director or admissions coordinator. Candidates with a GPA below 3.0 may submit a written petition for admission. Candidates accepted through the exceptions process will be admitted on controlled admission status.
Mills College	Graduate students are conditionally admitted if they have not passed all sub-tests of the subject matter (CSET) tests or the CBEST.
National University	Graduate Admission Exceptions: Students with an undergraduate grade point average of 2.0 to 2.49 may be accepted to National University on probation (instead of taking the above tests). Students who receive a grade below "B" during their first 4.5 quarter units while on probation are disqualified and must apply to the Committee on the Application of Standards to be considered for reinstatement. Undergraduate Admission Exceptions: Applicants with a GPA below 2.0 may be admitted on probation if the Committee on the Application of Standards judges that there is sufficient evidence of potential to complete college studies. Applicants below a 2.0 may submit a letter to CAS.
Pacific Oaks College	BA students must have a minimum of 60 units to transfer into the college. Post-BA students can be admitted into the credential program(s) as "credential only" students, or MA degree/credential students.
Pacific Union College	Very rarely students who have passed part, but not all, of CBEST are given one quarter of provisional admission status to the methods course sequence. During this quarter they are expected to pass the full CBEST and move to regular admission status. If they do not, then they must withdraw from the methods course sequence until the next year.

Institution	Provide any additional comments about or exceptions to the admission information provided.
Patten University	Link for web site - Forms and Applications - Academic programs section Students enrolled in the Liberal Studies/teaching Credential Program are not formally accepted into this program until they have passed CBEST. If they have passed CBEST by their junior year in the B.A. program they will be formally accepted into this major.
Pepperdine University	Pepperdine University's undergraduate program admits in the student's junior year and the graduate program admits post graduate. Both programs require two professional recommendations attesting to the applicant's competencies,character and potential and/or ability as an educator.
Point Loma Nazarene University	Master of Arts in Teaching (Multiple, Single, or Special Education Credentials) Exceptions Candidate Statement: In addition to all University admissions requirements, all applicants with a cumulative GPA between 2.25 and 2.99 must complete an exceptions letter which addresses the following: 1) Explanation of low cumulative GPA. 2) Work/Study habits gained that will lead to a higher cumulative GPA in the graduate education program. 3) Reason for pursuing graduate education. Applicants with cumulative GPA between 2.99 and 2.76 must complete all the following items: 1. Exceptions Candidate Statement (see prompts listed above) Applicants with cumulative GPA between 2.75 and 2.51 must complete all the following items: 1. Exceptions Candidate Statement (see prompts listed above) 2. Pass CBEST (or equivalent) 3. Pass the CSET exam in applicable subject area as required by CTC Applicants with cumulative GPA between 2.50 and below must complete all the following items: 1. Exceptions Candidate Statem
San Diego Christian College	The minimum GPA requirement is 2.5 for entry to the Teacher Credential Program. If a student has a 2.4 or higher, they may write an appeal to the Teacher Education Committee, including the reasons why the GPA was low and their plan to keep their grades up during the program. If the Education Committee approves the appeal, that student may apply for admission, but must sign a Student Contract stating they will not earn less than a B- in coursework, or face dismissal from the program.
San Diego State University	Students may be admitted to some programs prior to passing CBEST. They are not allowed to do the second semester student teaching until they have passed the exam.
San Francisco State University	According to CSU Executive Order 1077, department chairs may conditionally admit up to 15% of applicants who have not met all the admissions requirements if the candidate shows other strengths. All admissions requirements must be met by a stated deadline, however. Only the Special Education program requires a resume and a graduate writing exam because the credential candidates are being admitted to a master's program at the same time.
San Jose State University	For the Multiple Subjects Program there is a one semester grace period to complete the subject matter competency exam. For Education Specialist program there is a two semester grace period to complete the subject matter competency.

Institution	Provide any additional comments about or exceptions to the admission information provided.
Sonoma State University	The majority of our applicants are post-BA candidates. We do have some students in our blended/integrated undergraduate programs who apply for and are accepted to the credential program before they earn their BA. They combine some credential coursework with their final semester's classes and move into the credential program with one final semester to complete.
St. Mary's College of California	Students who are missing elements of the required documentation for admissions are admitted conditionally until those documents are received. Students whose grade point average is between 2.5 and 3.0 are admitted conditionally and must attain a grade point average of 3.0 for the first semester of the program in order to stay in the program.
Stanford University	Current Stanford undergraduates applying to STEP do not have to take the GRE or pay the application fee. They can apply in either their junior or senior year. All admits must pass a minimum of two CSET sub tests in their subject area to begin the program. Those that have not passed this requirement when decisions are made are accepted conditionally.
The Master's College	Candidates may apply for the program in their Senior year but are not granted full admission status or allowed to begin classes until their Bachelor's degree is posted. They have a Certificate of Clearance, have taken and passed the CBEST, have taken and passed the CSET, and have interviewed with an admissions panel. Sixty days before they arrive, they must have a TB test done as well.
Touro University	-Candidates can be admitted conditionally if undergraduate GPA does not meet Entrance Requirement. They must attain a 3.0 GPA/B grades in all their courses at the end of their first semester in order to continue in the program.
United States University	NA, The website has the latest catalog with all admissions requirements, if needed for review.
University of California, Berkeley	Senior year for undergraduate Cal Teach program.
University of California, Irvine	Assuming that they meet the GPA requirements and all other items in the file are predictive of strong performance, selected applicants can be conditionally admitted pending the completion of their California Subject Exams (CSET) and/or California Basic Educational Skills Tests (CBEST). However, all exams must be passed before candidates can advance to student teaching. If all other items in the file predict strong performance in the program, selected students with undergraduate GPA between 2.9 and 3.0 can be admitted by exception. Their case is reviewed by an admissions committee comprised of faculty and directors. Historically, the performance of this particular set of students is exceptional. Occasionally, when all other items in a file predict strong performance, an applicant can be admitted pending the completion of the GRE exam.
University of California, Los Angeles	Dean can approve admission for students with GPA under the 3.0 Junior / Senior threshold if faculty strongly recommend the candidate.
University of California, Riverside	Candidates are conditionally and provisionally admitted pending passage of their basic skills, subject matter proficiency, and completion of their bachelor degree requirements.
University of Phoenix - CA	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.

Institution	Provide any additional comments about or exceptions to the admission information provided.
University of San Diego	Undergraduates may be accepted to the program, but the credential is completed post baccalaureate. Some of the requirements noted in this section are required before candidates begin fieldwork in a school (i.e., practicum and student teaching), even though they are not required for admission. These include fingerprint check and background check. In addition, prior to student teaching, candidates must complete a minimum number of hours in a classroom, and complete a specified sequence of courses/credits. Before they are eligible for the credential, candidates must pass a subject area/academic content test.
University of San Francisco	We admit candidates both fall and spring semesters. For Multiple Subject candidates we require passing scores on the CSET Multiple Subjects Test (all three sections), passing scores on either CBEST, CBEST equivalent or CSET Writing Proficiency Test, and a 2.75 GPA on BA/BS coursework. Single Subject candidates must provide passing scores on either CBEST or CBEST equivalent, verification of subject matter competency in their content area (either passing scores on CSET or a waiver from a CTC approved subject matter program), and a 2.75 GPA on BA/BS coursework. Occasionally, conditional admittance is granted for those with lower than a 2.75 GPA if other factors, such as prior experience, indicate probable success in the program. Conditional admittance may be granted for those whose BA/BS degree will be posted prior to the start of the semester for which the individual has applied. Each credential candidate, at orientation/registration, is given a 3-week deadline to complete the Certificate of Clearance (CA
University of Southern California	If a candidate has an undergraduate GPA below 3.0, they are automatically admitted conditionally until they have met this minimum grade for the first course. They must maintain a B- or better to progress from course to course. If their GPA slips below this B- grade they may repeat the course. GPA is not the only determining factor for acceptance. A total application package is examined carefully, hence the Conditional Admit.
University of the Pacific	We have conditionally admitted very few individuals to the graduate program for initial teacher preparation when the GPA is below the minimum GPA. We review evidence of potential to succeed, past experience with teaching, quality of recommendations, and grades in the content area.
Western Governors University - CA	Students are formally admitted upon completion of general admission and program-specific requirements. Candidates must pass all of the required admission assessments, including the WGU Readiness Assessment.
Westmont College	Students may take some courses while waiting for final results of required state tests.
Whittier College	Undergraduates are formally admitted once they graduate and apply to the Whittier College teacher preparation program. They either apply to start or finish the credential program they started as an undergraduate. Although Whittier College does not formally admit undergraduates to the credential program undergraduates are allowed to start taking credential coursework in their junior and senior year of college. All other graduate students must be formally admitted before they start taking their credential coursework.
William Jessup University	We admit on a probationary basis for students who do not have a 3.0 GPA. They have one semester to prove they can maintain a 3.0 GPA within our program.

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Alliant International University	Transcript				Yes	Yes	
Alliant International University	Fingerprint				No	Yes	
Alliant International University	Background				No	No	
Alliant International University	Credits				Yes	Yes	
Alliant International University	GPA				Yes	Yes	
Alliant International University	ContentGPA				No	No	
Alliant International University	ProfessionalGPA				No	Yes	
Alliant International University	ACT				No	No	
Alliant International University	SAT				No	No	
Alliant International University	BasicSkills				Yes	Yes	
Alliant International University	SubjectArea				No	Yes	
Alliant International University	Recommendation				Yes	No	
Alliant International University	Essay				Yes	No	
Alliant International University	Interview				Yes	No	
Alliant International University	Other				Yes	Yes	Bachelor's Degree
Antioch University	Transcript				Yes	Yes	
Antioch University	Fingerprint				No	No	
Antioch University	Background				No	No	
Antioch University	Credits				Yes	Yes	
Antioch University	GPA				Yes	No	
Antioch University	ContentGPA				No	No	
Antioch University	ProfessionalGPA				No	No	
Antioch University	ACT				No	No	
Antioch University	SAT				No	No	
Antioch University	BasicSkills				Yes	No	
Antioch University	SubjectArea				Yes	No	
Antioch University	Recommendation				Yes	No	
Antioch University	Essay				Yes	No	
Antioch University	Interview				Yes	No	
Antioch University	Other						
Argosy University	Transcript	No			Yes	No	
Argosy University	Fingerprint	No			Yes	Yes	
Argosy University	Background	No			No	Yes	

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Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Argosy University	Credits	No	No		Yes	Yes	
Argosy University	GPA	No	No		Yes	Yes	
Argosy University	ContentGPA	No	No		Yes	Yes	
Argosy University	ProfessionalGPA	No	No		Yes	Yes	
Argosy University	ACT	No	No		No	No	
Argosy University	SAT	No	No		No	No	
Argosy University	BasicSkills	No			Yes	Yes	
Argosy University	SubjectArea	No	No		Yes	Yes	
Argosy University	Recommendation	No			No	No	
Argosy University	Essay	No			Yes	Yes	
Argosy University	Interview	No			No	No	
Argosy University	Other						
Azusa Pacific University	Transcript				Yes	Yes	
Azusa Pacific University	Fingerprint				Yes	No	
Azusa Pacific University	Background				Yes	No	
Azusa Pacific University	Credits				No	Yes	
Azusa Pacific University	GPA				Yes	No	
Azusa Pacific University	ContentGPA				No	No	
Azusa Pacific University	ProfessionalGPA				No	Yes	
Azusa Pacific University	ACT				No	No	
Azusa Pacific University	SAT				No	No	
Azusa Pacific University	BasicSkills				No	Yes	
Azusa Pacific University	SubjectArea				No	Yes	
Azusa Pacific University	Recommendation				Yes	No	
Azusa Pacific University	Essay				Yes	No	
Azusa Pacific University	Interview				Yes	No	
Azusa Pacific University	Other				Yes	No	Candidate Disposition Statement
Bard College	Transcript				Yes	Yes	
Bard College	Fingerprint				No	Yes	
Bard College	Background				No	Yes	
Bard College	Credits				Yes	Yes	
Bard College	GPA				Yes	Yes	
Bard College	ContentGPA				Yes	Yes	

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Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Bard College	ProfessionalGPA				Yes	Yes	
Bard College	ACT				No	No	
Bard College	SAT				No	No	
Bard College	BasicSkills				No	Yes	
Bard College	SubjectArea				No	Yes	
Bard College	Recommendation				Yes	Yes	
Bard College	Essay				Yes	Yes	
Bard College	Interview				Yes	No	
Bard College	Other						
Biola University	Transcript	Yes	Yes		Yes	Yes	
Biola University	Fingerprint	Yes	No		Yes	No	
Biola University	Background	Yes	No		Yes	No	
Biola University	Credits	Yes	Yes		Yes	Yes	
Biola University	GPA	Yes	Yes		Yes	Yes	
Biola University	ContentGPA	Yes	Yes		Yes	No	
Biola University	ProfessionalGPA	No	Yes		No	Yes	
Biola University	ACT	No	No		No	No	
Biola University	SAT	No	No		No	No	
Biola University	BasicSkills	No	Yes		Yes	Yes	
Biola University	SubjectArea	No	Yes		Yes	Yes	
Biola University	Recommendation	Yes	Yes		Yes	Yes	
Biola University	Essay	Yes	No		Yes	No	
Biola University	Interview	No	No		Yes	No	
Biola University	Other	No	No		No	No	
Brandman University	Transcript				Yes	Yes	
Brandman University	Fingerprint				No	Yes	
Brandman University	Background				No	Yes	
Brandman University	Credits				Yes	Yes	
Brandman University	GPA				Yes	Yes	
Brandman University	ContentGPA				Yes	Yes	
Brandman University	ProfessionalGPA				No	Yes	
Brandman University	ACT				No	No	
Brandman University	SAT				No	No	

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Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Brandman University	BasicSkills				Yes	Yes	
Brandman University	SubjectArea				No	Yes	
Brandman University	Recommendation				Yes	No	
Brandman University	Essay				Yes	No	
Brandman University	Interview				Yes	Yes	
Brandman University	Other						
California Baptist University	Transcript				Yes	Yes	
California Baptist University	Fingerprint				Yes	Yes	
California Baptist University	Background				Yes	Yes	
California Baptist University	Credits				Yes	Yes	
California Baptist University	GPA				Yes	Yes	
California Baptist University	ContentGPA				No	No	
California Baptist University	ProfessionalGPA				Yes	Yes	
California Baptist University	ACT				No	No	
California Baptist University	SAT				No	No	
California Baptist University	BasicSkills				No	No	
California Baptist University	SubjectArea				No	Yes	
California Baptist University	Recommendation				Yes	Yes	
California Baptist University	Essay				Yes	No	
California Baptist University	Interview				Yes	No	
California Baptist University	Other						
California Lutheran University	Transcript	Yes	No		Yes	No	
California Lutheran University	Fingerprint	Yes	No		Yes	No	
California Lutheran University	Background	Yes	No		Yes	No	
California Lutheran University	Credits	No	Yes		Yes	No	
California Lutheran University	GPA	Yes	No		Yes	No	
California Lutheran University	ContentGPA	No	Yes		No	No	
California Lutheran University	ProfessionalGPA	No	Yes		Yes	Yes	
California Lutheran University	ACT	No	No		No	No	
California Lutheran University	SAT	No	No		No	No	
California Lutheran University	BasicSkills	No	Yes		No	Yes	
California Lutheran University	SubjectArea	No	Yes		No	Yes	
California Lutheran University	Recommendation	No	No		Yes	No	

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Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California Lutheran University	Essay	No	No		Yes	No	
California Lutheran University	Interview	Yes	No		Yes	No	
California Lutheran University	Other	No	No				
California Polytechnic State University, San Luis Obispo	Transcript	Yes	Yes		Yes	Yes	
California Polytechnic State University, San Luis Obispo	Fingerprint	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Background	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Credits	Yes	Yes		Yes	Yes	
California Polytechnic State University, San Luis Obispo	GPA	Yes	Yes		Yes	Yes	
California Polytechnic State University, San Luis Obispo	ContentGPA	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	ProfessionalGPA	No	Yes		Yes	Yes	
California Polytechnic State University, San Luis Obispo	ACT	No	No		No	No	
California Polytechnic State University, San Luis Obispo	SAT	No	No		No	No	
California Polytechnic State University, San Luis Obispo	BasicSkills	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	SubjectArea	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Recommendation	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Essay	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Interview	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Other						
California State Polytechnic University, Pomona	Transcript				Yes	Yes	
California State Polytechnic University, Pomona	Fingerprint				Yes	No	
California State Polytechnic University, Pomona	Background				Yes	No	
California State Polytechnic University, Pomona	Credits				Yes	Yes	
California State Polytechnic University, Pomona	GPA				Yes	Yes	
California State Polytechnic University, Pomona	ContentGPA				Yes	Yes	
California State Polytechnic University, Pomona	ProfessionalGPA				Yes	Yes	
California State Polytechnic University, Pomona	ACT				No	No	
California State Polytechnic University, Pomona	SAT				No	No	
California State Polytechnic University, Pomona	BasicSkills				Yes	No	
California State Polytechnic University, Pomona	SubjectArea				Yes	No	
California State Polytechnic University, Pomona	Recommendation				Yes	No	
California State Polytechnic University, Pomona	Essay				Yes	No	
California State Polytechnic University, Pomona	Interview				Yes	No	

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Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State Polytechnic University, Pomona	Other				No	Yes	CalTPA; Adult, Child & Infant CRP, US Constitution
California State University, Bakersfield	Transcript	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Fingerprint	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Background	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Credits	Yes	Yes		Yes	Yes	
California State University, Bakersfield	GPA	Yes	Yes		Yes	Yes	
California State University, Bakersfield	ContentGPA	Yes	Yes		Yes	Yes	
California State University, Bakersfield	ProfessionalGPA	Yes	Yes		Yes	Yes	
California State University, Bakersfield	ACT	No	No		No	No	
California State University, Bakersfield	SAT	No	No		No	No	
California State University, Bakersfield	BasicSkills	Yes	Yes		Yes	Yes	
California State University, Bakersfield	SubjectArea	No	Yes		Yes	Yes	
California State University, Bakersfield	Recommendation	Yes	No		Yes	No	
California State University, Bakersfield	Essay	Yes	No		Yes	No	
California State University, Bakersfield	Interview	Yes	No		Yes	No	
California State University, Bakersfield	Other	No	No		No	No	
California State University, Channel Islands	Transcript				Yes	Yes	
California State University, Channel Islands	Fingerprint				Yes	No	
California State University, Channel Islands	Background				Yes	No	
California State University, Channel Islands	Credits				Yes	Yes	
California State University, Channel Islands	GPA				Yes	Yes	
California State University, Channel Islands	ContentGPA				No	Yes	
California State University, Channel Islands	ProfessionalGPA				Yes	Yes	
California State University, Channel Islands	ACT				No	No	
California State University, Channel Islands	SAT				No	No	
California State University, Channel Islands	BasicSkills				Yes	Yes	
California State University, Channel Islands	SubjectArea				Yes	Yes	
California State University, Channel Islands	Recommendation				Yes	No	
California State University, Channel Islands	Essay				Yes	No	
California State University, Channel Islands	Interview				Yes	No	
California State University, Channel Islands	Other				No	Yes	Exit appointment, credential request form

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Chico	Transcript	No	Yes		Yes	Yes	
California State University, Chico	Fingerprint	No	Yes		Yes	Yes	
California State University, Chico	Background	No	Yes		Yes	Yes	
California State University, Chico	Credits	No	Yes		Yes	Yes	
California State University, Chico	GPA	Yes	Yes		Yes	Yes	
California State University, Chico	ContentGPA	No	Yes		Yes	Yes	
California State University, Chico	ProfessionalGPA	No	Yes		Yes	Yes	
California State University, Chico	ACT	No	No		No	No	
California State University, Chico	SAT	No	No		No	No	
California State University, Chico	BasicSkills	No	Yes		Yes	Yes	
California State University, Chico	SubjectArea	No	Yes		Yes	Yes	
California State University, Chico	Recommendation	Yes	Yes		Yes	Yes	
California State University, Chico	Essay	Yes	Yes		Yes	No	
California State University, Chico	Interview	No	No		Yes	No	
California State University, Chico	Other	No	No	This is a new pathway, so no graduate GPA until 2014			
California State University, Dominguez Hills	Transcript	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Fingerprint	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Background	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Credits	Yes	Yes		No	No	
California State University, Dominguez Hills	GPA	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	ContentGPA	No	No		No	No	
California State University, Dominguez Hills	ProfessionalGPA	No	Yes		No	Yes	
California State University, Dominguez Hills	ACT	No	No		No	No	
California State University, Dominguez Hills	SAT	No	No		No	No	
California State University, Dominguez Hills	BasicSkills	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	SubjectArea	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Recommendation	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Essay	No	No		No	No	
California State University, Dominguez Hills	Interview	Yes	No		Yes	No	
California State University, Dominguez Hills	Other						
California State University, East Bay	Transcript	No	Yes		Yes	Yes	
California State University, East Bay	Fingerprint	Yes	No		Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, East Bay	Background	No	No		No	No	
California State University, East Bay	Credits	No	No		No	No	
California State University, East Bay	GPA	No	No		Yes	No	
California State University, East Bay	ContentGPA	No	No		No	No	
California State University, East Bay	ProfessionalGPA	No	No		No	No	
California State University, East Bay	ACT	No	No		No	No	
California State University, East Bay	SAT	No	No		No	No	
California State University, East Bay	BasicSkills	No	No		No	No	
California State University, East Bay	SubjectArea	Yes	Yes		Yes	Yes	
California State University, East Bay	Recommendation	Yes	No		Yes	No	
California State University, East Bay	Essay	Yes	No		Yes	No	
California State University, East Bay	Interview	Yes	No		Yes	No	
California State University, East Bay	Other	No	Yes	Program Exit Survey	No	Yes	Program Exit Survey
California State University, Fresno	Transcript				Yes	No	
California State University, Fresno	Fingerprint				Yes	No	
California State University, Fresno	Background				Yes	No	
California State University, Fresno	Credits				Yes	Yes	
California State University, Fresno	GPA				Yes	No	
California State University, Fresno	ContentGPA				No	No	
California State University, Fresno	ProfessionalGPA				No	Yes	
California State University, Fresno	ACT				No	No	
California State University, Fresno	SAT				No	No	
California State University, Fresno	BasicSkills				Yes	No	
California State University, Fresno	SubjectArea				Yes	No	
California State University, Fresno	Recommendation				Yes	No	
California State University, Fresno	Essay				Yes	No	
California State University, Fresno	Interview				Yes	No	
California State University, Fresno	Other						
California State University, Fullerton	Transcript	Yes	No		Yes	No	
California State University, Fullerton	Fingerprint	Yes	No		Yes	No	
California State University, Fullerton	Background	Yes	No		Yes	No	
California State University, Fullerton	Credits	Yes	Yes		Yes	Yes	
California State University, Fullerton	GPA	Yes	No		Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Fullerton	ContentGPA	No	No		No	No	
California State University, Fullerton	ProfessionalGPA	No	No		No	No	
California State University, Fullerton	ACT	No	No		No	No	
California State University, Fullerton	SAT	No	No		No	No	
California State University, Fullerton	BasicSkills	Yes	No		Yes	No	
California State University, Fullerton	SubjectArea	Yes	No		Yes	No	
California State University, Fullerton	Recommendation	Yes	No		Yes	No	
California State University, Fullerton	Essay	Yes	No		Yes	No	
California State University, Fullerton	Interview	Yes	No		Yes	No	
California State University, Fullerton	Other	Yes	No	TB, English Prof, Prereq courses, CPR training, US Constitution	Yes	No	TB, English Prof, Prereq courses, CPR training, US Constitution
California State University, Long Beach	Transcript	Yes	Yes		Yes	Yes	
California State University, Long Beach	Fingerprint	Yes	Yes		Yes	Yes	
California State University, Long Beach	Background	Yes	Yes		Yes	Yes	
California State University, Long Beach	Credits	Yes	Yes		Yes	Yes	
California State University, Long Beach	GPA	Yes	Yes		Yes	Yes	
California State University, Long Beach	ContentGPA	No	No		No	No	
California State University, Long Beach	ProfessionalGPA	Yes	Yes		Yes	Yes	
California State University, Long Beach	ACT	No	No		No	No	
California State University, Long Beach	SAT	No	No		No	No	
California State University, Long Beach	BasicSkills	No	Yes		No	Yes	
California State University, Long Beach	SubjectArea	No	Yes		Yes	Yes	
California State University, Long Beach	Recommendation	Yes	No		Yes	No	
California State University, Long Beach	Essay	Yes	Yes		Yes	Yes	
California State University, Long Beach	Interview	Yes	No		Yes	No	
California State University, Long Beach	Other				No	No	
California State University, Los Angeles	Transcript	Yes	Yes		Yes	Yes	
California State University, Los Angeles	Fingerprint	Yes	Yes		Yes	Yes	
California State University, Los Angeles	Background	Yes	Yes		Yes	Yes	
California State University, Los Angeles	Credits	Yes	Yes		No	No	
California State University, Los Angeles	GPA	Yes	No		Yes	No	
California State University, Los Angeles	ContentGPA	No	No		No	No	
California State University, Los Angeles	ProfessionalGPA	No	Yes		No	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Los Angeles	ACT	No	No		No	No	
California State University, Los Angeles	SAT	No	No		No	No	
California State University, Los Angeles	BasicSkills	Yes	Yes		Yes	Yes	
California State University, Los Angeles	SubjectArea	No	Yes		Yes	Yes	
California State University, Los Angeles	Recommendation	Yes	No		Yes	No	
California State University, Los Angeles	Essay	Yes	No		Yes	No	
California State University, Los Angeles	Interview	Yes	No		Yes	No	
California State University, Los Angeles	Other	Yes	No	writing and speech proficiency	Yes	No	speech and writing proficiency
California State University, Monterey Bay	Transcript	No	No		Yes	Yes	
California State University, Monterey Bay	Fingerprint	No	No		Yes	Yes	
California State University, Monterey Bay	Background	No	No		Yes	Yes	
California State University, Monterey Bay	Credits	No	No		Yes	Yes	
California State University, Monterey Bay	GPA	No	No		Yes	Yes	
California State University, Monterey Bay	ContentGPA	No	No		Yes	Yes	
California State University, Monterey Bay	ProfessionalGPA	No	No		Yes	Yes	
California State University, Monterey Bay	ACT	No	No		No	No	
California State University, Monterey Bay	SAT	No	No		No	No	
California State University, Monterey Bay	BasicSkills	No	No		Yes	Yes	
California State University, Monterey Bay	SubjectArea	No	No		Yes	Yes	
California State University, Monterey Bay	Recommendation	No	No		Yes	Yes	
California State University, Monterey Bay	Essay	No	No		Yes	Yes	
California State University, Monterey Bay	Interview	No	No		Yes	Yes	
California State University, Monterey Bay	Other	No	No		No	Yes	PACT & RICA Scores reqd. for exit in some programs
California State University, Northridge	Transcript	Yes	No		Yes	No	
California State University, Northridge	Fingerprint	Yes	Yes		Yes	Yes	
California State University, Northridge	Background	Yes	Yes		Yes	Yes	
California State University, Northridge	Credits	No	Yes		No	Yes	
California State University, Northridge	GPA	Yes	Yes		Yes	Yes	
California State University, Northridge	ContentGPA	Yes	Yes		Yes	Yes	
California State University, Northridge	ProfessionalGPA	Yes	Yes		Yes	Yes	
California State University, Northridge	ACT	No	No		No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Northridge	SAT	No	No		No	No	
California State University, Northridge	BasicSkills	Yes	Yes		Yes	Yes	
California State University, Northridge	SubjectArea	Yes	Yes		Yes	Yes	
California State University, Northridge	Recommendation	Yes	No		Yes	No	
California State University, Northridge	Essay	Yes	No		Yes	No	
California State University, Northridge	Interview	Yes	No		Yes	No	
California State University, Northridge	Other	No	Yes	Passage of PACT (MS and SS Programs), Passage of RICA (MS and SPED Programs)	No	Yes	Passage of PACT (MS and SS Programs) , Passage of RICA (MS and SPED Programs)
California State University, Sacramento	Transcript				Yes	Yes	
California State University, Sacramento	Fingerprint				Yes	Yes	
California State University, Sacramento	Background				Yes	Yes	
California State University, Sacramento	Credits				Yes	Yes	
California State University, Sacramento	GPA				Yes	Yes	
California State University, Sacramento	ContentGPA				No	Yes	
California State University, Sacramento	ProfessionalGPA				Yes	Yes	
California State University, Sacramento	ACT				No	No	
California State University, Sacramento	SAT				No	No	
California State University, Sacramento	BasicSkills				Yes	Yes	
California State University, Sacramento	SubjectArea				Yes	Yes	
California State University, Sacramento	Recommendation				Yes	No	
California State University, Sacramento	Essay				Yes	No	
California State University, Sacramento	Interview				Yes	No	
California State University, Sacramento	Other				No	Yes	Teacher Performance Assessment
California State University, San Bernardino	Transcript	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Fingerprint	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Background	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Credits	Yes	Yes		Yes	Yes	
California State University, San Bernardino	GPA	Yes	Yes		Yes	Yes	
California State University, San Bernardino	ContentGPA	Yes	Yes		Yes	Yes	
California State University, San Bernardino	ProfessionalGPA	Yes	Yes		Yes	Yes	
California State University, San Bernardino	ACT	No	No		No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, San Bernardino	SAT	No	No		No	No	
California State University, San Bernardino	BasicSkills	Yes	Yes		Yes	Yes	
California State University, San Bernardino	SubjectArea	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Recommendation	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Essay	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Interview	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Other						
California State University, San Marcos	Transcript	Yes	No		Yes	No	
California State University, San Marcos	Fingerprint	Yes	No		Yes	No	
California State University, San Marcos	Background	Yes	No		Yes	No	
California State University, San Marcos	Credits	No	Yes		Yes	Yes	
California State University, San Marcos	GPA	Yes	Yes		Yes	Yes	
California State University, San Marcos	ContentGPA	No	Yes		No	No	
California State University, San Marcos	ProfessionalGPA	No	Yes		No	Yes	
California State University, San Marcos	ACT	No	No		No	No	
California State University, San Marcos	SAT	No	No		No	No	
California State University, San Marcos	BasicSkills	No	Yes		Yes	No	
California State University, San Marcos	SubjectArea	No	Yes		Yes	No	
California State University, San Marcos	Recommendation	Yes	No		Yes	No	
California State University, San Marcos	Essay	Yes	No		Yes	No	
California State University, San Marcos	Interview	Yes	No		Yes	No	
California State University, San Marcos	Other	No	No		No	No	
California State University, Stanislaus	Transcript	Yes	No		Yes	No	
California State University, Stanislaus	Fingerprint	Yes	No		Yes	No	
California State University, Stanislaus	Background	Yes	No		Yes	No	
California State University, Stanislaus	Credits	Yes	Yes		Yes	Yes	
California State University, Stanislaus	GPA	Yes	Yes		Yes	Yes	
California State University, Stanislaus	ContentGPA	No	Yes		No	Yes	
California State University, Stanislaus	ProfessionalGPA	Yes	Yes		Yes	Yes	
California State University, Stanislaus	ACT	No	No		No	No	
California State University, Stanislaus	SAT	No	No		No	No	
California State University, Stanislaus	BasicSkills	Yes	Yes		Yes	Yes	
California State University, Stanislaus	SubjectArea	Yes	Yes		Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Stanislaus	Recommendation	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Essay	Yes	No		Yes	No	
California State University, Stanislaus	Interview	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Other	No	Yes	B.A./B.S.; RICA for ESCP & MSCP; TPA for MSCP & SSCP	No	Yes	RICA for ESCP & MSCP; TPA for MSCP & SSCP
CalState TEACH	Transcript	Yes	Yes		Yes	Yes	
CalState TEACH	Fingerprint	Yes	No		Yes	No	
CalState TEACH	Background	Yes	No		Yes	No	
CalState TEACH	Credits	Yes	Yes		No	Yes	
CalState TEACH	GPA	Yes	Yes		Yes	Yes	
CalState TEACH	ContentGPA	No	Yes		No	Yes	
CalState TEACH	ProfessionalGPA	No	Yes		No	Yes	
CalState TEACH	ACT	No	No		No	No	
CalState TEACH	SAT	No	No		No	No	
CalState TEACH	BasicSkills	Yes	Yes		Yes	Yes	
CalState TEACH	SubjectArea	Yes	Yes		Yes	Yes	
CalState TEACH	Recommendation	Yes	No		Yes	No	
CalState TEACH	Essay	Yes	No		Yes	No	
CalState TEACH	Interview	Yes	No		Yes	No	
CalState TEACH	Other	No	Yes	RICA & TPA	No	Yes	TPA RICA
Chapman University	Transcript				Yes	Yes	
Chapman University	Fingerprint				No	No	
Chapman University	Background				No	No	
Chapman University	Credits				No	Yes	
Chapman University	GPA				Yes	No	
Chapman University	ContentGPA				No	No	
Chapman University	ProfessionalGPA				No	Yes	
Chapman University	ACT				No	No	
Chapman University	SAT				No	No	
Chapman University	BasicSkills				Yes	Yes	
Chapman University	SubjectArea				Yes	Yes	
Chapman University	Recommendation				Yes	No	
Chapman University	Essay				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Chapman University	Interview				Yes	Yes	
Chapman University	Other						
Claremont Graduate University	Transcript				Yes	Yes	
Claremont Graduate University	Fingerprint				Yes	No	
Claremont Graduate University	Background				Yes	No	
Claremont Graduate University	Credits				Yes	Yes	
Claremont Graduate University	GPA				No	Yes	
Claremont Graduate University	ContentGPA				No	Yes	
Claremont Graduate University	ProfessionalGPA				No	Yes	
Claremont Graduate University	ACT				No	No	
Claremont Graduate University	SAT				No	No	
Claremont Graduate University	BasicSkills				Yes	Yes	
Claremont Graduate University	SubjectArea				Yes	Yes	
Claremont Graduate University	Recommendation				Yes	Yes	
Claremont Graduate University	Essay				Yes	Yes	
Claremont Graduate University	Interview				Yes	Yes	
Claremont Graduate University	Other				No	Yes	Passed CATPA
Concordia University	Transcript	No	Yes		Yes	Yes	
Concordia University	Fingerprint	Yes	No		Yes	Yes	
Concordia University	Background	Yes	No		No	No	
Concordia University	Credits	Yes	Yes		No	Yes	
Concordia University	GPA	Yes	Yes		Yes	Yes	
Concordia University	ContentGPA	Yes	Yes		Yes	Yes	
Concordia University	ProfessionalGPA	Yes	Yes		Yes	Yes	
Concordia University	ACT	No	No		No	No	
Concordia University	SAT	No	No		No	No	
Concordia University	BasicSkills	Yes	Yes		Yes	Yes	
Concordia University	SubjectArea	No	Yes		Yes	Yes	
Concordia University	Recommendation	Yes	Yes		Yes	Yes	
Concordia University	Essay	Yes	Yes		Yes	No	
Concordia University	Interview	Yes	Yes		Yes	Yes	
Concordia University	Other	No	No				
Dominican University of California	Transcript	Yes	Yes		Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Dominican University of California	Fingerprint	Yes	Yes		Yes	Yes	
Dominican University of California	Background	Yes	Yes		Yes	Yes	
Dominican University of California	Credits	No	Yes		Yes	Yes	
Dominican University of California	GPA	No	Yes		Yes	Yes	
Dominican University of California	ContentGPA	No	No		Yes	Yes	
Dominican University of California	ProfessionalGPA	No	Yes		No	Yes	
Dominican University of California	ACT	No	No		No	No	
Dominican University of California	SAT	No	No		No	No	
Dominican University of California	BasicSkills	Yes	Yes		Yes	Yes	
Dominican University of California	SubjectArea	No	Yes		Yes	Yes	
Dominican University of California	Recommendation	Yes	Yes		Yes	Yes	
Dominican University of California	Essay	Yes	Yes		Yes	Yes	
Dominican University of California	Interview	No	No		No	No	
Dominican University of California	Other	Yes	Yes	TB test	Yes	Yes	TB Test
Fresno Pacific University	Transcript				Yes	Yes	
Fresno Pacific University	Fingerprint				Yes	No	
Fresno Pacific University	Background				Yes	No	
Fresno Pacific University	Credits				No	Yes	
Fresno Pacific University	GPA				Yes	Yes	
Fresno Pacific University	ContentGPA				No	No	
Fresno Pacific University	ProfessionalGPA				No	Yes	
Fresno Pacific University	ACT				No	No	
Fresno Pacific University	SAT				No	No	
Fresno Pacific University	BasicSkills				Yes	No	
Fresno Pacific University	SubjectArea				Yes	Yes	
Fresno Pacific University	Recommendation				Yes	No	
Fresno Pacific University	Essay				Yes	No	
Fresno Pacific University	Interview				Yes	Yes	
Fresno Pacific University	Other				Yes	No	Current Negative TB Test
Hebrew Union College	Transcript				Yes	Yes	
Hebrew Union College	Fingerprint				No	Yes	
Hebrew Union College	Background				No	Yes	
Hebrew Union College	Credits				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Hebrew Union College	GPA				No	No	
Hebrew Union College	ContentGPA				No	No	
Hebrew Union College	ProfessionalGPA				No	No	
Hebrew Union College	ACT				No	No	
Hebrew Union College	SAT				No	No	
Hebrew Union College	BasicSkills				No	Yes	
Hebrew Union College	SubjectArea				No	Yes	
Hebrew Union College	Recommendation				Yes	Yes	
Hebrew Union College	Essay				Yes	Yes	
Hebrew Union College	Interview				Yes	Yes	
Hebrew Union College	Other						
Holy Names University	Transcript				Yes	Yes	
Holy Names University	Fingerprint				No	No	
Holy Names University	Background				No	No	
Holy Names University	Credits				No	Yes	
Holy Names University	GPA				Yes	Yes	
Holy Names University	ContentGPA				No	No	
Holy Names University	ProfessionalGPA				No	No	
Holy Names University	ACT				No	No	
Holy Names University	SAT				No	No	
Holy Names University	BasicSkills				No	Yes	
Holy Names University	SubjectArea				No	Yes	
Holy Names University	Recommendation				Yes	No	
Holy Names University	Essay				Yes	No	
Holy Names University	Interview				Yes	No	
Holy Names University	Other				No	No	
Hope International University	Transcript				Yes	Yes	
Hope International University	Fingerprint				No	Yes	
Hope International University	Background				No	Yes	
Hope International University	Credits				No	Yes	
Hope International University	GPA				Yes	Yes	
Hope International University	ContentGPA				No	Yes	
Hope International University	ProfessionalGPA				No	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Hope International University	ACT				No	No	
Hope International University	SAT				No	No	
Hope International University	BasicSkills				No	Yes	
Hope International University	SubjectArea				No	Yes	
Hope International University	Recommendation				Yes	Yes	
Hope International University	Essay				Yes	No	
Hope International University	Interview				No	Yes	
Hope International University	Other						
Humboldt State University	Transcript				Yes	No	
Humboldt State University	Fingerprint				Yes	No	
Humboldt State University	Background				Yes	No	
Humboldt State University	Credits				Yes	Yes	
Humboldt State University	GPA				Yes	Yes	
Humboldt State University	ContentGPA				Yes	No	
Humboldt State University	ProfessionalGPA				No	Yes	
Humboldt State University	ACT				No	No	
Humboldt State University	SAT				No	No	
Humboldt State University	BasicSkills				Yes	No	
Humboldt State University	SubjectArea				Yes	No	
Humboldt State University	Recommendation				Yes	No	
Humboldt State University	Essay				Yes	No	
Humboldt State University	Interview				Yes	No	
Humboldt State University	Other			Performance Assessment	No	Yes	Performance Assessment
La Sierra University	Transcript	Yes	Yes		Yes	Yes	
La Sierra University	Fingerprint	Yes	Yes		Yes	Yes	
La Sierra University	Background	Yes	Yes		Yes	Yes	
La Sierra University	Credits	Yes	Yes		Yes	Yes	
La Sierra University	GPA	Yes	Yes		Yes	Yes	
La Sierra University	ContentGPA	Yes	Yes		Yes	Yes	
La Sierra University	ProfessionalGPA	Yes	Yes		Yes	Yes	
La Sierra University	ACT	No	No		No	No	
La Sierra University	SAT	No	No		No	No	
La Sierra University	BasicSkills	Yes	Yes		Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
La Sierra University	SubjectArea	Yes	Yes		Yes	Yes	
La Sierra University	Recommendation	Yes	No		Yes	No	
La Sierra University	Essay	Yes	No		Yes	No	
La Sierra University	Interview	Yes	No		Yes	No	
La Sierra University	Other	Yes	No	CPR, TB Skin Test	Yes	No	CPR, TB Skin Test
Loyola Marymount University	Transcript	Yes	Yes		Yes	Yes	
Loyola Marymount University	Fingerprint	Yes	No		Yes	No	
Loyola Marymount University	Background	Yes	No		Yes	No	
Loyola Marymount University	Credits	Yes	Yes		Yes	Yes	
Loyola Marymount University	GPA	Yes	Yes		Yes	Yes	
Loyola Marymount University	ContentGPA	No	No		No	No	
Loyola Marymount University	ProfessionalGPA	Yes	Yes		Yes	Yes	
Loyola Marymount University	ACT	No	No		No	No	
Loyola Marymount University	SAT	No	No		No	No	
Loyola Marymount University	BasicSkills	Yes	No		Yes	No	
Loyola Marymount University	SubjectArea	No	Yes		No	Yes	
Loyola Marymount University	Recommendation	Yes	No		Yes	No	
Loyola Marymount University	Essay	Yes	No		Yes	No	
Loyola Marymount University	Interview	Yes	Yes		Yes	Yes	
Loyola Marymount University	Other	Yes	No	TB test	Yes	No	TB Test
Mills College	Transcript				Yes	Yes	
Mills College	Fingerprint				No	Yes	
Mills College	Background				No	Yes	
Mills College	Credits				Yes	Yes	
Mills College	GPA				No	No	
Mills College	ContentGPA				No	No	
Mills College	ProfessionalGPA				No	Yes	
Mills College	ACT				No	No	
Mills College	SAT				No	No	
Mills College	BasicSkills				Yes	Yes	
Mills College	SubjectArea				Yes	Yes	
Mills College	Recommendation				Yes	No	
Mills College	Essay				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Mills College	Interview				Yes	No	
Mills College	Other						
Mount St. Mary's College	Transcript	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Fingerprint	No	Yes		Yes	Yes	
Mount St. Mary's College	Background	No	Yes		Yes	Yes	
Mount St. Mary's College	Credits	Yes	Yes		Yes	Yes	
Mount St. Mary's College	GPA	Yes	Yes		Yes	Yes	
Mount St. Mary's College	ContentGPA	Yes	Yes		Yes	Yes	
Mount St. Mary's College	ProfessionalGPA	Yes	Yes		Yes	Yes	
Mount St. Mary's College	ACT	No	No		No	No	
Mount St. Mary's College	SAT	No	No		No	No	
Mount St. Mary's College	BasicSkills	Yes	Yes		Yes	Yes	
Mount St. Mary's College	SubjectArea	No	Yes		Yes	Yes	
Mount St. Mary's College	Recommendation	Yes	No		Yes	No	
Mount St. Mary's College	Essay	Yes	No		Yes	No	
Mount St. Mary's College	Interview	Yes	No		Yes	No	
Mount St. Mary's College	Other						
National Hispanic University	Transcript				Yes	Yes	
National Hispanic University	Fingerprint				Yes	Yes	
National Hispanic University	Background				No	No	
National Hispanic University	Credits				No	Yes	
National Hispanic University	GPA				Yes	Yes	
National Hispanic University	ContentGPA				No	No	
National Hispanic University	ProfessionalGPA				No	No	
National Hispanic University	ACT				No	No	
National Hispanic University	SAT				No	No	
National Hispanic University	BasicSkills				Yes	Yes	
National Hispanic University	SubjectArea				Yes	Yes	
National Hispanic University	Recommendation				Yes	No	
National Hispanic University	Essay				Yes	No	
National Hispanic University	Interview				No	Yes	
National Hispanic University	Other						
National University	Transcript	Yes	No		Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
National University	Fingerprint	Yes	No		Yes	No	
National University	Background	Yes	No		Yes	No	
National University	Credits	No	Yes		No	Yes	
National University	GPA	Yes	Yes		Yes	Yes	
National University	ContentGPA	No	Yes		Yes	Yes	
National University	ProfessionalGPA	No	No		No	No	
National University	ACT	No	No		No	No	
National University	SAT	No	No		No	No	
National University	BasicSkills	No	Yes		No	Yes	
National University	SubjectArea	No	Yes		No	Yes	
National University	Recommendation	No	No		No	No	
National University	Essay	No	No		No	No	
National University	Interview	Yes	No		Yes	No	
National University	Other						
Notre Dame de Namur University	Transcript				Yes	Yes	
Notre Dame de Namur University	Fingerprint				No	Yes	
Notre Dame de Namur University	Background				No	Yes	
Notre Dame de Namur University	Credits				No	Yes	
Notre Dame de Namur University	GPA				Yes	Yes	
Notre Dame de Namur University	ContentGPA				No	Yes	
Notre Dame de Namur University	ProfessionalGPA				No	Yes	
Notre Dame de Namur University	ACT				No	No	
Notre Dame de Namur University	SAT				No	No	
Notre Dame de Namur University	BasicSkills				No	Yes	
Notre Dame de Namur University	SubjectArea				No	Yes	
Notre Dame de Namur University	Recommendation				Yes	Yes	
Notre Dame de Namur University	Essay				Yes	No	
Notre Dame de Namur University	Interview				Yes	No	
Notre Dame de Namur University	Other						
Pacific Oaks College	Transcript	Yes	No		Yes	No	
Pacific Oaks College	Fingerprint	Yes	No		Yes	No	
Pacific Oaks College	Background	Yes	No		Yes	No	
Pacific Oaks College	Credits	Yes	Yes		No	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Pacific Oaks College	GPA	No	Yes		No	Yes	
Pacific Oaks College	ContentGPA	No	Yes		No	Yes	
Pacific Oaks College	ProfessionalGPA	No	Yes		No	Yes	
Pacific Oaks College	ACT	No	No		No	No	
Pacific Oaks College	SAT	No	No		No	No	
Pacific Oaks College	BasicSkills	Yes	No		Yes	Yes	
Pacific Oaks College	SubjectArea	No	Yes		No	Yes	
Pacific Oaks College	Recommendation	Yes	No		Yes	No	
Pacific Oaks College	Essay	Yes	No		Yes	No	
Pacific Oaks College	Interview	No	Yes		No	No	
Pacific Oaks College	Other						
Pacific Union College	Transcript	Yes	Yes		Yes	Yes	
Pacific Union College	Fingerprint	Yes	Yes		Yes	Yes	
Pacific Union College	Background	Yes	No		Yes	No	
Pacific Union College	Credits	Yes	Yes		Yes	Yes	
Pacific Union College	GPA	Yes	Yes		Yes	Yes	
Pacific Union College	ContentGPA	No	Yes		No	Yes	
Pacific Union College	ProfessionalGPA	Yes	Yes		Yes	Yes	
Pacific Union College	ACT	No	No		No	No	
Pacific Union College	SAT	No	No		No	No	
Pacific Union College	BasicSkills	Yes	Yes		Yes	Yes	
Pacific Union College	SubjectArea	No	Yes		Yes	Yes	
Pacific Union College	Recommendation	Yes	No		Yes	No	
Pacific Union College	Essay	Yes	No		Yes	No	
Pacific Union College	Interview	Yes	Yes		Yes	Yes	
Pacific Union College	Other	No	Yes	Exit: RICA, TPA	No	Yes	RICA, TPA
Patten University	Transcript	Yes	Yes		Yes	Yes	
Patten University	Fingerprint	Yes	Yes		Yes	Yes	
Patten University	Background	Yes	Yes		Yes	Yes	
Patten University	Credits	Yes	Yes		Yes	Yes	
Patten University	GPA	Yes	Yes		Yes	Yes	
Patten University	ContentGPA	Yes	Yes		Yes	Yes	
Patten University	ProfessionalGPA	Yes	Yes		Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Patten University	ACT	No	No		No	No	
Patten University	SAT	No	No		No	No	
Patten University	BasicSkills	Yes	Yes		Yes	Yes	
Patten University	SubjectArea	Yes	Yes		Yes	Yes	
Patten University	Recommendation	Yes	Yes		Yes	Yes	
Patten University	Essay	Yes	Yes		Yes	Yes	
Patten University	Interview	Yes	Yes		Yes	Yes	
Patten University	Other	No	Yes	Final Evaluation	No	Yes	Final Evaluation
Pepperdine University	Transcript	No	Yes		Yes	Yes	
Pepperdine University	Fingerprint	Yes	Yes		Yes	Yes	
Pepperdine University	Background	Yes	Yes		Yes	Yes	
Pepperdine University	Credits	Yes	Yes		Yes	Yes	
Pepperdine University	GPA	Yes	Yes		Yes	Yes	
Pepperdine University	ContentGPA	Yes	Yes		Yes	Yes	
Pepperdine University	ProfessionalGPA	No	Yes		Yes	Yes	
Pepperdine University	ACT	No	No		No	No	
Pepperdine University	SAT	No	No		No	No	
Pepperdine University	BasicSkills	No	Yes		Yes	Yes	
Pepperdine University	SubjectArea	No	Yes		No	Yes	
Pepperdine University	Recommendation	Yes	Yes		Yes	Yes	
Pepperdine University	Essay	Yes	No		Yes	No	
Pepperdine University	Interview	No	No		No	No	
Pepperdine University	Other	Yes	No	Proof of attempt of Basic Skills test			
Point Loma Nazarene University	Transcript				Yes	Yes	
Point Loma Nazarene University	Fingerprint				Yes	No	
Point Loma Nazarene University	Background				No	No	
Point Loma Nazarene University	Credits				No	Yes	
Point Loma Nazarene University	GPA				Yes	Yes	
Point Loma Nazarene University	ContentGPA				No	No	
Point Loma Nazarene University	ProfessionalGPA				No	No	
Point Loma Nazarene University	ACT				No	No	
Point Loma Nazarene University	SAT				No	No	
Point Loma Nazarene University	BasicSkills				No	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Point Loma Nazarene University	SubjectArea				No	Yes	
Point Loma Nazarene University	Recommendation				Yes	No	
Point Loma Nazarene University	Essay				Yes	No	
Point Loma Nazarene University	Interview				Yes	Yes	
Point Loma Nazarene University	Other				No	No	
San Diego Christian College	Transcript				Yes	Yes	
San Diego Christian College	Fingerprint				No	Yes	
San Diego Christian College	Background				No	Yes	
San Diego Christian College	Credits				Yes	Yes	
San Diego Christian College	GPA				Yes	Yes	
San Diego Christian College	ContentGPA				Yes	Yes	
San Diego Christian College	ProfessionalGPA				Yes	Yes	
San Diego Christian College	ACT				No	No	
San Diego Christian College	SAT				No	No	
San Diego Christian College	BasicSkills				Yes	Yes	
San Diego Christian College	SubjectArea				No	Yes	
San Diego Christian College	Recommendation				Yes	Yes	
San Diego Christian College	Essay				Yes	Yes	
San Diego Christian College	Interview				Yes	Yes	
San Diego Christian College	Other						
San Diego State University	Transcript				Yes	Yes	
San Diego State University	Fingerprint				Yes	Yes	
San Diego State University	Background				Yes	Yes	
San Diego State University	Credits				No	Yes	
San Diego State University	GPA				Yes	Yes	
San Diego State University	ContentGPA				No	No	
San Diego State University	ProfessionalGPA				Yes	Yes	
San Diego State University	ACT				No	No	
San Diego State University	SAT				No	No	
San Diego State University	BasicSkills				Yes	Yes	
San Diego State University	SubjectArea				Yes	Yes	
San Diego State University	Recommendation				Yes	No	
San Diego State University	Essay				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
San Diego State University	Interview				No	No	
San Diego State University	Other				No	Yes	PACT or edTPA
San Francisco State University	Transcript				Yes	Yes	
San Francisco State University	Fingerprint				Yes	No	
San Francisco State University	Background				Yes	No	
San Francisco State University	Credits				Yes	Yes	
San Francisco State University	GPA				Yes	Yes	
San Francisco State University	ContentGPA				Yes	No	
San Francisco State University	ProfessionalGPA				No	Yes	
San Francisco State University	ACT				No	No	
San Francisco State University	SAT				No	No	
San Francisco State University	BasicSkills				Yes	No	
San Francisco State University	SubjectArea				Yes	No	
San Francisco State University	Recommendation				Yes	No	
San Francisco State University	Essay				Yes	No	
San Francisco State University	Interview				Yes	No	
San Francisco State University	Other						
San Jose State University	Transcript				Yes	Yes	
San Jose State University	Fingerprint				Yes	No	
San Jose State University	Background				Yes	No	
San Jose State University	Credits				Yes	Yes	
San Jose State University	GPA				Yes	Yes	
San Jose State University	ContentGPA				Yes	Yes	
San Jose State University	ProfessionalGPA				Yes	Yes	
San Jose State University	ACT				No	No	
San Jose State University	SAT				No	No	
San Jose State University	BasicSkills				Yes	No	
San Jose State University	SubjectArea				Yes	Yes	
San Jose State University	Recommendation				Yes	Yes	
San Jose State University	Essay				Yes	Yes	
San Jose State University	Interview				Yes	Yes	
San Jose State University	Other						
Santa Clara University	Transcript				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Santa Clara University	Fingerprint				No	Yes	
Santa Clara University	Background				No	Yes	
Santa Clara University	Credits				No	Yes	
Santa Clara University	GPA				Yes	Yes	
Santa Clara University	ContentGPA				No	No	
Santa Clara University	ProfessionalGPA				No	Yes	
Santa Clara University	ACT				No	No	
Santa Clara University	SAT				No	No	
Santa Clara University	BasicSkills				No	Yes	
Santa Clara University	SubjectArea				No	Yes	
Santa Clara University	Recommendation				Yes	Yes	
Santa Clara University	Essay				Yes	No	
Santa Clara University	Interview				No	No	
Santa Clara University	Other						
Simpson University	Transcript				Yes	Yes	
Simpson University	Fingerprint				Yes	Yes	
Simpson University	Background				No	No	
Simpson University	Credits				No	Yes	
Simpson University	GPA				Yes	Yes	
Simpson University	ContentGPA				Yes	Yes	
Simpson University	ProfessionalGPA				No	Yes	
Simpson University	ACT				No	No	
Simpson University	SAT				No	No	
Simpson University	BasicSkills				No	Yes	
Simpson University	SubjectArea				No	Yes	
Simpson University	Recommendation				Yes	Yes	
Simpson University	Essay				Yes	No	
Simpson University	Interview				Yes	Yes	
Simpson University	Other				Yes	No	Must have registered for subject matter content test.
Sonoma State University	Transcript				Yes	Yes	
Sonoma State University	Fingerprint				Yes	Yes	
Sonoma State University	Background				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Sonoma State University	Credits				Yes	Yes	
Sonoma State University	GPA				Yes	Yes	
Sonoma State University	ContentGPA				Yes	Yes	
Sonoma State University	ProfessionalGPA				Yes	Yes	
Sonoma State University	ACT				No	No	
Sonoma State University	SAT				No	No	
Sonoma State University	BasicSkills				Yes	Yes	
Sonoma State University	SubjectArea				Yes	Yes	
Sonoma State University	Recommendation				Yes	No	
Sonoma State University	Essay				Yes	No	
Sonoma State University	Interview				Yes	No	
Sonoma State University	Other						
St. Mary's College of California	Transcript				Yes	No	
St. Mary's College of California	Fingerprint				Yes	No	
St. Mary's College of California	Background				Yes	Yes	
St. Mary's College of California	Credits				No	Yes	
St. Mary's College of California	GPA				Yes	Yes	
St. Mary's College of California	ContentGPA				No	No	
St. Mary's College of California	ProfessionalGPA				No	Yes	
St. Mary's College of California	ACT				No	No	
St. Mary's College of California	SAT				No	No	
St. Mary's College of California	BasicSkills				No	Yes	
St. Mary's College of California	SubjectArea				No	Yes	
St. Mary's College of California	Recommendation				Yes	No	
St. Mary's College of California	Essay				Yes	No	
St. Mary's College of California	Interview				Yes	No	
St. Mary's College of California	Other						
Stanford University	Transcript				Yes	Yes	
Stanford University	Fingerprint				Yes	No	
Stanford University	Background				Yes	No	
Stanford University	Credits				Yes	Yes	
Stanford University	GPA				No	Yes	
Stanford University	ContentGPA				No	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Stanford University	ProfessionalGPA				No	No	
Stanford University	ACT				No	No	
Stanford University	SAT				No	No	
Stanford University	BasicSkills				Yes	Yes	
Stanford University	SubjectArea				Yes	Yes	
Stanford University	Recommendation				Yes	No	
Stanford University	Essay				Yes	Yes	
Stanford University	Interview				No	No	
Stanford University	Other				Yes	No	Transcript Summary
Teacher's College of San Joaquin	Transcript	No	No		Yes	No	
Teacher's College of San Joaquin	Fingerprint	No	No		No	No	
Teacher's College of San Joaquin	Background	No	No		No	No	
Teacher's College of San Joaquin	Credits	No	No		Yes	Yes	
Teacher's College of San Joaquin	GPA	No	No		No	Yes	
Teacher's College of San Joaquin	ContentGPA	No	No		No	Yes	
Teacher's College of San Joaquin	ProfessionalGPA	No	No		No	No	
Teacher's College of San Joaquin	ACT	No	No		No	No	
Teacher's College of San Joaquin	SAT	No	No		No	No	
Teacher's College of San Joaquin	BasicSkills	No			No	Yes	
Teacher's College of San Joaquin	SubjectArea	No	No		No	Yes	
Teacher's College of San Joaquin	Recommendation	No	No		No	No	
Teacher's College of San Joaquin	Essay	No	No		No	No	
Teacher's College of San Joaquin	Interview	No	No		No	No	
Teacher's College of San Joaquin	Other	No	No		No	No	
The Master’s College	Transcript				Yes	Yes	
The Master’s College	Fingerprint				Yes	Yes	
The Master’s College	Background				Yes	Yes	
The Master’s College	Credits				Yes	Yes	
The Master’s College	GPA				No	No	
The Master’s College	ContentGPA				Yes	Yes	
The Master’s College	ProfessionalGPA				Yes	Yes	
The Master’s College	ACT				No	No	
The Master’s College	SAT				No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
The Master's College	BasicSkills				Yes	Yes	
The Master's College	SubjectArea				Yes	Yes	
The Master's College	Recommendation				Yes	Yes	
The Master's College	Essay				Yes	Yes	
The Master's College	Interview				Yes	Yes	
The Master's College	Other				No	Yes	CPR
Touro University	Transcript				Yes	Yes	
Touro University	Fingerprint				Yes	Yes	
Touro University	Background				Yes	Yes	
Touro University	Credits				Yes	Yes	
Touro University	GPA				Yes	Yes	
Touro University	ContentGPA				Yes	Yes	
Touro University	ProfessionalGPA				Yes	Yes	
Touro University	ACT				No	No	
Touro University	SAT				No	No	
Touro University	BasicSkills				Yes	Yes	
Touro University	SubjectArea				Yes	Yes	
Touro University	Recommendation				Yes	No	
Touro University	Essay				Yes	Yes	
Touro University	Interview				Yes	Yes	
Touro University	Other				No	Yes	Reading Instruction Competence Assessment
United States University	Transcript				Yes	Yes	
United States University	Fingerprint				Yes	Yes	
United States University	Background				Yes	Yes	
United States University	Credits				No	Yes	
United States University	GPA				Yes	Yes	
United States University	ContentGPA				No	Yes	
United States University	ProfessionalGPA				No	Yes	
United States University	ACT				No	No	
United States University	SAT				No	No	
United States University	BasicSkills				Yes	Yes	
United States University	SubjectArea				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
United States University	Recommendation				Yes	Yes	
United States University	Essay				Yes	Yes	
United States University	Interview				Yes	Yes	
United States University	Other				Yes	Yes	Exit survey
University of California, Berkeley	Transcript	Yes	Yes		Yes	Yes	
University of California, Berkeley	Fingerprint	Yes	No		No	Yes	
University of California, Berkeley	Background	Yes	No		No	Yes	
University of California, Berkeley	Credits	Yes	Yes		No	Yes	
University of California, Berkeley	GPA	Yes	Yes		Yes	Yes	
University of California, Berkeley	ContentGPA	No	No		No	No	
University of California, Berkeley	ProfessionalGPA	No	No		No	No	
University of California, Berkeley	ACT	No	No		No	No	
University of California, Berkeley	SAT	No	No		No	No	
University of California, Berkeley	BasicSkills	Yes	No		Yes	No	
University of California, Berkeley	SubjectArea	Yes	No		Yes	No	
University of California, Berkeley	Recommendation	Yes	No		Yes	No	
University of California, Berkeley	Essay	Yes	No		Yes	No	
University of California, Berkeley	Interview	No	No		Yes	No	
University of California, Berkeley	Other						
University of California, Davis	Transcript				Yes	Yes	
University of California, Davis	Fingerprint				Yes	No	
University of California, Davis	Background				Yes	No	
University of California, Davis	Credits				Yes	Yes	
University of California, Davis	GPA				Yes	Yes	
University of California, Davis	ContentGPA				No	No	
University of California, Davis	ProfessionalGPA				No	Yes	
University of California, Davis	ACT				No	No	
University of California, Davis	SAT				No	No	
University of California, Davis	BasicSkills				No	Yes	
University of California, Davis	SubjectArea				Yes	Yes	
University of California, Davis	Recommendation				No	No	
University of California, Davis	Essay				Yes	No	
University of California, Davis	Interview				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Davis	Other				Yes	No	Minimum of 30 hours classroom experience
University of California, Irvine	Transcript	Yes	Yes		Yes	Yes	
University of California, Irvine	Fingerprint	Yes	Yes		Yes	Yes	
University of California, Irvine	Background	Yes	Yes		Yes	Yes	
University of California, Irvine	Credits	No	Yes		Yes	Yes	
University of California, Irvine	GPA	Yes	Yes		Yes	Yes	
University of California, Irvine	ContentGPA	No	Yes		Yes	Yes	
University of California, Irvine	ProfessionalGPA	No	Yes		Yes	Yes	
University of California, Irvine	ACT	Yes	No		No	No	
University of California, Irvine	SAT	Yes	No		No	No	
University of California, Irvine	BasicSkills	No	Yes		Yes	Yes	
University of California, Irvine	SubjectArea	No	Yes		Yes	Yes	
University of California, Irvine	Recommendation	Yes	No		Yes	No	
University of California, Irvine	Essay	Yes	No		Yes	No	
University of California, Irvine	Interview	No	Yes		No	Yes	
University of California, Irvine	Other						
University of California, Los Angeles	Transcript	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Fingerprint	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Background	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Credits	Yes	Yes		Yes	Yes	
University of California, Los Angeles	GPA	Yes	Yes		Yes	Yes	
University of California, Los Angeles	ContentGPA	Yes	Yes		Yes	Yes	
University of California, Los Angeles	ProfessionalGPA	Yes	Yes		Yes	Yes	
University of California, Los Angeles	ACT	No	No		No	No	
University of California, Los Angeles	SAT	No	No		No	No	
University of California, Los Angeles	BasicSkills	No	No		Yes	Yes	
University of California, Los Angeles	SubjectArea	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Recommendation	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Essay	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Interview	Yes	No		Yes	Yes	
University of California, Los Angeles	Other						
University of California, Riverside	Transcript				Yes	Yes	
University of California, Riverside	Fingerprint				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Riverside	Background				Yes	No	
University of California, Riverside	Credits				No	Yes	
University of California, Riverside	GPA				Yes	Yes	
University of California, Riverside	ContentGPA				No	No	
University of California, Riverside	ProfessionalGPA				No	Yes	
University of California, Riverside	ACT				No	No	
University of California, Riverside	SAT				No	No	
University of California, Riverside	BasicSkills				Yes	No	
University of California, Riverside	SubjectArea				Yes	Yes	
University of California, Riverside	Recommendation				Yes	Yes	
University of California, Riverside	Essay				Yes	No	
University of California, Riverside	Interview				Yes	Yes	
University of California, Riverside	Other				No	No	
University of California, San Diego	Transcript				Yes	Yes	
University of California, San Diego	Fingerprint				Yes	Yes	
University of California, San Diego	Background				Yes	Yes	
University of California, San Diego	Credits				Yes	Yes	
University of California, San Diego	GPA				Yes	Yes	
University of California, San Diego	ContentGPA				Yes	Yes	
University of California, San Diego	ProfessionalGPA				Yes	Yes	
University of California, San Diego	ACT				No	No	
University of California, San Diego	SAT				No	No	
University of California, San Diego	BasicSkills				Yes	Yes	
University of California, San Diego	SubjectArea				Yes	Yes	
University of California, San Diego	Recommendation				Yes	Yes	
University of California, San Diego	Essay				Yes	No	
University of California, San Diego	Interview				No	Yes	
University of California, San Diego	Other				Yes	Yes	2nd language acquisition, U.S. Constitution, TB test, GRE, TPA
University of California, Santa Barbara	Transcript				Yes	Yes	
University of California, Santa Barbara	Fingerprint				Yes	No	
University of California, Santa Barbara	Background				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Santa Barbara	Credits				No	Yes	
University of California, Santa Barbara	GPA				Yes	Yes	
University of California, Santa Barbara	ContentGPA				No	Yes	
University of California, Santa Barbara	ProfessionalGPA				No	Yes	
University of California, Santa Barbara	ACT				No	No	
University of California, Santa Barbara	SAT				No	No	
University of California, Santa Barbara	BasicSkills				Yes	No	
University of California, Santa Barbara	SubjectArea				Yes	No	
University of California, Santa Barbara	Recommendation				Yes	No	
University of California, Santa Barbara	Essay				Yes	No	
University of California, Santa Barbara	Interview				Yes	No	
University of California, Santa Barbara	Other				No	Yes	edTPA
University of California, Santa Cruz	Transcript				Yes	Yes	
University of California, Santa Cruz	Fingerprint				Yes	No	
University of California, Santa Cruz	Background				Yes	No	
University of California, Santa Cruz	Credits				Yes	Yes	
University of California, Santa Cruz	GPA				Yes	Yes	
University of California, Santa Cruz	ContentGPA				Yes	No	
University of California, Santa Cruz	ProfessionalGPA				No	Yes	
University of California, Santa Cruz	ACT				No	No	
University of California, Santa Cruz	SAT				No	No	
University of California, Santa Cruz	BasicSkills				Yes	No	
University of California, Santa Cruz	SubjectArea				Yes	No	
University of California, Santa Cruz	Recommendation				Yes	No	
University of California, Santa Cruz	Essay				Yes	No	
University of California, Santa Cruz	Interview				No	No	
University of California, Santa Cruz	Other				Yes	No	Academic Writing Sample
University of LaVerne	Transcript				Yes	No	
University of LaVerne	Fingerprint				Yes	Yes	
University of LaVerne	Background				No	No	
University of LaVerne	Credits				Yes	Yes	
University of LaVerne	GPA				Yes	Yes	
University of LaVerne	ContentGPA				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of LaVerne	ProfessionalGPA				Yes	Yes	
University of LaVerne	ACT				No	No	
University of LaVerne	SAT				No	No	
University of LaVerne	BasicSkills				No	Yes	
University of LaVerne	SubjectArea				No	Yes	
University of LaVerne	Recommendation				Yes	No	
University of LaVerne	Essay				Yes	No	
University of LaVerne	Interview				Yes	No	
University of LaVerne	Other						
University of Phoenix - CA	Transcript	Yes	No		Yes	No	
University of Phoenix - CA	Fingerprint	Yes	No		Yes	No	
University of Phoenix - CA	Background	Yes	No		Yes	No	
University of Phoenix - CA	Credits	Yes	Yes		Yes	Yes	
University of Phoenix - CA	GPA	No	Yes		Yes	Yes	
University of Phoenix - CA	ContentGPA	No	Yes		No	No	
University of Phoenix - CA	ProfessionalGPA	Yes	Yes		No	Yes	
University of Phoenix - CA	ACT	No	No		No	No	
University of Phoenix - CA	SAT	No	No		No	No	
University of Phoenix - CA	BasicSkills	Yes	No		Yes	No	
University of Phoenix - CA	SubjectArea	No	Yes		No	Yes	
University of Phoenix - CA	Recommendation	No	No		No	No	
University of Phoenix - CA	Essay	No	No		No	No	
University of Phoenix - CA	Interview	No	No		No	No	
University of Phoenix - CA	Other						
University of Redlands	Transcript	Yes	Yes		Yes	Yes	
University of Redlands	Fingerprint	Yes	Yes		Yes	Yes	
University of Redlands	Background	Yes	Yes		Yes	Yes	
University of Redlands	Credits	Yes	Yes		Yes	Yes	
University of Redlands	GPA	Yes	Yes		Yes	Yes	
University of Redlands	ContentGPA	Yes	Yes		Yes	Yes	
University of Redlands	ProfessionalGPA	Yes	Yes		Yes	Yes	
University of Redlands	ACT	No	No		No	No	
University of Redlands	SAT	No	No		No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of Redlands	BasicSkills	Yes	Yes		Yes	Yes	
University of Redlands	SubjectArea	No	Yes		No	Yes	
University of Redlands	Recommendation	Yes	Yes		Yes	Yes	
University of Redlands	Essay	No	No		No	No	
University of Redlands	Interview	No	Yes		No	Yes	
University of Redlands	Other	No	No		No	No	
University of San Diego	Transcript	Yes	Yes		Yes	No	
University of San Diego	Fingerprint	Yes	Yes		Yes	No	
University of San Diego	Background	Yes	Yes		Yes	Yes	
University of San Diego	Credits	Yes	Yes		Yes	Yes	
University of San Diego	GPA	Yes	Yes		Yes	Yes	
University of San Diego	ContentGPA	No	No		Yes	Yes	
University of San Diego	ProfessionalGPA	No	Yes		No	Yes	
University of San Diego	ACT	No	No		No	No	
University of San Diego	SAT	No	No		No	No	
University of San Diego	BasicSkills	Yes	Yes		Yes	No	
University of San Diego	SubjectArea	Yes	Yes		Yes	Yes	
University of San Diego	Recommendation	Yes	No		Yes	No	
University of San Diego	Essay	Yes	No		Yes	No	
University of San Diego	Interview	Yes	No		Yes	No	
University of San Diego	Other	No	Yes	PACT	No	Yes	PACT
University of San Francisco	Transcript				Yes	No	
University of San Francisco	Fingerprint				No	Yes	
University of San Francisco	Background				No	Yes	
University of San Francisco	Credits				No	Yes	
University of San Francisco	GPA				Yes	Yes	
University of San Francisco	ContentGPA				Yes	Yes	
University of San Francisco	ProfessionalGPA				Yes	Yes	
University of San Francisco	ACT				No	No	
University of San Francisco	SAT				No	No	
University of San Francisco	BasicSkills				Yes	Yes	
University of San Francisco	SubjectArea				Yes	Yes	
University of San Francisco	Recommendation				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of San Francisco	Essay				Yes	No	
University of San Francisco	Interview				No	No	
University of San Francisco	Other						
University of Southern California	Transcript				Yes	No	
University of Southern California	Fingerprint				No	No	
University of Southern California	Background				No	No	
University of Southern California	Credits				Yes	Yes	
University of Southern California	GPA				No	Yes	
University of Southern California	ContentGPA				Yes	No	
University of Southern California	ProfessionalGPA				No	No	
University of Southern California	ACT				No	No	
University of Southern California	SAT				No	No	
University of Southern California	BasicSkills				Yes	No	
University of Southern California	SubjectArea				Yes	No	
University of Southern California	Recommendation				Yes	No	
University of Southern California	Essay				Yes	No	
University of Southern California	Interview				No	No	
University of Southern California	Other				No	No	
University of the Pacific	Transcript	Yes	Yes		Yes	Yes	
University of the Pacific	Fingerprint	Yes	Yes		Yes	Yes	
University of the Pacific	Background	Yes	Yes		No	Yes	
University of the Pacific	Credits	Yes	Yes		Yes	Yes	
University of the Pacific	GPA	Yes	Yes		Yes	Yes	
University of the Pacific	ContentGPA	No	No		No	No	
University of the Pacific	ProfessionalGPA	Yes	Yes		Yes	Yes	
University of the Pacific	ACT	No	No		No	No	
University of the Pacific	SAT	No	No		No	No	
University of the Pacific	BasicSkills	Yes	Yes		No	Yes	
University of the Pacific	SubjectArea	Yes	Yes		No	Yes	
University of the Pacific	Recommendation	Yes	Yes		Yes	Yes	
University of the Pacific	Essay	Yes	Yes		Yes	Yes	
University of the Pacific	Interview	Yes	Yes		No	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of the Pacific	Other	Yes	Yes	Complete PACT Teaching Event and Program Assessments such as Embedded Signature Assignments	No	Yes	Completion of PACT Assessments and Teaching Event; Embedded Signature Assignments and Dispositions
Vanguard University	Transcript				Yes	Yes	
Vanguard University	Fingerprint				No	Yes	
Vanguard University	Background				No	Yes	
Vanguard University	Credits				Yes	Yes	
Vanguard University	GPA				Yes	Yes	
Vanguard University	ContentGPA				No	Yes	
Vanguard University	ProfessionalGPA				No	Yes	
Vanguard University	ACT				No	No	
Vanguard University	SAT				No	No	
Vanguard University	BasicSkills				No	Yes	
Vanguard University	SubjectArea				No	Yes	
Vanguard University	Recommendation				Yes	Yes	
Vanguard University	Essay				Yes	Yes	
Vanguard University	Interview				Yes	Yes	
Vanguard University	Other						
Western Governors University - CA	Transcript	Yes	No		Yes	No	
Western Governors University - CA	Fingerprint	No	Yes		No	Yes	
Western Governors University - CA	Background	No	Yes		No	Yes	
Western Governors University - CA	Credits	No	Yes		No	Yes	
Western Governors University - CA	GPA	No	No		No	No	
Western Governors University - CA	ContentGPA	No	No		No	No	
Western Governors University - CA	ProfessionalGPA	No	No		No	No	
Western Governors University - CA	ACT	No	No		No	No	
Western Governors University - CA	SAT	No	No		No	No	
Western Governors University - CA	BasicSkills	Yes	No		Yes	No	
Western Governors University - CA	SubjectArea	Yes	Yes		Yes	Yes	
Western Governors University - CA	Recommendation	Yes	No		Yes	No	
Western Governors University - CA	Essay	Yes	No		Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Western Governors University - CA	Interview	Yes	No		Yes	No	
Western Governors University - CA	Other	No	No		No	No	
Westmont College	Transcript	Yes	No		Yes	No	
Westmont College	Fingerprint	No	No		No	No	
Westmont College	Background	No	No		No	No	
Westmont College	Credits	Yes	Yes		Yes	Yes	
Westmont College	GPA	Yes	No		Yes	No	
Westmont College	ContentGPA	No	No		No	No	
Westmont College	ProfessionalGPA	No	Yes		No	No	
Westmont College	ACT	No	No		No	No	
Westmont College	SAT	No	No		No	No	
Westmont College	BasicSkills	Yes	No		Yes	No	
Westmont College	SubjectArea	Yes	No		Yes	No	
Westmont College	Recommendation	Yes	No		Yes	No	
Westmont College	Essay	Yes	No		Yes	No	
Westmont College	Interview	Yes	No		Yes	No	
Westmont College	Other						
Whittier College	Transcript				Yes	Yes	
Whittier College	Fingerprint				Yes	Yes	
Whittier College	Background				Yes	Yes	
Whittier College	Credits				Yes	Yes	
Whittier College	GPA				Yes	Yes	
Whittier College	ContentGPA				Yes	Yes	
Whittier College	ProfessionalGPA				Yes	Yes	
Whittier College	ACT				No	No	
Whittier College	SAT				No	No	
Whittier College	BasicSkills				Yes	Yes	
Whittier College	SubjectArea				Yes	Yes	
Whittier College	Recommendation				Yes	Yes	
Whittier College	Essay				Yes	Yes	
Whittier College	Interview				Yes	Yes	
Whittier College	Other						
William Jessup University	Transcript	Yes	No		Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
William Jessup University	Fingerprint	Yes	No		Yes	No	
William Jessup University	Background	No	No		No	No	
William Jessup University	Credits	Yes	No		Yes	No	
William Jessup University	GPA	Yes	No		Yes	No	
William Jessup University	ContentGPA	Yes	No		No	No	
William Jessup University	ProfessionalGPA	Yes	No		No	No	
William Jessup University	ACT	No	No		No	No	
William Jessup University	SAT	No	No		No	No	
William Jessup University	BasicSkills	Yes	No		Yes	No	
William Jessup University	SubjectArea	Yes	No		Yes	No	
William Jessup University	Recommendation	Yes	No		Yes	No	
William Jessup University	Essay	Yes	No		Yes	No	
William Jessup University	Interview	Yes	No		Yes	No	
William Jessup University	Other	No	Yes	Must maintain a 3.0 GPA, pass CBEST, CSET, and TPA's as well as approval of University Supervisors a	No	1	Must maintain a 3.0 GPA, pass CBEST, CSET, and TPA's as well as approval of University Supervisors a

Institution	Undergraduate Program					Postgraduate Program				
	Are there initial teacher certification programs at the undergraduate level?	Minimum GPA required for admission into the program	Minimum GPA required for completing the program	Median GPA of individuals accepted into the program in AY 2012-13	Median GPA of individuals completing the program in AY 2012-13	Are there initial teacher certification programs at the postgraduate level?	Minimum GPA required for admission into the program	Minimum GPA required for completing the program	Median GPA of individuals accepted into the program in AY 2012-13	Median GPA of individuals completing the program in AY 2012-13
Alliant International University	No					Yes	2.5	3	3.01	3.6
Antioch University	No					Yes	2.8		3.16	
Argosy University	No					Yes	3	3	3	3.2
Azusa Pacific University	No					Yes	3		3.08	3.963
Bard College	No					Yes	3	3	3.65	3.8
Biola University	Yes	2.75	3	3.4	4	Yes	2.75	3	3.3	4
Brandman University	No					Yes	2.75	3	3.26	3.67
California Baptist University	No					Yes	2.75	2.75	3.19	3.65
California Lutheran University	Yes	3	3	3.4	3.8	Yes	2.7		3.8	3.8
California Polytechnic State University, San Luis Obispo	Yes	2.67	3	3.5	3.75	Yes	2.75	3	3.25	3.75
California State Polytechnic University, Pomona	No					Yes	2.67	3	3.1	3.79
California State University, Bakersfield	Yes	2.67	3	2.91	3.48	Yes	2.67	3	3.22	3.89
California State University, Channel Islands	No					Yes	2.67	3	3.23	3.29
California State University, Chico	Yes	2.67	3	3.21	3.77	Yes	2.67	3	3.162	3.76
California State University, Dominguez Hills	Yes	2.67	3		3.3	Yes	2.67	3	3.3	3.88
California State University, East Bay	Yes			3.19	3.85	Yes	2.67		3.19	3.92
California State University, Fresno	No					Yes	2.75	3	3.2	3.72
California State University, Fullerton	Yes	2.75		3.73	3.39	Yes	2.75		3.2	3.92
California State University, Long Beach	Yes	2.67	3	3.17	3.6	Yes	2.67	3	3.12	3.6
California State University, Los Angeles	Yes	2.67		2.95	3.53	Yes	2.75		3.21	3.91
California State University, Monterey Bay	No					Yes	2.67	3	3.34	3.34
California State University, Northridge	Yes	2.67	3	3.2	3.72	Yes	2.67	3	3.26	3.73
California State University, Sacramento	No					Yes	2.67	3	3.19	3.88
California State University, San Bernardino	Yes	2.67	3	3	4	Yes	2.67	3	3.2	4
California State University, San Marcos	Yes	2.67	3	3.23	3.96	Yes	2.67	3	3.22	3.96
California State University, Stanislaus	Yes	2.67	3	3.21	3.9	Yes	2.67	3	3.21	3.9
CalState TEACH	Yes	2.75	3	3.08	3.66	Yes	2.75	3	3.08	3.66
Chapman University	No					Yes	2.75	3	3.31	3.4
Claremont Graduate University	No					Yes		3	3.19	3.86
Concordia University	Yes	2.7	2.7	3.23	3.25	Yes	2.7	2.7	3.25	3.87
Dominican University of California	Yes		3	3.55	3.75	Yes	3	3	3	3
Fresno Pacific University	No					Yes	3	3	3.07	3.79

Institution	Undergraduate Program					Postgraduate Program				
	Are there initial teacher certification programs at the undergraduate level?	Minimum GPA required for admission into the program	Minimum GPA required for completing the program	Median GPA of individuals accepted into the program in AY 2012-13	Median GPA of individuals completing the program in AY 2012-13	Are there initial teacher certification programs at the postgraduate level?	Minimum GPA required for admission into the program	Minimum GPA required for completing the program	Median GPA of individuals accepted into the program in AY 2012-13	Median GPA of individuals completing the program in AY 2012-13
Hebrew Union College	No					Yes				
Holy Names University	No					Yes	2.6	3	3.1	3.9
Hope International University	No					Yes	3	3	3.8	4
Humboldt State University	No					Yes	2.67	3	3.2	3.25
La Sierra University	Yes	2.75	3	2.75	3.5	Yes	2.75	3	2.75	3.5
Loyola Marymount University	Yes	2.8	3	3.2	3.83	Yes	2.8	3	3.2	3.89
Mills College	No					Yes			3.49	3.91
Mount St. Mary's College	Yes	2.5	3	3.05	3.221	Yes	2.5	3	3	3.947
National Hispanic University	No					Yes	3	3	2.93	3.95
National University	Yes	2.5	3	2.7	3.5	Yes	2.5	3	2.91	3.7
Notre Dame de Namur University	No					Yes	2.5	3	3.2	3.71
Pacific Oaks College	Yes		3	2.96	4.0	Yes		3	3.07	4
Pacific Union College	Yes	2.5	2.5	3.46	3.27	Yes	2.5	2.5	3.36	3.27
Patten University	Yes	2.5	3	3.12		Yes	2.5	3	3.58	3.74
Pepperdine University	Yes	2.5	2.5	3.64	3.51	Yes	3	3	3.24	3.86
Point Loma Nazarene University	No					Yes	3	3	3.53	3.85
San Diego Christian College	No					Yes	2.5	3	3.1	3.5
San Diego State University	No					Yes	2.67	3	3.16	3.25
San Francisco State University	No					Yes	2.67	3	3.39	3.873
San Jose State University	No					Yes	2.75	3	3.75	3.94
Santa Clara University	No					Yes	3	3	3.1	3.5
Simpson University	No					Yes	3	3	3.4	3.9
Sonoma State University	No					Yes	2.67	3	3.45	3.52
St. Mary's College of California	No					Yes	2.7	3	3.14	3.92
Stanford University	No					Yes		3	3.6	3.9
Teacher's College of San Joaquin	No					Yes		3	2.816	3.82
The Master's College	No					Yes		3	3	3.5
Touro University	No					Yes	3	3	3.2	3
United States University	No					Yes	2.5	3	2.5	3
University of California, Berkeley	Yes	2.0	2	3.27	3.28	Yes	3	3	3.64	4
University of California, Davis	No					Yes	3	3	3.35	3.96
University of California, Irvine	Yes	3	2	3	3.14	Yes	3	3	3.39	3.95

Grade Point Average (GPA) Requirements - Traditional Route

Institution	Undergraduate Program					Postgraduate Program				
	Are there initial teacher certification programs at the undergraduate level?	Minimum GPA required for admission into the program	Minimum GPA required for completing the program	Median GPA of individuals accepted into the program in AY 2012-13	Median GPA of individuals completing the program in AY 2012-13	Are there initial teacher certification programs at the postgraduate level?	Minimum GPA required for admission into the program	Minimum GPA required for completing the program	Median GPA of individuals accepted into the program in AY 2012-13	Median GPA of individuals completing the program in AY 2012-13
University of California, Los Angeles	Yes	3	3	3.15	3.24	Yes	3	3	3.37	3.86
University of California, Riverside	No					Yes	3	3	3.306	3.847
University of California, San Diego	No					Yes	3	3	3.35	3.93
University of California, Santa Barbara	No					Yes	3	3	3.39	3.97
University of California, Santa Cruz	No					Yes	3	3	3.4	3
University of LaVerne	No					Yes	2.75	3	3.2	3.2
University of Phoenix - CA	Yes		2.5		3.73	Yes	2.5	3	2.81	3.87
University of Redlands	Yes	2.75	3	3.4	3.7	Yes	2.75	3	3.1	4
University of San Diego	Yes	2.75	2.75	3.44	3.4	Yes	2.75	3	3.9	3.91
University of San Francisco	No					Yes	2.75	3	3.45	3.75
University of Southern California	No					Yes		3	3.23	3.91
University of the Pacific	Yes	2.5	2.5	3.2	3.26	Yes	3	3	3.12	3.5
Vanguard University	No					Yes	2.7	3	3.3	3.82
Western Governors University - CA	Yes			3	3	Yes			3	3
Westmont College	Yes	2.75	2.75	2.75	3.52	Yes	2.75	2.75	2.75	3.55
Whittier College	No					Yes	2.8	3	3.2	3.8
William Jessup University	Yes	3	3	3.28	3.29	Yes	3	3	3.84	3.79

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

Institution	Total Enrollment	Male	Female	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Hawaiian or Other Pacific Islander	White	Two or more races
Alliant International University	3	2	1	0	0	1	1	0	1	0
Antioch University	64	16	48	19	0	4	4	0	34	2
Argosy University	1	0	1	0	0	1	0	0	0	0
Azusa Pacific University	485	134	351	135	2	24	30	0	217	1
Bard College	23	14	9	6	0	1	1	0	21	0
Biola University	280	37	243	40	1	46	6	2	173	12
Brandman University	877	264	613	112	17	25	33	4	507	5
California Baptist University	221	49	172	51	2	8	10	1	129	0
California Lutheran University	116	22	94	22	0	4	0	0	75	11
California Polytechnic State University, San Luis Obispo	49	40	7	4	0	2	1	0	37	3
California State Polytechnic University, Pomona	179	40	139	70	2	9	10	1	67	13
California State University, Bakersfield	800	190	610	366	10	15	35	2	278	38
California State University, Channel Islands	51	18	33	12	0	1	0	0	36	0
California State University, Chico	96	37	59	14	2	5	1	1	68	2
California State University, Dominguez Hills	451	132	319	199	0	24	61	1	107	17
California State University, East Bay	201	75	126	18	0	32	7	1	72	0
California State University, Fresno	405	130	275	127	7	31	8	1	182	49
California State University, Fullerton	447	110	337	116	0	49	7	0	217	17
California State University, Long Beach	1033	291	738	294	5	138	22	3	464	43
California State University, Los Angeles	432	129	303	253	0	56	16	0	66	21
California State University, Monterey Bay	82	26	56	22	0	4	0	0	42	8
California State University, Northridge	341	94	247	124	0	32	7	1	129	13
California State University, Sacramento	334	70	264	33	5	32	6	0	236	26
California State University, San Bernardino	173	57	113	60	2	2	8	0	30	0
California State University, San Marcos	160	10	150	47	0	5	1	1	89	7
California State University, Stanislaus	199	40	159	71	0	12	4	0	84	4
CalState TEACH	684	111	573	152	31	66	22	8	448	300
Chapman University	148	41	107	38	1	14	3	1	81	4
Claremont Graduate University	26	6	20	7	0	4	2	0	9	1
Concordia University	101	21	80	6	0	5	1	0	82	2
Dominican University of California	55	11	44	7	0	1	0	0	36	0
Fresno Pacific University	152	41	111	46	2	2	5	0	93	1
Hebrew Union College	12	4	8	0	0	0	0	0	12	0

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

Institution	Total Enrollment	Male	Female	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Hawaiian or Other Pacific Islander	White	Two or more races
Holy Names University	60	19	41	7	0	1	14	1	20	2
Hope International University	42	10	32	8	2	1	1	0	24	2
Humboldt State University	91	28	63	10	4	3	1	0	57	16
La Sierra University	42	16	26	11	4	7	4	5	26	11
Loyola Marymount University	220	46	174	73	2	27	15	0	91	8
Mills College	53	4	49	5	0	2	4	0	30	3
Mount St. Mary's College	81	17	64	39	0	6	7	3	9	5
National Hispanic University	223	69	154	105	1	24	15	2	61	10
National University	1810	548	1227	289	5	88	126	13	868	261
Notre Dame de Namur University	198	56	142	39	1	18	2	2	110	17
Pacific Oaks College	234	17	217	36	2	13	23	2	82	37
Pacific Union College	38	9	29	8	0	3	0	2	18	4
Patten University	21	5	16	4	0	2	3	1	11	0
Pepperdine University	97	26	71	22	0	7	12	1	39	16
Point Loma Nazarene University	87	23	64	13	0	1	1	0	33	0
San Diego Christian College	5	1	4	0	0	0	0	0	5	0
San Diego State University	114	31	83	50	0	10	6	1	35	4
San Francisco State University	364	111	253	40	1	72	8	1	198	32
San Jose State University	284	63	221	38	2	42	1	3	158	19
Santa Clara University	77	18	59	4	0	13	0	1	35	4
Simpson University	186	63	123	4	4	11	8	0	158	1
Sonoma State University	89	30	59	7	0	2	1	0	61	0
St. Mary's College of California	108	16	92	6	0	5	4	0	93	0
Stanford University*	0	0	0	0	0	0	0	0	0	0
Teacher's College of San Joaquin	3	1	2	0	0	0	0	0	2	0
The Master's College	17	3	14	0	0	1	0	0	16	0
Touro University	155	70	85	18	2	12	21	8	87	7
United States University	23	13	10	14	0	0	2	2	5	0
University of California, Berkeley	8	3	5	1	0	2	0	0	4	0
University of California, Davis*	0	0	0	0	0	0	0	0	0	0
University of California, Irvine*	0	0	0	0	0	0	0	0	0	0
University of California, Los Angeles*	0	0	0	0	0	0	0	0	0	0
University of California, Riverside	4	0	4	3	0	1	0	0	3	0

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

Institution	Total Enrollment	Male	Female	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Hawaiian or Other Pacific Islander	White	Two or more races
University of California, San Diego	67	14	53	7	0	22	1	1	33	3
University of California, Santa Barbara	7	5	2	1	0	0	1	0	3	0
University of California, Santa Cruz	63	19	43	14	0	2	0	0	43	4
University of LaVerne	442	115	327	159	8	17	19	0	190	0
University of Phoenix - CA	1342	380	962	406	11	43	175	0	656	51
University of Redlands	350	98	252	96	5	1	9	0	96	15
University of San Diego	112	20	92	20	1	4	6	0	69	8
University of San Francisco	238	66	172	42	2	37	9	3	132	27
University of Southern California	1179	316	863	217	13	180	133	11	532	5
University of the Pacific	192	43	149	37	2	14	10	4	125	0
Vanguard University	52	20	32	7	0	2	2	1	15	1
Western Governors University - CA	385	98	287	52	4	21	16	3	262	27
Westmont College	19	3	16	3	0	1	0	0	15	2
Whittier College	56	24	32	25	2	1	1	0	25	1
William Jessup University	110	11	99	9	3	8	0	1	77	7
State Summary	**18,029**	**4,810**	**13,174**	**4,420**	**170**	**1,382**	**973**	**100**	**8,734**	**1,210**

**If Enrolled students are Program Completers at the end of the reporting period; they are counted as Program Completer not as Enrolled students.*

Provide the following information about supervised clinical experience in 2012-13						
Institution	**Average number of clock hours supervised clinical experience required prior to student teaching**	**Average number of clock hours required for student teaching**	**Average number of clock hours required for mentoring/ induction support**	**Number of FTE faculty supervising clinical experience during this Academic Year**	**Number of adjunt faculty supervising clinical experience during this Academic Year (IHE and PreK-12 staff)**	**Number of students in supervised clinical experience during this Acdemic Year**
Alliant International University	45	720		0	4	5
Antioch University	240	574	0	3	55.5	42
Argosy University	140	450		1	4	1
Azusa Pacific University	60	720		21	30	260
Bard College	212	350		7	15	12
Biola University	130	653		2	161	74
Brandman University	90	480		3	92	223
California Baptist University	123	420	40	8	10	198
California Lutheran University	45	800		0	137	115
California Polytechnic State University, SLO	70	400	20	5	265	216
California State Polytechnic University, Pomona	60	800	40	6	17	163
California State University, Bakersfield	150	400		6	23	196
California State University, Channel Islands	48	430	18	1	14	105
California State University, Chico	200	375	192	2.8	6.22	323
California State University, Dominguez Hills	76.8	440		14	17	168
California State University, East Bay	120	576	10	5	23	201
California State University, Fresno	45	880		16.8	11.49	589
California State University, Fullerton	148	440		31	40	655
California State University, Long Beach	81	612		27	52	340
California State University, Los Angeles	95	318		15	257	635
California State University, Monterey Bay	50	592	6	11	9	135
California State University, Northridge	97	486	12	34	48	313
California State University, Sacramento	50	550		13	508	301
California State University, San Bernardino	175	700		14	64	242
California State University, San Marcos	135	640		13	457	231
California State University, Stanislaus	65	450		21	17	325
CalState TEACH	270	525		30	90	684
Chapman University	60	480		0	7	37
Claremont Graduate University	80	770		0	9	35
Concordia University	45	680		10	7	46
Dominican University of California	60	560		5	22	132
Fresno Pacific University	120	450		18	52	128
Hebrew Union College	224	700	50	0	35	12

Provide the following information about supervised clinical experience in 2012-13						
Institution	**Average number of clock hours supervised clinical experience required prior to student teaching**	**Average number of clock hours required for student teaching**	**Average number of clock hours required for mentoring/ induction support**	**Number of FTE faculty supervising clinical experience during this Academic Year**	**Number of adjunt faculty supervising clinical experience during this Academic Year (IHE and PreK-12 staff)**	**Number of students in supervised clinical experience during this Acdemic Year**
Holy Names University	45	140	12	0	6	10
Hope International University	40	640		0	4	10
Humboldt State University	45	836	40	3	29	91
La Sierra University	100	800		5	5	14
Loyola Marymount University		1600	377	0	155	199
Mills College	40	450		7	76	48
Mount St. Mary's College	45	560		9	80.5	124
National Hispanic University	135	480	21	2	66	48
National University	30	594		15	260	621
Notre Dame de Namur University	40	500	32	1	5	157
Pacific Oaks College	75	600	10	3	1	8
Pacific Union College	110	385		3	28	19
Patten University	100	640	45	0	3	4
Pepperdine University	168	640		3	1	182
Point Loma Nazarene University	60	480	80	6	39	93
San Diego Christian College	50	510		0	3	6
San Diego State University	100	480		42	522	333
San Francisco State University	190	303		17	275	268
San Jose State University	68	521		43.8	46	429
Santa Clara University	250	650		0	13	35
Simpson University	50	680		4	29	248
Sonoma State University	168	525	318	9.67	37	176
St. Mary's College of California	48	306		0	3	124
Stanford University		780		0	132	84
Teacher's College of San Joaquin	160	705	150	0	2	3
The Master's College	240	560		3	2	14
Touro University	405	450	120	5	34	32
United States University	32	500		0	2	3
University of California, Berkeley	104	398		2.5	10	49
University of California, Davis	30	750		8.5	8	138
University of California, Irvine	107.5	490		6	21	255
University of California, Los Angeles	60	432		6.5	0	112
University of California, Riverside	90	630		4.25	120	83

Provide the following information about supervised clinical experience in 2012-13						
Institution	**Average number of clock hours supervised clinical experience required prior to student teaching**	**Average number of clock hours required for student teaching**	**Average number of clock hours required for mentoring/ induction support**	**Number of FTE faculty supervising clinical experience during this Academic Year**	**Number of adjunt faculty supervising clinical experience during this Academic Year (IHE and PreK-12 staff)**	**Number of students in supervised clinical experience during this Acdemic Year**
University of California, San Diego	120	450		7	0	67
University of California, Santa Barbara	60	1000		0	184	69
University of California, Santa Cruz	10	550		4.4	0	63
University of LaVerne	300	135		11	40	118
University of Phoenix - CA	100	600		3	81	238
University of Redlands	75	560		7	25	178
University of San Diego	143	701		15	32	67
University of San Francisco	36	736	70	12	20	226
University of Southern California	56	480		7	35	657
University of the Pacific	148	640		5	90	285
Vanguard University	75	500		4	60	29
Western Governors University - CA	120	480		0	0	116
Westmont College	70	525		3	1	19
Whittier College	125	480		1	5	36
William Jessup University	32	560		1	3	34

Institution	Provide any additional information about or descriptions of the supervised clinical experiences:
Alliant International University	The number of students in supervised clinical experience includes Student Teaching program completers who were enrolled in this coursework during the 2013-14 academic year.
Azusa Pacific University	Candidates are placed in a public school setting with a Master Teacher for two 9-week terms and must have access to English Language Learners and Special needs students. Single Subject candidates have a minimum of two class periods per day in their subject area in two different grade levels. Multiple Subject candidates spend one term in a lower grade level (K-3) and in one upper grade level (4-8). Education Specialist candidates are in their assignment the entire 18-week term. Mild to Moderate candidates require a Special Day Class or a Resource setting/class. Moderate to Severe candidates require a Severely Handicapped or Mentally Handicapped setting and can include functional skills or life skills programs. Each Master Teacher needs to be fully credentialed and have taught for a total of at least three years, including one year at the current grade level or subject area of the student teaching assignment and be recommended by an administrator or principal as being 'master teacher' quality. During stu
Biola University	The average number of clock hours required for student teaching is different for multiple subject candidates and single subject candidates. Multiple subject candidates are required to complete two eight-week full-day, full-time placements (average of 640 total clock hours, 8 hours/day) and single subject candidates are required to complete one 19 week semester full-day, full-time placement (665 clock hours, 7 hours/day). If candidates are teaching full-time, fieldwork hours will be reduced. The total number in the adjunct faculty category as PreK-12 staff includes Master Teachers. IHE Adjunct Faculty total 14 and Master Teachers total 147, giving the final total of 161.
Brandman University	Clinical experiences for candidates in the Multiple Subject, Single Subject and Special education credential programs consist of early field experiences that involve classroom observations and individual and/or small group work with students and student teaching. Student teaching consists of two, eight week sessions of full-day directed teaching at two different levels in at least one assignment that meets multicultural criteria. Student teaching placements must be completed in public schools. The district provides a master teacher (mentor) and the Clinical Coordinators at each campus assign a University Supervisor. The University Supervisor observes candidates a minimum of four times during each term and completes a formative and summative evaluation of candidate performance.
California Lutheran University	We have a number of part-time adjunct faculty who supervise the clinical experience; the number indicated is based on credit hours accrued at the ratio of 3 students to one credit hour. Each candidate is receives eight visits during a 15-week semester. The candidate is formally observed five times during methods coursework and six times during the full-time student teaching placement.
California State Polytechnic University, Pomona	Average number of clock hours required prior to admission is 45 clock hours with an additional 15 hours for candidates in special education. Fifteen separate clock hours are required for reading/language arts. Clinical Practice requires a minimum of 800 clock hours of supervised experience in the classroom.
California State University, Channel Islands	Field experience is embedded into all phases of the teacher preparation program at CSU Channel Islands. We begin in prerequisite courses where we require that all prospective candidates must participate in a field experiences that focuses on observing and guiding behavior in classrooms. Students attend local schools for one day per week during which they assist the classroom teacher and complete specific assignments designed to sharpen their observation skills and to begin to take on tasks associated with managing student behavior in the classroom with such activities as running small groups and centers. Some of the observational activities focus on the entire classroom environment and how it assists students learning and other activities focus on specific types of learners such as students who are English learners or have special needs. Field experience is about 20% of the prerequisite program. During each of two semesters of the credential program, teacher preparation candidates work in classrooms

Institution	Provide any additional information about or descriptions of the supervised clinical experiences:
California State University, East Bay	Supervised clinical experiences take place for the duration of three out of four quarters; the first quarter is in one setting and the second and third quarters are at a different grade level in one setting.
California State University, Los Angeles	Clock hours of clinical experiences vary between general education and special education.
California State University, Monterey Bay	We use the co-teaching model in place of the traditional student teaching model.
California State University, Northridge	The total number of students in supervised clinical experience during this academic year does not include candidates who already hold a preliminary multiple or single subject credential and who are completing the Education Specialist Program or other advanced credential. Due to significantly lower enrollments in the multiple subject credential program, the elementary education department retained only 2 of about 20 adjunct faculty in the department, shifting almost all student supervision to full-time faculty. The Single Subject and Education Specialist programs have increased slightly and have a little more part-time faculty than in the prior year. The number of clock hours for mentoring/induction support varies widely within and across programs. Only the Education Specialist program has an induction program approved by the CTC. That program involves 12 units or 36 hours. Mentoring ranges from 36 to 4 hours per semester across the Elementary, Secondary, and Special Education departments.
California State University, San Bernardino	The response to the prompt, "Aaverage number of clock hours required for mentoring/induction support" is "0" as in California Student Teachers (traditional route) are not considered the "classroom teacher of record."
California State University, San Marcos	All candidates are engaged in supervised clinical experiences that meet the requirements set up by the California Commission on Teacher Credentialing. Thus, candidates teach at multiple grade levels, in inclusive classrooms and assume all planning and teaching responsibilities for a minimum of two weeks in each experience.
California State University, Stanislaus	The clinical model used by CSU Stanislaus Single Subject Credential Program involves cooperating teachers in the field observing student teachers during the first semester and university supervisors combined with cooperating teachers supervising in the second semester.
CalState TEACH	CalStateTEACH requires clinical experience in all four-semesters of its program: 1 full day per week in a school-based field experience in Term 1 (Field Experience Participant); 2 full days per week in Term 2 (Field Experience Participant); halftime student teaching in Term 3 (Initial Student Teaching); and full-time student teaching in Term 4 (Final Student Teaching). All enrolled traditional candidates are in supervised clinical experiences for the entire program. CalStateTEACH has no adjunct IHE faculty supervising. PreK-12 staff are not compensated to be master teachers or cooperating teachers. We have calculated their FTE contribution at .125 for term 1,.25 for term 2 and .5 for terms 3 & 4 of student teaching. We only offer the preliminary credential for pre-service teachers who do not complete induction.
Claremont Graduate University	The CGU Teacher Education Internship Program (TEIP) has traditionally been an internship-only program. However, with the difficult job market, candidates who do not find jobs have the option to do a Residency Program, which is like a traditional student teaching except that it is much longer and hence provides more opportunities for modeling and feedback from the CGU Master Teacher.
National Hispanic University	All supervisors receive training and inservice a minimum of two times a year in order to maintain their skill set. The large number of adjunct faculty providing supervision reflects the addition of the master teachers who receive a stipend. The actual number of supervisors
Notre Dame de Namur University	NDNU university supervisors make a minimum of 6 visits to every student teacher if necessary. Every candidate does a semester of student teaching in a low performing school or a low socio-economic area.

Institution	Provide any additional information about or descriptions of the supervised clinical experiences:
Pacific Oaks College	Candidates take three 1-unit practicum courses (requiring 25 hours in a classroom per course) prior to taking a 15-week student teaching placement.
Pacific Union College	Prior to full-time student teaching students complete two 25-hour early short-term field experiences with an experienced cooperating teacher, and one 60-hour full-time experience with an experienced teacher. The full-time student teaching experience is completed over an 11-week quarter and is supervised by a college supervisor and the cooperating teacher.
Patten University	The 45 mentoring hours given above only include the mentoring done by the university supervisor. The supervising teacher in the classroom also observes and conferences with the student teacher daily.
Pepperdine University	Candidates complete three terms of clinical experience. Term 1 is observation and small group work supervised by the Master Teacher. Clinical 2 & 3 experiences are full-time student teaching which include small and whole group teaching culminating in the completion of a Performance Assessment Teaching Event.
Point Loma Nazarene University	Clinical Practice is the culmination of the program in which the candidate will be recommended for a credential. Clinical Practice involves extensive work with Pre-K – Adult students and prepares the candidate for lifelong service in a classroom. Clinical Practice consists of two (2) 8-week experience in a Pre-K – Adult classroom. Candidates must experience an opening or a closing of school year or grading period by the end of the Clinical Practice experience. Candidates work under the supervision of a cooperating teacher provided by the school site in conjunction with the university. A university supervisor is assigned to each candidate. The supervisor possesses experience and credentials commensurate with the area of credentialing that the candidate is seeking. The candidate experiences the many facets of classroom life and participates in the classroom as directed by the cooperating teacher. The candidate takes full control of the classroom according to the guidance of the cooperating teacher. The ca
San Diego State University	The number of adjunct faculty is the number of cooperating teachers in K-12 schools who had a student teacher in their class. Candidates in some programs have two semesters of student teaching so the number of cooperating teachers is higher than the number of student teachers.
San Francisco State University	The "number of adjunct faculty" above includes the number of cooperating teachers, per Title II instructions.
San Jose State University	All students engaged in a 2 semester clinical experience that enables them to student-teach at two different grades. They must choose grades within two of the three possible grade cohorts (K-2, or 3-5, or 6-8). Student teachers are supervised by the teacher (Master Teacher/Faculty Associate) and the university supervisor.Data is collected on their performance.
Sonoma State University	Duplicate of Alternative, IHE-based Program.
St. Mary's College of California	The Single Subject Program at Saint Mary's College employs college supervisors to oversee student teacher candidates in the field. College supervisors work closely with master teachers and student teachers alike. The college supervisors conduct placement meetings, respond to Fieldwork Journals, and observe and report on candidate progress in the field while providing encouraging, honest, and constructive feedback to each student teacher during post-observation meetings. College supervisors conduct formal evaluations at the mid-semester point and at the end of each placement. The assessment data is collected on Taskstream and is used to measure the health of the single subject program. Additionally, each supervisor reports observation dates and a summary of progress to the Coordinator of Supervision and Placements. College supervisors are retired credentialed teachers who are paired with student teachers in the same content area. Our supervisors experience coupled with subject matter competency and CLA
Stanford University	Students in the Stanford Teacher Education Program participate in a year long clinical placement along side a cooperating teacher. Students work in an elementary, middle, or high school classroom for about twenty hours a week during the twelve-month program (summer term plus academic year).

Institution	Provide any additional information about or descriptions of the supervised clinical experiences:
The Master's College	The candidates have some practical experience in the classroom their first semester which is also their coursework semester. They average 15 hours per week in the classroom. Their second semester is all student teaching.
Touro University	The adjunct faculty are not considered full time at Touro University California, Graduate School of Education, they work between 45-90 hours per semester.
University of California, Irvine	In UCI teacher preparation programs, there are differing amounts of supervised clinical practice hours depending on the program. Although it may vary slightly from person to person, for example, in the multiple subject post-baccalaureate program, students attend fieldwork virtually full time for at least two weeks and then for at least eight hours a week for the remainder of the quarter. This amounts to at least 150 hours of supervised clinical experience prior to student teaching. Once student teaching begins, the same student would spend 630 hours in student teaching. In the single subject post-baccalaureate program, students complete a minimum of ninety hours of supervised clinical experience prior to student teaching, and 600 hours of student teaching. In the blended undergraduate pre-service program, candidates spend at least 105 hours in fieldwork and 400 hours in student teaching.
University of California, Los	The program is structured such that there are ten weeks of observation & participation averaging around three hours per day and then twenty weeks of student teaching averaging about 5 hours per day.
University of California, Riverside	Supervision by a University Supervisor consists of a pre-observation conference, lesson observations (typically 45-60 minutes), and quarterly conference. In fall quarter, student teaching consists of a minimum of 90 hours in a K-12 classroom, under the mentorship of a qualified District Cooperating Teacher. During this placement, the student is observed monthly (minimum) by the University Supervisor. Both the University Supervisor and District Cooperation Teacher(s) share lesson observation feedback with candidate. University Supervisor records lesson observation feedback in interactive system called TEIIS, where candidate can access, review, and communicate feedback to University Supervisor. Quarterly conferences are scheduled between candidate and University Supervisor to review quarterly performance. Candidates gradually obtain more classroom responsibilities and hours in winter quarter until teaching full-time in spring quarter, under the continued support and guidance of the District Cooperating Teacher(
University of California, San Diego	Candidates serve as student teachers at the elementary level or in math, science, or English classrooms at the secondary level. Each student teacher is assigned a university supervisor and a district based cooperating teacher.
University of California, Santa Barbara	Fieldwork/student teaching spans the entire academic year and runs concurrent with university course-work. The university coursework actively engages candidates in the process of learning to teach through assignments and activities linked to classroom practice and classroom practice linked to course activity. Course instructors and supervisors must know each context and help candidates use both to inform their developing practice. Among many assessments, the culminating teaching performance assessment (PACT or edTPA) informs faculty of how well candidates integrate their learning into successful practice. Teacher candidates are placed in partnership schools where they work with a diverse student body, and where cooperating teachers and administrators support new teacher development and value what new teachers bring to the classroom (see UCSB Partnership Agreement). Candidates are placed in clusters at each site. A cluster is a group of teacher candidates assigned to a school site and university supervisor
University of San Diego	In addition to USD full time faculty, we hire clinical supervisors, most of whom are lectures, who hold the credential in the appropriate disciplines. We do not consider them to be adjunct faculty.

Institution	Provide any additional information about or descriptions of the supervised clinical experiences:
University of San Francisco	Supervision by a University Supervisor consists of a pre-observation conference, an observation (typically 45-60 minutes), and a post-observation conference. Student Teaching I consists of a minimum of 90 hours (typically 2 4-hour blocks per week) in a K-12 classroom, appropriate to the candidate's credential path, under the mentorship of a qualified Cooperating Teacher during a full semester. During this placement, the candidate is observed a minimum of 2 times by a University Supervisor. Student Teaching II/III is a full-time placement in a K-12 classroom, appropriate to the candidate's credential path, under the mentorship of a qualified Master Teacher during a full semester. The candidate is observed a minimum of 7 times by a University Supervisor. During full-time student teaching every other post-observation conference is a 3-way conference with the candidate, Master Teacher, and University Supervisor.
University of the Pacific	Number of full-time equivalent faculty includes those who supervise early field-work experiences and student teaching. Number of adjunct faculty supervising includes student teacher supervisors,selection of cooperating teachers, and mentor teachers for one Urban Residency program. The number of students in supervised clinical experience includes candidates in the preservice courses, student teachers and students in our urban residency programs.
Vanguard University	EDUG 584 • Beginning Student Teaching (2 units) Beginning Student Teaching provides candidates with an opportunity to observe, practice, and validate the methods and curriculum they are studying in their professional coursework. During their first full semester in the program, candidates complete Beginning Student Teaching consisting of a minimum of three hours a week (45 hours a semester) at a school site, preferably working with a master teacher who will supervise the student during Advanced Student Teaching in the second semester. Candidates support their master teacher in all aspects of classroom work as assigned, tutor individual students, work with small groups, teach sample lessons, complete classroom-based course assignments, submit assignments and reflect on experiences with their faculty cohort leader, and complete a Professional Portfolio related to their experience. EDUG 585 • Advanced Student Teaching (10 units) Advanced Student Teaching provides candidates with an opportunity to observe
Western Governors University - CA	Demonstration teaching (supervised clinical experience) generally involves supervision by a host teacher who documents data about the candidate's in-classroom skills, as well as administers a midterm and final evaluation. (Teachers of record do not require a host teacher.) All candidates undergo a series of at least six observations during the course of the placement by a Clinical Supervisor (an experienced educator assigned by WGU placement staff and approved by the district/school staff). The Clinical Supervisor evaluates student teaching performance based on accepted professional standards and WGU developed rubrics.
Westmont College	All candidates are supervised at least 50% or more by full-time Westmont faculty.
Whittier College	Number of students supervised in clinical experience include credentialed teachers earning a second credential that requires additional student teaching and supervision.

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
Alliant International University	Subject	Teacher Education - Art	1
Alliant International University	Subject	Teacher Education - Science Teacher Education/General Science	2
Antioch University	Subject	Teacher Education - Elementary Education	18
Antioch University	Subject	Teacher Education - Special Education	4
Argosy University	Subject	Teacher Education - Mathematics	1
Azusa Pacific University	Subject	Education - General	73
Azusa Pacific University	Subject	Teacher Education - Art	3
Azusa Pacific University	Subject	Teacher Education - Biology	1
Azusa Pacific University	Subject	Teacher Education - Chemistry	1
Azusa Pacific University	Subject	Teacher Education - Earth Science	1
Azusa Pacific University	Subject	Teacher Education - Elementary Education	73
Azusa Pacific University	Subject	Teacher Education - English/Language Arts	17
Azusa Pacific University	Subject	Teacher Education - Foreign Language	4
Azusa Pacific University	Subject	Teacher Education - Health	1
Azusa Pacific University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	160
Azusa Pacific University	Subject	Teacher Education - Mathematics	21
Azusa Pacific University	Subject	Teacher Education - Multiple Levels	73
Azusa Pacific University	Subject	Teacher Education - Music	6
Azusa Pacific University	Subject	Teacher Education - Physical Education and Coaching	14
Azusa Pacific University	Subject	Teacher Education - Physics	1
Azusa Pacific University	Subject	Teacher Education - Science Teacher Education/General Science	5
Azusa Pacific University	Subject	Teacher Education - Secondary Education	87
Azusa Pacific University	Subject	Teacher Education - Social Science	16
Azusa Pacific University	Subject	Teacher Education - Spanish	1
Azusa Pacific University	Subject	Teacher Education - Special Education	66
Bard College	Subject	Teacher Education - English/Language Arts	5
Bard College	Subject	Teacher Education - Music	4
Bard College	Subject	Teacher Education - Secondary Education	12
Bard College	Subject	Teacher Education - Social Science	3
Biola University	Subject	Teacher Education - Elementary Education	47
Biola University	Subject	Teacher Education - English/Language Arts	7
Biola University	Subject	Teacher Education - Mathematics	10
Biola University	Subject	Teacher Education - Music	5
Biola University	Subject	Teacher Education - Physical Education and Coaching	1

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
Biola University	Subject	Teacher Education - Secondary Education	29
Biola University	Subject	Teacher Education - Social Science	6
Brandman University	Subject	Education - General	340
Brandman University	Subject	Teacher Education - Agriculture	1
Brandman University	Subject	Teacher Education - Art	7
Brandman University	Subject	Teacher Education - Biology	14
Brandman University	Subject	Teacher Education - Business	1
Brandman University	Subject	Teacher Education - Chemistry	3
Brandman University	Subject	Teacher Education - Earth Science	1
Brandman University	Subject	Teacher Education - Elementary Education	320
Brandman University	Subject	Teacher Education - English/Language Arts	54
Brandman University	Subject	Teacher Education - French	2
Brandman University	Subject	Teacher Education - Geography	1
Brandman University	Subject	Teacher Education - Health	5
Brandman University	Subject	Teacher Education - Mathematics	40
Brandman University	Subject	Teacher Education - Music	1
Brandman University	Subject	Teacher Education - Physical Education and Coaching	18
Brandman University	Subject	Teacher Education - Science Teacher Education/General Science	4
Brandman University	Subject	Teacher Education - Secondary Education	314
Brandman University	Subject	Teacher Education - Social Science	51
Brandman University	Subject	Teacher Education - Spanish	9
Brandman University	Subject	Teacher Education - Special Education	243
California Baptist University	Subject	Education - General	35
California Baptist University	Subject	Teacher Education - English/Language Arts	6
California Baptist University	Subject	Teacher Education - Mathematics	6
California Baptist University	Subject	Teacher Education - Music	2
California Baptist University	Subject	Teacher Education - Social Science	4
California Lutheran University	Subject	Teacher Education - Art	2
California Lutheran University	Subject	Teacher Education - Biology	2
California Lutheran University	Subject	Teacher Education - Elementary Education	23
California Lutheran University	Subject	Teacher Education - English/Language Arts	7
California Lutheran University	Subject	Teacher Education - Mathematics	5
California Lutheran University	Subject	Teacher Education - Music	1
California Lutheran University	Subject	Teacher Education - Physical Education and Coaching	7

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
California Lutheran University	Subject	Teacher Education - Secondary Education	26
California Lutheran University	Subject	Teacher Education - Social Science	2
California Lutheran University	Subject	Teacher Education - Special Education	16
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Agriculture	16
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Biology	13
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Chemistry	2
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Elementary Education	67
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - English/Language Arts	11
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Mathematics	11
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Physics	4
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Social Science	8
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Special Education	22
California State Polytechnic University, Pomona	Subject	Teacher Education - Agriculture	2
California State Polytechnic University, Pomona	Subject	Teacher Education - Art	1
California State Polytechnic University, Pomona	Subject	Teacher Education - Biology	6
California State Polytechnic University, Pomona	Subject	Teacher Education - Earth Science	2
California State Polytechnic University, Pomona	Subject	Teacher Education - Elementary Education	58
California State Polytechnic University, Pomona	Subject	Teacher Education - English/Language Arts	13
California State Polytechnic University, Pomona	Subject	Teacher Education - Mathematics	19
California State Polytechnic University, Pomona	Subject	Teacher Education - Music	4
California State Polytechnic University, Pomona	Subject	Teacher Education - Physical Education and Coaching	7
California State Polytechnic University, Pomona	Subject	Teacher Education - Science Teacher Education/General Science	1
California State Polytechnic University, Pomona	Subject	Teacher Education - Social Science	17
California State Polytechnic University, Pomona	Subject	Teacher Education - Special Education	7
California State University, Bakersfield	Subject	Teacher Education - Biology	9
California State University, Bakersfield	Subject	Teacher Education - Business	1
California State University, Bakersfield	Subject	Teacher Education - Chemistry	3
California State University, Bakersfield	Subject	Teacher Education - Earth Science	1
California State University, Bakersfield	Subject	Teacher Education - Elementary Education	95
California State University, Bakersfield	Subject	Teacher Education - English/Language Arts	20
California State University, Bakersfield	Subject	Teacher Education - Health	1
California State University, Bakersfield	Subject	Teacher Education - Mathematics	18
California State University, Bakersfield	Subject	Teacher Education - Music	3
California State University, Bakersfield	Subject	Teacher Education - Physical Education and Coaching	10

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
California State University, Bakersfield	Subject	Teacher Education - Science Teacher Education/General Science	4
California State University, Bakersfield	Subject	Teacher Education - Social Science	11
California State University, Bakersfield	Subject	Teacher Education - Spanish	10
California State University, Bakersfield	Subject	Teacher Education - Special Education	15
California State University, Channel Islands	Subject	Teacher Education - Biology	3
California State University, Channel Islands	Subject	Teacher Education - Elementary Education	24
California State University, Channel Islands	Subject	Teacher Education - English/Language Arts	5
California State University, Channel Islands	Subject	Teacher Education - Mathematics	5
California State University, Channel Islands	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Channel Islands	Subject	Teacher Education - Social Science	11
California State University, Channel Islands	Subject	Teacher Education - Special Education	11
California State University, Chico	Subject	Teacher Education - Agriculture	6
California State University, Chico	Subject	Teacher Education - Art	8
California State University, Chico	Subject	Teacher Education - Biology	3
California State University, Chico	Subject	Teacher Education - Chemistry	4
California State University, Chico	Subject	Teacher Education - Elementary Education	132
California State University, Chico	Subject	Teacher Education - English/Language Arts	10
California State University, Chico	Subject	Teacher Education - Foreign Language	4
California State University, Chico	Subject	Teacher Education - Mathematics	11
California State University, Chico	Subject	Teacher Education - Music	4
California State University, Chico	Subject	Teacher Education - Physical Education and Coaching	14
California State University, Chico	Subject	Teacher Education - Physics	1
California State University, Chico	Subject	Teacher Education - Science Teacher Education/General Science	3
California State University, Chico	Subject	Teacher Education - Secondary Education	77
California State University, Chico	Subject	Teacher Education - Social Science	10
California State University, Chico	Subject	Teacher Education - Special Education	35
California State University, Dominguez Hills	Subject	Education - General	44
California State University, Dominguez Hills	Subject	Teacher Education - Art	1
California State University, Dominguez Hills	Subject	Teacher Education - Biology	3
California State University, Dominguez Hills	Subject	Teacher Education - Chemistry	2
California State University, Dominguez Hills	Subject	Teacher Education - English/Language Arts	8
California State University, Dominguez Hills	Subject	Teacher Education - Foreign Language	2
California State University, Dominguez Hills	Subject	Teacher Education - Mathematics	22
California State University, Dominguez Hills	Subject	Teacher Education - Music	2

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
California State University, Dominguez Hills	Subject	Teacher Education - Physical Education and Coaching	6
California State University, Dominguez Hills	Subject	Teacher Education - Science Teacher Education/General Science	5
California State University, Dominguez Hills	Subject	Teacher Education - Social Science	6
California State University, Dominguez Hills	Subject	Teacher Education - Special Education	46
California State University, East Bay	Subject	Teacher Education - Art	4
California State University, East Bay	Subject	Teacher Education - Biology	10
California State University, East Bay	Subject	Teacher Education - Chemistry	3
California State University, East Bay	Subject	Teacher Education - Earth Science	1
California State University, East Bay	Subject	Teacher Education - Elementary Education	100
California State University, East Bay	Subject	Teacher Education - English as a Second Language	201
California State University, East Bay	Subject	Teacher Education - English/Language Arts	17
California State University, East Bay	Subject	Teacher Education - Foreign Language	2
California State University, East Bay	Subject	Teacher Education - Mathematics	28
California State University, East Bay	Subject	Teacher Education - Physical Education and Coaching	17
California State University, East Bay	Subject	Teacher Education - Physics	3
California State University, East Bay	Subject	Teacher Education - Reading	2
California State University, East Bay	Subject	Teacher Education - Science Teacher Education/General Science	8
California State University, East Bay	Subject	Teacher Education - Secondary Education	101
California State University, East Bay	Subject	Teacher Education - Social Science	14
California State University, East Bay	Subject	Teacher Education - Spanish	2
California State University, Fresno	Subject	Education - General	140
California State University, Fresno	Subject	Education - Other	4
California State University, Fresno	Subject	Teacher Education - Agriculture	13
California State University, Fresno	Subject	Teacher Education - Art	6
California State University, Fresno	Subject	Teacher Education - Biology	10
California State University, Fresno	Subject	Teacher Education - Business	2
California State University, Fresno	Subject	Teacher Education - Chemistry	3
California State University, Fresno	Subject	Teacher Education - English/Language Arts	18
California State University, Fresno	Subject	Teacher Education - French	1
California State University, Fresno	Subject	Teacher Education - Geography	2
California State University, Fresno	Subject	Teacher Education - Mathematics	13
California State University, Fresno	Subject	Teacher Education - Music	9
California State University, Fresno	Subject	Teacher Education - Physical Education and Coaching	25
California State University, Fresno	Subject	Teacher Education - Physics	4

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
California State University, Fresno	Subject	Teacher Education - Social Science	38
California State University, Fresno	Subject	Teacher Education - Spanish	6
California State University, Fresno	Subject	Teacher Education - Special Education	19
California State University, Fullerton	Subject	Teacher Education - Art	6
California State University, Fullerton	Subject	Teacher Education - Biology	11
California State University, Fullerton	Subject	Teacher Education - Chemistry	4
California State University, Fullerton	Subject	Teacher Education - Early Childhood Education	13
California State University, Fullerton	Subject	Teacher Education - Elementary Education	183
California State University, Fullerton	Subject	Teacher Education - English/Language Arts	45
California State University, Fullerton	Subject	Teacher Education - Foreign Language	1
California State University, Fullerton	Subject	Teacher Education - French	1
California State University, Fullerton	Subject	Teacher Education - Mathematics	30
California State University, Fullerton	Subject	Teacher Education - Music	16
California State University, Fullerton	Subject	Teacher Education - Physical Education and Coaching	12
California State University, Fullerton	Subject	Teacher Education - Physics	1
California State University, Fullerton	Subject	Teacher Education - Science Teacher Education/General Science	6
California State University, Fullerton	Subject	Teacher Education - Secondary Education	189
California State University, Fullerton	Subject	Teacher Education - Social Science	45
California State University, Fullerton	Subject	Teacher Education - Spanish	10
California State University, Fullerton	Subject	Teacher Education - Special Education	82
California State University, Fullerton	Subject	Teacher Education- History	1
California State University, Long Beach	Subject	Education - Other	3
California State University, Long Beach	Subject	Teacher Education - Art	24
California State University, Long Beach	Subject	Teacher Education - Biology	19
California State University, Long Beach	Subject	Teacher Education - Chemistry	4
California State University, Long Beach	Subject	Teacher Education - Elementary Education	209
California State University, Long Beach	Subject	Teacher Education - English/Language Arts	58
California State University, Long Beach	Subject	Teacher Education - French	1
California State University, Long Beach	Subject	Teacher Education - German	2
California State University, Long Beach	Subject	Teacher Education - Latin	2
California State University, Long Beach	Subject	Teacher Education - Mathematics	44
California State University, Long Beach	Subject	Teacher Education - Music	19
California State University, Long Beach	Subject	Teacher Education - Physical Education and Coaching	20
California State University, Long Beach	Subject	Teacher Education - Physics	1

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
California State University, Long Beach	Subject	Teacher Education - Science Teacher Education/General Science	8
California State University, Long Beach	Subject	Teacher Education - Social Science	53
California State University, Long Beach	Subject	Teacher Education - Spanish	9
California State University, Long Beach	Subject	Teacher Education - Special Education	40
California State University, Los Angeles	Subject	Education - General	56
California State University, Los Angeles	Subject	Teacher Education - Art	2
California State University, Los Angeles	Subject	Teacher Education - Biology	11
California State University, Los Angeles	Subject	Teacher Education - Chemistry	5
California State University, Los Angeles	Subject	Teacher Education - Early Childhood Education	10
California State University, Los Angeles	Subject	Teacher Education - English/Language Arts	22
California State University, Los Angeles	Subject	Teacher Education - Foreign Language	8
California State University, Los Angeles	Subject	Teacher Education - Mathematics	30
California State University, Los Angeles	Subject	Teacher Education - Multiple Levels	203
California State University, Los Angeles	Subject	Teacher Education - Music	2
California State University, Los Angeles	Subject	Teacher Education - Physical Education and Coaching	13
California State University, Los Angeles	Subject	Teacher Education - Physics	3
California State University, Los Angeles	Subject	Teacher Education - Science Teacher Education/General Science	18
California State University, Los Angeles	Subject	Teacher Education - Social Science	11
California State University, Los Angeles	Subject	Teacher Education - Spanish	8
California State University, Los Angeles	Subject	Teacher Education - Special Education	41
California State University, Monterey Bay	Subject	Teacher Education - Biology	3
California State University, Monterey Bay	Subject	Teacher Education - Earth Science	1
California State University, Monterey Bay	Subject	Teacher Education - Elementary Education	27
California State University, Monterey Bay	Subject	Teacher Education - English/Language Arts	8
California State University, Monterey Bay	Subject	Teacher Education - Foreign Language	1
California State University, Monterey Bay	Subject	Teacher Education - Mathematics	7
California State University, Monterey Bay	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Monterey Bay	Subject	Teacher Education - Social Science	7
California State University, Monterey Bay	Subject	Teacher Education - Special Education	5
California State University, Northridge	Subject	Teacher Education - Art	7
California State University, Northridge	Subject	Teacher Education - Biology	5
California State University, Northridge	Subject	Teacher Education - Business	1
California State University, Northridge	Subject	Teacher Education - Chemistry	1
California State University, Northridge	Subject	Teacher Education - Elementary Education	142

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
California State University, Northridge	Subject	Teacher Education - English/Language Arts	30
California State University, Northridge	Subject	Teacher Education - Foreign Language	4
California State University, Northridge	Subject	Teacher Education - Health	1
California State University, Northridge	Subject	Teacher Education - Mathematics	28
California State University, Northridge	Subject	Teacher Education - Music	9
California State University, Northridge	Subject	Teacher Education - Physical Education and Coaching	9
California State University, Northridge	Subject	Teacher Education - Physics	1
California State University, Northridge	Subject	Teacher Education - Science Teacher Education/General Science	2
California State University, Northridge	Subject	Teacher Education - Secondary Education	108
California State University, Northridge	Subject	Teacher Education - Social Science	23
California State University, Northridge	Subject	Teacher Education - Spanish	2
California State University, Northridge	Subject	Teacher Education - Special Education	67
California State University, Sacramento	Subject	Teacher Education - Art	6
California State University, Sacramento	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	11
California State University, Sacramento	Subject	Teacher Education - Biology	7
California State University, Sacramento	Subject	Teacher Education - Chemistry	1
California State University, Sacramento	Subject	Teacher Education - Earth Science	1
California State University, Sacramento	Subject	Teacher Education - Elementary Education	109
California State University, Sacramento	Subject	Teacher Education - English/Language Arts	23
California State University, Sacramento	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	1
California State University, Sacramento	Subject	Teacher Education - Foreign Language	5
California State University, Sacramento	Subject	Teacher Education - German	1
California State University, Sacramento	Subject	Teacher Education - Mathematics	18
California State University, Sacramento	Subject	Teacher Education - Music	7
California State University, Sacramento	Subject	Teacher Education - Physical Education and Coaching	20
California State University, Sacramento	Subject	Teacher Education - Physics	3
California State University, Sacramento	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Sacramento	Subject	Teacher Education - Secondary Education	119
California State University, Sacramento	Subject	Teacher Education - Social Science	28
California State University, Sacramento	Subject	Teacher Education - Spanish	4
California State University, Sacramento	Subject	Teacher Education - Special Education	49
California State University, San Bernardino	Subject	Teacher Education - Art	6
California State University, San Bernardino	Subject	Teacher Education - Biology	5
California State University, San Bernardino	Subject	Teacher Education - Chemistry	2

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Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
California State University, San Bernardino	Subject	Teacher Education - Early Childhood Education	6
California State University, San Bernardino	Subject	Teacher Education - Elementary Education	120
California State University, San Bernardino	Subject	Teacher Education - English/Language Arts	11
California State University, San Bernardino	Subject	Teacher Education - Mathematics	6
California State University, San Bernardino	Subject	Teacher Education - Music	2
California State University, San Bernardino	Subject	Teacher Education - Physical Education and Coaching	4
California State University, San Bernardino	Subject	Teacher Education - Social Science	6
California State University, San Bernardino	Subject	Teacher Education - Spanish	3
California State University, San Marcos	Subject	Education - General	151
California State University, San Marcos	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	16
California State University, San Marcos	Subject	Teacher Education - Biology	5
California State University, San Marcos	Subject	Teacher Education - Chemistry	2
California State University, San Marcos	Subject	Teacher Education - Earth Science	1
California State University, San Marcos	Subject	Teacher Education - English as a Second Language	186
California State University, San Marcos	Subject	Teacher Education - English/Language Arts	7
California State University, San Marcos	Subject	Teacher Education - Mathematics	9
California State University, San Marcos	Subject	Teacher Education - Physical Education and Coaching	7
California State University, San Marcos	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, San Marcos	Subject	Teacher Education - Social Science	12
California State University, San Marcos	Subject	Teacher Education - Spanish	7
California State University, San Marcos	Subject	Teacher Education - Special Education	19
California State University, Stanislaus	Subject	Teacher Education - Art	3
California State University, Stanislaus	Subject	Teacher Education - Biology	8
California State University, Stanislaus	Subject	Teacher Education - Earth Science	1
California State University, Stanislaus	Subject	Teacher Education - Elementary Education	144
California State University, Stanislaus	Subject	Teacher Education - English/Language Arts	12
California State University, Stanislaus	Subject	Teacher Education - Mathematics	13
California State University, Stanislaus	Subject	Teacher Education - Music	4
California State University, Stanislaus	Subject	Teacher Education - Physical Education and Coaching	5
California State University, Stanislaus	Subject	Teacher Education - Secondary Education	67
California State University, Stanislaus	Subject	Teacher Education - Social Science	11
California State University, Stanislaus	Subject	Teacher Education - Spanish	10
California State University, Stanislaus	Subject	Teacher Education - Special Education	6
CalState TEACH	Subject	Teacher Education - Elementary Education	170

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
Chapman University	Subject	Education - General	21
Chapman University	Subject	Teacher Education - Art	1
Chapman University	Subject	Teacher Education - Elementary Education	11
Chapman University	Subject	Teacher Education - English/Language Arts	5
Chapman University	Subject	Teacher Education - Foreign Language	1
Chapman University	Subject	Teacher Education - Mathematics	5
Chapman University	Subject	Teacher Education - Music	1
Chapman University	Subject	Teacher Education - Secondary Education	19
Chapman University	Subject	Teacher Education - Social Science	7
Chapman University	Subject	Teacher Education - Special Education	11
Claremont Graduate University	Subject	Education - General	4
Claremont Graduate University	Subject	Teacher Education - Elementary Education	4
Claremont Graduate University	Subject	Teacher Education - Mathematics	3
Claremont Graduate University	Subject	Teacher Education - Secondary Education	6
Claremont Graduate University	Subject	Teacher Education - Social Science	3
Concordia University	Subject	Education - General	75
Concordia University	Subject	Teacher Education - Art	5
Concordia University	Subject	Teacher Education - Biology	3
Concordia University	Subject	Teacher Education - Chemistry	1
Concordia University	Subject	Teacher Education - Earth Science	1
Concordia University	Subject	Teacher Education - English/Language Arts	11
Concordia University	Subject	Teacher Education - Foreign Language	1
Concordia University	Subject	Teacher Education - Mathematics	6
Concordia University	Subject	Teacher Education - Multiple Levels	75
Concordia University	Subject	Teacher Education - Music	1
Concordia University	Subject	Teacher Education - Physical Education and Coaching	3
Concordia University	Subject	Teacher Education - Science Teacher Education/General Science	6
Concordia University	Subject	Teacher Education - Social Science	15
Concordia University	Subject	Teacher Education - Spanish	1
Concordia University	Subject	Teacher Education - Special Education	13
Dominican University of California	Subject	Teacher Education - Biology	5
Dominican University of California	Subject	Teacher Education - Earth Science	1
Dominican University of California	Subject	Teacher Education - Elementary Education	30
Dominican University of California	Subject	Teacher Education - English/Language Arts	2

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Institution	Record Type	Credential Subject Area	# Prepared
Dominican University of California	Subject	Teacher Education - Foreign Language	1
Dominican University of California	Subject	Teacher Education - Mathematics	4
Dominican University of California	Subject	Teacher Education - Physical Education and Coaching	3
Dominican University of California	Subject	Teacher Education - Science Teacher Education/General Science	7
Dominican University of California	Subject	Teacher Education - Secondary Education	18
Dominican University of California	Subject	Teacher Education - Social Science	3
Fresno Pacific University	Subject	Teacher Education - Biology	1
Fresno Pacific University	Subject	Teacher Education - Chemistry	1
Fresno Pacific University	Subject	Teacher Education - Elementary Education	48
Fresno Pacific University	Subject	Teacher Education - English/Language Arts	8
Fresno Pacific University	Subject	Teacher Education - Mathematics	6
Fresno Pacific University	Subject	Teacher Education - Music	1
Fresno Pacific University	Subject	Teacher Education - Physical Education and Coaching	1
Fresno Pacific University	Subject	Teacher Education - Social Science	1
Fresno Pacific University	Subject	Teacher Education - Special Education	16
Hebrew Union College	Subject	Teacher Education - Elementary Education	12
Holy Names University	Subject	Education - Other	1
Holy Names University	Subject	Teacher Education - Elementary Education	6
Holy Names University	Subject	Teacher Education - Mathematics	1
Holy Names University	Subject	Teacher Education - Social Science	1
Holy Names University	Subject	Teacher Education - Special Education	1
Hope International University	Subject	Teacher Education - Elementary Education	4
Hope International University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	2
Hope International University	Subject	Teacher Education - Mathematics	1
Hope International University	Subject	Teacher Education - Music	1
Hope International University	Subject	Teacher Education - Secondary Education	2
Humboldt State University	Subject	Teacher Education - Art	4
Humboldt State University	Subject	Teacher Education - Biology	7
Humboldt State University	Subject	Teacher Education - Chemistry	2
Humboldt State University	Subject	Teacher Education - Elementary Education	29
Humboldt State University	Subject	Teacher Education - English/Language Arts	7
Humboldt State University	Subject	Teacher Education - Foreign Language	3
Humboldt State University	Subject	Teacher Education - Geography	1
Humboldt State University	Subject	Teacher Education - Mathematics	4

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Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
Humboldt State University	Subject	Teacher Education - Music	1
Humboldt State University	Subject	Teacher Education - Physical Education and Coaching	3
Humboldt State University	Subject	Teacher Education - Science Teacher Education/General Science	2
Humboldt State University	Subject	Teacher Education - Social Science	6
Humboldt State University	Subject	Teacher Education - Special Education	22
La Sierra University	Subject	Teacher Education - Elementary Education	2
La Sierra University	Subject	Teacher Education - English/Language Arts	1
La Sierra University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	7
La Sierra University	Subject	Teacher Education - Physical Education and Coaching	5
La Sierra University	Subject	Teacher Education - Secondary Education	7
La Sierra University	Subject	Teacher Education - Social Science	1
Loyola Marymount University	Subject	Education - General	76
Loyola Marymount University	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	15
Loyola Marymount University	Subject	Teacher Education - Biology	5
Loyola Marymount University	Subject	Teacher Education - Chemistry	2
Loyola Marymount University	Subject	Teacher Education - Elementary Education	76
Loyola Marymount University	Subject	Teacher Education - English/Language Arts	14
Loyola Marymount University	Subject	Teacher Education - Foreign Language	3
Loyola Marymount University	Subject	Teacher Education - French	1
Loyola Marymount University	Subject	Teacher Education - Mathematics	7
Loyola Marymount University	Subject	Teacher Education - Multiple Levels	76
Loyola Marymount University	Subject	Teacher Education - Music	3
Loyola Marymount University	Subject	Teacher Education - Physical Education and Coaching	1
Loyola Marymount University	Subject	Teacher Education - Physics	5
Loyola Marymount University	Subject	Teacher Education - Science Teacher Education/General Science	8
Loyola Marymount University	Subject	Teacher Education - Secondary Education	48
Loyola Marymount University	Subject	Teacher Education - Social Science	10
Loyola Marymount University	Subject	Teacher Education - Spanish	3
Loyola Marymount University	Subject	Teacher Education - Special Education	1
Mills College	Subject	Teacher Education - Art	3
Mills College	Subject	Teacher Education - Elementary Education	26
Mills College	Subject	Teacher Education - English/Language Arts	9
Mills College	Subject	Teacher Education - Mathematics	4
Mills College	Subject	Teacher Education - Social Studies	2

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Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
Mills College	Subject	Teacher Education - Special Education	4
Mount St. Mary's College	Subject	Teacher Education - Chemistry	1
Mount St. Mary's College	Subject	Teacher Education - Elementary Education	11
Mount St. Mary's College	Subject	Teacher Education - English/Language Arts	1
Mount St. Mary's College	Subject	Teacher Education - Mathematics	1
Mount St. Mary's College	Subject	Teacher Education - Social Science	5
Mount St. Mary's College	Subject	Teacher Education - Spanish	1
Mount St. Mary's College	Subject	Teacher Education - Special Education	4
National Hispanic University	Subject	Teacher Education - Art	1
National Hispanic University	Subject	Teacher Education - Chemistry	1
National Hispanic University	Subject	Teacher Education - Elementary Education	4
National Hispanic University	Subject	Teacher Education - Music	2
National Hispanic University	Subject	Teacher Education - Social Science	5
National Hispanic University	Subject	Teacher Education - Special Education	4
National University	Subject	Teacher Education - Art	6
National University	Subject	Teacher Education - Biology	12
National University	Subject	Teacher Education - Business	2
National University	Subject	Teacher Education - Chemistry	3
National University	Subject	Teacher Education - Earth Science	3
National University	Subject	Teacher Education - Elementary Education	165
National University	Subject	Teacher Education - English/Language Arts	29
National University	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	2
National University	Subject	Teacher Education - Foreign Language	11
National University	Subject	Teacher Education - Health	7
National University	Subject	Teacher Education - Mathematics	36
National University	Subject	Teacher Education - Music	2
National University	Subject	Teacher Education - Physical Education and Coaching	37
National University	Subject	Teacher Education - Physics	2
National University	Subject	Teacher Education - Science Teacher Education/General Science	10
National University	Subject	Teacher Education - Secondary Education	222
National University	Subject	Teacher Education - Social Science	60
National University	Subject	Teacher Education - Spanish	11
National University	Subject	Teacher Education - Special Education	198
Notre Dame de Namur University	Subject	Teacher Education - Art	2

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Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
Notre Dame de Namur University	Subject	Teacher Education - Biology	4
Notre Dame de Namur University	Subject	Teacher Education - Chemistry	6
Notre Dame de Namur University	Subject	Teacher Education - Earth Science	1
Notre Dame de Namur University	Subject	Teacher Education - Elementary Education	46
Notre Dame de Namur University	Subject	Teacher Education - English/Language Arts	12
Notre Dame de Namur University	Subject	Teacher Education - Foreign Language	6
Notre Dame de Namur University	Subject	Teacher Education - Mathematics	7
Notre Dame de Namur University	Subject	Teacher Education - Music	1
Notre Dame de Namur University	Subject	Teacher Education - Physical Education and Coaching	2
Notre Dame de Namur University	Subject	Teacher Education - Science Teacher Education/General Science	6
Notre Dame de Namur University	Subject	Teacher Education - Secondary Education	44
Notre Dame de Namur University	Subject	Teacher Education - Social Science	7
Notre Dame de Namur University	Subject	Teacher Education - Spanish	5
Notre Dame de Namur University	Subject	Teacher Education - Special Education	8
Pacific Oaks College	Subject	Education - General	3
Pacific Oaks College	Subject	Teacher Education - Special Education	3
Pacific Union College	Subject	Education - General	3
Pacific Union College	Subject	Teacher Education - English/Language Arts	2
Pacific Union College	Subject	Teacher Education - Music	3
Pacific Union College	Subject	Teacher Education - Physical Education and Coaching	1
Patten University	Subject	Education - Other	2
Patten University	Subject	Teacher Education - English/Language Arts	1
Patten University	Subject	Teacher Education - Mathematics	1
Patten University	Subject	Teacher Education - Social Science	1
Pepperdine University	Subject	Teacher Education - Art	2
Pepperdine University	Subject	Teacher Education - Biology	3
Pepperdine University	Subject	Teacher Education - Chemistry	1
Pepperdine University	Subject	Teacher Education - Elementary Education	47
Pepperdine University	Subject	Teacher Education - English/Language Arts	7
Pepperdine University	Subject	Teacher Education - French	3
Pepperdine University	Subject	Teacher Education - Mathematics	4
Pepperdine University	Subject	Teacher Education - Music	1
Pepperdine University	Subject	Teacher Education - Physical Education and Coaching	2
Pepperdine University	Subject	Teacher Education - Social Science	9

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
Pepperdine University	Subject	Teacher Education - Spanish	1
Point Loma Nazarene University	Subject	Education - General	47
Point Loma Nazarene University	Subject	Teacher Education - Art	2
Point Loma Nazarene University	Subject	Teacher Education - Biology	3
Point Loma Nazarene University	Subject	Teacher Education - Chemistry	2
Point Loma Nazarene University	Subject	Teacher Education - English/Language Arts	9
Point Loma Nazarene University	Subject	Teacher Education - Mathematics	3
Point Loma Nazarene University	Subject	Teacher Education - Music	5
Point Loma Nazarene University	Subject	Teacher Education - Physical Education and Coaching	1
Point Loma Nazarene University	Subject	Teacher Education - Physics	1
Point Loma Nazarene University	Subject	Teacher Education - Science Teacher Education/General Science	1
Point Loma Nazarene University	Subject	Teacher Education - Social Science	11
San Diego Christian College	Subject	Teacher Education - Elementary Education	4
San Diego Christian College	Subject	Teacher Education - Physical Education and Coaching	1
San Diego Christian College	Subject	Teacher Education - Science Teacher Education/General Science	1
San Diego Christian College	Subject	Teacher Education - Social Studies	2
San Diego State University	Subject	Teacher Education - Art	2
San Diego State University	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	42
San Diego State University	Subject	Teacher Education - Biology	5
San Diego State University	Subject	Teacher Education - Chemistry	1
San Diego State University	Subject	Teacher Education - Early Childhood Education	7
San Diego State University	Subject	Teacher Education - Elementary Education	132
San Diego State University	Subject	Teacher Education - English as a Second Language	321
San Diego State University	Subject	Teacher Education - English/Language Arts	22
San Diego State University	Subject	Teacher Education - Foreign Language	13
San Diego State University	Subject	Teacher Education - Mathematics	32
San Diego State University	Subject	Teacher Education - Music	6
San Diego State University	Subject	Teacher Education - Physical Education and Coaching	12
San Diego State University	Subject	Teacher Education - Physics	1
San Diego State University	Subject	Teacher Education - Science Teacher Education/General Science	1
San Diego State University	Subject	Teacher Education - Social Science	27
San Diego State University	Subject	Teacher Education - Spanish	13
San Diego State University	Subject	Teacher Education - Special Education	67
San Francisco State University	Subject	Education - General	124

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
San Francisco State University	Subject	Teacher Education - Art	7
San Francisco State University	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	6
San Francisco State University	Subject	Teacher Education - Biology	6
San Francisco State University	Subject	Teacher Education - Chemistry	1
San Francisco State University	Subject	Teacher Education - Drama and Dance	14
San Francisco State University	Subject	Teacher Education - Early Childhood Education	9
San Francisco State University	Subject	Teacher Education - Elementary Education	79
San Francisco State University	Subject	Teacher Education - English/Language Arts	14
San Francisco State University	Subject	Teacher Education - Foreign Language	6
San Francisco State University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	87
San Francisco State University	Subject	Teacher Education - Mathematics	18
San Francisco State University	Subject	Teacher Education - Multiple Levels	79
San Francisco State University	Subject	Teacher Education - Music	1
San Francisco State University	Subject	Teacher Education - Physical Education and Coaching	14
San Francisco State University	Subject	Teacher Education - Physics	2
San Francisco State University	Subject	Teacher Education - Science Teacher Education/General Science	3
San Francisco State University	Subject	Teacher Education - Secondary Education	87
San Francisco State University	Subject	Teacher Education - Social Science	15
San Francisco State University	Subject	Teacher Education - Spanish	3
San Francisco State University	Subject	Teacher Education - Special Education	54
San Jose State University	Subject	Education - Other	1
San Jose State University	Subject	Teacher Education - Art	2
San Jose State University	Subject	Teacher Education - Biology	4
San Jose State University	Subject	Teacher Education - Chemistry	1
San Jose State University	Subject	Teacher Education - Early Childhood Education	4
San Jose State University	Subject	Teacher Education - English/Language Arts	12
San Jose State University	Subject	Teacher Education - Mathematics	9
San Jose State University	Subject	Teacher Education - Multiple Levels	150
San Jose State University	Subject	Teacher Education - Music	1
San Jose State University	Subject	Teacher Education - Physical Education and Coaching	9
San Jose State University	Subject	Teacher Education - Physics	3
San Jose State University	Subject	Teacher Education - Social Science	12
San Jose State University	Subject	Teacher Education - Spanish	1
Santa Clara University	Subject	Teacher Education - Art	1

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
Santa Clara University	Subject	Teacher Education - Biology	1
Santa Clara University	Subject	Teacher Education - Elementary Education	14
Santa Clara University	Subject	Teacher Education - English/Language Arts	4
Santa Clara University	Subject	Teacher Education - Geography	11
Santa Clara University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	6
Santa Clara University	Subject	Teacher Education - Mathematics	3
Santa Clara University	Subject	Teacher Education - Psychology	11
Santa Clara University	Subject	Teacher Education - Secondary Education	21
Santa Clara University	Subject	Teacher Education - Social Science	11
Santa Clara University	Subject	Teacher Education- History	11
Simpson University	Subject	Teacher Education - Art	1
Simpson University	Subject	Teacher Education - Biology	1
Simpson University	Subject	Teacher Education - Business	1
Simpson University	Subject	Teacher Education - Earth Science	1
Simpson University	Subject	Teacher Education - Elementary Education	29
Simpson University	Subject	Teacher Education - English/Language Arts	4
Simpson University	Subject	Teacher Education - Mathematics	1
Simpson University	Subject	Teacher Education - Music	1
Simpson University	Subject	Teacher Education - Physical Education and Coaching	1
Simpson University	Subject	Teacher Education - Science Teacher Education/General Science	1
Simpson University	Subject	Teacher Education - Social Science	7
Sonoma State University	Subject	Teacher Education - Art	5
Sonoma State University	Subject	Teacher Education - Biology	4
Sonoma State University	Subject	Teacher Education - Chemistry	1
Sonoma State University	Subject	Teacher Education - Elementary Education	87
Sonoma State University	Subject	Teacher Education - English/Language Arts	7
Sonoma State University	Subject	Teacher Education - Mathematics	12
Sonoma State University	Subject	Teacher Education - Music	5
Sonoma State University	Subject	Teacher Education - Physical Education and Coaching	5
Sonoma State University	Subject	Teacher Education - Physics	1
Sonoma State University	Subject	Teacher Education - Science Teacher Education/General Science	5
Sonoma State University	Subject	Teacher Education - Social Science	20
Sonoma State University	Subject	Teacher Education - Spanish	3
Sonoma State University	Subject	Teacher Education - Special Education	21

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
St. Mary's College of California	Subject	Teacher Education - Art	1
St. Mary's College of California	Subject	Teacher Education - Biology	4
St. Mary's College of California	Subject	Teacher Education - Elementary Education	49
St. Mary's College of California	Subject	Teacher Education - English/Language Arts	6
St. Mary's College of California	Subject	Teacher Education - Mathematics	4
St. Mary's College of California	Subject	Teacher Education - Music	1
St. Mary's College of California	Subject	Teacher Education - Physical Education and Coaching	1
St. Mary's College of California	Subject	Teacher Education - Social Science	6
St. Mary's College of California	Subject	Teacher Education - Special Education	14
Stanford University	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	7
Stanford University	Subject	Teacher Education - Biology	5
Stanford University	Subject	Teacher Education - Chemistry	3
Stanford University	Subject	Teacher Education - Elementary Education	23
Stanford University	Subject	Teacher Education - English/Language Arts	16
Stanford University	Subject	Teacher Education - Mathematics	11
Stanford University	Subject	Teacher Education - Physics	1
Stanford University	Subject	Teacher Education - Science Teacher Education/General Science	9
Stanford University	Subject	Teacher Education - Secondary Education	61
Stanford University	Subject	Teacher Education - Social Science	15
Stanford University	Subject	Teacher Education - Social Studies	15
Stanford University	Subject	Teacher Education- History	15
Teacher's College of San Joaquin	Subject	Education - General	3
Teacher's College of San Joaquin	Subject	Teacher Education - Special Education	1
The Master’s College	Subject	Teacher Education - Elementary Education	6
The Master’s College	Subject	Teacher Education - English/Language Arts	2
The Master’s College	Subject	Teacher Education - Mathematics	3
The Master’s College	Subject	Teacher Education - Physical Education and Coaching	1
The Master’s College	Subject	Teacher Education - Social Science	2
Touro University	Subject	Teacher Education - Biology	2
Touro University	Subject	Teacher Education - Elementary Education	3
Touro University	Subject	Teacher Education - Physical Education and Coaching	2
Touro University	Subject	Teacher Education - Social Science	2
Touro University	Subject	Teacher Education - Special Education	9
United States University	Subject	Teacher Education - English/Language Arts	1

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
United States University	Subject	Teacher Education - Physical Education and Coaching	1
University of California, Berkeley	Subject	Education - General	14
University of California, Berkeley	Subject	Teacher Education - Biology	6
University of California, Berkeley	Subject	Teacher Education - Chemistry	2
University of California, Berkeley	Subject	Teacher Education - Earth Science	1
University of California, Berkeley	Subject	Teacher Education - Elementary Education	14
University of California, Berkeley	Subject	Teacher Education - English/Language Arts	11
University of California, Berkeley	Subject	Teacher Education - Mathematics	10
University of California, Berkeley	Subject	Teacher Education - Secondary Education	27
University of California, Berkeley	Subject	Teacher Education - Social Science	3
University of California, Davis	Subject	Education - Other	4
University of California, Davis	Subject	Teacher Education - Agriculture	4
University of California, Davis	Subject	Teacher Education - Art	2
University of California, Davis	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	18
University of California, Davis	Subject	Teacher Education - Biology	19
University of California, Davis	Subject	Teacher Education - Chemistry	9
University of California, Davis	Subject	Teacher Education - Drama and Dance	2
University of California, Davis	Subject	Teacher Education - Earth Science	5
University of California, Davis	Subject	Teacher Education - Elementary Education	68
University of California, Davis	Subject	Teacher Education - English/Language Arts	31
University of California, Davis	Subject	Teacher Education - Mathematics	13
University of California, Davis	Subject	Teacher Education - Physical Education and Coaching	1
University of California, Davis	Subject	Teacher Education - Physics	4
University of California, Davis	Subject	Teacher Education - Psychology	1
University of California, Davis	Subject	Teacher Education - Science Teacher Education/General Science	11
University of California, Davis	Subject	Teacher Education - Social Science	14
University of California, Davis	Subject	Teacher Education - Spanish	3
University of California, Davis	Subject	Teacher Education- History	2
University of California, Irvine	Subject	Teacher Education - Art	2
University of California, Irvine	Subject	Teacher Education - Biology	15
University of California, Irvine	Subject	Teacher Education - Chemistry	7
University of California, Irvine	Subject	Teacher Education - Earth Science	3
University of California, Irvine	Subject	Teacher Education - Elementary Education	44
University of California, Irvine	Subject	Teacher Education - English/Language Arts	27

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
University of California, Irvine	Subject	Teacher Education - French	2
University of California, Irvine	Subject	Teacher Education - Mathematics	35
University of California, Irvine	Subject	Teacher Education - Science Teacher Education/General Science	2
University of California, Irvine	Subject	Teacher Education - Social Science	23
University of California, Irvine	Subject	Teacher Education - Spanish	1
University of California, Los Angeles	Subject	Teacher Education - Biology	15
University of California, Los Angeles	Subject	Teacher Education - Chemistry	1
University of California, Los Angeles	Subject	Teacher Education - Elementary Education	42
University of California, Los Angeles	Subject	Teacher Education - English/Language Arts	19
University of California, Los Angeles	Subject	Teacher Education - Geography	1
University of California, Los Angeles	Subject	Teacher Education - Mathematics	34
University of California, Los Angeles	Subject	Teacher Education - Music	4
University of California, Los Angeles	Subject	Teacher Education - Physics	3
University of California, Los Angeles	Subject	Teacher Education - Science Teacher Education/General Science	23
University of California, Los Angeles	Subject	Teacher Education - Social Science	13
University of California, Riverside	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	8
University of California, Riverside	Subject	Teacher Education - Biology	5
University of California, Riverside	Subject	Teacher Education - Chemistry	4
University of California, Riverside	Subject	Teacher Education - Elementary Education	22
University of California, Riverside	Subject	Teacher Education - English/Language Arts	14
University of California, Riverside	Subject	Teacher Education - Foreign Language	9
University of California, Riverside	Subject	Teacher Education - Mathematics	18
University of California, Riverside	Subject	Teacher Education - Secondary Education	54
University of California, Riverside	Subject	Teacher Education - Social Science	10
University of California, Riverside	Subject	Teacher Education - Spanish	9
University of California, Riverside	Subject	Teacher Education - Special Education	6
University of California, San Diego	Subject	Teacher Education - Biology	3
University of California, San Diego	Subject	Teacher Education - Earth Science	2
University of California, San Diego	Subject	Teacher Education - Elementary Education	31
University of California, San Diego	Subject	Teacher Education - English/Language Arts	5
University of California, San Diego	Subject	Teacher Education - Foreign Language	1
University of California, San Diego	Subject	Teacher Education - French	1
University of California, San Diego	Subject	Teacher Education - Mathematics	17
University of California, San Diego	Subject	Teacher Education - Science Teacher Education/General Science	1

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
University of California, San Diego	Subject	Teacher Education - Spanish	1
University of California, San Diego	Subject	Teacher Education - Special Education	3
University of California, Santa Barbara	Subject	Teacher Education - Biology	7
University of California, Santa Barbara	Subject	Teacher Education - Chemistry	2
University of California, Santa Barbara	Subject	Teacher Education - Elementary Education	31
University of California, Santa Barbara	Subject	Teacher Education - English/Language Arts	5
University of California, Santa Barbara	Subject	Teacher Education - Mathematics	4
University of California, Santa Barbara	Subject	Teacher Education - Physics	1
University of California, Santa Barbara	Subject	Teacher Education - Secondary Education	25
University of California, Santa Barbara	Subject	Teacher Education - Spanish	4
University of California, Santa Barbara	Subject	Teacher Education - Special Education	12
University of California, Santa Cruz	Subject	Education - General	56
University of California, Santa Cruz	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	9
University of California, Santa Cruz	Subject	Teacher Education - Biology	4
University of California, Santa Cruz	Subject	Teacher Education - Chemistry	2
University of California, Santa Cruz	Subject	Teacher Education - Earth Science	4
University of California, Santa Cruz	Subject	Teacher Education - Elementary Education	25
University of California, Santa Cruz	Subject	Teacher Education - English as a Second Language	47
University of California, Santa Cruz	Subject	Teacher Education - English/Language Arts	6
University of California, Santa Cruz	Subject	Teacher Education - Mathematics	8
University of California, Santa Cruz	Subject	Teacher Education - Science Teacher Education/General Science	2
University of California, Santa Cruz	Subject	Teacher Education - Secondary Education	31
University of California, Santa Cruz	Subject	Teacher Education - Social Science	9
University of LaVerne	Subject	Teacher Education - Art	2
University of LaVerne	Subject	Teacher Education - Biology	2
University of LaVerne	Subject	Teacher Education - Earth Science	1
University of LaVerne	Subject	Teacher Education - Elementary Education	51
University of LaVerne	Subject	Teacher Education - English/Language Arts	13
University of LaVerne	Subject	Teacher Education - Mathematics	7
University of LaVerne	Subject	Teacher Education - Music	1
University of LaVerne	Subject	Teacher Education - Physical Education and Coaching	3
University of LaVerne	Subject	Teacher Education - Science Teacher Education/General Science	3
University of LaVerne	Subject	Teacher Education - Social Science	11
University of LaVerne	Subject	Teacher Education - Spanish	3

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
University of LaVerne	Subject	Teacher Education - Special Education	13
University of Phoenix - CA	Subject	Teacher Education - Drama and Dance	4
University of Phoenix - CA	Subject	Teacher Education - Elementary Education	82
University of Phoenix - CA	Subject	Teacher Education - English/Language Arts	24
University of Phoenix - CA	Subject	Teacher Education - Foreign Language	5
University of Phoenix - CA	Subject	Teacher Education - Health	2
University of Phoenix - CA	Subject	Teacher Education - Mathematics	28
University of Phoenix - CA	Subject	Teacher Education - Physical Education and Coaching	13
University of Phoenix - CA	Subject	Teacher Education - Science Teacher Education/General Science	16
University of Phoenix - CA	Subject	Teacher Education- History	20
University of Redlands	Subject	Education - General	75
University of Redlands	Subject	Teacher Education - Art	3
University of Redlands	Subject	Teacher Education - Biology	6
University of Redlands	Subject	Teacher Education - Business	13
University of Redlands	Subject	Teacher Education - Chemistry	1
University of Redlands	Subject	Teacher Education - Drama and Dance	1
University of Redlands	Subject	Teacher Education - Health	1
University of Redlands	Subject	Teacher Education - Mathematics	18
University of Redlands	Subject	Teacher Education - Music	5
University of Redlands	Subject	Teacher Education - Physical Education and Coaching	2
University of Redlands	Subject	Teacher Education - Physics	1
University of Redlands	Subject	Teacher Education - Science Teacher Education/General Science	5
University of Redlands	Subject	Teacher Education - Secondary Education	88
University of Redlands	Subject	Teacher Education - Social Science	23
University of Redlands	Subject	Teacher Education - Spanish	8
University of Redlands	Subject	Teacher Education - Special Education	19
University of San Diego	Subject	Teacher Education - Biology	1
University of San Diego	Subject	Teacher Education - Chemistry	1
University of San Diego	Subject	Teacher Education - Elementary Education	31
University of San Diego	Subject	Teacher Education - English/Language Arts	5
University of San Diego	Subject	Teacher Education - Mathematics	5
University of San Diego	Subject	Teacher Education - Physical Education and Coaching	1
University of San Diego	Subject	Teacher Education - Social Science	4
University of San Diego	Subject	Teacher Education - Special Education	14

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
University of San Francisco	Subject	Education - Other	1
University of San Francisco	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	16
University of San Francisco	Subject	Teacher Education - Biology	6
University of San Francisco	Subject	Teacher Education - Chemistry	2
University of San Francisco	Subject	Teacher Education - Earth Science	1
University of San Francisco	Subject	Teacher Education - Elementary Education	89
University of San Francisco	Subject	Teacher Education - English/Language Arts	11
University of San Francisco	Subject	Teacher Education - Foreign Language	3
University of San Francisco	Subject	Teacher Education - Mathematics	9
University of San Francisco	Subject	Teacher Education - Music	2
University of San Francisco	Subject	Teacher Education - Physical Education and Coaching	1
University of San Francisco	Subject	Teacher Education - Science Teacher Education/General Science	1
University of San Francisco	Subject	Teacher Education - Secondary Education	46
University of San Francisco	Subject	Teacher Education - Social Science	16
University of San Francisco	Subject	Teacher Education - Spanish	2
University of Southern California	Subject	Teacher Education - Biology	1
University of Southern California	Subject	Teacher Education - Chemistry	1
University of Southern California	Subject	Teacher Education - Elementary Education	140
University of Southern California	Subject	Teacher Education - English/Language Arts	76
University of Southern California	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	279
University of Southern California	Subject	Teacher Education - Mathematics	32
University of Southern California	Subject	Teacher Education - Music	11
University of Southern California	Subject	Teacher Education - Science Teacher Education/General Science	45
University of Southern California	Subject	Teacher Education - Secondary Education	279
University of Southern California	Subject	Teacher Education - Social Science	115
University of Southern California	Subject	Teacher Education - Social Studies	115
University of Southern California	Subject	Teacher Education- History	115
University of the Pacific	Subject	Teacher Education - Biology	4
University of the Pacific	Subject	Teacher Education - Elementary Education	59
University of the Pacific	Subject	Teacher Education - English/Language Arts	6
University of the Pacific	Subject	Teacher Education - Mathematics	3
University of the Pacific	Subject	Teacher Education - Music	8
University of the Pacific	Subject	Teacher Education - Physical Education and Coaching	5
University of the Pacific	Subject	Teacher Education - Social Science	4

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.			
Institution	**Record Type**	**Credential Subject Area**	**# Prepared**
University of the Pacific	Subject	Teacher Education - Spanish	1
University of the Pacific	Subject	Teacher Education - Special Education	4
Vanguard University	Subject	Teacher Education - Chemistry	2
Vanguard University	Subject	Teacher Education - Elementary Education	11
Vanguard University	Subject	Teacher Education - English/Language Arts	6
Vanguard University	Subject	Teacher Education - Mathematics	3
Vanguard University	Subject	Teacher Education - Music	2
Vanguard University	Subject	Teacher Education - Physical Education and Coaching	2
Vanguard University	Subject	Teacher Education - Social Science	3
Western Governors University - CA	Subject	Teacher Education - Biology	19
Western Governors University - CA	Subject	Teacher Education - Chemistry	5
Western Governors University - CA	Subject	Teacher Education - Early Childhood Education	9
Western Governors University - CA	Subject	Teacher Education - Earth Science	4
Western Governors University - CA	Subject	Teacher Education - Elementary Education	23
Western Governors University - CA	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	204
Western Governors University - CA	Subject	Teacher Education - Mathematics	76
Western Governors University - CA	Subject	Teacher Education - Physics	5
Western Governors University - CA	Subject	Teacher Education - Science Teacher Education/General Science	17
Western Governors University - CA	Subject	Teacher Education - Social Science	17
Western Governors University - CA	Subject	Teacher Education - Special Education	6
Westmont College	Subject	Teacher Education - Art	1
Westmont College	Subject	Teacher Education - Elementary Education	11
Westmont College	Subject	Teacher Education - English/Language Arts	1
Westmont College	Subject	Teacher Education - Mathematics	2
Westmont College	Subject	Teacher Education - Social Science	2
Whittier College	Subject	Teacher Education - Biology	2
Whittier College	Subject	Teacher Education - Elementary Education	8
Whittier College	Subject	Teacher Education - English/Language Arts	3
Whittier College	Subject	Teacher Education - Mathematics	2
Whittier College	Subject	Teacher Education - Physical Education and Coaching	1
Whittier College	Subject	Teacher Education - Secondary Education	11
Whittier College	Subject	Teacher Education - Social Studies	3
William Jessup University	Subject	Teacher Education - Elementary Education	34

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
Alliant International University	Major	Other	1
Alliant International University	Major	Philosophy and Religious Studies	1
Alliant International University	Major	Visual and Performing Arts	1
Antioch University	Major	Anthropology	1
Antioch University	Major	Communication or Journalism	1
Antioch University	Major	English Language/Literature	1
Antioch University	Major	Foreign Languages	1
Antioch University	Major	History	1
Antioch University	Major	Liberal Arts/Humanities	10
Antioch University	Major	Other	1
Antioch University	Major	Psychology	1
Antioch University	Major	Sociology	4
Antioch University	Major	Visual and Performing Arts	1
Argosy University	Major	Teacher Education - Mathematics	1
Azusa Pacific University	Major	Agriculture	1
Azusa Pacific University	Major	Anthropology	1
Azusa Pacific University	Major	Atmospheric Sciences and Meteorology	1
Azusa Pacific University	Major	Biology	5
Azusa Pacific University	Major	Business/Business Administration/Accounting	22
Azusa Pacific University	Major	Chemistry	1
Azusa Pacific University	Major	Communication or Journalism	11
Azusa Pacific University	Major	Economics	1
Azusa Pacific University	Major	Education - Social and Philosophical Foundations of Education	1
Azusa Pacific University	Major	Engineering	3
Azusa Pacific University	Major	English Language/Literature	15
Azusa Pacific University	Major	Family and Consumer Sciences/Human Sciences	21
Azusa Pacific University	Major	Foreign Languages	3
Azusa Pacific University	Major	Geological and Earth Sciences/Geosciences	1
Azusa Pacific University	Major	History	15
Azusa Pacific University	Major	Liberal Arts/Humanities	63
Azusa Pacific University	Major	Mathematics and Statistics	5
Azusa Pacific University	Major	Philosophy and Religious Studies	7
Azusa Pacific University	Major	Political Science and Government	1
Azusa Pacific University	Major	Psychology	18
Azusa Pacific University	Major	Social Sciences	7
Azusa Pacific University	Major	Sociology	6
Azusa Pacific University	Major	Teacher Education - Junior High/Intermediate/Middle School Education	5

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
Azusa Pacific University	Major	Teacher Education - Music	2
Azusa Pacific University	Major	Teacher Education - Physical Education and Coaching	3
Azusa Pacific University	Major	Teacher Education - Secondary Education	5
Azusa Pacific University	Major	Visual and Performing Arts	20
Bard College	Major	Teacher Education - English/Language Arts	5
Bard College	Major	Teacher Education - History	3
Bard College	Major	Teacher Education - Music	4
Biola University	Major	Agriculture	1
Biola University	Major	Business/Business Administration/Accounting	1
Biola University	Major	Communication or Journalism	2
Biola University	Major	Economics	2
Biola University	Major	English Language/Literature	2
Biola University	Major	History	5
Biola University	Major	Liberal Arts/Humanities	39
Biola University	Major	Other	6
Biola University	Major	Teacher Education - Elementary Education	39
Biola University	Major	Teacher Education - English/Language Arts	4
Biola University	Major	Teacher Education - History	1
Biola University	Major	Teacher Education - Mathematics	8
Biola University	Major	Teacher Education - Music	5
Biola University	Major	Teacher Education - Secondary Education	18
Brandman University	Major	Agriculture	2
Brandman University	Major	Anthropology	5
Brandman University	Major	Atmospheric Sciences and Meteorology	1
Brandman University	Major	Biology	28
Brandman University	Major	Business/Business Administration/Accounting	82
Brandman University	Major	Chemistry	1
Brandman University	Major	Communication or Journalism	35
Brandman University	Major	Computer and Information Sciences	5
Brandman University	Major	Economics	7
Brandman University	Major	Education - Curriculum and Instruction	1
Brandman University	Major	Education - General	2
Brandman University	Major	Education - Social and Philosophical Foundations of Education	2
Brandman University	Major	Engineering	10
Brandman University	Major	English Language/Literature	63
Brandman University	Major	Family and Consumer Sciences/Human Sciences	31
Brandman University	Major	Foreign Languages	10

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
Brandman University	Major	Geography and Cartography	3
Brandman University	Major	Geological and Earth Sciences/Geosciences	10
Brandman University	Major	History	49
Brandman University	Major	Liberal Arts/Humanities	248
Brandman University	Major	Mathematics and Statistics	25
Brandman University	Major	Other	12
Brandman University	Major	Philosophy and Religious Studies	7
Brandman University	Major	Physical Sciences	46
Brandman University	Major	Physics	1
Brandman University	Major	Political Science and Government	13
Brandman University	Major	Psychology	66
Brandman University	Major	Social Sciences	65
Brandman University	Major	Sociology	34
Brandman University	Major	Teacher Education - Early Childhood Education	33
Brandman University	Major	Teacher Education - Elementary Education	2
Brandman University	Major	Teacher Education - Music	1
Brandman University	Major	Teacher Education - Physical Education and Coaching	1
Brandman University	Major	Teacher Education - Social Science	1
Brandman University	Major	Visual and Performing Arts	38
California Baptist University	Major	English Language/Literature	7
California Baptist University	Major	History	4
California Baptist University	Major	Liberal Arts/Humanities	31
California Baptist University	Major	Mathematics and Statistics	3
California Baptist University	Major	Other	1
California Baptist University	Major	Physical Sciences	1
California Baptist University	Major	Teacher Education - Early Childhood Education	2
California Baptist University	Major	Visual and Performing Arts	4
California Lutheran University	Major	Agriculture	1
California Lutheran University	Major	Biology	1
California Lutheran University	Major	Business/Business Administration/Accounting	5
California Lutheran University	Major	Communication or Journalism	4
California Lutheran University	Major	Engineering	2
California Lutheran University	Major	English Language/Literature	4
California Lutheran University	Major	Family and Consumer Sciences/Human Sciences	2
California Lutheran University	Major	History	7
California Lutheran University	Major	Liberal Arts/Humanities	18
California Lutheran University	Major	Mathematics and Statistics	1

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
California Lutheran University	Major	Other	2
California Lutheran University	Major	Philosophy and Religious Studies	1
California Lutheran University	Major	Physical Sciences	7
California Lutheran University	Major	Political Science and Government	1
California Lutheran University	Major	Psychology	2
California Lutheran University	Major	Sociology	1
California Lutheran University	Major	Teacher Education - Elementary Education	1
California Lutheran University	Major	Visual and Performing Arts	5
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Agriculture	16
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Biology	13
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Chemistry	2
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Elementary Education	67
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - English/Language Arts	11
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Mathematics	11
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Physics	4
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Social Science	8
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Special Education	22
California State Polytechnic University, Pomona	Major	Anthropology	2
California State Polytechnic University, Pomona	Major	Biology	7
California State Polytechnic University, Pomona	Major	Communication or Journalism	3
California State Polytechnic University, Pomona	Major	Computer and Information Sciences	1
California State Polytechnic University, Pomona	Major	Economics	1
California State Polytechnic University, Pomona	Major	Education - General	1
California State Polytechnic University, Pomona	Major	English Language/Literature	11
California State Polytechnic University, Pomona	Major	Family and Consumer Sciences/Human Sciences	3
California State Polytechnic University, Pomona	Major	Geological and Earth Sciences/Geosciences	1
California State Polytechnic University, Pomona	Major	History	12
California State Polytechnic University, Pomona	Major	Liberal Arts/Humanities	53
California State Polytechnic University, Pomona	Major	Mathematics and Statistics	15
California State Polytechnic University, Pomona	Major	Other	7
California State Polytechnic University, Pomona	Major	Philosophy and Religious Studies	5
California State Polytechnic University, Pomona	Major	Political Science and Government	3
California State Polytechnic University, Pomona	Major	Psychology	2
California State Polytechnic University, Pomona	Major	Sociology	1
California State Polytechnic University, Pomona	Major	Teacher Education - Art	1
California State Polytechnic University, Pomona	Major	Visual and Performing Arts	8
California State University, Bakersfield	Major	Agriculture	1

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, Bakersfield	Major	Biology	9
California State University, Bakersfield	Major	Business/Business Administration/Accounting	2
California State University, Bakersfield	Major	Chemistry	1
California State University, Bakersfield	Major	Communication or Journalism	2
California State University, Bakersfield	Major	Computer and Information Sciences	1
California State University, Bakersfield	Major	Economics	1
California State University, Bakersfield	Major	Engineering	1
California State University, Bakersfield	Major	English Language/Literature	17
California State University, Bakersfield	Major	Family and Consumer Sciences/Human Sciences	9
California State University, Bakersfield	Major	Foreign Languages	9
California State University, Bakersfield	Major	Geological and Earth Sciences/Geosciences	2
California State University, Bakersfield	Major	Liberal Arts/Humanities	87
California State University, Bakersfield	Major	Mathematics and Statistics	15
California State University, Bakersfield	Major	Other	12
California State University, Bakersfield	Major	Philosophy and Religious Studies	5
California State University, Bakersfield	Major	Physics	1
California State University, Bakersfield	Major	Political Science and Government	3
California State University, Bakersfield	Major	Psychology	4
California State University, Bakersfield	Major	Social Sciences	8
California State University, Bakersfield	Major	Sociology	2
California State University, Bakersfield	Major	Visual and Performing Arts	6
California State University, Channel Islands	Major	Biology	2
California State University, Channel Islands	Major	Business/Business Administration/Accounting	1
California State University, Channel Islands	Major	Communication or Journalism	1
California State University, Channel Islands	Major	Economics	1
California State University, Channel Islands	Major	English Language/Literature	6
California State University, Channel Islands	Major	Foreign Languages	1
California State University, Channel Islands	Major	History	7
California State University, Channel Islands	Major	Liberal Arts/Humanities	24
California State University, Channel Islands	Major	Mathematics and Statistics	5
California State University, Channel Islands	Major	Other	2
California State University, Channel Islands	Major	Philosophy and Religious Studies	1
California State University, Channel Islands	Major	Political Science and Government	2
California State University, Channel Islands	Major	Psychology	5
California State University, Channel Islands	Major	Sociology	1
California State University, Channel Islands	Major	Visual and Performing Arts	1
California State University, Chico	Major	Agriculture	1

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Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, Chico	Major	Anthropology	5
California State University, Chico	Major	Biology	5
California State University, Chico	Major	Business/Business Administration/Accounting	2
California State University, Chico	Major	Chemistry	1
California State University, Chico	Major	Communication or Journalism	4
California State University, Chico	Major	Economics	2
California State University, Chico	Major	English Language/Literature	4
California State University, Chico	Major	Foreign Languages	2
California State University, Chico	Major	Geography and Cartography	2
California State University, Chico	Major	Geological and Earth Sciences/Geosciences	3
California State University, Chico	Major	History	5
California State University, Chico	Major	Liberal Arts/Humanities	6
California State University, Chico	Major	Mathematics and Statistics	1
California State University, Chico	Major	Other	12
California State University, Chico	Major	Physics	1
California State University, Chico	Major	Political Science and Government	2
California State University, Chico	Major	Psychology	4
California State University, Chico	Major	Sociology	3
California State University, Chico	Major	Teacher Education - Agriculture	5
California State University, Chico	Major	Teacher Education - Art	6
California State University, Chico	Major	Teacher Education - Early Childhood Education	1
California State University, Chico	Major	Teacher Education - Elementary Education	102
California State University, Chico	Major	Teacher Education - English/Language Arts	7
California State University, Chico	Major	Teacher Education - History	5
California State University, Chico	Major	Teacher Education - Mathematics	8
California State University, Chico	Major	Teacher Education - Music	3
California State University, Chico	Major	Teacher Education - Physical Education and Coaching	15
California State University, Chico	Major	Teacher Education - Secondary Education	49
California State University, Chico	Major	Visual and Performing Arts	10
California State University, Dominguez Hills	Major	Anthropology	1
California State University, Dominguez Hills	Major	Biology	1
California State University, Dominguez Hills	Major	Business/Business Administration/Accounting	4
California State University, Dominguez Hills	Major	Communication or Journalism	2
California State University, Dominguez Hills	Major	English Language/Literature	1
California State University, Dominguez Hills	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Dominguez Hills	Major	Foreign Languages	2
California State University, Dominguez Hills	Major	Geography and Cartography	2

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Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, Dominguez Hills	Major	History	2
California State University, Dominguez Hills	Major	Liberal Arts/Humanities	62
California State University, Dominguez Hills	Major	Other	1
California State University, Dominguez Hills	Major	Philosophy and Religious Studies	1
California State University, Dominguez Hills	Major	Physics	1
California State University, Dominguez Hills	Major	Political Science and Government	2
California State University, Dominguez Hills	Major	Sociology	3
California State University, Dominguez Hills	Major	Teacher Education - English/Language Arts	3
California State University, Dominguez Hills	Major	Teacher Education - Mathematics	3
California State University, Dominguez Hills	Major	Teacher Education - Music	1
California State University, Dominguez Hills	Major	Teacher Education - Physical Education and Coaching	8
California State University, Dominguez Hills	Major	Visual and Performing Arts	3
California State University, East Bay	Major	Agriculture	1
California State University, East Bay	Major	Anthropology	1
California State University, East Bay	Major	Biology	5
California State University, East Bay	Major	Business/Business Administration/Accounting	8
California State University, East Bay	Major	Chemistry	3
California State University, East Bay	Major	Communication or Journalism	1
California State University, East Bay	Major	Computer and Information Sciences	3
California State University, East Bay	Major	Engineering	3
California State University, East Bay	Major	English Language/Literature	6
California State University, East Bay	Major	Family and Consumer Sciences/Human Sciences	2
California State University, East Bay	Major	Foreign Languages	3
California State University, East Bay	Major	Geological and Earth Sciences/Geosciences	1
California State University, East Bay	Major	History	12
California State University, East Bay	Major	Liberal Arts/Humanities	72
California State University, East Bay	Major	Mathematics and Statistics	11
California State University, East Bay	Major	Other	1
California State University, East Bay	Major	Philosophy and Religious Studies	3
California State University, East Bay	Major	Physical Sciences	12
California State University, East Bay	Major	Physics	2
California State University, East Bay	Major	Political Science and Government	7
California State University, East Bay	Major	Psychology	7
California State University, East Bay	Major	Social Sciences	17
California State University, East Bay	Major	Sociology	6
California State University, East Bay	Major	Visual and Performing Arts	6
California State University, Fullerton	Major	Agriculture	1

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Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, Fullerton	Major	Anthropology	1
California State University, Fullerton	Major	Biology	11
California State University, Fullerton	Major	Business/Business Administration/Accounting	12
California State University, Fullerton	Major	Chemistry	4
California State University, Fullerton	Major	Communication or Journalism	10
California State University, Fullerton	Major	Computer and Information Sciences	2
California State University, Fullerton	Major	Economics	4
California State University, Fullerton	Major	Engineering	1
California State University, Fullerton	Major	English Language/Literature	45
California State University, Fullerton	Major	Family and Consumer Sciences/Human Sciences	4
California State University, Fullerton	Major	Foreign Languages	13
California State University, Fullerton	Major	Geography and Cartography	4
California State University, Fullerton	Major	Geological and Earth Sciences/Geosciences	1
California State University, Fullerton	Major	History	39
California State University, Fullerton	Major	Liberal Arts/Humanities	85
California State University, Fullerton	Major	Mathematics and Statistics	13
California State University, Fullerton	Major	Other	126
California State University, Fullerton	Major	Philosophy and Religious Studies	2
California State University, Fullerton	Major	Physics	1
California State University, Fullerton	Major	Political Science and Government	6
California State University, Fullerton	Major	Psychology	19
California State University, Fullerton	Major	Sociology	9
California State University, Fullerton	Major	Teacher Education - Music	14
California State University, Fullerton	Major	Visual and Performing Arts	27
California State University, Long Beach	Major	Anthropology	4
California State University, Long Beach	Major	Biology	15
California State University, Long Beach	Major	Business/Business Administration/Accounting	11
California State University, Long Beach	Major	Chemistry	1
California State University, Long Beach	Major	Communication or Journalism	17
California State University, Long Beach	Major	Computer and Information Sciences	1
California State University, Long Beach	Major	Economics	5
California State University, Long Beach	Major	Education - General	1
California State University, Long Beach	Major	Engineering	2
California State University, Long Beach	Major	English Language/Literature	31
California State University, Long Beach	Major	Family and Consumer Sciences/Human Sciences	11
California State University, Long Beach	Major	Foreign Languages	14
California State University, Long Beach	Major	Geography and Cartography	2

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Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, Long Beach	Major	Geological and Earth Sciences/Geosciences	1
California State University, Long Beach	Major	History	36
California State University, Long Beach	Major	Liberal Arts/Humanities	5
California State University, Long Beach	Major	Mathematics and Statistics	9
California State University, Long Beach	Major	Other	8
California State University, Long Beach	Major	Philosophy and Religious Studies	4
California State University, Long Beach	Major	Political Science and Government	20
California State University, Long Beach	Major	Psychology	16
California State University, Long Beach	Major	Social Sciences	6
California State University, Long Beach	Major	Sociology	12
California State University, Long Beach	Major	Teacher Education - Art	11
California State University, Long Beach	Major	Teacher Education - Biology	2
California State University, Long Beach	Major	Teacher Education - Elementary Education	177
California State University, Long Beach	Major	Teacher Education - English/Language Arts	21
California State University, Long Beach	Major	Teacher Education - Health	7
California State University, Long Beach	Major	Teacher Education - Mathematics	16
California State University, Long Beach	Major	Teacher Education - Physical Education and Coaching	17
California State University, Long Beach	Major	Teacher Education - Secondary Education	1
California State University, Long Beach	Major	Teacher Education - Social Science	1
California State University, Long Beach	Major	Teacher Education - Spanish	1
California State University, Long Beach	Major	Visual and Performing Arts	43
California State University, Los Angeles	Major	Agriculture	1
California State University, Los Angeles	Major	Biology	10
California State University, Los Angeles	Major	Business/Business Administration/Accounting	2
California State University, Los Angeles	Major	Chemistry	4
California State University, Los Angeles	Major	Communication or Journalism	4
California State University, Los Angeles	Major	Economics	2
California State University, Los Angeles	Major	Education - General	1
California State University, Los Angeles	Major	Engineering	3
California State University, Los Angeles	Major	English Language/Literature	19
California State University, Los Angeles	Major	Foreign Languages	7
California State University, Los Angeles	Major	History	8
California State University, Los Angeles	Major	Liberal Arts/Humanities	25
California State University, Los Angeles	Major	Mathematics and Statistics	13
California State University, Los Angeles	Major	Other	1
California State University, Los Angeles	Major	Philosophy and Religious Studies	1
California State University, Los Angeles	Major	Physics	3

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Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, Los Angeles	Major	Political Science and Government	1
California State University, Los Angeles	Major	Psychology	3
California State University, Los Angeles	Major	Social Sciences	5
California State University, Los Angeles	Major	Sociology	10
California State University, Los Angeles	Major	Teacher Education - Elementary Education	45
California State University, Los Angeles	Major	Teacher Education - Music	2
California State University, Los Angeles	Major	Visual and Performing Arts	16
California State University, Monterey Bay	Major	Anthropology	2
California State University, Monterey Bay	Major	Biology	2
California State University, Monterey Bay	Major	Communication or Journalism	5
California State University, Monterey Bay	Major	English Language/Literature	1
California State University, Monterey Bay	Major	Foreign Languages	2
California State University, Monterey Bay	Major	Geological and Earth Sciences/Geosciences	1
California State University, Monterey Bay	Major	Mathematics and Statistics	5
California State University, Monterey Bay	Major	Other	1
California State University, Monterey Bay	Major	Political Science and Government	1
California State University, Monterey Bay	Major	Psychology	1
California State University, Monterey Bay	Major	Social Sciences	1
California State University, Monterey Bay	Major	Sociology	1
California State University, Monterey Bay	Major	Teacher Education - Drama and Dance	1
California State University, Monterey Bay	Major	Teacher Education - Earth Science	1
California State University, Monterey Bay	Major	Teacher Education - Elementary Education	23
California State University, Monterey Bay	Major	Teacher Education - English/Language Arts	6
California State University, Monterey Bay	Major	Teacher Education - History	3
California State University, Monterey Bay	Major	Teacher Education - Physical Education and Coaching	1
California State University, Monterey Bay	Major	Teacher Education - Psychology	1
California State University, Northridge	Major	Agriculture	1
California State University, Northridge	Major	Anthropology	1
California State University, Northridge	Major	Atmospheric Sciences and Meteorology	1
California State University, Northridge	Major	Biology	5
California State University, Northridge	Major	Business/Business Administration/Accounting	6
California State University, Northridge	Major	Chemistry	1
California State University, Northridge	Major	Communication or Journalism	9
California State University, Northridge	Major	Computer and Information Sciences	1
California State University, Northridge	Major	Economics	3
California State University, Northridge	Major	Engineering	1
California State University, Northridge	Major	English Language/Literature	29

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, Northridge	Major	Family and Consumer Sciences/Human Sciences	15
California State University, Northridge	Major	Foreign Languages	3
California State University, Northridge	Major	Geological and Earth Sciences/Geosciences	1
California State University, Northridge	Major	History	21
California State University, Northridge	Major	Liberal Arts/Humanities	120
California State University, Northridge	Major	Mathematics and Statistics	13
California State University, Northridge	Major	Other	2
California State University, Northridge	Major	Philosophy and Religious Studies	1
California State University, Northridge	Major	Physics	1
California State University, Northridge	Major	Political Science and Government	5
California State University, Northridge	Major	Psychology	16
California State University, Northridge	Major	Social Sciences	8
California State University, Northridge	Major	Sociology	11
California State University, Northridge	Major	Visual and Performing Arts	24
California State University, Sacramento	Major	Agriculture	1
California State University, Sacramento	Major	Anthropology	2
California State University, Sacramento	Major	Biology	10
California State University, Sacramento	Major	Business/Business Administration/Accounting	6
California State University, Sacramento	Major	Chemistry	1
California State University, Sacramento	Major	Communication or Journalism	10
California State University, Sacramento	Major	Economics	2
California State University, Sacramento	Major	Engineering	1
California State University, Sacramento	Major	English Language/Literature	23
California State University, Sacramento	Major	Family and Consumer Sciences/Human Sciences	29
California State University, Sacramento	Major	Foreign Languages	8
California State University, Sacramento	Major	History	19
California State University, Sacramento	Major	Liberal Arts/Humanities	86
California State University, Sacramento	Major	Mathematics and Statistics	12
California State University, Sacramento	Major	Other	32
California State University, Sacramento	Major	Physics	3
California State University, Sacramento	Major	Political Science and Government	4
California State University, Sacramento	Major	Psychology	11
California State University, Sacramento	Major	Social Sciences	8
California State University, Sacramento	Major	Sociology	5
California State University, Sacramento	Major	Visual and Performing Arts	9
California State University, San Bernardino	Major	Agriculture	1
California State University, San Bernardino	Major	Anthropology	1

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Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, San Bernardino	Major	Biology	5
California State University, San Bernardino	Major	Business/Business Administration/Accounting	5
California State University, San Bernardino	Major	Chemistry	2
California State University, San Bernardino	Major	Communication or Journalism	3
California State University, San Bernardino	Major	Economics	1
California State University, San Bernardino	Major	English Language/Literature	13
California State University, San Bernardino	Major	Foreign Languages	5
California State University, San Bernardino	Major	Geography and Cartography	1
California State University, San Bernardino	Major	History	7
California State University, San Bernardino	Major	Liberal Arts/Humanities	90
California State University, San Bernardino	Major	Mathematics and Statistics	3
California State University, San Bernardino	Major	Other	5
California State University, San Bernardino	Major	Political Science and Government	1
California State University, San Bernardino	Major	Psychology	11
California State University, San Bernardino	Major	Social Sciences	2
California State University, San Bernardino	Major	Sociology	3
California State University, San Bernardino	Major	Visual and Performing Arts	11
California State University, San Marcos	Major	Agriculture	1
California State University, San Marcos	Major	Biology	6
California State University, San Marcos	Major	Business/Business Administration/Accounting	4
California State University, San Marcos	Major	Chemistry	1
California State University, San Marcos	Major	Communication or Journalism	7
California State University, San Marcos	Major	English Language/Literature	9
California State University, San Marcos	Major	Family and Consumer Sciences/Human Sciences	15
California State University, San Marcos	Major	Foreign Languages	6
California State University, San Marcos	Major	History	13
California State University, San Marcos	Major	Liberal Arts/Humanities	103
California State University, San Marcos	Major	Mathematics and Statistics	7
California State University, San Marcos	Major	Other	3
California State University, San Marcos	Major	Philosophy and Religious Studies	2
California State University, San Marcos	Major	Political Science and Government	4
California State University, San Marcos	Major	Psychology	8
California State University, San Marcos	Major	Social Sciences	4
California State University, San Marcos	Major	Sociology	2
California State University, San Marcos	Major	Teacher Education - Elementary Education	1
California State University, San Marcos	Major	Visual and Performing Arts	6
California State University, Stanislaus	Major	Agriculture	1

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Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, Stanislaus	Major	Anthropology	1
California State University, Stanislaus	Major	Biology	9
California State University, Stanislaus	Major	Business/Business Administration/Accounting	8
California State University, Stanislaus	Major	Communication or Journalism	3
California State University, Stanislaus	Major	Engineering	1
California State University, Stanislaus	Major	English Language/Literature	13
California State University, Stanislaus	Major	Family and Consumer Sciences/Human Sciences	7
California State University, Stanislaus	Major	Foreign Languages	11
California State University, Stanislaus	Major	Geological and Earth Sciences/Geosciences	1
California State University, Stanislaus	Major	History	6
California State University, Stanislaus	Major	Liberal Arts/Humanities	121
California State University, Stanislaus	Major	Mathematics and Statistics	11
California State University, Stanislaus	Major	Other	3
California State University, Stanislaus	Major	Philosophy and Religious Studies	1
California State University, Stanislaus	Major	Physical Sciences	1
California State University, Stanislaus	Major	Psychology	8
California State University, Stanislaus	Major	Social Sciences	5
California State University, Stanislaus	Major	Sociology	4
California State University, Stanislaus	Major	Visual and Performing Arts	9
CalState TEACH	Major	Anthropology	5
CalState TEACH	Major	Biology	11
CalState TEACH	Major	Business/Business Administration/Accounting	5
CalState TEACH	Major	Communication or Journalism	10
CalState TEACH	Major	Economics	1
CalState TEACH	Major	Engineering	2
CalState TEACH	Major	English Language/Literature	12
CalState TEACH	Major	Family and Consumer Sciences/Human Sciences	2
CalState TEACH	Major	Foreign Languages	5
CalState TEACH	Major	Geography and Cartography	1
CalState TEACH	Major	History	8
CalState TEACH	Major	Liberal Arts/Humanities	61
CalState TEACH	Major	Mathematics and Statistics	2
CalState TEACH	Major	Other	62
CalState TEACH	Major	Political Science and Government	10
CalState TEACH	Major	Psychology	14
CalState TEACH	Major	Social Sciences	5
CalState TEACH	Major	Sociology	3

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
CalState TEACH	Major	Teacher Education - Physical Education and Coaching	3
CalState TEACH	Major	Visual and Performing Arts	14
Chapman University	Major	Chemistry	1
Chapman University	Major	Communication or Journalism	3
Chapman University	Major	Economics	1
Chapman University	Major	English Language/Literature	4
Chapman University	Major	Family and Consumer Sciences/Human Sciences	3
Chapman University	Major	Foreign Languages	1
Chapman University	Major	History	5
Chapman University	Major	Liberal Arts/Humanities	10
Chapman University	Major	Mathematics and Statistics	3
Chapman University	Major	Political Science and Government	1
Chapman University	Major	Psychology	2
Chapman University	Major	Sociology	3
Chapman University	Major	Teacher Education - Music	1
Chapman University	Major	Visual and Performing Arts	3
Claremont Graduate University	Major	Computer and Information Sciences	1
Claremont Graduate University	Major	Foreign Languages	1
Claremont Graduate University	Major	History	1
Claremont Graduate University	Major	Mathematics and Statistics	1
Claremont Graduate University	Major	Other	4
Claremont Graduate University	Major	Philosophy and Religious Studies	1
Claremont Graduate University	Major	Political Science and Government	1
Claremont Graduate University	Major	Psychology	1
Concordia University	Major	Anthropology	1
Concordia University	Major	Biology	3
Concordia University	Major	Business/Business Administration/Accounting	2
Concordia University	Major	Chemistry	2
Concordia University	Major	Communication or Journalism	1
Concordia University	Major	Engineering	1
Concordia University	Major	English Language/Literature	8
Concordia University	Major	Family and Consumer Sciences/Human Sciences	5
Concordia University	Major	History	12
Concordia University	Major	Liberal Arts/Humanities	38
Concordia University	Major	Mathematics and Statistics	3
Concordia University	Major	Philosophy and Religious Studies	2
Concordia University	Major	Political Science and Government	2

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
Concordia University	Major	Psychology	8
Concordia University	Major	Social Sciences	14
Concordia University	Major	Sociology	3
Concordia University	Major	Visual and Performing Arts	8
Dominican University of California	Major	Biology	4
Dominican University of California	Major	Business/Business Administration/Accounting	3
Dominican University of California	Major	Communication or Journalism	1
Dominican University of California	Major	Computer and Information Sciences	1
Dominican University of California	Major	Economics	2
Dominican University of California	Major	Education - General	1
Dominican University of California	Major	Engineering	1
Dominican University of California	Major	English Language/Literature	2
Dominican University of California	Major	Foreign Languages	2
Dominican University of California	Major	Geography and Cartography	2
Dominican University of California	Major	Geological and Earth Sciences/Geosciences	1
Dominican University of California	Major	History	2
Dominican University of California	Major	Liberal Arts/Humanities	7
Dominican University of California	Major	Mathematics and Statistics	2
Dominican University of California	Major	Other	1
Dominican University of California	Major	Physical Sciences	1
Dominican University of California	Major	Political Science and Government	1
Dominican University of California	Major	Social Sciences	1
Dominican University of California	Major	Sociology	3
Dominican University of California	Major	Teacher Education - Elementary Education	9
Dominican University of California	Major	Visual and Performing Arts	1
Fresno Pacific University	Major	Agriculture	1
Fresno Pacific University	Major	Anthropology	1
Fresno Pacific University	Major	Business/Business Administration/Accounting	2
Fresno Pacific University	Major	English Language/Literature	7
Fresno Pacific University	Major	Family and Consumer Sciences/Human Sciences	3
Fresno Pacific University	Major	Geological and Earth Sciences/Geosciences	1
Fresno Pacific University	Major	History	2
Fresno Pacific University	Major	Liberal Arts/Humanities	44
Fresno Pacific University	Major	Mathematics and Statistics	6
Fresno Pacific University	Major	Philosophy and Religious Studies	2
Fresno Pacific University	Major	Political Science and Government	2
Fresno Pacific University	Major	Psychology	1

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Institution	Record Type	Undergraduate Academic Major	# Prepared
Fresno Pacific University	Major	Teacher Education - Early Childhood Education	4
Fresno Pacific University	Major	Visual and Performing Arts	1
Hebrew Union College	Major	Teacher Education - Elementary Education	12
Holy Names University	Major	Anthropology	1
Holy Names University	Major	Business/Business Administration/Accounting	1
Holy Names University	Major	Communication or Journalism	1
Holy Names University	Major	Economics	1
Holy Names University	Major	Education - General	1
Holy Names University	Major	Liberal Arts/Humanities	2
Holy Names University	Major	Other	2
Holy Names University	Major	Political Science and Government	1
Hope International University	Major	Other	4
Hope International University	Major	Teacher Education - Music	1
Humboldt State University	Major	Biology	5
Humboldt State University	Major	Chemistry	1
Humboldt State University	Major	Communication or Journalism	2
Humboldt State University	Major	English Language/Literature	4
Humboldt State University	Major	Foreign Languages	2
Humboldt State University	Major	Geography and Cartography	1
Humboldt State University	Major	Geological and Earth Sciences/Geosciences	1
Humboldt State University	Major	History	7
Humboldt State University	Major	Mathematics and Statistics	3
Humboldt State University	Major	Other	1
Humboldt State University	Major	Philosophy and Religious Studies	1
Humboldt State University	Major	Psychology	5
Humboldt State University	Major	Social Sciences	4
Humboldt State University	Major	Sociology	1
Humboldt State University	Major	Teacher Education - Art	3
Humboldt State University	Major	Teacher Education - Early Childhood Education	3
Humboldt State University	Major	Teacher Education - Elementary Education	24
Humboldt State University	Major	Teacher Education - English/Language Arts	3
Humboldt State University	Major	Teacher Education - Mathematics	4
Humboldt State University	Major	Teacher Education - Music	3
Humboldt State University	Major	Teacher Education - Physical Education and Coaching	4
Humboldt State University	Major	Teacher Education - Social Science	3
Humboldt State University	Major	Visual and Performing Arts	5
La Sierra University	Major	Business/Business Administration/Accounting	1

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Institution	Record Type	Undergraduate Academic Major	# Prepared
La Sierra University	Major	History	1
La Sierra University	Major	Other	5
La Sierra University	Major	Teacher Education - Elementary Education	1
La Sierra University	Major	Visual and Performing Arts	1
Loyola Marymount University	Major	Anthropology	1
Loyola Marymount University	Major	Biology	4
Loyola Marymount University	Major	Business/Business Administration/Accounting	5
Loyola Marymount University	Major	Communication or Journalism	10
Loyola Marymount University	Major	Economics	1
Loyola Marymount University	Major	English Language/Literature	17
Loyola Marymount University	Major	Family and Consumer Sciences/Human Sciences	3
Loyola Marymount University	Major	Foreign Languages	2
Loyola Marymount University	Major	Geography and Cartography	1
Loyola Marymount University	Major	Liberal Arts/Humanities	35
Loyola Marymount University	Major	Mathematics and Statistics	1
Loyola Marymount University	Major	Other	4
Loyola Marymount University	Major	Philosophy and Religious Studies	5
Loyola Marymount University	Major	Political Science and Government	5
Loyola Marymount University	Major	Psychology	10
Loyola Marymount University	Major	Social Sciences	16
Loyola Marymount University	Major	Sociology	2
Loyola Marymount University	Major	Teacher Education - Early Childhood Education	1
Loyola Marymount University	Major	Teacher Education - Elementary Education	2
Loyola Marymount University	Major	Teacher Education - English/Language Arts	1
Loyola Marymount University	Major	Teacher Education - Mathematics	1
Loyola Marymount University	Major	Visual and Performing Arts	8
Mills College	Major	Anthropology	2
Mills College	Major	Business/Business Administration/Accounting	1
Mills College	Major	Communication or Journalism	2
Mills College	Major	English Language/Literature	9
Mills College	Major	Family and Consumer Sciences/Human Sciences	4
Mills College	Major	Foreign Languages	3
Mills College	Major	Geological and Earth Sciences/Geosciences	1
Mills College	Major	History	2
Mills College	Major	Liberal Arts/Humanities	1
Mills College	Major	Other	5
Mills College	Major	Psychology	2

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Institution	Record Type	Undergraduate Academic Major	# Prepared
Mills College	Major	Social Sciences	1
Mills College	Major	Sociology	2
Mills College	Major	Visual and Performing Arts	10
Mount St. Mary's College	Major	Biology	1
Mount St. Mary's College	Major	Business/Business Administration/Accounting	1
Mount St. Mary's College	Major	English Language/Literature	3
Mount St. Mary's College	Major	Liberal Arts/Humanities	2
Mount St. Mary's College	Major	Philosophy and Religious Studies	2
Mount St. Mary's College	Major	Physical Sciences	2
Mount St. Mary's College	Major	Political Science and Government	2
Mount St. Mary's College	Major	Psychology	2
Mount St. Mary's College	Major	Social Sciences	1
Mount St. Mary's College	Major	Sociology	1
Mount St. Mary's College	Major	Teacher Education - Elementary Education	6
National Hispanic University	Major	Anthropology	1
National Hispanic University	Major	Business/Business Administration/Accounting	1
National Hispanic University	Major	Chemistry	1
National Hispanic University	Major	Engineering	1
National Hispanic University	Major	English Language/Literature	2
National Hispanic University	Major	History	2
National Hispanic University	Major	Liberal Arts/Humanities	3
National Hispanic University	Major	Other	2
National Hispanic University	Major	Teacher Education - Art	2
National Hispanic University	Major	Teacher Education - Mathematics	1
National Hispanic University	Major	Visual and Performing Arts	1
National University	Major	Agriculture	3
National University	Major	Anthropology	3
National University	Major	Atmospheric Sciences and Meteorology	1
National University	Major	Biology	16
National University	Major	Business/Business Administration/Accounting	43
National University	Major	Chemistry	2
National University	Major	Communication or Journalism	29
National University	Major	Computer and Information Sciences	6
National University	Major	Economics	3
National University	Major	Education - General	1
National University	Major	Engineering	8
National University	Major	English Language/Literature	33

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Institution	Record Type	Undergraduate Academic Major	# Prepared
National University	Major	Family and Consumer Sciences/Human Sciences	11
National University	Major	Foreign Languages	9
National University	Major	Geological and Earth Sciences/Geosciences	1
National University	Major	History	43
National University	Major	Liberal Arts/Humanities	67
National University	Major	Mathematics and Statistics	5
National University	Major	Other	13
National University	Major	Philosophy and Religious Studies	14
National University	Major	Physical Sciences	7
National University	Major	Physics	2
National University	Major	Political Science and Government	12
National University	Major	Psychology	50
National University	Major	Social Sciences	18
National University	Major	Sociology	27
National University	Major	Teacher Education - Art	1
National University	Major	Teacher Education - Early Childhood Education	30
National University	Major	Teacher Education - Elementary Education	3
National University	Major	Teacher Education - English/Language Arts	2
National University	Major	Teacher Education - Mathematics	5
National University	Major	Teacher Education - Music	1
National University	Major	Teacher Education - Physical Education and Coaching	1
National University	Major	Teacher Education - Social Studies	1
National University	Major	Visual and Performing Arts	18
Pacific Oaks College	Major	Education - General	3
Pacific Oaks College	Major	Teacher Education - Special Education	3
Pacific Union College	Major	Liberal Arts/Humanities	3
Pacific Union College	Major	Teacher Education - English/Language Arts	2
Pacific Union College	Major	Teacher Education - Music	3
Pacific Union College	Major	Teacher Education - Physical Education and Coaching	1
Patten University	Major	English Language/Literature	2
Patten University	Major	Mathematics and Statistics	1
Patten University	Major	Political Science and Government	2
Pepperdine University	Major	Biology	5
Pepperdine University	Major	Business/Business Administration/Accounting	6
Pepperdine University	Major	Communication or Journalism	8
Pepperdine University	Major	English Language/Literature	8
Pepperdine University	Major	Foreign Languages	3

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Institution	Record Type	Undergraduate Academic Major	# Prepared
Pepperdine University	Major	Geography and Cartography	1
Pepperdine University	Major	History	13
Pepperdine University	Major	Liberal Arts/Humanities	18
Pepperdine University	Major	Mathematics and Statistics	3
Pepperdine University	Major	Other	2
Pepperdine University	Major	Philosophy and Religious Studies	1
Pepperdine University	Major	Physics	2
Pepperdine University	Major	Political Science and Government	4
Pepperdine University	Major	Psychology	7
Pepperdine University	Major	Sociology	8
Pepperdine University	Major	Teacher Education - Early Childhood Education	3
Pepperdine University	Major	Teacher Education - Health	1
Pepperdine University	Major	Teacher Education - Physical Education and Coaching	3
Pepperdine University	Major	Teacher Education - Science	2
Pepperdine University	Major	Visual and Performing Arts	10
Point Loma Nazarene University	Major	Biology	2
Point Loma Nazarene University	Major	English Language/Literature	5
Point Loma Nazarene University	Major	History	1
Point Loma Nazarene University	Major	Liberal Arts/Humanities	17
Point Loma Nazarene University	Major	Mathematics and Statistics	2
Point Loma Nazarene University	Major	Social Sciences	2
Point Loma Nazarene University	Major	Teacher Education - Art	1
Point Loma Nazarene University	Major	Teacher Education - Early Childhood Education	2
Point Loma Nazarene University	Major	Teacher Education - Music	4
Point Loma Nazarene University	Major	Teacher Education - Physical Education and Coaching	1
San Diego Christian College	Major	Economics	1
San Diego Christian College	Major	History	2
San Diego Christian College	Major	Psychology	1
San Diego Christian College	Major	Teacher Education - Elementary Education	3
San Diego Christian College	Major	Teacher Education - Physical Education and Coaching	1
San Diego State University	Major	Astronomy and Astrophysics	1
San Diego State University	Major	Biology	1
San Diego State University	Major	Business/Business Administration/Accounting	4
San Diego State University	Major	Chemistry	1
San Diego State University	Major	Communication or Journalism	4
San Diego State University	Major	Education - Curriculum and Instruction	1
San Diego State University	Major	Education - Social and Philosophical Foundations of Education	1

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Institution	Record Type	Undergraduate Academic Major	# Prepared
San Diego State University	Major	English Language/Literature	12
San Diego State University	Major	Family and Consumer Sciences/Human Sciences	11
San Diego State University	Major	Foreign Languages	12
San Diego State University	Major	History	5
San Diego State University	Major	Liberal Arts/Humanities	101
San Diego State University	Major	Mathematics and Statistics	1
San Diego State University	Major	Philosophy and Religious Studies	1
San Diego State University	Major	Political Science and Government	3
San Diego State University	Major	Psychology	8
San Diego State University	Major	Social Sciences	1
San Diego State University	Major	Sociology	1
San Diego State University	Major	Teacher Education - Early Childhood Education	7
San Diego State University	Major	Teacher Education - Mathematics	14
San Diego State University	Major	Teacher Education - Social Science	14
San Diego State University	Major	Teacher Education - Special Education	4
San Diego State University	Major	Visual and Performing Arts	7
San Francisco State University	Major	Anthropology	2
San Francisco State University	Major	Biology	10
San Francisco State University	Major	Business/Business Administration/Accounting	5
San Francisco State University	Major	Chemistry	5
San Francisco State University	Major	Communication or Journalism	17
San Francisco State University	Major	Computer and Information Sciences	4
San Francisco State University	Major	Economics	3
San Francisco State University	Major	Engineering	3
San Francisco State University	Major	English Language/Literature	17
San Francisco State University	Major	Family and Consumer Sciences/Human Sciences	18
San Francisco State University	Major	Foreign Languages	6
San Francisco State University	Major	Geography and Cartography	2
San Francisco State University	Major	History	10
San Francisco State University	Major	Liberal Arts/Humanities	24
San Francisco State University	Major	Mathematics and Statistics	7
San Francisco State University	Major	Other	18
San Francisco State University	Major	Philosophy and Religious Studies	1
San Francisco State University	Major	Physics	1
San Francisco State University	Major	Political Science and Government	12
San Francisco State University	Major	Psychology	15
San Francisco State University	Major	Sociology	14

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Institution	Record Type	Undergraduate Academic Major	# Prepared
San Francisco State University	Major	Visual and Performing Arts	20
San Jose State University	Major	Anthropology	1
San Jose State University	Major	Biology	11
San Jose State University	Major	Business/Business Administration/Accounting	11
San Jose State University	Major	Chemistry	1
San Jose State University	Major	Communication or Journalism	11
San Jose State University	Major	Engineering	8
San Jose State University	Major	English Language/Literature	15
San Jose State University	Major	Family and Consumer Sciences/Human Sciences	2
San Jose State University	Major	Foreign Languages	4
San Jose State University	Major	Geography and Cartography	1
San Jose State University	Major	Geological and Earth Sciences/Geosciences	2
San Jose State University	Major	History	16
San Jose State University	Major	Liberal Arts/Humanities	59
San Jose State University	Major	Mathematics and Statistics	3
San Jose State University	Major	Other	9
San Jose State University	Major	Political Science and Government	5
San Jose State University	Major	Psychology	12
San Jose State University	Major	Social Sciences	3
San Jose State University	Major	Sociology	5
San Jose State University	Major	Teacher Education - Elementary Education	1
San Jose State University	Major	Teacher Education - Music	1
San Jose State University	Major	Teacher Education - Physical Education and Coaching	8
San Jose State University	Major	Teacher Education - Speech	2
San Jose State University	Major	Visual and Performing Arts	14
Santa Clara University	Major	Teacher Education - Elementary Education	14
Santa Clara University	Major	Teacher Education - Junior High/Intermediate/Middle School Education	6
Santa Clara University	Major	Teacher Education - Secondary Education	21
Simpson University	Major	Agriculture	1
Simpson University	Major	Biology	1
Simpson University	Major	Computer and Information Sciences	1
Simpson University	Major	English Language/Literature	4
Simpson University	Major	History	2
Simpson University	Major	Mathematics and Statistics	1
Simpson University	Major	Other	7
Simpson University	Major	Philosophy and Religious Studies	5
Simpson University	Major	Psychology	3

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Institution	Record Type	Undergraduate Academic Major	# Prepared
Simpson University	Major	Social Sciences	1
Simpson University	Major	Teacher Education - Business	1
Simpson University	Major	Teacher Education - Early Childhood Education	1
Simpson University	Major	Teacher Education - Elementary Education	15
Simpson University	Major	Teacher Education - Music	1
Simpson University	Major	Visual and Performing Arts	1
Sonoma State University	Major	Biology	5
Sonoma State University	Major	Business/Business Administration/Accounting	2
Sonoma State University	Major	Chemistry	1
Sonoma State University	Major	Communication or Journalism	3
Sonoma State University	Major	Engineering	1
Sonoma State University	Major	English Language/Literature	11
Sonoma State University	Major	Family and Consumer Sciences/Human Sciences	4
Sonoma State University	Major	Foreign Languages	3
Sonoma State University	Major	Geography and Cartography	1
Sonoma State University	Major	History	11
Sonoma State University	Major	Liberal Arts/Humanities	63
Sonoma State University	Major	Mathematics and Statistics	9
Sonoma State University	Major	Other	25
Sonoma State University	Major	Philosophy and Religious Studies	2
Sonoma State University	Major	Political Science and Government	3
Sonoma State University	Major	Psychology	7
Sonoma State University	Major	Social Sciences	3
Sonoma State University	Major	Sociology	7
Sonoma State University	Major	Visual and Performing Arts	17
St. Mary's College of California	Major	Anthropology	1
St. Mary's College of California	Major	Biology	5
St. Mary's College of California	Major	Business/Business Administration/Accounting	2
St. Mary's College of California	Major	Communication or Journalism	11
St. Mary's College of California	Major	Engineering	1
St. Mary's College of California	Major	English Language/Literature	5
St. Mary's College of California	Major	Family and Consumer Sciences/Human Sciences	9
St. Mary's College of California	Major	Geological and Earth Sciences/Geosciences	1
St. Mary's College of California	Major	History	4
St. Mary's College of California	Major	Liberal Arts/Humanities	27
St. Mary's College of California	Major	Mathematics and Statistics	2
St. Mary's College of California	Major	Political Science and Government	3

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Institution	Record Type	Undergraduate Academic Major	# Prepared
St. Mary's College of California	Major	Psychology	6
St. Mary's College of California	Major	Social Sciences	1
St. Mary's College of California	Major	Sociology	1
St. Mary's College of California	Major	Visual and Performing Arts	5
Stanford University	Major	Anthropology	1
Stanford University	Major	Biology	10
Stanford University	Major	Chemistry	2
Stanford University	Major	Communication or Journalism	2
Stanford University	Major	Economics	1
Stanford University	Major	Education - Social and Philosophical Foundations of Education	8
Stanford University	Major	Engineering	2
Stanford University	Major	English Language/Literature	14
Stanford University	Major	Foreign Languages	5
Stanford University	Major	Geography and Cartography	1
Stanford University	Major	Geological and Earth Sciences/Geosciences	4
Stanford University	Major	History	9
Stanford University	Major	Liberal Arts/Humanities	5
Stanford University	Major	Mathematics and Statistics	7
Stanford University	Major	Philosophy and Religious Studies	1
Stanford University	Major	Physics	1
Stanford University	Major	Political Science and Government	8
Stanford University	Major	Psychology	11
Stanford University	Major	Social Sciences	5
Stanford University	Major	Sociology	1
Stanford University	Major	Visual and Performing Arts	2
The Master’s College	Major	Teacher Education - Elementary Education	5
The Master’s College	Major	Teacher Education - English/Language Arts	2
The Master’s College	Major	Teacher Education - Mathematics	1
The Master’s College	Major	Teacher Education - Physical Education and Coaching	1
The Master’s College	Major	Teacher Education - Social Science	2
Touro University	Major	Biology	2
Touro University	Major	Computer and Information Sciences	2
Touro University	Major	Education - General	1
Touro University	Major	Liberal Arts/Humanities	9
Touro University	Major	Psychology	2
Touro University	Major	Social Sciences	2
University of California, Berkeley	Major	Anthropology	1

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Institution	Record Type	Undergraduate Academic Major	# Prepared
University of California, Berkeley	Major	Biology	4
University of California, Berkeley	Major	Chemistry	1
University of California, Berkeley	Major	English Language/Literature	7
University of California, Berkeley	Major	Foreign Languages	1
University of California, Berkeley	Major	Geological and Earth Sciences/Geosciences	1
University of California, Berkeley	Major	History	4
University of California, Berkeley	Major	Liberal Arts/Humanities	6
University of California, Berkeley	Major	Mathematics and Statistics	9
University of California, Berkeley	Major	Philosophy and Religious Studies	1
University of California, Berkeley	Major	Political Science and Government	1
University of California, Berkeley	Major	Psychology	3
University of California, Berkeley	Major	Social Sciences	1
University of California, Berkeley	Major	Sociology	1
University of California, Berkeley	Major	Visual and Performing Arts	1
University of California, Davis	Major	Agriculture	4
University of California, Davis	Major	Biology	15
University of California, Davis	Major	Business/Business Administration/Accounting	1
University of California, Davis	Major	Chemistry	2
University of California, Davis	Major	Communication or Journalism	6
University of California, Davis	Major	Education - Social and Philosophical Foundations of Education	1
University of California, Davis	Major	Engineering	3
University of California, Davis	Major	English Language/Literature	27
University of California, Davis	Major	Family and Consumer Sciences/Human Sciences	12
University of California, Davis	Major	Foreign Languages	4
University of California, Davis	Major	Geography and Cartography	1
University of California, Davis	Major	Geological and Earth Sciences/Geosciences	4
University of California, Davis	Major	History	9
University of California, Davis	Major	Liberal Arts/Humanities	10
University of California, Davis	Major	Mathematics and Statistics	8
University of California, Davis	Major	Other	3
University of California, Davis	Major	Philosophy and Religious Studies	4
University of California, Davis	Major	Physics	1
University of California, Davis	Major	Political Science and Government	1
University of California, Davis	Major	Psychology	11
University of California, Davis	Major	Social Sciences	8
University of California, Davis	Major	Sociology	8
University of California, Davis	Major	Teacher Education - Drama and Dance	1

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
University of California, Davis	Major	Teacher Education - English/Language Arts	1
University of California, Davis	Major	Visual and Performing Arts	5
University of California, Irvine	Major	Anthropology	3
University of California, Irvine	Major	Biology	15
University of California, Irvine	Major	Business/Business Administration/Accounting	9
University of California, Irvine	Major	Chemistry	4
University of California, Irvine	Major	Communication or Journalism	4
University of California, Irvine	Major	Computer and Information Sciences	1
University of California, Irvine	Major	Engineering	2
University of California, Irvine	Major	English Language/Literature	16
University of California, Irvine	Major	Foreign Languages	6
University of California, Irvine	Major	History	16
University of California, Irvine	Major	Liberal Arts/Humanities	10
University of California, Irvine	Major	Mathematics and Statistics	16
University of California, Irvine	Major	Philosophy and Religious Studies	2
University of California, Irvine	Major	Physics	1
University of California, Irvine	Major	Political Science and Government	12
University of California, Irvine	Major	Psychology	21
University of California, Irvine	Major	Social Sciences	4
University of California, Irvine	Major	Sociology	4
University of California, Irvine	Major	Visual and Performing Arts	1
University of California, Los Angeles	Major	Education - General	135
University of California, Riverside	Major	Biology	2
University of California, Riverside	Major	Business/Business Administration/Accounting	2
University of California, Riverside	Major	Chemistry	1
University of California, Riverside	Major	Communication or Journalism	1
University of California, Riverside	Major	Economics	1
University of California, Riverside	Major	Engineering	1
University of California, Riverside	Major	English Language/Literature	11
University of California, Riverside	Major	Family and Consumer Sciences/Human Sciences	1
University of California, Riverside	Major	Foreign Languages	9
University of California, Riverside	Major	Geological and Earth Sciences/Geosciences	1
University of California, Riverside	Major	History	7
University of California, Riverside	Major	Liberal Arts/Humanities	20
University of California, Riverside	Major	Mathematics and Statistics	9
University of California, Riverside	Major	Other	2
University of California, Riverside	Major	Political Science and Government	5

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
University of California, Riverside	Major	Psychology	2
University of California, Riverside	Major	Sociology	3
University of California, Riverside	Major	Teacher Education - Mathematics	7
University of California, Riverside	Major	Teacher Education - Secondary Education	7
University of California, Riverside	Major	Visual and Performing Arts	4
University of California, San Diego	Major	Anthropology	1
University of California, San Diego	Major	Biology	8
University of California, San Diego	Major	Chemistry	1
University of California, San Diego	Major	Communication or Journalism	1
University of California, San Diego	Major	Economics	2
University of California, San Diego	Major	English Language/Literature	7
University of California, San Diego	Major	Foreign Languages	2
University of California, San Diego	Major	Geological and Earth Sciences/Geosciences	2
University of California, San Diego	Major	History	1
University of California, San Diego	Major	Mathematics and Statistics	11
University of California, San Diego	Major	Other	2
University of California, San Diego	Major	Physics	1
University of California, San Diego	Major	Political Science and Government	1
University of California, San Diego	Major	Psychology	6
University of California, San Diego	Major	Social Sciences	6
University of California, San Diego	Major	Sociology	7
University of California, San Diego	Major	Teacher Education - Mathematics	6
University of California, San Diego	Major	Visual and Performing Arts	1
University of California, Santa Barbara	Major	Anthropology	1
University of California, Santa Barbara	Major	Astronomy and Astrophysics	1
University of California, Santa Barbara	Major	Biology	7
University of California, Santa Barbara	Major	Chemistry	2
University of California, Santa Barbara	Major	Engineering	1
University of California, Santa Barbara	Major	English Language/Literature	8
University of California, Santa Barbara	Major	Family and Consumer Sciences/Human Sciences	2
University of California, Santa Barbara	Major	Foreign Languages	8
University of California, Santa Barbara	Major	Geological and Earth Sciences/Geosciences	1
University of California, Santa Barbara	Major	History	4
University of California, Santa Barbara	Major	Liberal Arts/Humanities	5
University of California, Santa Barbara	Major	Mathematics and Statistics	2
University of California, Santa Barbara	Major	Philosophy and Religious Studies	2
University of California, Santa Barbara	Major	Physics	1

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
University of California, Santa Barbara	Major	Psychology	8
University of California, Santa Barbara	Major	Social Sciences	10
University of California, Santa Barbara	Major	Sociology	5
University of California, Santa Barbara	Major	Visual and Performing Arts	1
University of California, Santa Cruz	Major	Anthropology	1
University of California, Santa Cruz	Major	Biology	5
University of California, Santa Cruz	Major	Business/Business Administration/Accounting	2
University of California, Santa Cruz	Major	Chemistry	1
University of California, Santa Cruz	Major	English Language/Literature	5
University of California, Santa Cruz	Major	Foreign Languages	2
University of California, Santa Cruz	Major	Geological and Earth Sciences/Geosciences	4
University of California, Santa Cruz	Major	History	9
University of California, Santa Cruz	Major	Liberal Arts/Humanities	7
University of California, Santa Cruz	Major	Mathematics and Statistics	7
University of California, Santa Cruz	Major	Other	6
University of California, Santa Cruz	Major	Philosophy and Religious Studies	1
University of California, Santa Cruz	Major	Physics	1
University of California, Santa Cruz	Major	Political Science and Government	2
University of California, Santa Cruz	Major	Psychology	1
University of California, Santa Cruz	Major	Sociology	2
University of LaVerne	Major	Biology	3
University of LaVerne	Major	Business/Business Administration/Accounting	6
University of LaVerne	Major	Communication or Journalism	5
University of LaVerne	Major	Computer and Information Sciences	1
University of LaVerne	Major	English Language/Literature	4
University of LaVerne	Major	Family and Consumer Sciences/Human Sciences	3
University of LaVerne	Major	History	9
University of LaVerne	Major	Liberal Arts/Humanities	33
University of LaVerne	Major	Mathematics and Statistics	2
University of LaVerne	Major	Other	10
University of LaVerne	Major	Physical Sciences	1
University of LaVerne	Major	Political Science and Government	3
University of LaVerne	Major	Psychology	5
University of LaVerne	Major	Social Sciences	3
University of LaVerne	Major	Sociology	6
University of LaVerne	Major	Teacher Education - English/Language Arts	4
University of LaVerne	Major	Teacher Education - Music	1

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Institution	Record Type	Undergraduate Academic Major	# Prepared
University of LaVerne	Major	Teacher Education - Physical Education and Coaching	1
University of LaVerne	Major	Visual and Performing Arts	1
University of Phoenix - CA	Major	Teacher Education - Elementary Education	82
University of Phoenix - CA	Major	Teacher Education - Secondary Education	112
University of Redlands	Major	Anthropology	1
University of Redlands	Major	Biology	3
University of Redlands	Major	Business/Business Administration/Accounting	12
University of Redlands	Major	Chemistry	3
University of Redlands	Major	Communication or Journalism	1
University of Redlands	Major	Economics	1
University of Redlands	Major	English Language/Literature	4
University of Redlands	Major	Family and Consumer Sciences/Human Sciences	1
University of Redlands	Major	Foreign Languages	1
University of Redlands	Major	Geography and Cartography	1
University of Redlands	Major	History	21
University of Redlands	Major	Liberal Arts/Humanities	32
University of Redlands	Major	Other	3
University of Redlands	Major	Political Science and Government	3
University of Redlands	Major	Psychology	8
University of Redlands	Major	Social Sciences	2
University of Redlands	Major	Sociology	6
University of Redlands	Major	Teacher Education - Early Childhood Education	3
University of Redlands	Major	Teacher Education - Latin	1
University of Redlands	Major	Teacher Education - Mathematics	6
University of Redlands	Major	Teacher Education - Music	4
University of Redlands	Major	Teacher Education - Physical Education and Coaching	2
University of Redlands	Major	Teacher Education - Spanish	4
University of Redlands	Major	Visual and Performing Arts	5
University of San Diego	Major	Communication or Journalism	1
University of San Diego	Major	Education - Curriculum and Instruction	24
University of San Diego	Major	Liberal Arts/Humanities	7
University of San Diego	Major	Teacher Education - Elementary Education	11
University of San Diego	Major	Teacher Education - English/Language Arts	3
University of San Diego	Major	Teacher Education - Physical Education and Coaching	1
University of San Diego	Major	Teacher Education - Psychology	2
University of San Diego	Major	Teacher Education - Social Science	2
University of San Diego	Major	Teacher Education - Special Education	11

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
University of San Francisco	Major	Anthropology	2
University of San Francisco	Major	Biology	6
University of San Francisco	Major	Business/Business Administration/Accounting	5
University of San Francisco	Major	Chemistry	2
University of San Francisco	Major	Communication or Journalism	10
University of San Francisco	Major	Computer and Information Sciences	6
University of San Francisco	Major	Economics	3
University of San Francisco	Major	Engineering	1
University of San Francisco	Major	English Language/Literature	15
University of San Francisco	Major	Family and Consumer Sciences/Human Sciences	3
University of San Francisco	Major	Foreign Languages	5
University of San Francisco	Major	Geological and Earth Sciences/Geosciences	1
University of San Francisco	Major	History	8
University of San Francisco	Major	Liberal Arts/Humanities	22
University of San Francisco	Major	Mathematics and Statistics	9
University of San Francisco	Major	Other	1
University of San Francisco	Major	Philosophy and Religious Studies	3
University of San Francisco	Major	Physics	1
University of San Francisco	Major	Political Science and Government	4
University of San Francisco	Major	Psychology	121
University of San Francisco	Major	Social Sciences	12
University of San Francisco	Major	Sociology	8
University of San Francisco	Major	Visual and Performing Arts	12
University of Southern California	Major	Teacher Education - Biology	1
University of Southern California	Major	Teacher Education - Chemistry	1
University of Southern California	Major	Teacher Education - Elementary Education	140
University of Southern California	Major	Teacher Education - English/Language Arts	76
University of Southern California	Major	Teacher Education - History	115
University of Southern California	Major	Teacher Education - Junior High/Intermediate/Middle School Education	279
University of Southern California	Major	Teacher Education - Mathematics	32
University of Southern California	Major	Teacher Education - Music	11
University of Southern California	Major	Teacher Education - Science	45
University of Southern California	Major	Teacher Education - Secondary Education	279
University of Southern California	Major	Teacher Education - Social Science	115
University of Southern California	Major	Teacher Education - Social Studies	115
University of the Pacific	Major	Anthropology	1
University of the Pacific	Major	Biology	9

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
University of the Pacific	Major	Business/Business Administration/Accounting	1
University of the Pacific	Major	Communication or Journalism	2
University of the Pacific	Major	Economics	1
University of the Pacific	Major	Engineering	1
University of the Pacific	Major	English Language/Literature	7
University of the Pacific	Major	Geography and Cartography	1
University of the Pacific	Major	History	5
University of the Pacific	Major	Liberal Arts/Humanities	28
University of the Pacific	Major	Mathematics and Statistics	3
University of the Pacific	Major	Other	12
University of the Pacific	Major	Philosophy and Religious Studies	1
University of the Pacific	Major	Political Science and Government	3
University of the Pacific	Major	Psychology	3
University of the Pacific	Major	Social Sciences	1
University of the Pacific	Major	Sociology	3
University of the Pacific	Major	Teacher Education - Music	8
University of the Pacific	Major	Teacher Education - Physical Education and Coaching	5
University of the Pacific	Major	Teacher Education - Spanish	1
University of the Pacific	Major	Visual and Performing Arts	5
Vanguard University	Major	Anthropology	1
Vanguard University	Major	Business/Business Administration/Accounting	3
Vanguard University	Major	Chemistry	2
Vanguard University	Major	Communication or Journalism	1
Vanguard University	Major	History	1
Vanguard University	Major	Other	1
Vanguard University	Major	Philosophy and Religious Studies	2
Vanguard University	Major	Psychology	3
Vanguard University	Major	Teacher Education - Early Childhood Education	1
Vanguard University	Major	Teacher Education - Elementary Education	8
Vanguard University	Major	Teacher Education - English/Language Arts	4
Vanguard University	Major	Teacher Education - Mathematics	1
Vanguard University	Major	Teacher Education - Music	2
Vanguard University	Major	Teacher Education - Physical Education and Coaching	1
Vanguard University	Major	Teacher Education - Secondary Education	9
Western Governors University - CA	Major	Teacher Education - Biology	19
Western Governors University - CA	Major	Teacher Education - Chemistry	5
Western Governors University - CA	Major	Teacher Education - Early Childhood Education	9

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
Western Governors University - CA	Major	Teacher Education - Earth Science	4
Western Governors University - CA	Major	Teacher Education - Elementary Education	23
Western Governors University - CA	Major	Teacher Education - Junior High/Intermediate/Middle School Education	204
Western Governors University - CA	Major	Teacher Education - Mathematics	76
Western Governors University - CA	Major	Teacher Education - Physics	5
Western Governors University - CA	Major	Teacher Education - Science	17
Western Governors University - CA	Major	Teacher Education - Social Science	17
Western Governors University - CA	Major	Teacher Education - Special Education	6
Westmont College	Major	Liberal Arts/Humanities	10
Westmont College	Major	Teacher Education - Art	1
Westmont College	Major	Teacher Education - English/Language Arts	1
Westmont College	Major	Teacher Education - Health	1
Westmont College	Major	Teacher Education - Mathematics	2
Westmont College	Major	Teacher Education - Physical Education and Coaching	1
Westmont College	Major	Teacher Education - Social Science	2
Whittier College	Major	Chemistry	1
Whittier College	Major	English Language/Literature	3
Whittier College	Major	History	2
Whittier College	Major	Mathematics and Statistics	2
Whittier College	Major	Other	5
Whittier College	Major	Political Science and Government	1
Whittier College	Major	Psychology	1
Whittier College	Major	Sociology	2
Whittier College	Major	Visual and Performing Arts	2
William Jessup University	Major	Biology	1
William Jessup University	Major	Business/Business Administration/Accounting	2
William Jessup University	Major	Communication or Journalism	4
William Jessup University	Major	Education - General	1
William Jessup University	Major	English Language/Literature	4
William Jessup University	Major	Foreign Languages	1
William Jessup University	Major	History	1
William Jessup University	Major	Liberal Arts/Humanities	99
William Jessup University	Major	Other	5
William Jessup University	Major	Philosophy and Religious Studies	2
William Jessup University	Major	Physical Sciences	1
William Jessup University	Major	Political Science and Government	1
William Jessup University	Major	Psychology	12

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
William Jessup University	Major	Social Sciences	2
William Jessup University	Major	Sociology	1
William Jessup University	Major	Teacher Education - Early Childhood Education	4
William Jessup University	Major	Teacher Education - Elementary Education	2
William Jessup University	Major	Visual and Performing Arts	1

Provide the total number of teacher preparation program completers in each of the following years: 2010-11, 2011-12, 2012-13				
Institution	**Program Type**	**Program Completers, 2012-13**	**Program Completers, 2011-12**	**Program Completers, 2010-11**
Alliant International University	Traditional	3	2	4
Antioch University	Traditional	22	27	16
Argosy University	Traditional	1	5	15
Azusa Pacific University	Traditional	226	278	321
Bard College	Traditional	12	13	19
Biola University	Traditional	76	67	75
Brandman University	Traditional	238	303	310
California Baptist University	Traditional	53	68	71
California Lutheran University	Traditional	65	69	70
California Polytechnic State University, San Luis Obispo	Traditional	192	175	155
California State Polytechnic University, Pomona	Traditional	137	124	262
California State University, Bakersfield	Traditional	196	227	267
California State University, Channel Islands	Traditional	60	69	70
California State University, Chico	Traditional	227	185	208
California State University, Dominguez Hills	Traditional	147	173	119
California State University, East Bay	Traditional	186	167	266
California State University, Fresno	Traditional	313	316	352
California State University, Fullerton	Traditional	454	474	455
California State University, Long Beach	Traditional	516	531	671
California State University, Los Angeles	Traditional	203	215	263
California State University, Monterey Bay	Traditional	60	100	101
California State University, Northridge	Traditional	317	351	379
California State University, Sacramento	Traditional	277	254	341
California State University, San Bernardino	Traditional	171	205	206
California State University, San Marcos	Traditional	202	182	249
California State University, Stanislaus	Traditional	217	193	209
CalState TEACH	Traditional	170	167	290
Chapman University	Traditional	34	42	52
Claremont Graduate University	Traditional	10	15	20
Concordia University	Traditional	47	47	65
Dominican University of California	Traditional	49	59	85
Fresno Pacific University	Traditional	84	100	104
Hebrew Union College	Traditional	12	9	12
Holy Names University	Traditional	10	12	9
Hope International University	Traditional	5	7	11
Humboldt State University	Traditional	88	98	112
La Sierra University	Traditional	8	7	13
Loyola Marymount University	Traditional	135	104	128
Mills College	Traditional	48	55	52
Mount St. Mary's College	Traditional	24	20	19
National Hispanic University	Traditional	17	26	15
National University	Traditional	585	633	713

Provide the total number of teacher preparation program completers in each of the following years: 2010-11, 2011-12, 2012-13				
Institution	**Program Type**	**Program Completers, 2012-13**	**Program Completers, 2011-12**	**Program Completers, 2010-11**
Notre Dame de Namur University	Traditional	98	95	79
Pacific Oaks College	Traditional	6	3	4
Pacific Union College	Traditional	9	5	7
Patten University	Traditional	6	23	13
Pepperdine University	Traditional	88	81	102
Point Loma Nazarene University	Traditional	85	71	67
San Diego Christian College	Traditional	8	8	18
San Diego State University	Traditional	329	312	404
San Francisco State University	Traditional	220	386	664
San Jose State University	Traditional	209	317	237
Santa Clara University	Traditional	35	66	90
Simpson University	Traditional	43	45	35
Sonoma State University	Traditional	176	186	186
St. Mary's College of California	Traditional	86	84	96
Stanford University	Traditional	84	89	95
Teacher's College of San Joaquin	Traditional	4	0	0
The Master’s College	Traditional	14	12	10
Touro University	Traditional	18	18	51
United States University	Traditional	2	1	0
University of California, Berkeley	Traditional	41	48	25
University of California, Davis	Traditional	138	131	155
University of California, Irvine	Traditional	159	172	174
University of California, Los Angeles	Traditional	135	133	111
University of California, Riverside	Traditional	80	86	77
University of California, San Diego	Traditional	58	63	66
University of California, Santa Barbara	Traditional	68	95	104
University of California, Santa Cruz	Traditional	56	87	102
University of LaVerne	Traditional	110	99	137
University of Phoenix - CA	Traditional	194	305	369
University of Redlands	Traditional	178	130	160
University of San Diego	Traditional	54	79	76
University of San Francisco	Traditional	135	158	104
University of Southern California	Traditional	419	652	576
University of the Pacific	Traditional	93	66	66
Vanguard University	Traditional	29	39	50
Western Governors University - CA	Traditional	95	91	103
Westmont College	Traditional	16	10	18
Whittier College	Traditional	19	25	28
William Jessup University	Traditional	34	33	36
	State Total	**9,528**	**10,478**	**11,869**

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Alliant International University	Math	2012-13	Yes	40	No			Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Math	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Math	2014-15	Yes	40				Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Antioch University	Math	2012-13	No		Not applicable			
Antioch University	Math	2013-14	No					
Antioch University	Math	2014-15	No					
Argosy University	Math	2012-13	No		Not applicable			
Argosy University	Math	2013-14	No					
Argosy University	Math	2014-15	No					
Azusa Pacific University	Math	2012-13	Yes	3	Yes			
Azusa Pacific University	Math	2013-14	Yes	3				
Azusa Pacific University	Math	2014-15	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Bard College	Math	2012-13	Yes	5	No	Targeted recruitment of potential mathematics candidates through: (1) attendance at regional and national graduate school fairs; (2) faculty communication with mathematics faculty counterparts at California IHEs; (3) advertising in local and national publications	Addition of targeted recruitment to STEM departments, clubs, and organizations at California campuses	
Bard College	Math	2013-14	No					
Bard College	Math	2014-15	No					
Biola University	Math	2012-13	Yes	3	Yes	Continued conducting Information sessions to incoming Freshman and graduate students about earning a Math Teaching Credential. Sessions included information on the Teach Grant highlighting teacher shortage areas.	Strategies are working. The number of incoming students is increasing for teaching secondary mathematics. We exceeded the amount of prospective teachers for 2012-13. The School of Education continues to work closely with the Chair of the Mathematics Department.	
Biola University	Math	2013-14	Yes	4				
Biola University	Math	2014-15	Yes	4				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Brandman University	Math	2012-13	Yes	20	No		Although we didn't meet our goal this year for new students obtaining math credentials the number of candidates in our multiple subject program who are coming back and adding authorizations in math have increased. We continue to increase our outreach efforts at local community colleges. We are also focusing on recruiting candidates who recently obtained bachelor's degrees in math from surrounding institutions, were recently employed in math-related professions, or recently retired from math-related professions who may have an interest in obtaining a single subject credential in math. The job market plays a key role in which credential a prospective teacher pursues. The number of math teaching positions should continue to increase in the coming years as the economy and job market in California improves.	Given the job market during 2012-2013 the goal of adding 20 students was set high and although we added 6 new students to our program we did not meet our goal.
Brandman University	Math	2013-14	Yes	30				Districts are beginning to report anticipated teacher shortages in upcoming years. We are hoping this translates into increased enrollments.
Brandman University	Math	2014-15	Yes	20				As teachers retire and the economy improves there will be more opportunities for employment especially in math.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California Baptist University	Math	2012-13	Yes	0	Yes	Network with professors in math department. Hold a Careers in Education Workshop. Presentations in math courses emphasizing math in education as single subject credential Presentations in all prerequisite courses indicating careers using math in education	We realize that networking with math professors assists in increasing the awareness to students who are pursueing a math major that there is a great need for qualified math teachers at the secondary level. Additional specialized presentations by credential advisors to students in math courses serve to increase student awareness of careers in teaching math.	It is our desire to maintain our goal of 5 math candidates as this currently represents over 30% of our single subject credential program. Additionally our focus on the undergraduate population will require prospective candidates time to complete their undergraduate coursework.
California Baptist University	Math	2013-14	Yes	1				Given the historically small size of our program coupled with our current recruitment strategies, it is our desire to add an additional math candidate to our program every-other-year.
California Baptist University	Math	2014-15	Yes	0				Given the historically small size of our program coupled with our current recruitment strategies, it is our desire to add an additional math candidate to our program every-other-year.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California Lutheran University	Math	2012-13	Yes	10	Yes	We continue to develop working relationships with the Math department and support the professor assigned to mentor Math majors who are interested in teaching. We are strengthening support for Education faculty who are visible in the Math community providing advisement opportunities. The CLU Math department has made Education courses part of their major requirement thus uniting the two departments.	Continue outreach to veteran Math teachers for professional development which includes Math Circle workshops for Math teachers from 5-12 grades.	We were fortunate to have 10 candidates in single subject Math enroll in foundation courses. We anticipate for most of these candidates to complete their supervised clinical field practice this school year.
California Lutheran University	Math	2013-14	Yes	5				See above
California Lutheran University	Math	2014-15	Yes	5				See above
California Polytechnic State University, San Luis Obispo	Math	2012-13	Yes	10	No	One of ten students left the program before completing it.	We plan to improve our support system for the students who are having difficulty being successful in our program.	
California Polytechnic State University, San Luis Obispo	Math	2013-14	Yes	12				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California Polytechnic State University, San Luis Obispo	Math	2014-15	Yes	12				
California State Polytechnic University, Pomona	Math	2012-13	Yes	19	Yes			The academic year is not yet completed to have an accurate response. The estimated number of INITIAL credential candidates is 18.
California State Polytechnic University, Pomona	Math	2013-14	Yes	12				The job market is beginning to turn around showing increased interest by students in the field. However, the beginning pay level will continue to hamper the highest level students from pursuing teaching credentials.
California State Polytechnic University, Pomona	Math	2014-15	Yes	6				
California State University, Bakersfield	Math	2012-13	Yes	15	Yes	-Kern County Superintendent of Schools T5 Recruitment Events		
California State University, Bakersfield	Math	2013-14	Yes	18				
California State University, Bakersfield	Math	2014-15	Yes	20				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Channel Islands	Math	2012-13	Yes	6	No		We missed our goal by one student. We participated at local community college transfer days to encourage the STEM program and teacher preparation courses, the university is currently increasing their STEM programs, and math students enrolled at the university to consider becoming a math teacher.	Fall 2012: 8 math students seeking a credential; no graduates Spring 2013: 13 math students seeking a credential; unknown number of completers at this time
California State University, Channel Islands	Math	2013-14	Yes	7				There are 7 math credential students continuing into the second semester of the program. Fall 2013 and Spring 2014 may bring more math credential students seeking admission.
California State University, Channel Islands	Math	2014-15	Yes	6				We have a low enrollment for the fall of 2014, so I am not sure if the number will increase in the spring.
California State University, Chico	Math	2012-13	Yes	20	No	Continued recruitment for Project M.A.T.H. Began enrolling in the new blended mathematics program. Increased scholarships for math candidates in the areas of both recruitment and retention through Noyce Scholarships and MISTI monies. Applied for and received an augmented Noyce Scholarship to provide additional assistance for candidates. Awarded STEM grants to support recruitment and retention of candidates in STEM fields.	We realized that we need to ramp up recruitment efforts around the new blended program. Low student enrollment impacts our ability to offer newly approved, specially designed blended math courses.	Our number fell seven short of our goal. The numbers fluctuate in response to local hiring patterns.These numbers do not reflect the number of teachers we are preparing to teach math through authorizations and second credentials.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Chico	Math	2013-14	Yes	15				The numbers may fluctuate in response to local hiring patterns. These numbers do not reflect the number of teachers we are preparing to teach math through authorizations and second credentials.
California State University, Chico	Math	2014-15	Yes	20				The numbers may fluctuate in response to local hiring patterns. These numbers do not reflect the number of teachers we are preparing to teach math through authorizations and second credentials.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Dominguez Hills	Math	2012-13	Yes	30	No		Increase the number of information presentations to Liberal Studies undergraduate majors about the math programs available in the College of Education, including Transition to Teaching (TTT), the Math and Science Teacher Initiative (MSTI, and NOYCE. In addition to recruitment of our CSUDH students, we will continue to contact and recruit local high school and community college students. A new TTT grant for an on-line math and science state-wide preparation program for high school math and science teachers will begin in 2014 and information about that new option will be disseminated to prospective future math and science teachers at information sessions and in undergraduate Liberal Studies, math and science classes on campus.	
California State University, Dominguez Hills	Math	2013-14	Yes	20				
California State University, Dominguez Hills	Math	2014-15	Yes	25				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, East Bay	Math	2012-13	Yes	35	No		The goal of 35 was not met; however, 28 math teachers completed the program. A Foundational Level Math Credential program has been incorporated into the program to increase the number of multiple subject teachers to add a math authorization.	
California State University, East Bay	Math	2013-14	Yes	35				
California State University, East Bay	Math	2014-15	Yes	35				
California State University, Fresno	Math	2012-13	Yes	50	No		Participating in a systemwide project, MSTI (Math, Science Teacher Initiative), to increase numbers of math and science teachers recommended for credentials.	
California State University, Fresno	Math	2013-14	Yes	50				Our goal is to sustain 50 per year.
California State University, Fresno	Math	2014-15	Yes	40				Adjusting goal to reflect a new credentialing process that allows candidates to add-on a credential by going directly to CCTC without going through the campus credential office.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Fullerton	Math	2012-13	Yes	55	No	Strategies for mathematics candidate recruitment and support include: •scholarships •distribution of brochures throughout campus •articulation with undergraduate programs that are math-rich to promote mathematics teaching as a career option •websites for mathematics and foundational-level mathematics credential programs •web-based video about mathematics teaching •community college outreach presentations •outreach in Intro to Teaching courses about job opportunities for teachers of mathematics and science •mentoring and support for students from underrepresented populations in the mathematics major who plan to enter teaching •involvement of local teachers of mathematics in methods coursework to model effective practices •training in the use of technology tools such as Geogebra •funding to attend local mathematics education conferences (CMC-S and NCTM) •An updated brochure on the Single Subject Credential Program was published this year. The CSUF Single Subject Credential Program is evolving in wa	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. The Mathematics and Science Teacher Initiative (MSTI) website (ed.fullerton.edu/msti) serves as a central point of information about these efforts and was redesigned in Fall 2013. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a wide audience. Our websites, videos, and blog attract large numbers of visitors and cost little to maintain.	We saw a decline in the number of math credentials from 54 to 39, due primarily to the effects of the economic recession on the job market for teachers in our local region.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Fullerton	Math	2013-14	Yes	60				We had a small decline from 39 to 34 again due primarily to the effects of the economic recession on the job market for teachers in our local region. The decline has impact both our mathematics credential program and foundational level mathematics credential program.
California State University, Fullerton	Math	2014-15	Yes	40				We have a small Spring 2014 cohort in our full mathematics credential program and no foundation level mathematics cohort. We anticipate increases in our fall and spring enrollment for the academic year 2014 – 2015 due to an improving job market locally for teachers and the improved dissemination of information about scholarships for future teachers of mathematics and science available on our campus.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Long Beach	Math	2012-13	Yes	50	Yes	We admitted 51 candidates to the Single Subject Math Credential in 2012-13. To increase the number of prospective Math teachers, we used the following strategies: - Outreach to feeder community colleges, including on-site advising, Information Sessions, and Career Fairs; - Education Week, an intensive outreach effort on our own campus; - Retraining laid-off elementary teachers to become middle school Math and Science teachers - Implementation of grant-funded STEM modules in teacher credential program (UTEACH)	- Support for year-round faculty advising, and enhanced advising during the academic year - Offering additional sections of methods courses as needed - Support for student assistants to help facilitate program coordination and field placements in Single Subject programs - Alignment of undergraduate Math program with Single Subject Credential program - State-approved subject matter program embedded in undergraduate major - Math Education Option	
California State University, Long Beach	Math	2013-14	Yes	50				We admitted 47 candidates to the Single Subject Math Credential in 2013-14.
California State University, Long Beach	Math	2014-15	Yes	50				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Los Angeles	Math	2012-13	Yes	37	No	A variety of activities including: online media postings, campus information sessions and attendance at career fairs were used to recruit high quality candidates into shortage areas.	In addition to activities described for 2012-13; an increase in outreach at STEM Fairs and Career Fairs was increased. The Academic Division responsible for the preparation of math educators has been directed to develop a robust recruitment plan and is being provided with a reasonable budget to support recruitment activities.	We admitted 22 prospective teachers in mathematics in 2012-13. The college has been without a Director for Student Services for five years. This void reduced unit capacity for coordinated recruitment.
California State University, Los Angeles	Math	2013-14	Yes	23				This number represents a 5% increase.
California State University, Los Angeles	Math	2014-15	Yes	24				This number represents a 5% increase. The college is currently conducting a national search to fill the Director for Student Services position. One primary responsibility will be the oversight of college-wide recruitment activities, with special emphasis on shortage areas.
California State University, Monterey Bay	Math	2012-13	Yes	2	No		Will continue to recruit actively at the undergraduate level.	
California State University, Monterey Bay	Math	2013-14	Yes	2				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Monterey Bay	Math	2014-15	Yes	2				
California State University, Northridge	Math	2012-13	Yes	13	Yes	CSU Northridge does not set specific goal numbers by subject area, however, the university and college of education seek to prepare as many math teachers as possible.	The Michael D. Eisner College of Education is engaged in various STEM and STEAM efforts to increase the numbers of teachers in mathematics and other areas as well as the quality of preparation of these aspiring teachers.	
California State University, Northridge	Math	2013-14	Yes	20				
California State University, Northridge	Math	2014-15	Yes	18				CSU Northridge will continue efforts to recruit prospective teachers in mathematics and other areas through STEM and STEAM projects and other avenues.

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California State University, Sacramento	Math	2012-13	Yes	45	No	At the Sacramento campus, implementation of the CSU system wide Math Teacher Initiative to increase the number of math teachers has resulted in a systematic approach to this issue that includes the following strategies: Increased, more efficient and effective student advising that is better coordinated across education and the subject matter disciplines; held in various venues (advising centers, office hours, email, twice yearly evening "information sessions"); "Roadmap to the math/science credential" produced and widely disseminated. Substantial scholarship support through MSTI and NSF Noyce Program for future math teachers. Support for passing required standardized subject matter exams through 1)peer mentor tutors, 2)check- out of test guides, 3)funding for test costs, 4)content - based courses offers just prior to test administration, with funding provided to cover course cost. - When available transcript evaluations for every student, providing detailed analysis of courses needed to c	In our experience over the past ten years in steadily increasing our numbers of math teachers, the following components are key: - Effective advising by knowledgeable faculty and staff, provided through multiple avenues - Working to ensure scholarship and other funding widely available - Building an academic identity and peer support group around the math teaching profession - Content rich tutoring, workshops and other professional development	Over the last two years the Single Subject credential programs have had Fall semester admissions only.

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California State University, Sacramento	Math	2013-14	Yes	49				We anticipated an increase of 10% credentials admits, and at least 24 as first time credential teachers.
California State University, Sacramento	Math	2014-15	Yes	23				We intend to add 23 admits; 16 will obtain first time Math credentials; and seven new supplemental authorizations. Over the last two years the Single Subject credential programs have had Fall semester admissions only.
California State University, San Bernardino	Math	2012-13	Yes	20	No		We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. We are working more closely with the Liberal Arts program to encourage their students to pursue a teaching credential with CSUSB instead of transferring to another institution. We are also working to liaison more closely with the school districts we serve.	

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California State University, San Bernardino	Math	2013-14	Yes	15				We did meet our target for mathematics teachers in Fall 2013. We are continuing to improve our recruitment and marketing strategies. We have incorporated AVID and Co-teaching models. We have revised and updated our partnerships with the local school districts to aid in matching students to school sites. Additionally, starting Summer 2014, we are moving our timing of fieldwork/supervision courses to align with local school district calendars.
California State University, San Bernardino	Math	2014-15	Yes	15				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, San Marcos	Math	2012-13	Yes	9	Yes	1. MSTI-funded Learning Assistants Program 2. MSTI-funded student scholarships, namely for CSET tests and test prep, prerequisite coursework, and credential students with degrees in Math or Science. 3. Formation of Edumatics – a Math Education student association 4. Outreach to present students not typically thinking to obtain a SS Math credential to "add on" to their original credential. This includes students in the SS Science, MS, and Special Education credential programs. 5. CSUSM Math department offers coursework for the CSET waiver.	1. Recognized through a small self-study that very few of our traditional SS credential students were CSUSM graduates, and conversely, very few CSUSM undergraduates with an interest in teaching pursued their credential at CSUSM. 2. Which led us to apply for (and be awarded) a NSF Noyce grant to provide scholarships to talented math and science undergraduates to complete their credential at CSUSM. 3. One particular lesson learned is that we are inefficient at advertising scholarships, and have more money to distribute than qualified applicants. Our School of Education outreach and marketing is inadequate.	
California State University, San Marcos	Math	2013-14	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, San Marcos	Math	2014-15	Yes	8				1. We expect to be funding 15 total Noyce Scholars during 2014-15, 6 of whom will be in their credential year. 2. We have initiated the development of a STEM Education Center housed in the School of Education. Its purpose will be primarily an administrative and student support center. Administrative to help manage grants and initiatives (like early teaching experiences); student support to host student clubs and support networks for applying for and completing the credential, as well as a location to disperse information for STEM scholarships and other financial supports. 3. The Noyce award included support to build out the already CSU-approved Internship credentialing process, to begin by Summer 2015.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Stanislaus	Math	2012-13	Yes	1	Yes	Increase the number of Foundation Level Credentials awarded in mathematics through comprehensive outreach, recruitment and support efforts including, but not limited to, providing FLC information to undergraduate and credential teacher candidates, credentialed Alumni and Multiple and Single Subject Credential Holders. Fund ten $1,000 Future Math Teacher Scholarships. Recipients will complete 50 hours of early field work in area schools/tutoring programs and participate in the CSU Stanislaus Future Math and Science Teachers Club. Offer an Introductory Authorization in Mathematics to Liberal Studies Majors with a Mathematics Concentration. Liberal studies will advertise on Authorization opportunities and support students towards completion of requirements. Provide CSET preparation courses for Mathematics Subtests I, II & III Provide CBEST Workshops (Single Subject Credential Basic Skills Requirement) Recruitment Efforts will focus on the following populations: oMath Majors oDegree holders, care		

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California State University, Stanislaus	Math	2013-14	Yes	1				
California State University, Stanislaus	Math	2014-15	Yes	1				
CalState TEACH	Math	2012-13	No					
CalState TEACH	Math	2013-14	No					
CalState TEACH	Math	2014-15	No					
Chapman University	Math	2012-13	Yes	5	Yes	1. Program information sessions 2. Attendance of College Career fairs 3. Website information		
Chapman University	Math	2013-14	Yes	5				
Chapman University	Math	2014-15	Yes	5				
Claremont Graduate University	Math	2012-13	Yes	0	Yes			Mathematics Teachers at CGU normally do the Internship Program. We never plan to have mathematics teachers in the traditional program. All goals related to the recruitment of math teachers is included in the alternative program.

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Claremont Graduate University	Math	2013-14	Yes	0				Mathematics Teachers at CGU normally do the Internship Program. We never plan to have mathematics teachers in the traditional program. All goals related to the recruitment of math teachers is included in the alternative program.
Claremont Graduate University	Math	2014-15	Yes	0				Mathematics Teachers at CGU normally do the Internship Program. We never plan to have mathematics teachers in the traditional program. All goals related to the recruitment of math teachers is included in the alternative program.
Concordia University	Math	2012-13	Yes	1	Yes			
Concordia University	Math	2013-14	Yes	3				
Concordia University	Math	2014-15	Yes	1				
Dominican University of California	Math	2012-13	Yes	3	Yes	Merit scholarships established for recruitment of teacher candidates.		The Department of Education is collaborating with the School of Natural Sciences to create a Science/Math Education Minor. We plan to submit an application for a Capacity Building grant from the Robert Noyce Teacher Scholarship Program through NSF. The overarching goal of the proposed project is to develop a science and math education minor to support students in the pursuit of a Science or Math Single Subject Preliminary Teaching Credential.

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Dominican University of California	Math	2013-14	Yes	3				Dominican University's Admissions and Education departments worked closely with our marketing team to develop new marketing materials and brochures. We also revised the content posted on our website to help prospective students learn about our teacher preparation programs. In addition to these marketing efforts, the Education department worked on revising all of our course content. Beginning Fall 2013, our teacher preparation program courses are new and improved.
Dominican University of California	Math	2014-15	Yes	3				Admissions recruits toward an overall goal. Admissions does not establish goals for Single Subject by subject area.

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Fresno Pacific University	Math	2012-13	Yes	4	Yes	A 6-unit tuition waiver is provided to candidates from the Fresno Pacific undergraduate or degree completion programs upon entrance into the credential program within two semesters of degree completion. A meeting of undergraduate program directors was held to communicate credential program requirements and provide advising assistance to undergraduates interested in pursuing teaching. A particular emphasis on the need for highly qualified math candidates was included.		

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Fresno Pacific University	Math	2013-14	Yes	0				Fresno Pacific University has entered into a partnership with the University of California - Merced to train math and science students who are currently in their STEM program. As part of the partnership agreement, students receive transfer credit for courses completed as part of their education minor and a 3-unit tuition waiver. Although there were no mathematics teachers in the first year of the partnership, mathematics candidates are expected for the 2014-2015 school year. The mathematics candidates that were projected to complete in 2013-2014 extended their programs by transferring to internship credentials.

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Fresno Pacific University	Math	2014-15	Yes	8				There is evidence of an increase in the number of mathematics applicants for 2014-2015. A number of these are located in the Merced Center as a result of the partnership with University of California – Merced. Mathematics applicants have also increased at the Fresno and Visalia locations. However, some of these applicants could not complete in 2014-2015 if they are transitioned to internship after meeting the intern pre-service requirements. This is a possibility due to the numerous conversations between program directors and local school district administrators about the need for mathematics teachers.
Hebrew Union College	Math	2012-13	No					
Hebrew Union College	Math	2013-14	No					
Hebrew Union College	Math	2014-15	No					

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Holy Names University	Math	2012-13	Yes	5	No	Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Hold webinar which faculty constructed, describing our Credential Programs. 	Continue building pathways from Undergraduate majors (Math) to Teacher Education programs Teacher Education and Undergraduate faculty have met with K-12 high school (academies) with focus on Math in high schools. Emphasis mathematics as a shortage area during monthly university Information Sessions. Continue to spread awareness of Teacher Apprenticeship Program, which includes shortage subject areas like mathematics.	
Holy Names University	Math	2013-14	Yes	5				
Holy Names University	Math	2014-15	Yes	3				
Hope International University	Math	2012-13	Yes	1	Yes			We have no undergraduate STEM degree. We will work with College of Arts and Sciences to develop and enhance STEM courses.
Hope International University	Math	2013-14	Yes	2				
Hope International University	Math	2014-15	Yes	4				

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Humboldt State University	Math	2012-13	Yes	5	No	Teaching candidates from Elementary Education are offered methods courses in Secondary Education, and especially recruited into math methods courses. Foundational credentials in Math and/or Science are offered now in State of California and Elementary Education Candidates are specifically recruited to apply. Outreach letter sent to every k-12 superintendent in the State of California to recruit para-professionals or teachers teaching outside of their subject matter to earn a teaching credential in a distance accessible program.		We added 4 prospective teachers in mathematics in 2012-2013.
Humboldt State University	Math	2013-14	Yes	10				Four of the prospective teachers have previous multiple subject credentials.
Humboldt State University	Math	2014-15	Yes	6				We added a second cohort of secondary credential candidates to accommodate applicants in the area of mathematics. This number may increase if students with a previous multiple subject credential choose to add this authorization.
La Sierra University	Math	2012-13	Yes	2	Yes			
La Sierra University	Math	2013-14	Yes	2				

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La Sierra University	Math	2014-15	Yes	2				
Loyola Marymount University	Math	2012-13	Yes	5	Yes	Contacted undergraduate math majors through their departments; hosted info sessions to target potential high school math teachers seeking a credential; visited numerous graduate school fairs throughout California; spoke to undergraduate teacher clubs; attended 2 California Forum for Diversity in Graduate Education forums.	Continue to: make contact with local undergraduate math department chairs to identify prospective teachers; show how alumni of our math programs are succeeding in their schools.	N/A
Loyola Marymount University	Math	2013-14	Yes	5				N/A
Loyola Marymount University	Math	2014-15	Yes	5				N/A
Mills College	Math	2012-13	Yes	5	No		We are implementing a program in collaboration with the OUSD which focuses on bringing more students with Math majors into the TTS program and offers them a great deal of support as they are preparing to become middle and high school math teachers.	
Mills College	Math	2013-14	Yes	5				
Mills College	Math	2014-15	Yes	8				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Mount St. Mary's College	Math	2012-13	Yes	2	No	Goal: Increase math candidates Continue outreach to math department to encourage undergraduate students who wish to teach K-12 to apply for the credential program. Outreach is fine but candidates are having great difficulty passing CSET.	Outreach has been effective. Encourage prospective teacher candidates from outside the college to consider math as a credential option. Continued outreach to in-service teachers in private schools to complete their credentials.	
Mount St. Mary's College	Math	2013-14	Yes	2				
Mount St. Mary's College	Math	2014-15	Yes	2				
National Hispanic University	Math	2012-13	Yes	6	No		Preparation for CSET needs to be provided as well as recruitment of students for Mathematics.	
National Hispanic University	Math	2013-14	Yes	5				
National Hispanic University	Math	2014-15	Yes	2				

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National University	Math	2012-13	Yes	15	Yes			Based on feedback from both instructors and student reflections, the electronic portfolio in TaskStream has been modified to provide greater student choice and to simplify the review process. The STEM supplement was developed in response to an increasing demand for teacher development in science, technology, engineering and mathematics. The external program review and our recent 5-Year-Program review of the Bachelor of Arts in Interdisciplinary Studies with CA Preliminary Teaching Credential will stimulate the faculty team to make additional recommendations.
National University	Math	2013-14	Yes	20				Two new courses are in the process of being developed. They are 21st Century Teaching Methods and Teaching STEM methods.
National University	Math	2014-15	Yes	22				
Notre Dame de Namur University	Math	2012-13	Yes	4	Yes			We are on target.
Notre Dame de Namur University	Math	2013-14	Yes	2				
Notre Dame de Namur University	Math	2014-15	Yes	1				
Pacific Oaks College	Math	2012-13	No		Not applicable			

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Pacific Oaks College	Math	2013-14	No					
Pacific Oaks College	Math	2014-15	No					
Pacific Union College	Math	2012-13	No		Not applicable			
Pacific Union College	Math	2013-14	No					
Pacific Union College	Math	2014-15	Yes	2				
Patten University	Math	2012-13	Yes	6	No	Information nights on campus. Mailings to school districts and schools.	Working on partnerships with schools to send substitutes paraprofessionals to our credential program.	Need an additional person to recruit.
Patten University	Math	2013-14	Yes	5				
Patten University	Math	2014-15	Yes	5				
Pepperdine University	Math	2012-13	Yes	6	No	Increase efforts to inform graduate and undergraduate students of the teacher preparation program options.	Work one-on-one with prospective students to encourage dual credentials in math and science. Course work has been designed to facilitate adding the second credential.	
Pepperdine University	Math	2013-14	Yes	6				
Pepperdine University	Math	2014-15	Yes	6				
Point Loma Nazarene University	Math	2012-13	Yes	5	No	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.	

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Point Loma Nazarene University	Math	2013-14	Yes	5				
Point Loma Nazarene University	Math	2014-15	Yes	5				
San Diego Christian College	Math	2012-13	Yes	1	Yes			
San Diego Christian College	Math	2013-14	Yes	1				
San Diego Christian College	Math	2014-15	Yes	1				
San Diego State University	Math	2012-13	Yes	29	Yes	The Math and Science Teacher Initiative (MSTI) is a program at SDSU for increasing the number of new math and science teachers. Strategies include CSET preparation classes, opportunities for tutors, fellowship programs, support for current students and financial assistance for students.	Continue MSTI program	
San Diego State University	Math	2013-14	Yes	38				Our goal is to increase the number of math teacher prepared each year by 20%. In 2012-13, we prepared 32 math teachers, so for 2013-14 our goal was to prepare 38. At this time, we only have 27 candidates enrolled in our math credential program however.

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San Diego State University	Math	2014-15	Yes	38				
San Francisco State University	Math	2012-13	Yes	18	Yes	Collaborated with personnel in the Center for Science and Math Education (CSME) to recruit more students in math. Provided additional after-school programs working with local schools with CSME funds.		
San Francisco State University	Math	2013-14	Yes	15				
San Francisco State University	Math	2014-15	Yes	15				
San Jose State University	Math	2012-13	Yes	15	Yes	Exceeded our goal.	We increased recruitment in Foundational Math.	Goal met for the Single Subject Credential program of adding 5 new math students, we were able to admit at least 5 additional students to the Math credential program.
San Jose State University	Math	2013-14	Yes	5				Our total goal is 30. Our strategy is to increase the number of candidates for Foundational Math credential.
San Jose State University	Math	2014-15	Yes	5				
Santa Clara University	Math	2012-13	Yes	5	No	We worked with the NOYCE teacher fellowship program. Although we did add some math teachers, we did not meet our goal for 2012-2013.	We need to increase our outreach efforts. We have already started this process for the year.	

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Santa Clara University	Math	2013-14	Yes	5				
Santa Clara University	Math	2014-15	Yes	5				
Simpson University	Math	2012-13	Yes	1	Yes			
Simpson University	Math	2013-14	Yes	3				
Simpson University	Math	2014-15	Yes	3				

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Sonoma State University	Math	2012-13	Yes	43	Yes	Foundational Level Prep Course: After meeting with the Math, Science, Computer, and Technology departments' faculty in September 2011, we decided to continue in the Summer 2012 with one Foundational Level General Science Content and Methods course (3 units) in Sonoma County only. Additionally, we offered a physics course (2 units) for additional units for the candidates, as requested by the previous participants, and expanded the Institute to four weeks in length. Candidates were selected based on their science content knowledge and science teaching experience. We also encourage credential candidates in the Multiple Subject Credential Program to add the Foundational Level General Science Credential to their newly-obtained MS credential; we do the same for our Single Subject credential candidates where more are taking the Science CSET to add to their newly-earned credential. We're recruiting Multiple Subject Credential teachers with no current teaching position. The School of Education partners with		

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Sonoma State University	Math	2013-14	Yes	40				
Sonoma State University	Math	2014-15	Yes	20				
St. Mary's College of California	Math	2012-13	Yes	5	No	The program set up meetings with undergraduate faculty to establish stronger connections to link undergraduates to the Kalmanovitz School of Education.	As primarily an institution focused on the liberal arts, the undergraduate population does not have a large number of math majors. Recruitment in math has been difficult. The program is developing strategies to reach out beyond the undergraduate population to increase our single subject enrollment in math. At the same time we will continue to strengthen our efforts to recruit from the undergraduate program.	
St. Mary's College of California	Math	2013-14	Yes	4				
St. Mary's College of California	Math	2014-15	Yes	4				

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Stanford University	Math	2012-13	Yes	15	Yes	Recruiting sessions at Stanford and events nationwide; informing applicants of the Knowles fellowship, San Francisco Teacher Residency, loan forgiveness options for math teachers with Stafford and Perkins loan; promoting the Avery-Stanford forgivable loan and Woodrow Wilson fellowship.	We will continue recruiting sessions at Stanford and nationwide; informing applicants of loan forgiveness options for math teachers (i.e. Perkins and Stafford loans); increase contact with math departments at local universities; increase promotion of the Avery-Stanford forgivable loan and the Knowles fellowship.	
Stanford University	Math	2013-14	Yes	15				
Stanford University	Math	2014-15	Yes	15				
Teacher's College of San Joaquin	Math	2012-13	No		Not applicable			
Teacher's College of San Joaquin	Math	2013-14	Yes	1				
Teacher's College of San Joaquin	Math	2014-15	Yes	1				
The Master’s College	Math	2012-13	Yes	4	No	Offer a program informational meeting twice per year; open to all of the majors on campus. Also contact the department chair for each major represented to help them better communicate to their students what is required to enter our credential program.	This year, we will meet with department chairs individually and ask for permission to offer a personalized info meeting for seniors.	
The Master’s College	Math	2013-14	Yes	2				

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The Master's College	Math	2014-15	No					To date, we are not aware of any math candidates. But that may change within the next few months.
Touro University	Math	2012-13	Yes	6	No	1. Each mathematics teacher candidate completed two methods courses in teaching mathematics, with instruction and demonstration lessons by exemplary mathematics teachers from local schools. Key assignments include completing unit plans, detailed lesson plans and implementing those lesson plans with follow-up basis. 2. Each mathematics intern teacher is supported in their teaching in two ways: by a field supervisor from the university, who observes and makes commendations and suggestions on a weekly basis. Also by an intern support provider who teaches in the same school or district and provides close supervision on a weekly basis.	The main area of need over the past years has been to increase the level of adaptations to a lesson for the specific needs of English Learners of many levels. All instructors in all teacher credential courses have completed professional development in this area in order to improve their instruction and exceptions for the teacher candidates. One clear of that work is evident in the increased performance on the Teaching Performance Assessments (TPAs), which require teacher candidates to make clear and specific adaptations to a lesson so English Learners are able to understand and communicate their understanding.	The courses that prepare teacher candidates to work effectively with special education students, English Learners, and in low performing schools are EDU771, EDU718, and all other courses. Highly effective current teachers in the local schools are the instructors for our teacher credential courses, so they bring in real-life challenges they face each day. Teacher candidates work with students in an after school program during the literacy course. Teacher candidates spend 60 hours observing and helping in local schools in the class EDU780. All courses are designed to meet the needs of a highly diverse student population, typical of the local schools in Solano County and surrounding districts.
Touro University	Math	2013-14	Yes	5				
Touro University	Math	2014-15	Yes	5				
United States University	Math	2012-13	Yes	1	No			

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United States University	Math	2013-14	Yes	10				
United States University	Math	2014-15	Yes	10				
University of California, Berkeley	Math	2012-13	Yes	10	Yes	Recruitment, website information.	Given continuing budget constraints, we aimed for a slight increase - a combined (Math & Science) enrollment of 22, which was exceeded by 4. We enrolled 15 students in Math and 11 in Science, for a total of 26. It is difficult to achieve an even number of students split between Math and Science.	
University of California, Berkeley	Math	2013-14	Yes	12				
University of California, Berkeley	Math	2014-15	Yes	13				

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University of California, Davis	Math	2012-13	Yes	15	No	Although the goal was not achieved, the Program continues to do targeted recruitment in this area by: -Continuing faculty contact to potential applicants in mathematics and related disciplines; -Continuing to invest in the mathematics and science undergraduate pipeline program; and -Recruit for the NSF scholarship opportunity for mathematics applicants	Although it is beginning to improve, the state budget context in California and the impact on teacher hiring has had a significant dampening impact on the number applying to teaching credential programs in the State, including areas of previous shortage such as mathematics and science. We are pleased that our enrollments are holding steady.	
University of California, Davis	Math	2013-14	Yes	15				We will recommend for admission as many qualified applicants as we receive.
University of California, Davis	Math	2014-15	Yes	15				We will recommend for admission as many qualified applicants as we receive.
University of California, Irvine	Math	2012-13	Yes	35	Yes	We remain interested in attracting strong candidates for mathematics credentials. To do so, we hold information sessions every other week and we have the Cal Teach Program for undergraduates including a satellite office on campus to serve the undergraduate population in STEM majors. We would like to maintain the largest possible cohort size in Math.		

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University of California, Irvine	Math	2013-14	Yes	35				
University of California, Irvine	Math	2014-15	Yes	35				
University of California, Los Angeles	Math	2012-13	Yes	25	Yes			
University of California, Los Angeles	Math	2013-14	Yes	30				
University of California, Los Angeles	Math	2014-15	Yes	15				

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University of California, Riverside	Math	2012-13	Yes	2	Yes	The Teacher Education has continued its cooperation with CalTeach, Science & Math Initiative (SMI), and has worked to increase scholarship opportunities for math students. Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. Information session for the Minor in Education and Teacher Education programs are now presented bi-monthly. Teacher Education continue to cooperate and works closely with the University of California Cal Teach Science & Math Initiative (SMI) and is currently offering a significant scholarship offered on a competitive basis to science and math students.	Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. We have obtained funding through state and federal grants, including the UCR Math/Science Initiative grant, and the Noyce Scholars grant. Our University of California Cal Teach Science & Math Initiative (SMI) program continues preparing excellent high school math and science teachers. In collaboration with SMI, the UCR Teacher Education Program continues to develop close partnerships with County offices of education and school districts to increase mutual awareness of needs (hiring and curricular) between UCR and its local and regional communities.	The impact of the economic downturn in California may have played a part in the lower number of math candidates, and this trend has been noted across the State by the California Commission on Teacher Credentialing (CTC).

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University of California, Riverside	Math	2013-14	Yes	4				The Teacher Education program has experienced a change in administration and has hired a new Assistant Director of Teacher Education and Admissions Advisor. The new administrators continue to develop close relationships with county offices of education and school districts in Southern California. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its local and regional communities. Our new Assistant Director of Teacher Education continues to work with Development and the Financial Aid office to secure additional scholarships and grant opportunities for math candidates. Due to close partnerships with our local county offices, our 2013-14 candidates received intensive training for the new: Common Core (Mathematics and English-Language Arts), Next Generation Science, and English Language Development Standards.

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University of California, Riverside	Math	2014-15	Yes	2				The Teacher Education program has increased its marketing and recruitment in the region. Several scholarships specifically for recruiting new candidates have been identified and information distributed to all interested and eligible potential candidates. The economic downturn in California seems to have peaked and interest in becoming a teacher is on the upswing. With the new funding formula and accountability plan for California schools, many more positions are opening up across the Inland Valley region, which, in turn, helps in recruitment of new candidates.
University of California, San Diego	Math	2012-13	Yes	3	Yes	Cal Teach collaboration with Math Department on recruitment for Math Education minor as well as coursework & field placements; financial support for credential/M.Ed.. program.	Early outreach through freshman seminars and faculty mentorships was valuable as well as articulation with Math Department.	
University of California, San Diego	Math	2013-14	Yes	3				
University of California, San Diego	Math	2014-15	Yes	6				

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University of California, Santa Barbara	Math	2012-13	Yes	10	No	In prior reporting we erroneously interpreted the question about expected number of prospective teachers and reported the total number we intended to enroll, which was 10. We only enrolled 4 in 2012-13 so we did not meet this goal, however the goal was not to "add" 10. We are now reporting how many prospective teachers we plan to add to the previous years' enrollment.	Our science undergraduate program, CalTeach, recruits and mentors talented STEM majors and provides them with coursework and field placements and it was the third year of the Minor in Science and Mathematics Education. The faculty in the science portion of this program have been in place 3 years and the numbers whereas the mathematics educator had only been in his position for 1 year prior to recruitment time for 2012-13. He has since been involved in teaching many of these undergraduate mathematics education courses along with 2 adjunct faculty. Their presence on campus and with courses for mathematics majors has increased awareness of the option to teach mathematics, and the three of these instructors now work to connect prospective undergraduates with the teacher education program they might complete in a graduate year. Such a strategy has been very successful with science candidates and we expect it will be with mathematics as well.	

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University of California, Santa Barbara	Math	2013-14	Yes	6				We had 19 applicants for our program and were able to meet our enrollment goal in terms of number and the selection of highly qualified candidates. We did extensive recruiting the undergraduate CalTeach courses and so the majority of the students in the cohort that is coming into the certification program come from CalTeach. Our cohort model for school placements which includes a site coordinator in each of the placement schools affects our goal numbers. In addition to reaching our goal in terms of numbers we can continue to increase the number of applicants and therefor the pool from which to select the best candidates. In 2013-14, 19 candidates applied, 16 were admitted, 9 enrolled in the program.
University of California, Santa Barbara	Math	2014-15	Yes	0				

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University of California, Santa Cruz	Math	2012-13	Yes	22	No	-Promote outreach for Cal Teach program. -STEM Education Minor in place to help support students who are planning to become secondary math or science teachers. -Math Subject Matter Program in place. NSF Noyce Grant and Mark Bruce Fellowship to support math students enrolled in the MA/Credential program.	-Increase number of selected candidates from applicant pool. -Continue to promote Cal Teach program. -MA/Credential Advisor and Program Director recruit students from classes in math education: current students also promote program. -Also target lower division math courses. -Actively promote NSF Noyce Grant and Mark Bruce Fellowship for math students. -Math Subject Matter Program in place to help students meet subject matter requirements. -Further promote STEM Education Minor.	Admission offered to all qualified math applicants.
University of California, Santa Cruz	Math	2013-14	Yes	13				Admission offered to all qualified math applicants.
University of California, Santa Cruz	Math	2014-15	Yes	11				Admission offered to all qualified math applicants.
University of LaVerne	Math	2012-13	Yes	4	Yes			
University of LaVerne	Math	2013-14	Yes	4				
University of LaVerne	Math	2014-15	Yes	4				
University of Phoenix - CA	Math	2012-13	Yes	35	No			
University of Phoenix - CA	Math	2013-14	Yes	35				

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University of Phoenix - CA	Math	2014-15	Yes	30				
University of Redlands	Math	2012-13	No		Not applicable			
University of Redlands	Math	2013-14	No					
University of Redlands	Math	2014-15	No					

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University of San Diego	Math	2012-13	Yes	2	Yes	In 2012-2013, the department added 4 prospective mathematics teachers. The department attributes this addition to a sustained pipeline of University of San Diego (USD) students enrolled in the Mathematics approved program, as authorized by the California Commission on Teacher Credentialing. Additionally, the University has a Noyce Scholar program that provides scholarships to students who are preparing to be math and science teachers. Noyce scholars are provided with both financial awards and honorary recognition and thereby raising the profile of the program and encouraging future applications. Another strategy employed by the department has been increased recruitment efforts for our Masters Credential Cohort (MCC) Single Subject Credential program (offered as one (1) and two (2) year programs) with a special focus in areas of high need, including math and science. The MCC Program continues to operate on a reduced tuition plan, which has increased our programs viability. With the program continuing t	Our efforts are ongoing and the department recognizes that the moderate growth to date must be sustained and we will continue to work and grow our program in the coming years.	

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University of San Diego	Math	2013-14	Yes	2				
University of San Diego	Math	2014-15	Yes	2				

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University of San Francisco	Math	2012-13	Yes	12	No	We recruit candidates through a range of methods and media. We advertise in print, on radio, electronic media (websites, emails, etc.), at stops and within local public transportation systems (bus, subway), regularly advertised online chats, contact with our graduates, and distribution of program information through community agencies and county offices of education. We recruit through our undergraduate Dual Degree program and at recruitment fairs at other colleges/universities. We hold Information (recruiting) Meetings throughout the year where prospective candidates can meet faculty and be provided with information about what is required to teach in diverse K-12 California classrooms in terms of teacher knowledge and skills (including the requirements related to teaching the full range of English Language learners). California Commission on Teacher Credentialing (CTC) requirements for recommendation for a credential, and specific information about our credential program: requirements for admission, an i	We recognize our need to increase our recruiting efforts in reaching out to community agencies in order to attract more diverse candidates. We will continue to use the information and the broad range of recruitment systems listed above as a way of meeting our goals since it seems to the most effective vehicle to share our program with interested applicants. In addition, the department has just been given a new faculty line specifically for a STEM faculty member. The search is scheduled for fall 2014. 	

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University of San Francisco	Math	2013-14	Yes	10				
University of San Francisco	Math	2014-15	Yes	10				
University of Southern California	Math	2012-13	Yes	50	No	USC Rossier received fellowship support from the Noyce Foundation and Math for America for students preparing to teach mathematics.	By offering the MAT program online, the USC Rossier School has been able to expand its geographical reach, which has increased the program's ability to recruit and enroll prospective math teachers. In addition, external fellowship support has also enabled USC Rossier to increase math enrollment.	
University of Southern California	Math	2013-14	Yes	50				
University of Southern California	Math	2014-15	Yes	50				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of the Pacific	Math	2012-13	Yes	3	Yes	We cooperate with the Mathematics Department in providing information to mathematics majors about teaching as a career choice. We have attracted candidates for our twelve month master of arts and single subject program.	The mathematics department chair has significant experience in mathematics education. His work with mathematics majors to convey information about the single subject program is our first step. Our second step includes helping a group of community college students who were recruited as high school seniors to join the Teaching Apprentice Program (TAP), a joint program with the local County Office of Education, the local community college, and our university. The TAP program included academic advising at the community college, and a designated advisor in the Curriculum and Instruction Department and the Mathematics Department upon transfer to the university. We advertise our twelve month master of arts and single subject program at the Graduate Studies web site and our School web site.	The Mathematics Department has contributed one to three math majors and we have 2 students in the Teacher Apprentice Program now as juniors in 2012-13. Again, TAP students may elect to earn a credential at the local district internship program, or remain at the University of the Pacific. We had 3 student teachers in Foundational Mathematics during 2012-13.
University of the Pacific	Math	2013-14	Yes	4				We anticipate students from the Mathematics department and one or more students from the Teacher Apprentice Program (TAP) to enter the teacher education program at our University during 2013-14.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of the Pacific	Math	2014-15	Yes	4				Two students from the TAP program plan to complete a teaching credential at our University. Two others will complete a credential at an alternative certification program at the local County Office of Education. Other mathematics majors took the introductory pre-requisite course in teacher education in Fall 2012.
Vanguard University	Math	2012-13	Yes	1	Yes			
Vanguard University	Math	2013-14	Yes	1				We have seen a great increase in our math candidates these past several years, with this last year peaking at 13 math students. We believe the number of math candidates will average out to approximately 10 students per year in the following years, thus we do not anticipate more than 13 math students enrolling in the next few years.
Vanguard University	Math	2014-15	Yes	0				We've seen a great increase in our math candidates during the preceeding years. We do not anticipate a growing number of math students in the program for the next several years but we hopefully will keep an average of 13 math students for our small program.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Western Governors University - CA	Math	2012-13	Yes	4	Yes			We will continue the successful strategies that allowed us to meet our goal; however, we intend to place an even stronger focus in future years on higher graduation rates vs. enrollment increases.
Western Governors University - CA	Math	2013-14	Yes	5				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments.
Western Governors University - CA	Math	2014-15	Yes	6				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments.
Westmont College	Math	2012-13	Yes	1	Yes	We continue to give each academic department, including the Mathematics Department on the Westmont campus, a list of 10 steps their professors can take to encourage students to pursue a teaching credential in their particular subject.	We have worked to get updated information on departmental web-pages clearly indicating steps towards completing a credential at Westmont.	In addition to many one-on-one meetings, we meet annually (and formally) with all Westmont students interested in pursuing a single subject credential. Some of these students who earn a baccalaureate degree in Mathematics or other fields at Westmont go on to earn credentials in Mathematics and other fields at other colleges and universities in California.
Westmont College	Math	2013-14	Yes	2				Given the shortage of math teachers in California, we have recently been encouraging Liberal Studies majors with strong aptitude in mathematics to consider getting an added authorization in mathematics, or simply to switch from a Multiple Subject credential to a Single Subject credential in Mathematics.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Westmont College	Math	2014-15	No					Our current standing goal is one credential awarded annually. But there are so many variables, that we do not have a clear sense of how many credentials will actually be awarded.
Whittier College	Math	2012-13	Yes	5	No		Making stronger connections with the Science department to recruit students interested in teaching mathematics. Encourage math professors to advise their students about the careers in teaching mathematics to junior high and high school students.	Working with the HHMI grant for science and math. Undergraduates who are involved with this grant may increase our numbers as they become more interested in teaching and become graduate students interested in the Single Subject Credential program offered at WC.
Whittier College	Math	2013-14	Yes	3				
Whittier College	Math	2014-15	Yes	3				
William Jessup University	Math	2012-13	No					
William Jessup University	Math	2013-14	No					
William Jessup University	Math	2014-15	Yes	6				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Alliant International University	Science	2012-13	Yes	40	No			Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Science	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Science	2014-15	Yes	40				Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Antioch University	Science	2012-13	No					
Antioch University	Science	2013-14	No					
Antioch University	Science	2014-15	No					
Argosy University	Science	2012-13	No		Not applicable			
Argosy University	Science	2013-14	No					
Argosy University	Science	2014-15	No					
Azusa Pacific University	Science	2012-13	Yes	3	Yes			
Azusa Pacific University	Science	2013-14	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Azusa Pacific University	Science	2014-15	Yes	3				
Bard College	Science	2012-13	No					
Bard College	Science	2013-14	No					
Bard College	Science	2014-15	No					
Biola University	Science	2012-13	Yes	3	No	Continue to conduct Information sessions to incoming Freshman and prospective graduate students about earning a Science Credential. Sessions included information on the Teach Grant highlighting teacher shortage areas. Also, continued discussion with Science Faculty members to promote the Teacher Preparation program to Science majors.	Continued discussions with the Science Department lead to the planning stages for the Biological Sciences, Secondary Instruction major and the Physical Science, Secondary Instruction major. Proposals have been submitted to the Undergraduate Curriculum Committee.	
Biola University	Science	2013-14	Yes	4				
Biola University	Science	2014-15	Yes	4				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Brandman University	Science	2012-13	Yes	20	No		Although we didn't meet our goal this year for new students obtaining science credentials the number of candidates in our multiple subject program who are coming back and adding authorizations in science have increased. We continue to increase our outreach efforts at local community colleges. We are also focusing on recruiting candidates that recently obtained bachelor's degrees in science from surrounding institutions, were recently employed in science-related professions, or recently retired from science-related professions who may have an interest in obtaining a single subject credential in science. The job market plays a key role in which credential a prospective teacher pursues. The number of science teaching positions should continue to increase in the coming years as the economy and job market in California improves.	Given the job market during 2012-2013 the goal of adding 20 students was set high and although we added 6 new students to our program we did not meet our goal.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Brandman University	Science	2013-14	Yes	20				Districts are beginning to report anticipated teacher shortages in upcoming years. We are hoping this translates into increased enrollments.
Brandman University	Science	2014-15	Yes	20				As teachers retire and the economy improves there will be more opportunities for employment especially in science.
California Baptist University	Science	2012-13	Yes	0	Yes	An open invitation to undergraduates to attend an information session on careers in education Semester presentations to science classes by credential advisors Presentations to new and transfer students upon their arrival to campus	Credential advisors visited prerequisite courses with emphasis on earning science credential and the need for qualified science teachers at the secondary level Continue collaboration with the science professors to produce a single subject matter proposal for science to the California Commission on Teacher	It is our desire to maintain our goal of 1 science candidate as our focus on the undergraduate population will require prospective candidates time to complete their undergraduate coursework.
California Baptist University	Science	2013-14	Yes	1				Given the historically small size of our program coupled with our current recruitment strategies, it is our desire to add an additional science candidate to our program every-other-year.
California Baptist University	Science	2014-15	Yes	0				Given the historically small size of our program coupled with our current recruitment strategies, it is our desire to add an additional science candidate to our program every-other-year.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California Lutheran University	Science	2012-13	Yes	3	Yes	We continue to improve our relationship with the Science departments. Discussions have been held regarding creating a single subject Science program. we also work with CLU faculty to support future teachers.	We have brought a consultant on board to help us build a STEM program.	See above
California Lutheran University	Science	2013-14	Yes	5				See above
California Lutheran University	Science	2014-15	Yes	5				See above
California Polytechnic State University, San Luis Obispo	Science	2012-13	Yes	5	Yes			
California Polytechnic State University, San Luis Obispo	Science	2013-14	Yes	5				
California Polytechnic State University, San Luis Obispo	Science	2014-15	Yes	5				

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California State Polytechnic University, Pomona	Science	2012-13	Yes	9	Yes			The academic year is not yet completed to have an accurate response. The estimated number of INITIAL credential candidates is 18.
California State Polytechnic University, Pomona	Science	2013-14	Yes	6				The job market is beginning to turn around showing increased interest by students in the field. However, the beginning pay level will continue to hamper the highest level students from pursuing teaching credentials.
California State Polytechnic University, Pomona	Science	2014-15	Yes	6				
California State University, Bakersfield	Science	2012-13	Yes	12	Yes	-Kern County Superintendent of Schools T5 Recruitment Events -Noyce Fellowship Partnership with our Natural Sciences, Mathematics, and Engineering Department -Information Sessions		
California State University, Bakersfield	Science	2013-14	Yes	14				
California State University, Bakersfield	Science	2014-15	Yes	17				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Channel Islands	Science	2012-13	Yes	4	Yes	Science and STEM opportunities were focused on undergraduate students. STEM partnership allowed for local Science Carnival with CI students and local school district. Misti funds were used to fund student assistants for faculty and worked with school sites. We also provided training on the Next Generation Science Standards (NGSS)to faculty across departments to increase possible teacher candidates		Fall 2012: 4 science students seeking credential; two completed and two continued into the spring semester Spring 2013: 6 science students seeking credential Two will be completing, one part-time, three first semester students.
California State University, Channel Islands	Science	2013-14	Yes	4				At least 4 students are continuing in the program. Fall semester enrollment is low in science.
California State University, Channel Islands	Science	2014-15	Yes	5				We have two students moving forward in the fall of 2014 and our pre-requisite program has a large number of single subject students to increase our spring numbers, hopefully.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Chico	Science	2012-13	Yes	15	No	Recruited through undergraduate science clubs and organizations Continued advising for the new BA in Life Sciences with a track for teachers and the new BA of Arts in Natural Sciences designed to attract majors in Liberal Studies to add a foundational level science credential. Increased scholarships for science candidates in the areas of both recruitment and retention through Noyce Scholarships and MISTI monies. Awarded STEM grants to support recruitment and retention of candidates in STEM fields.	Improve advisement and advertisement for the new programs.	Our number fell three short of our goal. The numbers fluctuate in response to local hiring patterns.These numbers do not reflect the number of teachers we are preparing to teach math through authorizations and second credentials.
California State University, Chico	Science	2013-14	Yes	15				These numbers may fluctuate based upon local hiring patterns.These numbers do not reflect the number of teachers we are preparing to teach science through authorizations and second credentials.
California State University, Chico	Science	2014-15	Yes	15				These numbers may fluctuate based upon local hiring patterns.These numbers do not reflect the number of teachers we are preparing to teach science through authorizations and second credentials.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Dominguez Hills	Science	2012-13	Yes	9	No		Increase the number of presentations to Liberal Studies and science major students in other departments about teaching science in Middle School and High School and the programs available to help them achieve that goal. Information about and recruitment for the new (2014) on-line state-wide preparation program will be disseminated on campus and in the community.	
California State University, Dominguez Hills	Science	2013-14	Yes	10				
California State University, Dominguez Hills	Science	2014-15	Yes	7				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, East Bay	Science	2012-13	Yes	35	No		The total number of specialized science candidates was 17; the total number of general science candidates was 8. There is an opportunity to add a Foundational Level Science Credential program to increase the number of multiple subject teachers to add a math authorization.	
California State University, East Bay	Science	2013-14	Yes	35				
California State University, East Bay	Science	2014-15	Yes	35				
California State University, Fresno	Science	2012-13	Yes	50	No		Participating in a systemwide project, MSTI (Math, Science Teacher Initiative), to increase numbers of math and science teachers recommended for credentials.	
California State University, Fresno	Science	2013-14	Yes	50				Our goal is to sustain 50 per year.
California State University, Fresno	Science	2014-15	Yes	40				Adjusting goal to reflect a new credentialing process that allows candidates to add-on a credential by going directly to CCTC without going through the campus credential office.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Fullerton	Science	2012-13	Yes	32	No	Strategies for science candidate recruitment and support include: •scholarships •distribution of brochures throughout campus •articulation with undergraduate programs that are science-rich to promote science teaching as a career option •web-based video about science teaching •community college outreach presentations •outreach in Intro to Teaching and Careers in Chemistry courses about job opportunities for teachers of mathematics and science •summer internships with local informal science centers •An updated brochure on the Single Subject Credential Program was published this year. The CSUF Single Subject Credential Program is evolving in ways that we hope will support many of the national and global changes that are currently taking place in education. We are working to include Common Core	We have learned that it is critical to reach out to students both at community colleges as they are still deciding upon career pathways and at our own IHE in mathematics- and science-rich majors who are early in their program of study to generate interest in teaching (the major in geoscience and the minor in natural science). The science credential moved from the College of Natural Science and Mathematics to the College of Education in 2012. However, the single subject credential advisor meets with the undergraduate science advisor on a regular basis to coordinate recruitment and advisement efforts. This is followed up with opportunities to get involved with local mathematics and science education activities and scholarship opportunities for juniors/seniors planning to enter the credential programs. The Mathematics and Science Teacher Initiative (MSTI) website (ed.fullerton.edu/msti) serves as	We saw a small increase in the number of science credentials (30 to 31), still short of our goal of 34. Local school districts are still not hiring enough to provide access to teaching jobs for program completers.

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California State University, Fullerton	Science	2013-14	Yes	35				
California State University, Fullerton	Science	2014-15	Yes	35				
California State University, Long Beach	Science	2012-13	Yes	45	Yes	We admitted 44 candidates to the Single Subject Math Credential in 2012-13. To increase the number of prospective Math teachers, we used the following strategies: - Outreach to feeder community colleges, including on-site advising, Information Sessions, and Career Fairs; - Education Week, an intensive outreach effort on our own campus; - Retraining laid-off elementary teachers to become middle school Math and Science teachers - Implementation of grant-funded STEM modules in teacher credential program (UTEACH)	- Alignment of undergraduate science programs with Single Subject Credential program - State-approved subject matter program embedded in undergraduate majors - Science Education Option	

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Long Beach	Science	2013-14	Yes	45				We admitted 43 candidates to the Single Subject Science programs in 2013-14.
California State University, Long Beach	Science	2014-15	Yes	45				
California State University, Los Angeles	Science	2012-13	Yes	26	No	A variety of activities including: online media postings, campus information sessions and attendance at career fairs were used to recruit high quality candidates into shortage areas.	In addition to activities described for 2012-13; an increase in outreach at STEM Fairs and Career Fairs was increased. The Academic Division responsible for the preparation of science educators has been directed to develop a robust recruitment plan and is being provided with a reasonable budget to support recruitment activities.	We admitted 13 prospective teachers in science in 2012-13. The college has been without a Director for Student Services for five years. This void reduced unit capacity for coordinated recruitment.
California State University, Los Angeles	Science	2013-14	Yes	14				This number represents a 5% increase.
California State University, Los Angeles	Science	2014-15	Yes	15				This number represents a 5% increase. The college is currently conducting a national search to fill the Director for Student Services position. One primary responsibility will be the oversight of college-wide recruitment activities, with special emphasis on shortage areas.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Monterey Bay	Science	2012-13	Yes	1	Yes			
California State University, Monterey Bay	Science	2013-14	Yes	1				
California State University, Monterey Bay	Science	2014-15	Yes	1				
California State University, Northridge	Science	2012-13	Yes	24	No	The Michael D. Eisner College of Education fell short by 3 teachers in efforts to recruit prospective science teachers. The College will continue to try to recruit future science teachers through STEM and STEAM efforts as well as by increasing the amount of scholarship moneys to support aspiring teachers.		Recruitment of candidates via MSTI (Math Science Teacher Initiative) and STEM grants.
California State University, Northridge	Science	2013-14	Yes	18				Recruitment of candidates via MSTI (Math Science Teacher Initiative) and STEM or STEAM grants.

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California State University, Northridge	Science	2014-15	Yes	15				

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California State University, Sacramento	Science	2012-13	Yes	54	No	At the Sacramento campus, implementation of the CSU system wide Science Teacher Initiative to increase the number of science teachers has resulted in a systematic approach to this issue that includes the following strategies: - Increased, more efficient and effective student advising that is better coordinated across education and the subject matter disciplines; held in various venues (advising centers, office hours, email, twice yearly evening "information sessions"); "Roadmap to the math/science credential" produced and widely disseminated. Substantial scholarship support through MSTI and NSF Noyce Program for future science teachers. Support for passing required standardized subject matter exams through 1)peer mentor tutors, 2)check-out of test guides, 3)funding for test costs, 4)content-based courses offered just prior to test administration, with	In our experience over the past ten years in steadily increasing our numbers of science teachers, the following components are key: - Effective advising by knowledgeable faculty and staff, provided through multiple avenues - Scholarship and other funding widely available - Building an academic identity and peer support group around the science teaching profession - Content rich tutoring, workshops and other professional development	Over the last two years the Single Subject credential programs have had Fall semester admissions only.

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California State University, Sacramento	Science	2013-14	Yes	57				Although we continue to work with colleagues in the science subject matter area, we recognize that the number of candidates seeking credentials in this area have remained consistent over the last two years. We anticipate that there will not be any significant change during the upcoming year. Over the last two years the Single Subject credential programs have had Fall
California State University, Sacramento	Science	2014-15	Yes	25				Although we continue to work with colleagues in the science subject matter area, we recognize that the number of candidates seeking credentials in this area have remained consistent over the last two years. We anticipate that there will not be any significant change during the upcoming year. Over the last two years the Single Subject credential programs have had Fall semester admissions only.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, San Bernardino	Science	2012-13	Yes	10	No		We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. We are working more closely with the Liberal Arts program to encourage their students to pursue a teaching credential with CSUSB instead of transferring to another institution. We are also working to liaison more closely with the school districts we serve.	
California State University, San Bernardino	Science	2013-14	Yes	10				We did not meet our target for Fall 2013 for science teachers. We are continuing to improve our recruitment and marketing strategies. We have incorporated AVID and Co-teaching models. We have revised and updated our partnerships with the local school districts to aid in matching students to school sites. Additionally, starting Summer 2014, we are moving our timing of fieldwork/supervision courses to align with local school district calendars.
California State University, San Bernardino	Science	2014-15	Yes	10				

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California State University, San Marcos	Science	2012-13	Yes	8	Yes	1. MSTI-funded Learning Assistants Program 2. MSTI-funded student scholarships, namely for CSET tests and test prep, prerequisite coursework, and credential students with degrees in Math or Science. 3. Development of a Physics Education Option within the undergraduate Physics major. Connections to Chemistry faculty to renew efforts to make the CSUSM Chemistry waiver option available, or to redirect to a Chemistry option (mirroring Physics). A similar conversation has been sparked in Biology as well. 4. Outreach to present students not typically thinking to obtain a SS Science credential to “add on” to their original credential. This includes students in the SS Math, MS, and Special Education	1. Recognized through a small self-study that very few of our traditional SS credential students were CSUSM graduates, and conversely, very few CSUSM undergraduates with an interest in teaching pursued their credential at CSUSM. 2. Which led us to apply for (and be awarded) a NSF Noyce grant to provide scholarships to talented math and science undergraduates to complete their credential at CSUSM. 3. One particular lesson learned is that we are inefficient at advertising scholarships, and have more money to distribute than qualified applicants. Our School of Education outreach and marketing is inadequate.	
California State University, San Marcos	Science	2013-14	Yes	9				

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California State University, San Marcos	Science	2014-15	Yes	8				1. We expect to be funding 15 total Noyce Scholars during 2014-15, 6 of whom will be in their credential year. 2. We have initiated the development of a STEM Education Center housed in the School of Education. Its purpose will be primarily an administrative and student support center. Administrative to help manage grants and initiatives (like early teaching experiences); student support to host student clubs and support networks for applying for and completing the credential, as well as a location to disperse information for STEM scholarships and other financial supports. 3. The Noyce award included support to build out the already CSU-approved Internship credentialing process, to begin by Summer 2015.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Stanislaus	Science	2012-13	Yes	1	Yes	Increase the number of Foundation Level Credentials awarded in science through comprehensive outreach, recruitment and support efforts including, but not limited to, providing FLC information to undergraduate and credential teacher candidates, credentialed Alumni and Multiple and Single Subject Credential Holders. Fund ten $1,000 Future Science Teacher Scholarships. Recipients will complete 50 hours of early field work in area schools/tutoring programs and participate in the CSU Stanislaus Future Math and Science Teacher Club. Secondary Science Teacher will serve as mentor/advisor for Future Math and Science Teacher Club whose purpose is to develop a professional learning community (PLC) of pre-service math and science Teachers. Offer an Introductory Authorization in Science to Liberal Studies Majors with a science concentration. Liberal studies will		

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California State University, Stanislaus	Science	2013-14	Yes	1				
California State University, Stanislaus	Science	2014-15	Yes	1				
CalState TEACH	Science	2012-13	No					
CalState TEACH	Science	2013-14	No					
CalState TEACH	Science	2014-15	No					
Chapman University	Science	2012-13	Yes	5	Yes	1. Program information sessions 2. Attendance of College Career fairs 3. Website information		
Chapman University	Science	2013-14	Yes	5				
Chapman University	Science	2014-15	Yes	5				
Claremont Graduate University	Science	2012-13	Yes	0	Yes			Science Teachers at CGU normally do the Internship Program. We never plan to have science teachers in the traditional program. All goals related to the recruitment of science teachers is included in the alternative program

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Claremont Graduate University	Science	2013-14	Yes	0				Science Teachers at CGU normally do the Internship Program. We never plan to have science teachers in the traditional program. All goals related to the recruitment of science teachers is included in the alternative program.
Claremont Graduate University	Science	2014-15	Yes	0				Science Teachers at CGU normally do the Internship Program. We never plan to have science teachers in the traditional program. All goals related to the recruitment of science teachers is included in the alternative program.
Concordia University	Science	2012-13	Yes	2	Yes			
Concordia University	Science	2013-14	Yes	5				
Concordia University	Science	2014-15	Yes	3				
Dominican University of California	Science	2012-13	Yes	3	Yes	Merit scholarships established for recruitment.		The Department of Education is collaborating with the School of Natural Sciences to create a Science/Math Education Minor. We plan to submit an application for a Capacity Building grant from the Robert Noyce Teacher Scholarship Program through NSF. The overarching goal of the proposed project is to develop a science and math education minor to support students in the pursuit of a Science or Math Single Subject Preliminary Teaching Credential.

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Dominican University of California	Science	2013-14	Yes	3				Dominican University's Admissions and Education departments worked closely with our marketing team to develop new marketing materials and brochures. We also revised the content posted on our website to help prospective students learn about our teacher preparation programs. In addition to these marketing efforts, the Education department worked on revising our course content. Beginning Fall 2013, our teacher preparation program courses are new and improved.
Dominican University of California	Science	2014-15	Yes	3				Admissions recruits toward an overall goal. Admissions does not establish goals for Single Subject by subject area.

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Fresno Pacific University	Science	2012-13	Yes	1	Yes	A 6-unit tuition waiver is provided to candidates from the Fresno Pacific undergraduate or degree completion programs upon entrance into the credential program within two semesters of degree completion. A meeting of undergraduate program directors was held to communicate credential program requirements and provide advising assistance to undergraduates interested in pursuing teaching. A particular emphasis on the need for highly qualified science candidates was included.		

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Fresno Pacific University	Science	2013-14	Yes	5				Fresno Pacific University has entered into a partnership with the University of California - Merced to train math and science students who are currently in their STEM program. As part of the partnership agreement, students receive transfer credit for courses completed as part of their education minor and a 3-unit tuition waiver. The number of science teachers completing the program in 2013-2014 was larger than expected. The credential program director has shared the success of these candidates with their undergraduate program advisors as well as the demand for science teachers expressed by local school district administrators with undergraduate program advisors in order to encourage future applicants.
Fresno Pacific University	Science	2014-15	Yes	5				
Hebrew Union College	Science	2012-13	No					
Hebrew Union College	Science	2013-14	No					
Hebrew Union College	Science	2014-15	No					

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Holy Names University	Science	2012-13	Yes	5	No	Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Hold webinar which faculty constructed, describing our Credential Programs.	Continue building pathways from Undergraduate majors (Science) to Teacher Education programs Teacher Education and Undergraduate faculty have met with K-12 high school (academies) with focus on science in high schools. Emphasis science as a shortage area during monthly university Information Sessions. Continue to spread awareness of Teacher Apprenticeship Program, which includes shortage subject areas like science. Revise and improve current University website, Education pages.	
Holy Names University	Science	2013-14	Yes	5				
Holy Names University	Science	2014-15	Yes	3				
Hope International University	Science	2012-13	No		Not applicable			
Hope International University	Science	2013-14	Yes	2				

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Hope International University	Science	2014-15	Yes	4				
Humboldt State University	Science	2012-13	Yes	8	Yes	Teaching candidates from Elementary Education are offered methods courses in Secondary Education and specifically recruited into the science methods courses. Four candidates with previous multiple subject credentials enrolled in the science methods course. Foundational credentials in Math and Science are now offered in the State of California and Elementary Education Candidates are specifically recruited to apply. Outreach letters sent to every K-12 superintendent in the State of California to recruit para-professionals or teachers outside of their subject matter to earn a credential in a distance accessible program.	We offered science method courses to our Multiple Subject Credential graduates so that they could add a science authorization to their previous credential. We send outreach letters to k-12 superintendents in the State of California.	We added 11 prospective science teachers in 2012-2013.
Humboldt State University	Science	2013-14	Yes	8				We planned to add 8 prospective teachers in science in 2013-14, but only had 7 qualified applicants.

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Humboldt State University	Science	2014-15	Yes	10				We have added a second cohort of secondary credential candidates to accommodate applicants in the area of science.
La Sierra University	Science	2012-13	Yes	2	No			
La Sierra University	Science	2013-14	Yes	2				
La Sierra University	Science	2014-15	Yes	2				
Loyola Marymount University	Science	2012-13	Yes	5	Yes	Reached out to undergraduate science majors through their departments; hosted info sessions to target high school science teachers seeking a credential; visited numerous graduate school fairs; visited events hosted by local aerospace firms to identify potential career changers; hosted information sessions on campus; attended 2 California Forum for Diversity in Graduate Education forums.	Continue to: investigate publications tailored for those employed in the sciences; contact faculty Program Directors for honors science clubs to identify potential teachers; show how alumni of our science programs are succeeding in their schools.	N/A
Loyola Marymount University	Science	2013-14	Yes	5				N/A
Loyola Marymount University	Science	2014-15	Yes	5				N/A

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Mills College	Science	2012-13	Yes	1	No		We have developed a partnership with OUSD, KQED and Lawrence Hall of Science which will focus on bringing more Science majors to the TTS program and offer them additional support as they begin their student teaching.	
Mills College	Science	2013-14	Yes	5				
Mills College	Science	2014-15	Yes	8				
Mount St. Mary's College	Science	2012-13	Yes	2	No	Goal: Increase science candidates We continue to reach out to biology, chemistry, nursing, and physics departments to encourage undergraduate students who wish to teach K-12 to apply for the credential program. Outreach is fine but candidates are having great difficulty passing CSET.	Continue outreach to science departments at MSMC to encourage teaching as an option - more nursing students are enquiring about teaching. Encourage prospective teacher candidates from outside the college to consider science as a credential option. Continued outreach to inservice teachers in private schools to complete their	
Mount St. Mary's College	Science	2013-14	Yes	2				
Mount St. Mary's College	Science	2014-15	Yes	1				
National Hispanic University	Science	2012-13	Yes	4	No		CSET Prep for students needing subject matter.	

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National Hispanic University	Science	2013-14	Yes	2				
National Hispanic University	Science	2014-15	Yes	1				
National University	Science	2012-13	Yes	10	Yes			
National University	Science	2013-14	Yes	15				
National University	Science	2014-15	Yes	17				
Notre Dame de Namur University	Science	2012-13	Yes	4	Yes			We are on target.
Notre Dame de Namur University	Science	2013-14	Yes	2				
Notre Dame de Namur University	Science	2014-15	Yes	1				
Pacific Oaks College	Science	2012-13	No		Not applicable			
Pacific Oaks College	Science	2013-14	No					
Pacific Oaks College	Science	2014-15	No					
Pacific Union College	Science	2012-13	No					

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Pacific Union College	Science	2013-14	Yes	1				New college scholarship for teacher education students has increased the number of potential candidates, including the science areas of Biology and Chemistry.
Pacific Union College	Science	2014-15	Yes	1				
Patten University	Science	2012-13	Yes	6	No	Information nights on campus. Mailings to school districts and schools.		Need an additional person to help with recruitment.
Patten University	Science	2013-14	Yes	5				
Patten University	Science	2014-15	Yes	5				
Pepperdine University	Science	2012-13	Yes	6	Yes	Student advising for STEM courses was designed to target secondary candidates and encourage dual credentials.		
Pepperdine University	Science	2013-14	Yes	6				
Pepperdine University	Science	2014-15	Yes	6				
Point Loma Nazarene University	Science	2012-13	Yes	5	Yes	Encouraged current single subject candidates to consider added authorization in science. Encouraged current multiple subject candidates to consider added authorization in science.	Work with LEAs to identify current teachers to add authorization in science.	
Point Loma Nazarene University	Science	2013-14	Yes	5				

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Point Loma Nazarene University	Science	2014-15	Yes	5				
San Diego Christian College	Science	2012-13	Yes	1	Yes			
San Diego Christian College	Science	2013-14	Yes	1				
San Diego Christian College	Science	2014-15	Yes	1				
San Diego State University	Science	2012-13	Yes	8	Yes	The Math and Science Teacher Initiative (MSTI) is a program at SDSU for increasing the number of new math and science teachers. Strategies include CSET preparation classes, opportunities for tutors, fellowship programs, support for current students and financial assistance for students.	We have applied for a NOYCE grant to focus on recruiting new science teachers. We currently have a NOYCE grant to help develop master science teachers in our local school districts, our goal next year is to increase the number of new science teachers and place them in schools with the master science teachers we have prepared.	
San Diego State University	Science	2013-14	Yes	10				Our goal is to increase the number of science teacher credential candidates by 20% each year. In 2012-13, we had 8 teachers complete programs in science education, our goal for 13-14 was to increase the number to 10 teachers. We currently have 19 candidates enrolled in a science credential program at this time.

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San Diego State University	Science	2014-15	Yes	12				
San Francisco State University	Science	2012-13	Yes	10	Yes	Collaborated with personnel in the Center for Science and Math Education(CSME) to recruit more students. One credential faculty member who teaches science methods was awarded an NSF grant for release time to work with CSME. The grant also provided $10,000 Noyce scholarships to students choosing science teaching as a career.		
San Francisco State University	Science	2013-14	Yes	10				
San Francisco State University	Science	2014-15	Yes	10				
San Jose State University	Science	2012-13	Yes	3	Yes	We exceeded our goal.	Additional recruitment efforts through the College of Science.	We would like to add three more students for a total or 20.
San Jose State University	Science	2013-14	Yes	3				
San Jose State University	Science	2014-15	Yes	2				We would like to have a goal of 25 total.

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Santa Clara University	Science	2012-13	Yes	5	No	We worked with the NOYCE teacher fellowship program. Although we did add some science teachers, we did not meet our goal for 2012-2013.	We need to increase our outreach. We have already started to increase our outreach efforts for next year.	
Santa Clara University	Science	2013-14	Yes	5				
Santa Clara University	Science	2014-15	Yes	5				
Simpson University	Science	2012-13	Yes	1	Yes			
Simpson University	Science	2013-14	Yes	2				
Simpson University	Science	2014-15	Yes	2				

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Sonoma State University	Science	2012-13	Yes	32	Yes	Foundational Level Prep Course: After meeting with the Math, Science, Computer, and Technology departments' faculty in September 2011, we decided to continue in the Summer 2012 with one Foundational Level General Science Content and Methods course (3 units) in Sonoma County only. Additionally, we offered a physics course (2 units) for additional units for the candidates, as requested by the previous participants, and expanded the Institute to four weeks in length. Candidates were selected based on their science content knowledge and science teaching experience.   We also encourage credential candidates in the Multiple Subject Credential Program to add the Foundational Level General Science Credential to their newly-obtained MS credential; we do the same for our Single Subject credential candidates where more are taking the Science CSET to add to their newly-earned		

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Sonoma State University	Science	2013-14	Yes	54				
Sonoma State University	Science	2014-15	Yes	20				
St. Mary's College of California	Science	2012-13	Yes	2	Yes			
St. Mary's College of California	Science	2013-14	Yes	2				
St. Mary's College of California	Science	2014-15	Yes	2				
Stanford University	Science	2012-13	Yes	15	Yes	Recruiting sessions at Stanford and events nationwide; informing applicants of the Knowles fellowship, San Francisco Teacher Residency, loan forgiveness options for science teachers with Stafford and Perkins loans; promoting the Avery-Stanford forgivable loan and Woodrow Wilson fellowship.	We will continue recruiting sessions at Stanford and nationwide; informing applicants of loan forgiveness options for science teachers (i.e. Perkins and Stafford loans); increase contact with science departments at local universities; increase promotion of the Avery-Stanford forgivable loan and the Knowles fellowship.	
Stanford University	Science	2013-14	Yes	15				
Stanford University	Science	2014-15	Yes	15				

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Teacher's College of San Joaquin	Science	2012-13	No		Not applicable			
Teacher's College of San Joaquin	Science	2013-14	Yes	1				
Teacher's College of San Joaquin	Science	2014-15	Yes	1				
The Master’s College	Science	2012-13	No		Not applicable			
The Master’s College	Science	2013-14	Yes	4				
The Master’s College	Science	2014-15	Yes	3				

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Touro University	Science	2012-13	Yes	5	No	Single subject science candidates undertake an intensive study of the state adopted Common Core State Standards in the curriculum and instruction courses, EDU 775: Curriculum and Instruction: Secondary Methods I and EDU 777:Curriculum and Instruction: Secondary Methods II, through a series of observations in 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 principle 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	All science credential candidates need specific instruction both life and physical science curriculum strategies along with instruction on incorporating literacy in the content area of science.	

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Touro University	Science	2013-14	Yes	5				
Touro University	Science	2014-15	Yes	5				
United States University	Science	2012-13	Yes	2	No			
United States University	Science	2013-14	Yes	2				
United States University	Science	2014-15	Yes	2				
University of California, Berkeley	Science	2012-13	Yes	12	Yes	Recruitment, website information.	Given continuing budget constraints, we aimed for a slight increase - a combined (Math & Science) enrollment of 22, which was exceeded by 4. We enrolled 15 students in Math and 11 in Science, for a total of 26. It is difficult to achieve an even number of students split between Math and Science.	
University of California, Berkeley	Science	2013-14	Yes	12				
University of California, Berkeley	Science	2014-15	Yes	13				

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University of California, Davis	Science	2012-13	Yes	20	No	The program was 1 short of meeting its goal. Although the goal was not achieved, the Program continues to do targeted recruitment in this area by: -Continuing faculty contact to potential applicants in science and related disciplines; Continuing to invest in the mathematics and science undergraduate pipeline program; and Recruit for the NSF scholarship opportunity for mathematics applicants	Although it is beginning to improve, the state budget context in California and the impact on teacher hiring has had a significant dampening impact on the number applying to teaching credential programs in the State, including areas of previous shortage such as mathematics and science. We are pleased that our enrollments are holding steady.	
University of California, Davis	Science	2013-14	Yes	20				We will recommend for admission as many qualified applicants as we receive to yield a cohort size of 20-25.
University of California, Davis	Science	2014-15	Yes	20				

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University of California, Irvine	Science	2012-13	Yes	27	Yes	We remain interested in attracting strong candidates for Science credentials. To do so, we hold information sessions every other week and we have the Cal Teach Program for undergraduates including a satellite office on campus to serve the undergraduate population in STEM majors. We would like to maintain the largest possible cohort size in Science.		
University of California, Irvine	Science	2013-14	Yes	33				
University of California, Irvine	Science	2014-15	Yes	33				
University of California, Los Angeles	Science	2012-13	Yes	20	Yes			We enrolled 24 science candidates into our teacher education program in 2012 – 2013.
University of California, Los Angeles	Science	2013-14	Yes	15				Due to end of our IMPACT grant, we project a slight decline in applications to the Science pathway during the 2013 admissions cycle.
University of California, Los Angeles	Science	2014-15	Yes	6				

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University of California, Riverside	Science	2012-13	Yes	2	No	The Teacher Education has continued its cooperation with CalTeach, Science & Math Initiative (SMI), and has worked to increase scholarship opportunities for science students. Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. Information session for the Minor in Education and Teacher Education programs are now presented bi-monthly. Teacher Education continue to cooperate and works closely with the University of California Cal Teach Science & Math Initiative (SMI) and is currently offering a significant scholarship offered on a competitive basis to science and	Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. We have obtained funding through state and federal grants, including the UCR Math/Science Initiative grant, and the Noyce Scholars grant. Our University of California Cal Teach Science & Math Initiative (SMI) program continues preparing excellent high school math and science teachers. In collaboration with SMI, the UCR Teacher Education Program continues to develop close partnerships with County offices of education and school districts to increase mutual awareness of needs (hiring and curricular) between UCR and its local and regional communities.	The impact of the economic downturn in California may have played a part in the lower number of science candidates, and this trend has been noted across the State by the California Commission on Teacher Credentialing (CTC).

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University of California, Riverside	Science	2013-14	Yes	2				The Teacher Education program has experienced a change in administration and has hired a new Assistant Director of Teacher Education and Admissions Advisor. The new administrators continue to develop close relationships with county offices of education and school districts in Southern California. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its local and regional communities. Our new Assistant Director of Teacher Education continues to work with Development and the Financial Aid office to secure additional scholarships and grant opportunities for math candidates. Due to close partnerships with our local county offices, our 2013-14 candidates received intensive training for the new: Common Core (Mathematics and English-Language Arts), Next Generation Science, and English Language Development Standards.

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University of California, Riverside	Science	2014-15	Yes	2				The Teacher Education program has increased its marketing and recruitment in the region. Several scholarships specifically for recruiting new candidates have been identified and information distributed to all interested and eligible potential candidates. The economic downturn in California seems to have peaked and interest in becoming a teacher is on the upswing. With the new funding formula and accountability plan for California schools, many more positions are opening up across the Inland Valley region, which, in turn, helps in recruitment of new candidates.
University of California, San Diego	Science	2012-13	Yes	3	No	Cal Teach collaboration with Science Departments on recruitment for Science Education minor as well as coursework & field placements; financial support for credential/M.Ed. program.	Continue outreach through freshman seminars and faculty mentorships; streamline Science Education minor and to collaborate with departmental advisors. We are developing online preparation courses for entrance exams required by state (CSET) in addition to continuing existing goals	
University of California, San Diego	Science	2013-14	Yes	3				

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University of California, San Diego	Science	2014-15	Yes	3				
University of California, Santa Barbara	Science	2012-13	Yes	10	Yes	We more than met our goal and had the largest SST cohort. Half of the cohort had been part of CalTeach. The quality of the cohort was also exemplary, as shown by the awarding of Knowles Fellowships to two of our teacher candidates (only 30 awards were awarded nationally). Our undergraduate program, CalTeach recruits and mentors talented STEM majors and provides them with coursework and field placements and it was the second year of the Minor in Science and Mathematics Education. Since we more than met our goal in terms of numbers we focused on increasing the number of candidates in the physical sciences and received a $1.9 million dollar Noyce grant to help in that endeavor. That Noyce will not, however, affect the graduate certification program until the academic year 2014-2015.		

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University of California, Santa Barbara	Science	2013-14	Yes	2				In prior reporting we erroneously interpreted the question about expected number of prospective teachers and reported the total number we intended to enroll, which was 10. We only enrolled 6 in 2012-13 so we did not meet this goal, however the goal was not to "add" 10. We are now reporting how many prospective teachers we plan to add to the previous years' enrollment. 2013-14: 16 candidates applied, 13 were admitted, 11 enrolled
University of California, Santa Barbara	Science	2014-15	Yes	2				

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University of California, Santa Cruz	Science	2012-13	Yes	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 science education: current students also promote the program. -Recruit at CSU/UC Diversity Forums. -NSF Noyce Grant and Mark Bruce Fellowship to support science students enrolled in the MA/Credential program.	-Increase number of selected candidates from applicant pool. -Continue to promote Cal Teach program. -MA/Credential Advisor and Program Director recruit students from classes in science education: current students also promote program. -Actively promote NSF Noyce Grant for science students. -Further promote STEM Education Minor.	Admission offered to all qualified science applicants.
University of California, Santa Cruz	Science	2013-14	Yes	18				Admission offered to all qualified science applicants.
University of California, Santa Cruz	Science	2014-15	Yes	10				Admission offered to all qualified science applicants.
University of LaVerne	Science	2012-13	Yes	4	Yes			Previously identified Noyce Scholar Undergraduates. Working to identify and utilize other resources to encourage science teacher enrollment
University of LaVerne	Science	2013-14	Yes	4				

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University of LaVerne	Science	2014-15	Yes	4				
University of Phoenix - CA	Science	2012-13	Yes	20	No			
University of Phoenix - CA	Science	2013-14	Yes	20				
University of Phoenix - CA	Science	2014-15	Yes	20				
University of Redlands	Science	2012-13	No		Not applicable			
University of Redlands	Science	2013-14	No					
University of Redlands	Science	2014-15	No					

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University of San Diego	Science	2012-13	Yes	2	Yes	In 2012-2013, our program added 4 prospective science teachers to our Masters Credential Cohort (MCC) Single Subject Credential program (offered as one (1) and two (2) year programs) with a special focus in areas of high need, including math and science. The University's Noyce Scholars program has allowed us to recruit additional science teachers. The Noyce Scholar program provides scholarships to students who are preparing to be math and science teachers. Noyce scholars are provided with both financial awards and honorary recognition and thereby raising the profile of the program and encouraging future applications. Additionally, we have increased recruitment efforts for our MCC program, with a special focus on the high needs areas. The increased enrollment in math and science program areas has allowed us to split methods classes to allow content specific sections, an effort that serves to enhance the quality of the		While we have seen moderate growth in enrollment, we recognize that increasing our number of prospective teacher in the high needs areas is a priority for the department. We anticipate continuing our increased recruitment efforts in the coming year, but recognize that it may take several years before the growth potential of these changes are fully realized.

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University of San Diego	Science	2013-14	Yes	2				
University of San Diego	Science	2014-15	Yes	2				

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University of San Francisco	Science	2012-13	Yes	15	No	We recruit candidates through a range of methods and media. We advertise in print, on radio, electronic media (websites, emails, etc.), at stops and within local public transportation systems (bus, subway), regularly advertised online chats, contact with our graduates, and distribution of program information through community agencies and county offices of education. We recruit through our undergraduate Dual Degree program and at recruitment fairs at other colleges/universities. We hold Information (recruiting) Meetings throughout the year where prospective candidates can meet faculty and be provided with information about what is required to teach in diverse K-12 California classrooms in terms of teacher knowledge and skills (including the requirements related to teaching the full range of English Language learners). California Commission on Teacher Credentialing (CTC) requirements for recommendation for a	We recognize our need to increase our recruiting efforts in reaching out to community agencies in order to attract more diverse candidates. We will continue to use the information and the broad range of recruitment systems listed above as a way of meeting our goals since it seems to the most effective vehicle to share our program with interested applicants. In addition, the department has just been given a new faculty line specifically for a STEM faculty member. The search is scheduled for fall 2014.	

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University of San Francisco	Science	2013-14	Yes	10				
University of San Francisco	Science	2014-15	Yes	10				
University of Southern California	Science	2012-13	Yes	50	No	USC Rossier received fellowship support from the Noyce Foundation for students preparing to teach science.	By offering the MAT program online, the USC Rossier School has been able to expand its geographical reach, which has increased the program's ability to recruit and enroll prospective science teachers. In addition, external fellowship support has also enabled USC Rossier to increase science enrollment.	
University of Southern California	Science	2013-14	Yes	50				
University of Southern California	Science	2014-15	Yes	50				

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University of the Pacific	Science	2012-13	Yes	4	Yes	Our Master of Arts degree programs included candidates with biology majors who completed a credential for science with biological sciences emphasis. We continue to announce our Master of Art program for single subject credentialing on our department web site. We also have encouraged biology majors on our campus to consider teaching as a professional career.	Continue to make information available to science majors on our campus to consider teaching as a career choice. Our campus attracts students who are in programs for pre-pharmacy, pre-dentistry, and pre-health science careers.	We have 4 science candidates student teaching in the 2012-13 academic year. Students were graduate students from our Master's degree and single subject program.
University of the Pacific	Science	2013-14	Yes	4				We will continue to meet with faculty in science departments to help us to inform undergraduate students about our credential program. The Master's degree and credential program continues to be advertised at our School of Education web site. The Master's degree and credential program has been attractive to students in the Stockton area with bachelor's degrees in science fields.

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University of the Pacific	Science	2014-15	Yes	4				We will continue to meet with faculty in science departments to help us to inform undergraduate students about our credential program. The Master's degree and credential program continues to be advertised at our School of Education web site. The Master's degree and credential program has been attractive to students in the Stockton area with bachelor's degrees in science fields.
Vanguard University	Science	2012-13	Yes	1	No	Although we did not meet our goal for increasing science candidates, we were able to keep the same number of science students from our previous year goal of 6.		
Vanguard University	Science	2013-14	Yes	1				We've seen a great increase in our science candidates during the preceeding years. We do not anticipate a growing number of science students in the program for the next several years but we hopefully will keep an average of 6 science students for our small program.
Vanguard University	Science	2014-15	Yes	0				We've seen a great increase in our science candidates during the preceeding years. We do not anticipate a growing number of science students in the program for the next several years but we hopefully will keep an average of 6 science students for our small program.

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Western Governors University - CA	Science	2012-13	Yes	1	Yes			We will continue the successful strategies that allowed us to meet our goal; however, we intend to place an even stronger focus in future years on higher graduation rates vs. enrollment increases.
Western Governors University - CA	Science	2013-14	Yes	2				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments.
Western Governors University - CA	Science	2014-15	Yes	3				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments.
Westmont College	Science	2012-13	No		Not applicable			
Westmont College	Science	2013-14	Yes	1				Our current standing goal is one credential awarded annually. But there are so many variables, that we do not have a clear sense of how many credentials will actually be awarded.
Westmont College	Science	2014-15	No					

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Whittier College	Science	2012-13	Yes	5	No		Make stronger connections with the science department on campus. Hold more information meetings to educate students about the single subject credential in science and the program Whittier College offers that can begins for undergraduates in their junior year and culminate in the graduate program.	HHMI-funded (Howard Hughes Medical Institute)SMART Program (SMART = Science and Math in Research and Teaching) This program takes juniors/seniors interested in teaching and provides them with opportunities to conduct independent research in math/science field and extensive work with practicing high school math/science teachers.
Whittier College	Science	2013-14	Yes	3				In the upcoming year a freshman writing class is going to be offered related to science education/teaching & learning of science. This course will be paired with a course in education. The goal is to attract individuals who might pursue a career in science teaching.
Whittier College	Science	2014-15	Yes	3				
William Jessup University	Science	2012-13	No					
William Jessup University	Science	2013-14	No					

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Alliant International University	SpecEd	2012-13	No		Not applicable			
Alliant International University	SpecEd	2013-14	No					
Alliant International University	SpecEd	2014-15	No					

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Antioch University	SpecEd	2012-13	Yes	8	Yes	Los Angeles: Concerted efforts were put in place to increase our visibility within the greater Los Angeles community by adding social media campaigns in conjunction with our marketing department. Additionally an LAUSD recruiter joined our advisory board. Creating better access for our students for employment has been taken on and job postings are being made available to our candidates. Santa Barbara: Antioch University Santa Barbara advertises the advantages of its Multiple Subject-Education Specialist Mild/Moderate program to students at Santa Barbara City College, BA students here at Antioch, and students at other four-year universities in the area. Students are able to obtain the two credentials in one calendar year. Antioch also seeks out teachers with existing Multiple or Single Subject credentials to add the Education Specialist M/M credential.	We will continue to inform students that having an Education Specialist credential not only helps children in our schools, but also improves their employment prospects in the area.	
Antioch University	SpecEd	2013-14	Yes	11				

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Antioch University	SpecEd	2014-15	Yes	11				
Argosy University	SpecEd	2012-13	No		Not applicable			
Argosy University	SpecEd	2013-14	No					
Argosy University	SpecEd	2014-15	No					
Azusa Pacific University	SpecEd	2012-13	Yes	3	Yes			More interactions with school administrators and mentors at school districts allows the program to respond to district needs making our candidates more marketable.
Azusa Pacific University	SpecEd	2013-14	Yes	3				
Azusa Pacific University	SpecEd	2014-15	Yes	3				
Bard College	SpecEd	2012-13	No		Not applicable			
Bard College	SpecEd	2013-14	No					
Bard College	SpecEd	2014-15	No					
Biola University	SpecEd	2012-13	No		Not applicable			
Biola University	SpecEd	2013-14	No					

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Biola University	SpecEd	2014-15	Yes	15				
Brandman University	SpecEd	2012-13	Yes	40	No		Due to the existing state of the job market in education, we set a goal of 55 enrolled students, which we did not meet with 32 students added to the special education program. The market for education jobs in the state of California continues to be in a state of flux. Although a bubble of teacher retirements has been anticipated for quite some time, this has not yet occurred. Therefore, job openings have declined as teachers stay in their positions longer for economic reasons. We have also seen an increase in the number of teachers moving laterally in their districts, taking open positions as they are laid off.	We will continue working with program advisors to schedule students for program completion. We will also continue working with our clinical coordinators to find appropriate placements for students so they can finish their clinical work and file for their credentials.
Brandman University	SpecEd	2013-14	Yes	55				
Brandman University	SpecEd	2014-15	Yes	40				We are keeping our goal steady, as continued economic difficulties may hinder teacher retirements, and thus limiting the number of job openings for newly credentialed teachers

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California Baptist University	SpecEd	2012-13	Yes	3	Yes	Presentations to undergraduate prerequisite courses emphasizing the need for educational specialists at all levels Campus wide information sessions to promote all possible careers available in education	Requirement for all candidates to complete EDU 341/541: The Exceptional Child as a prerequisite to all preliminary programs for the credential program. This course requires fieldwork working with students with special needs and is successful in increasing the awareness to candidates of a career as an educational specialist.	
California Baptist University	SpecEd	2013-14	Yes	3				Requirement for all candidates to complete EDU 341/541: The Exceptional Child as a prerequisite to all preliminary programs for the credential program. This course requires fieldwork working with students with special needs and is successful in increasing the awareness to candidates of a career as an educational specialist.
California Baptist University	SpecEd	2014-15	Yes	3				Many candidates, both single subject and multiple subject cite EDU 341/541: The Exceptional Child as the reason they chose to pursue an educational specialist credential.

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California Lutheran University	SpecEd	2012-13	Yes	12	Yes	The Graduate School of Education continues to use the Federal Grant that funded tuition for 12 students in the Deaf and Hard of Hearing program. In addition, administration has worked closely with the Marketing and Graduate Admissions departments on increasing enrollment in the areas of need.	A new Marketing committee has been formed to develop strategies to recruit candidates in all Education Specialist programs.	In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this time.
California Lutheran University	SpecEd	2013-14	Yes	12				See above
California Lutheran University	SpecEd	2014-15	Yes	12				See above

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California Polytechnic State University, San Luis Obispo	SpecEd	2012-13	Yes	0	Yes			Since there have been no increases in the budget, the program has maintained its current program, i.e., a cohort of 20 candidates per year. In addition to the strategies used to achieve the goal described for the 2011-2012 year, in the 2012-2013 Academic Year, Special Education faculty have maintained contact via email, Facebook and various events in San Luis Obispo (e.g., the WALK for Autism) with former graduates . As former graduates have proved to be effective informal recruitment agents for our program, we are working to consciously maintain ties with them. Finally, in spring quarter all of our current candidates are making presentations in the community, at local and state conferences regarding autism and the inquiry projects they have conducted across the Academic Year. By creating this Cal Poly presence, they have indirectly raised the profile of our program in community and professional circles.

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California Polytechnic State University, San Luis Obispo	SpecEd	2013-14	Yes	0				In the 2013-2014 Academic Year, we anticipate a new tenure track faculty member in Special Education. While that faculty member will be replacing a current faculty member who has retired and no new program growth is anticipated, the new faculty member may well have additional ideas to share/implement in all areas related to instruction and recruitment.

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California Polytechnic State University, San Luis Obispo	SpecEd	2014-15	Yes	0				We were not successful in hiring a full-time tenure track faculty member in special education for the 2013-2014 AY. We were successful, however, in hiring a full-time tenure track faculty member in special education for the 2014-2015 AY to replace a faculty member who retired. We will search in the fall of 2014 for an additional a full-time tenure track faculty member in special education for the 2015-2016 AY as another retirement is anticipated. The new faculty members may well have additional ideas to share regarding recruitment and instruction. In addition, School of Education faculty have begun discussions about recruitment strategies.
California State Polytechnic University, Pomona	SpecEd	2012-13	Yes	23	No		(NOTE to Dr. Kelly: Goal on 2013 Title II report was 23, completer count is 7)	The academic year is not yet completed to have an accurate response. The new program is now in place and should generate larger numbers as there is less confusion as was in the transition phase. It is unclear at this point of the required standardized exams will hold some of the candidates up in completing the program.

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California State Polytechnic University, Pomona	SpecEd	2013-14	Yes	25				(NOTE to Dr. Kelly: Goal on 2013 Title II report was 25, initial credential teacher candidates ready for clinical practice count is 12) The number of initial candidates should remain relatively flat as our capacity is limited by the large number of candidates who also add on the special education credential
California State Polytechnic University, Pomona	SpecEd	2014-15	Yes	33				(Note to Dr. Kelly: 33 initial credential teacher candidates are completing core requirements this year.)
California State University, Bakersfield	SpecEd	2012-13	Yes	20	Yes	-Offering quarterly information sessions -Attending local school district recruitment or job fair activities -Developing newly organized website and flyers -Providing high quality test preparation for the CSET and RICA (by the Graduate Student Center and the Extended Univ.)		
California State University, Bakersfield	SpecEd	2013-14	Yes	25				

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California State University, Bakersfield	SpecEd	2014-15	Yes	30				
California State University, Channel Islands	SpecEd	2012-13	Yes	20	Yes	We had eight interns in the Educational Specialist program that increased our total numbers.		We have written the moderate/server authorization program and are awaiting approval. We aligned this new authorization with our current mild/moderate program standards and as a result students will only need to take one additional semester to have both the mild/moderate and moderate/sever authorization, if they choose. Our goal is to increase our number of students in our special education program by adding the moderate/sever credential.
California State University, Channel Islands	SpecEd	2013-14	Yes	18				We hope to have our new moderate/sever program approved and ready to admit for Spring 2015.
California State University, Channel Islands	SpecEd	2014-15	Yes	10				The numbers have decreased over the last two enrollment windows. The number of interns have also declined reducing the overall numbers.

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California State University, Chico	SpecEd	2012-13	Yes	40	Yes	Continued to recruit candidates into TQP grant-funded programs focusing on increasing special education candidate numbers (RTR, ITEC, Concurrent and Next Steps). Awarded grants to support recruitment and retention of candidates earning credentials for moderate/severe special education settings. Used technology to provide access to all courses for distance learners in our region. Developed a minor in special education for undergraduate education majors to provide a pipeline into the education specialist	Need to increase the number and quality of our special education school placements and recruit additional cooperating teachers. In addition, we need better advertisement and advisement strategies campus-wide to promote the Next Steps Program that recruits single subject candidates from majors across campus to earn credentials in their content area majors and special education.	We exceeded our goal by 1. These numbers do not include those students enrolled in special education authorizations (e.g. autism), add-on credentials, or minors leading to a credential.
California State University, Chico	SpecEd	2013-14	Yes	45				The rationale for this modest goal is the temporary admission hiatus for special education interns due to program redesign resulting from a lack of external funding support.
California State University, Chico	SpecEd	2014-15	Yes	55				The actual number might fluctuate based upon perceived teacher demand. These numbers do not include those students enrolled in special education authorizations (e.g. autism), add-on credentials, or minors leading to a credential

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California State University, Dominguez Hills	SpecEd	2012-13	Yes	54	No		The Divisions of Teacher Education and Special Education will hold joint Information Sessions for potential students. In addition, Special Education faculty will spend time in the Liberal Studies Dept. office advising undergraduate students, which will give them not only easy access to information, but allow them to plan further ahead in their academic careers for the Special Education program.	The surge of students who needed to complete the old Education Specialist Level I Credential before the state established deadline impacted the number of Special Education students in our program the previous year--now that the deadline has passed, the surge has ended, which impacted our enrollment in 2012-13AY.
California State University, Dominguez Hills	SpecEd	2013-14	Yes	30				
California State University, Dominguez Hills	SpecEd	2014-15	Yes	13				
California State University, East Bay	SpecEd	2012-13	Yes	25	Yes	CSUEB has a TED/SPED program in which candidates complete both a Multiple Subject and a Mild/Moderate or Moderate//severe /credential. In 2012-12 27 candidates completed both credentials		

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California State University, East Bay	SpecEd	2013-14	Yes	20				
California State University, East Bay	SpecEd	2014-15	Yes	15				Continuing with the TED/SPED program is essential to our program. Typically the candidates fulfill their SPED field practicum through Internship Credentials. The CTC has new requirements of 189 supervised hours for interns. The cost will impact CSUEB's ability to have SPED interns
California State University, Fresno	SpecEd	2012-13	Yes	50	Yes	Active recruitment.		
California State University, Fresno	SpecEd	2013-14	Yes	50				
California State University, Fresno	SpecEd	2014-15	Yes	50				

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California State University, Fullerton	SpecEd	2012-13	Yes	110	Yes	•New student organizations for early childhood special education and autism with collaboration from numerous departments across campus – undergraduate students were involved in workshops, webinars, community activities, and social groups to encourage interest and activism in the fields of early childhood special education and autism •Recruitment at local conferences and school districts through the I:DREEAM, AIMS, and STAR grants which support new early childhood, mild/moderate, and moderate/severe teachers as well as recruitment through the Intern program for all three program areas (early childhood, mild/moderate, and moderate/severe) •Improved, user-friendly website •Coordinator-model of support where students meet the candidates at the admissions interview, follow up with emails and phone calls, advise the students throughout the program, and meet with them in fieldwork and intern seminars •Pre-orientations held each	By following an organized tracking system with an assessment coordinator, students in each program are being coded correctly. This means that the program coordinators can monitor their progress throughout the program and support them along the way. Program coordinators also attend advisement sessions at the Center for Careers in Teaching to encourage undergraduates from diverse majors to consider early childhood special education. Several faculty presented at the Road to Teaching conference as well as the SCTA conference to recruit new special education candidates. The program will continue to respond to student inquiries in a timely manner, attend future teachers' events, and hold department events that allow prospective teachers to ask questions and spend time with faculty.	

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California State University, Fullerton	SpecEd	2013-14	Yes	125				
California State University, Fullerton	SpecEd	2014-15	Yes	125				
California State University, Long Beach	SpecEd	2012-13	Yes	66	Yes	We admitted 67 candidates to the Education Specialist credential program in 2012-13. Outreach to feeder community colleges, including on-site advising, Information Sessions, and Career Fairs; - Education Week, an intensive outreach effort on our own campus; - development of concurrent Special Ed - Gen Ed credential pathway for undergraduate Liberal Studies majors;	- awarded a CEEDAR grant to develop a dual credential program for Special Ed - Gen Ed over the next 3 years; - as elementary teachers continue to search for positions, many are returning for additional certification in Special Education; these teachers become highly desirable by our local district employers.	
California State University, Long Beach	SpecEd	2013-14	No					
California State University, Long Beach	SpecEd	2014-15	Yes	45				

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California State University, Los Angeles	SpecEd	2012-13	Yes	67	No	Credential advisors have held group information sessions. They have spoken in senior capstone courses in other colleges and attended high school counselor fairs.	The Academic Division responsible for the preparation of educators in special education has been directed to develop a robust recruitment plan and is being provided with a reasonable budget to support recruitment activities.	We admitted 49 prospective teachers in the area of special education in 2012-13. The college has been without a Director for Student Services for five years. This void reduced unit capacity for coordinated recruitment.
California State University, Los Angeles	SpecEd	2013-14	Yes	51				This number represents a 5% increase.
California State University, Los Angeles	SpecEd	2014-15	Yes	54				This number represents a 5% increase. The college is currently conducting a national search to fill the Director for Student Services position. One primary responsibility will be the oversight of college-wide recruitment activities, with special emphasis on shortage areas.
California State University, Monterey Bay	SpecEd	2012-13	Yes	2	Yes			
California State University, Monterey Bay	SpecEd	2013-14	Yes	2				

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California State University, Monterey Bay	SpecEd	2014-15	Yes	2				
California State University, Northridge	SpecEd	2012-13	Yes	30	Yes	The Michael D. Eisner College of Education recruits as many Special Education teachers as possible for initial and advanced credential programs in DHH, ECSE, M/M, M/S and authorizations in autism, resource specialist, and emotional disturbance. The department and program will continue to do so through increased grant and scholarship supports for prospective teachers.	See above.	
California State University, Northridge	SpecEd	2013-14	Yes	90				At least 30 teachers are recruited through the ACT R grant. However, more are added who do not receive this grant.
California State University, Northridge	SpecEd	2014-15	Yes	60				Many of our Education Specialist candidates are holders of a Multiple Subject and Single Subject Credentials.

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California State University, Sacramento	SpecEd	2012-13	Yes	96	Yes	- Monthly updates to SELPA Region 3 administrators on campus opportunities and deadlines - Outreach to districts regarding opportunities for para-educators via Region 3 meeting presentations - Extension of online presence with descriptors of programs, opportunities, application materials, etc. (http://www.csus.edu/coe/academics/credentials/index.html)	- SELPA Region 3 presentations and active participation should continue - Maintain and update online site - Continue with full Fall and Spring admits	The College of Education went above the anticipated number of admits by seven students for the 2012-13 academic year.

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California State University, Sacramento	SpecEd	2013-14	Yes	104				Although the CoE anticipated that we would be able to sustain the number of admits made during the 2012-2013 year, there was a slight decline in the overall number of admits made during the 2013-2014 term. The Early Childhood in Special Education and Bay Area Special Education Cohort admissions were suspended due to low enrollments in these areas, and no admits made during the spring 2014 term, which subsequently impacted the number of total overall admits made into Special Education programs.
California State University, Sacramento	SpecEd	2014-15	Yes	70				We will continue to strive for an annual 10% increase in special education candidates, with at least 45 first time credentialed-teachers. We are reviewing our fall admissions deadlines to determine what if anything extended time frames for fall or spring terms might have on overall admissions into the program.

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California State University, San Bernardino	SpecEd	2012-13	Yes	150	Yes	We have successfully maintained enrollment in the Special Education programs at CSUSB. The Special Education programs have developed a route for Multiple Subjects credential completers to enter into the Special Education program.		
California State University, San Bernardino	SpecEd	2013-14	Yes	150				We did not meet our target for Fall 2013 for Special Education teachers. We are continuing to improve our recruitment and marketing strategies. We have incorporated AVID and Co-teaching models. We have revised and updated our partnerships with the local school districts to aid in matching students to school sites. Additionally, starting Summer 2014, we are moving our timing of fieldwork/supervision courses to align with local school district calendars.
California State University, San Bernardino	SpecEd	2014-15	Yes	150				

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California State University, San Marcos	SpecEd	2012-13	Yes	25	Yes	Personal recruitment through past graduates.Personal recruitment through past graduates.	Emphasize the streamlined nature of the program – being able to obtain a Multiple Subject, bot Mild/Moderate and Moderate/Severe Education Specialist Credentials and an optional Master's degree in two years.	
California State University, San Marcos	SpecEd	2013-14	Yes	25				
California State University, San Marcos	SpecEd	2014-15	Yes	25				
California State University, Stanislaus	SpecEd	2012-13	Yes	1	No		Continue increasing the recruitment efforts on and off campus to targeted audiences.	Advertised the ASD added authorization option which began Fall 2012. Developed concurrent credential options with MSCP.
California State University, Stanislaus	SpecEd	2013-14	Yes	1				Developed concurrent credential options for Mild-Moderate Education Specialist/Multiple Subject areas. Advertised this concurrent credential option was to begin Fall 2013.
California State University, Stanislaus	SpecEd	2014-15	Yes	1				

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CalState TEACH	SpecEd	2012-13	No					
CalState TEACH	SpecEd	2013-14	No					
CalState TEACH	SpecEd	2014-15	No					
Chapman University	SpecEd	2012-13	Yes	3	Yes			
Chapman University	SpecEd	2013-14	Yes	3				
Chapman University	SpecEd	2014-15	Yes	3				
Claremont Graduate University	SpecEd	2012-13	Yes	0	Yes			Special Education Teachers at CGU normally do the Internship Program. We never plan to have special education teachers in the traditional program. All goals related to the recruitment of special education teachers is included in the alternative program.
Claremont Graduate University	SpecEd	2013-14	Yes	0				Special Education Teachers at CGU normally do the Internship Program. We never plan to have special education teachers in the traditional program. All goals related to the recruitment of special education teachers is included in the alternative program.

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Claremont Graduate University	SpecEd	2014-15	Yes	0				Special Education Teachers at CGU normally do the Internship Program. We never plan to have special education teachers in the traditional program. All goals related to the recruitment of special education teachers is included in the alternative program.
Concordia University	SpecEd	2012-13	Yes	12	No			
Concordia University	SpecEd	2013-14	Yes	12				
Concordia University	SpecEd	2014-15	Yes	12				
Dominican University of California	SpecEd	2012-13	Yes	12	Yes	Progress toward overall goal is supported by Merit Scholarships and a small amount of scholarship dollars designated for Special Education candidates.		
Dominican University of California	SpecEd	2013-14	Yes	16				
Dominican University of California	SpecEd	2014-15	Yes	16				Based on past data.

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Fresno Pacific University	SpecEd	2012-13	Yes	15	Yes	The Division of Special Education at Fresno Pacific University met on a recurring basis with the university's program representative teams across all three campuses (Bakersfield, Fresno, and Visalia) to direct recruitment efforts and reinforce representatives' abilities to discuss admission requirements, as well as to address any concerns with the communication of program options and obstacles toward full admission. Program directors host inquiries from potential candidates and support the admissions process to ensure full participation in teacher preparation programs. The division identified the Merced Regional Center of Fresno Pacific University as a viable venue to extend the program's service region and serve and recruit more potential teacher candidates. Representatives of the division began attending district- and community-based gatherings to inform the community of the program options. The advisory board was re-convened to enhance the integrity of the programs, identify teacher	The division seeks ongoing understanding of effective recruitment strategies including but not limited to a dialogue with at least one local school district to capitalize on training provided to Transition to Teach participants by the district and to be credited by the division. Program directors undertake ongoing presentations to potential candidates (e.g. the students in degree completion programs at Fresno Pacific University). A collaboration with Fresno Pacific University's degree completion program is underway to provide early preparation for candidates interested in participating in the division's preparation programs.	

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Fresno Pacific University	SpecEd	2013-14	Yes	7				Recruitment efforts are underway for a program director to oversee student progress in the education specialist teacher preparation programs to start at the Merced Regional Center of Fresno Pacific University in the fall 2014 semester.
Fresno Pacific University	SpecEd	2014-15	Yes	10				The division will benefit from the university's efforts to become eligible for the TEACH grant program. The program at the Merced Regional Center of Fresno Pacific University will benefit from ongoing dialogue with the University of California, Merced for the purposes of directing students into teaching careers from a baccalaureate program. The division chair has initiated dialogue with district representatives in the Merced area in order to facilitate increased visibility, awareness of the division's program options, and identification of effective recruitment routes.
Hebrew Union College	SpecEd	2012-13	No					

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Hebrew Union College	SpecEd	2013-14	No					
Hebrew Union College	SpecEd	2014-15	No					
Holy Names University	SpecEd	2012-13	Yes	10	Yes	Continued collaboration with our Special Education Community Advisory Council. Collaborate with Teacher Apprentice Program to identify secondary candidates for dual certification.	Emphasize Special Education as a shortage area during monthly university Information Sessions.	
Holy Names University	SpecEd	2013-14	Yes	10				
Holy Names University	SpecEd	2014-15	Yes	10				
Hope International University	SpecEd	2012-13	No					
Hope International University	SpecEd	2013-14	No					
Hope International University	SpecEd	2014-15	No					

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Humboldt State University	SpecEd	2012-13	Yes	30	No		The special education program revised course offerings to allow individuals who held a multiple or single subject credential to add a special education mild to moderate credential by completing one addition semester to meet the Education Specialist Program standards.	We added 22 special education teachers in 2012-2013.
Humboldt State University	SpecEd	2013-14	Yes	35				We had planned on preparing 35 special education teachers in 2013-2014, but only had 27 qualified applicants. The Special Education program has revised the schedule of course offerings to allow individuals who already hold a multiple subject or single subject credential to add a mild/moderate special education credential by completing one semester of coursework. Information regarding this opportunity has been disseminated to local school districts, previous credential completers, and Humboldt County Office of Education. Four teachers with previous credentials are candidates in the Mild to Moderate Education Specialist Preliminary Credential

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Humboldt State University	SpecEd	2014-15	Yes	25				Teachers who hold a multiple or single subject credential continue to have a reduced course load if they complete the Mild to Moderate Education Specialist Credential. A second credential program authorizing teachers to teach students with Moderate to Severe Disabilities is offered during the summer, increasing the number of qualified special education teachers.
La Sierra University	SpecEd	2012-13	No					
La Sierra University	SpecEd	2013-14	No					
La Sierra University	SpecEd	2014-15	No					
Loyola Marymount University	SpecEd	2012-13	Yes	5	Yes	Hosted info sessions for those interested in special education; attended graduate school fairs; coordinated efforts with the special education program to facilitate the process for students who want to transition from traditional education to special education; attended 2 California Forum for Diversity in Graduate Education forums; updated Special Education marketing materials.	Continue to: improve the special education website page; find ways to speak directly to undergraduate students in special education classes; streamline the course sequence for 2042 Credential holders who want to add a Special Education Credential; place ads in relevant magazines and educator newsletters.	New state guidelines on special education support requirements may impact enrollments and placements.

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Loyola Marymount University	SpecEd	2013-14	Yes	5				N/A
Loyola Marymount University	SpecEd	2014-15	Yes	5				N/A
Mills College	SpecEd	2012-13	Yes	4	Yes			
Mills College	SpecEd	2013-14	Yes	6				
Mills College	SpecEd	2014-15	Yes	8				

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Mount St. Mary's College	SpecEd	2012-13	Yes	2	Yes	Combined credentials for General Education and Education Specialist. Our goal is to increase the number of Education Specialists who are prepared and competent to teach students with special needs. We have reached out to our undergraduate and graduate students to assist them in creating a program that allows them to complete both their Elementary and Education Specialist credentials. The general and special education teacher preparation program directors designed and implemented more special education preparation training in the general education courses. For the past 3 years, we have been focusing on this. The Special Education Program Director who has worked with each director to determine which course needed to be enhanced to support the struggling student in the classroom. We have combined our general and special education seminar groups to ensure that all teacher candidates communicate about diverse learners, those with and without special needs. We have increased	We have revised our program to include general education and education specialist students in the same courses in order to a) increase the number of general education teachers who can work more effectively with special needs students and b) to attract more Education Specialist teachers by offering a program that better supports the challenges they face in the classroom. We also continue to monitor students' progress on Cal-TPE #4 (making content accessible for students with special needs), Cal-TPAs (adaptations for diverse learners) and supervised teaching to ensure that the skills learned in our classroom are being demonstrated and generalized in their classrooms. In addition, our candidates report to us informally that they have found this effort of special education integration to be extremely useful and meaningful. This task will be examined this coming year to possibly include it into their portfolio assessment.	Also advised students who were seeking employment and informed them of openings in the area of mild/moderate disabilities.

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Mount St. Mary's College	SpecEd	2013-14	Yes	16				We will add twelve new students in the new deaf and hard of hearing program and four other in the mild/moderate disabilities program.
Mount St. Mary's College	SpecEd	2014-15	Yes	15				DHH and Mild/Moderate will increase in number's for next year.
National Hispanic University	SpecEd	2012-13	Yes	15	Yes	Dual credential allowed enrollment to grow.		
National Hispanic University	SpecEd	2013-14	Yes	10				
National Hispanic University	SpecEd	2014-15	Yes	10				
National University	SpecEd	2012-13	Yes	30	Yes			Due to the economic downturn in California, the number of teacher candidate decreased but with additional funding planned for the next fiscal year, more candidates are enrolling each month.

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National University	SpecEd	2013-14	Yes	50				a. The Department of Special Education is continually revising and updating courses, key assignments, and projects to ensure our candidates are highly qualified. b. Program Annual Review Data is used to inform practice and improve programs.
National University	SpecEd	2014-15	Yes	60				
Notre Dame de Namur University	SpecEd	2012-13	Yes	4	Yes			We are on target
Notre Dame de Namur University	SpecEd	2013-14	Yes	2				
Notre Dame de Namur University	SpecEd	2014-15	Yes	1				
Pacific Oaks College	SpecEd	2012-13	Yes	3	Yes			
Pacific Oaks College	SpecEd	2013-14	Yes	10				
Pacific Oaks College	SpecEd	2014-15	Yes	15				
Pacific Union College	SpecEd	2012-13	No					

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Pacific Union College	SpecEd	2013-14	No					
Pacific Union College	SpecEd	2014-15	No					
Patten University	SpecEd	2012-13	No					
Patten University	SpecEd	2013-14	No					
Pepperdine University	SpecEd	2012-13	No					
Pepperdine University	SpecEd	2013-14	No					
Pepperdine University	SpecEd	2014-15	No					
Point Loma Nazarene University	SpecEd	2012-13	Yes	18	No	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	
Point Loma Nazarene University	SpecEd	2013-14	Yes	12				
Point Loma Nazarene University	SpecEd	2014-15	Yes	12				
San Diego Christian College	SpecEd	2012-13	No		Not applicable			

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San Diego Christian College	SpecEd	2013-14	No					
San Diego Christian College	SpecEd	2014-15	No					
San Diego State University	SpecEd	2012-13	Yes	60	Yes			
San Diego State University	SpecEd	2013-14	Yes	60				
San Diego State University	SpecEd	2014-15	Yes	60				
San Francisco State University	SpecEd	2012-13	Yes	65	Yes			
San Francisco State University	SpecEd	2013-14	Yes	65				
San Francisco State University	SpecEd	2014-15	Yes	665				
San Jose State University	SpecEd	2012-13	Yes	80	Yes			

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San Jose State University	SpecEd	2013-14	Yes	100				
San Jose State University	SpecEd	2014-15	Yes	75				
Santa Clara University	SpecEd	2012-13	No					
Santa Clara University	SpecEd	2013-14	No					
Santa Clara University	SpecEd	2014-15	No					
Simpson University	SpecEd	2012-13	No					
Simpson University	SpecEd	2013-14	No					
Simpson University	SpecEd	2014-15	No					
Sonoma State University	SpecEd	2012-13	Yes	30	Yes	General recruiting in the School of Education.		
Sonoma State University	SpecEd	2013-14	Yes	30				
Sonoma State University	SpecEd	2014-15	Yes	20				

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St. Mary's College of California	SpecEd	2012-13	Yes	20	Yes	We actually had more 20, but for reasons outlined below they do not appear on this report. In California, the Special Education credential is a basic teaching credential, but participants in our programs include elementary and secondary teachers who are adding special education to their existing authorization. However, as prior credential holders this production does not appear in the basic Title II report. It is not possible for us to predict how many participants in each year will fall outside the Title II definitions, so it will sometimes appear as if a goal was not met, as a portion is not on our completer list.	The program is working with several local school districts to establish opportunities to meet with paraprofessionals who have expressed a desire to acquire a Special Education teaching credential.	
St. Mary's College of California	SpecEd	2013-14	Yes	20				
St. Mary's College of California	SpecEd	2014-15	Yes	20				
Stanford University	SpecEd	2012-13	No					
Stanford University	SpecEd	2013-14	No					
Stanford University	SpecEd	2014-15	No					

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Teacher's College of San Joaquin	SpecEd	2012-13	Yes	1	Yes	Informing students of needs in area.	Continue educating perspective students in areas of need.	
Teacher's College of San Joaquin	SpecEd	2013-14	No					
Teacher's College of San Joaquin	SpecEd	2014-15	Yes	1				
The Master's College	SpecEd	2012-13	No					
The Master's College	SpecEd	2013-14	No					
The Master's College	SpecEd	2014-15	No					
Touro University	SpecEd	2012-13	Yes	25	No	By creating a program that meets the needs of Education in the 21st Century. Dual credentials, technology, and more time in a real life setting for our candidates. Ever changing and improving the quality of our overall programs, Education Specialist, Multiple Subject and Single Subject.	By offering a broad range of courses to fill the needs of the Education Specialist. In the Summer Semester 2013 Touro University CA, Graduate School of Education started a dual Teacher Credential Program that allows a student to obtain an Education Specialist and a Multiple Subject or Single Subject credentials simultaneously. This is meeting the needs of the state and districts changing structures for the Special Education programs.	
Touro University	SpecEd	2013-14	Yes	25				

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Touro University	SpecEd	2014-15	Yes	20				
United States University	SpecEd	2012-13	No		Not applicable			
United States University	SpecEd	2013-14	No					
United States University	SpecEd	2014-15	Yes	10				
University of California, Berkeley	SpecEd	2012-13	No					
University of California, Berkeley	SpecEd	2013-14	No					
University of California, Berkeley	SpecEd	2014-15	No					
University of California, Davis	SpecEd	2012-13	No					
University of California, Davis	SpecEd	2013-14	No					
University of California, Davis	SpecEd	2014-15	No					
University of California, Irvine	SpecEd	2012-13	No					

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University of California, Irvine	SpecEd	2013-14	No					
University of California, Irvine	SpecEd	2014-15	No					
University of California, Los Angeles	SpecEd	2012-13	No					
University of California, Los Angeles	SpecEd	2013-14	No					
University of California, Los Angeles	SpecEd	2014-15	No					

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, Riverside	SpecEd	2012-13	Yes	1	No		Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. The Minor includes three elective courses providing an introduction to special education. Recruitment for teacher education continue with the Minor in Education and regional recruitment fairs. The UCR Teacher Education Program continues to develop close partnerships with County offices of education and school districts to increase mutual awareness of needs (hiring and curricular) between UCR and its education community.	

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University of California, Riverside	SpecEd	2013-14	Yes	2				The Teacher Education program has experienced a change in administration and has hired a new Assistant Director of Teacher Education and Admissions Advisor. The new administrators continue to develop close relationships with county offices of education and school districts in Southern California. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its education community. Our Minor in Education has added a fourth elective course focusing on Special Education. The Minor continues to grow and helps promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. Information session for the Minor in Education and Teacher Education programs are now presented bi-monthly.

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University of California, Riverside	SpecEd	2014-15	Yes	2				The Graduate School of Education re-designed its Education Specialist credential programs. Candidates will now have the opportunity of completing a Masters in Education with a Special Education Emphasis while simultaneously earning one or two credentials (mild/moderate and/or moderate/severe) over 5 academic quarters. Candidates will now have the option of selecting a program from 6 new tracks that can will completed in 5 academic quarters or less. Summer scholarships are available to all M.Ed./ Education Specialist candidates. Recruitment for teacher education begins with our Minor in Education and continues with regional recruitment fairs. The UCR Minor in Education serves as a pipeline into our UCR Teacher credential programs. With early undergraduate advising/guidance, candidates have an opportunity to experience fieldwork and coursework that will help them meet intern eligibility requirements. Candidates in this

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University of California, San Diego	SpecEd	2012-13	Yes	0	Yes	Nationwide recruitment of qualified candidates; financial support for two-year MA program.	Continue to identify high quality field placement settings; early outreach to candidates regarding exams required for CA credentials.	
University of California, San Diego	SpecEd	2013-14	Yes	0				
University of California, San Diego	SpecEd	2014-15	Yes	0				
University of California, Santa Barbara	SpecEd	2012-13	Yes	11	Yes	In prior reporting we erroneously interpreted the question about expected number of prospective teachers and reported the total number we intended to enroll, which was 11. We only enrolled 12 in 2012-13 so we exceeded this goal. We are now reporting how many prospective teachers we plan to add to the previous years' enrollment.		
University of California, Santa Barbara	SpecEd	2013-14	Yes	0				
University of California, Santa Barbara	SpecEd	2014-15	Yes	2				

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University of California, Santa Cruz	SpecEd	2012-13	No					
University of California, Santa Cruz	SpecEd	2013-14	No					
University of LaVerne	SpecEd	2012-13	Yes	9	No			
University of LaVerne	SpecEd	2013-14	Yes	6				
University of LaVerne	SpecEd	2014-15	Yes	6				
University of Phoenix - CA	SpecEd	2012-13	No					
University of Phoenix - CA	SpecEd	2013-14	No					
University of Phoenix - CA	SpecEd	2014-15	No					
University of Redlands	SpecEd	2012-13	Yes	20	Yes			
University of Redlands	SpecEd	2013-14	Yes	30				
University of Redlands	SpecEd	2014-15	Yes	30				

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University of San Diego	SpecEd	2012-13	Yes	10	No		To increase our enrollments in future years, the addition of the Special Education option to our Masters Credential Cohort (MCC) program has become a priority for the department. Additionally, to insure that future growth can be sustained, the department is now in the process of hiring a new tenure-track faculty member who can continue to grow and support our Special Education candidates. Increasing our recruitment efforts to attract more prospective Special Education Teachers is a priority as the need for Special Education teachers continues to grow. Most recently, the department has received increased interest from school districts for Intern positions for our teacher candidates. We anticipate additional growth for this program in the coming years.	During the 2012-2013 academic year, the program saw a minor reduction in prospective Special Educations teachers. The reduction is attributed to the elimination of the 2-year Deaf and Hard of Hearing (DHH) cohort program offered in partnership with the John Tracy Clinic (JTC) in Los Angeles. 2012-2013 was the last year of our partnership with JTC and only students enrolling in the 1-year program completed a DHH program. We are proud of the work that we did in the DHH program with JTC. After 9 years, it was decided by both institutions that the program would be better served by partnering with a local institution of higher education (IHE) that was closer in proximity to the clinic. JTC continues to prepare DHH candidates in numbers commensurate with previous years'
University of San Diego	SpecEd	2013-14	Yes	2				
University of San Diego	SpecEd	2014-15	Yes	5				

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University of San Francisco	SpecEd	2012-13	No					
University of San Francisco	SpecEd	2013-14	No					
University of San Francisco	SpecEd	2014-15	No					
University of Southern California	SpecEd	2012-13	Yes	100	No	USC Rossier offers Special Education coursework to all students working towards their teaching credential or those who already have their teaching credential.	By offering the MAT program online, the USC Rossier School has been able to expand its geographical reach, which has increased the program's ability to recruit and enroll students interested in the Special Education credential. We offer this option to those seeking a teaching credential or those who possess a teaching credential.	
University of Southern California	SpecEd	2013-14	Yes	100				
University of Southern California	SpecEd	2014-15	Yes	100				

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University of the Pacific	SpecEd	2012-13	Yes	6	Yes	Encourage candidates to earn a Multiple Subject and Education Specialist Credential. We had 4 candidates reported in Section 1.e. Additionally, we had 4 additional candidates who earned an Education Specialist after holding a Multiple Subject Credential. thus, we had 8 total new Education Specialist recommendations. Also, our Multiple Subject and Education Specialist credential programs encourage candidates to earn dual credentials: Multiple Subject and Mild/Moderate Disabilities or Moderate/Severe Disabilities, Education Specialist (Special Education Credential). Though we counted the program completer once for this report, we actually had candidates complete two credentials. We also had three special education interns (see alternative route report.)	Our undergraduate degree program has presented the dual credential opportunities to candidates. Our undergraduate Liberal Studies major requires a concentration, including special education as a choice. This concentration of 12 units allows candidates to have introductory Education Specialist courses completed, making the completion of two credentials possible with careful planning.	We have 12 undergraduate and graduate students who in 2012-13 started the first two semesters of courses in the credential program for the Education Specialist program. The Curriculum and Instruction Department has provided information at Admissions events to explain the Special Education field and the opportunities for teaching in the field. This has led to an increase in the number of students who declared their interest in this credential. We have graduate candidates earning the Education Specialist Credential(s).

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University of the Pacific	SpecEd	2013-14	Yes	7				We will continue to inform prospective undergraduate students about the special education field. We have been emphasizing the possibility of earning a multiple subject credential and an education specialist (special education credential). We have students completing two credentials; however, the Multiple Subject credential is selected for our Title II report for those who earned a multiple subject (elementary) and an education specialist credential (special education).
University of the Pacific	SpecEd	2014-15	Yes	8				Our department has students earning dual credentials. For the Title 2 report on program completers, individuals are reported for one credential, though they earned two credentials.
Vanguard University	SpecEd	2012-13	No		Not applicable			
Vanguard University	SpecEd	2013-14	No					
Vanguard University	SpecEd	2014-15	No					

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Western Governors University - CA	SpecEd	2012-13	Yes	10	Yes			We will continue the successful strategies that allowed us to meet our goal; however, we intend to place an even stronger focus in future years on higher graduation rates vs. enrollment increases.
Western Governors University - CA	SpecEd	2013-14	Yes	7				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments.
Western Governors University - CA	SpecEd	2014-15	Yes	8				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments.
Westmont College	SpecEd	2012-13	No					
Westmont College	SpecEd	2013-14	No					
Westmont College	SpecEd	2014-15	No					
Whittier College	SpecEd	2012-13	Yes	5	No		This goal was not realistic as the Preliminary Education Specialist Mild Moderate Credential was officially approved in 2012 and the recruitment efforts were just beginning to bring in interested credential candidates.	In fall of 2012 we hired our Director the director of our Education Specialist credential program. Interest in the program has increased and many of our Multiple Subject credentialed teachers have come back to add a Mild/Moderate Education Specialist Credential.

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Whittier College	SpecEd	2013-14	Yes	3				By Fall 2013 we hope to have approval for the Moderate/Severe Education Specialist credential and to be offering a Master of Arts in Education with an emphasis in Education Specialist. Even though our numbers seem small for first time completers we have been credentialing many teachers who already hold an initial credential and have added the ES credential.
Whittier College	SpecEd	2014-15	Yes	5				Whittier College has been approved to offer the Moderate/Severe ES credential and will soon have approval to offer a Master of Arts in Special Education. These efforts should attract more students to our program.
William Jessup University	SpecEd	2012-13	No					
William Jessup University	SpecEd	2013-14	No					

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Alliant International University	LEP	2012-13	Yes	40	No			Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	LEP	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	LEP	2014-15	Yes	40				Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.

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Antioch University	LEP	2012-13	Yes	27	Yes	Los Angeles: Concerted efforts were put in place to increase our visibility within the greater Los Angeles community by adding social media campaigns in conjunction with our marketing department. Additionally an LAUSD recruiter joined our advisory board. Creating better access for our students for employment has been taken on and job postings are being made available to our candidates. Santa Barbara: All teachers prepared in California must be able to teach English language learners (ELLs) and all California teacher preparation programs must prepare candidates who are qualified to teach ELLs. We have worked to increase our enrollment and thereby improve the numbers of teachers who have earned an English Learner Authorization.		
Antioch University	LEP	2013-14	Yes	27				
Antioch University	LEP	2014-15	Yes	27				
Argosy University	LEP	2012-13	No		Not applicable			

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Argosy University	LEP	2013-14	No					
Argosy University	LEP	2014-15	No					
Azusa Pacific University	LEP	2012-13	Yes	0	Yes			Our programs prepare candidates for the English Language Learners Authorization per CTC regulations.
Azusa Pacific University	LEP	2013-14	Yes	0				
Azusa Pacific University	LEP	2014-15	Yes	0				
Bard College	LEP	2012-13	Yes	12	Yes	Embedded EL authorization in teacher education courses	Embedded EL authorization in teacher education courses	
Bard College	LEP	2013-14	Yes	15				
Bard College	LEP	2014-15	Yes	15				
Biola University	LEP	2012-13	Yes	76	Yes	Continued with fieldwork observation of 10 hours at a local high school and middle school. Field Placements are strategically selected in schools with high EL populations.	The fieldwork model put in place Fall 2011-12 was continued because of evidence of success for student learning.	All students completing the teacher preparation program will be authorized to teach English language learners. Therefore, the number indicated above is actually the total number of program completers for that academic year.

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Biola University	LEP	2013-14	Yes	70				All students completing the teacher preparation program will be authorized to teach English language learners. Biola's teacher preparation program averages a total of 70 program completers every academic year. Therefore, the number indicated above is the estimated number of program completers for 2013-14.
Biola University	LEP	2014-15	Yes	70				All students completing the teacher preparation program will be authorized to teach English language learners. Biola's teacher preparation program averages a total of 70 program completers every academic year. Therefore, the number indicated above is the estimated number of program completers for 2014-15.
Brandman University	LEP	2012-13	Yes	25	No			Although our program saw a decline in enrollments, our attention to the needs of English Language Learners did not change.

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Brandman University	LEP	2013-14	Yes	25				Due to the continued budget crisis in the state, we do not anticipate a large influx of candidates into the teacher education program for another year or so. Although we are starting to see a higher rate of retirements in the districts we serve, this has not yet translated into increased enrollments for our programs.
Brandman University	LEP	2014-15	Yes	25				Due to the continued budget crisis in the state, we do not anticipate a large influx of candidates into the teacher education program for another year or so. Although we are starting to see a higher rate of retirements in the districts we serve, this has not yet translated into increased enrollments for our programs.

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California Baptist University	LEP	2012-13	Yes	57	Yes	EDU 512. for multiple subject, and EDU 516 for single subject candidates are courses where candidates learn adaptations and strategies for working with English Language Leaners. EDU 519 for single subject candidates, and EDU 515 for multiple subject candidates includes training candidates to identify students English levels through CELDT test results and creating lessons using the SDAIE		The state of California requires all preliminary credential programs to prepare candidates to work with English Learners.
California Baptist University	LEP	2013-14	Yes	63				The state of California requires all preliminary credential programs to prepare candidates to work with English Learners.

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California Baptist University	LEP	2014-15	Yes	68				The state of California requires all preliminary credential programs to prepare candidates to work with English Learners. CBU candidates fulfill this requirement in EDU 512, for multiple subject, and EDU 516 for single subject candidates who learn adaptations and strategies for working with English Language Leaners. EDU 519 for single subject candidates, and EDU 515 for multiple subject candidates includes identifying students English levels through CELDT test results and creating lessons using the SDAIE format.
California Lutheran University	LEP	2012-13	Yes	4	Yes	Due to the California teaching credential regulations, course work to teach limited English proficient students is embedded in the program. All of our candidates, upon graduation, are eligible to teach English Learners.		In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this time.
California Lutheran University	LEP	2013-14	Yes	10				See above

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California Lutheran University	LEP	2014-15	Yes	10				See above
California Polytechnic State University, San Luis Obispo	LEP	2012-13	Yes	5	Yes	The Cal Poly School of Education faculty members ensure the integration of EL strategies in every education course, as well as plan the implementation of a Spanish/English bilingual authorization program.		For the 2013-14 academic year, our School of Education received approval from the California Commission on Teacher Credentialing to offer a Bilingual Authorization in Spanish that will begin admitting in the 2014-15 school year.
California Polytechnic State University, San Luis Obispo	LEP	2013-14	Yes	20				We plan to add 20 new candidates to our bilingual authorization program.

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California Polytechnic State University, San Luis Obispo	LEP	2014-15	Yes	20				In order to meet the evolving needs of teacher training, and to align our program to the revised EL standards from the California Commission on Teacher Credentialing, the Cal Poly Multiple Subject Credential Program engaged in a process of self-reflection and assessment. After completing a program review by examining data from School of Education Exit Surveys/ One Year Post-Surveys from former candidates, interviewing members of local school districts, and examining our course contents and course evaluations, the Cal Poly Multiple Subject Credential Program determined that we must take further measures to train teacher candidates to meet the needs of our changing population. As a result, the multiple subject faculty engaged in a series of meetings to develop a new course, EDUC 427 (Theories, Methods, and Assessment for First and Second Language Acquisition in Schools), which specifically addresses program revisions with regards to the instruction of English Learners and speakers of non-

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California State Polytechnic University, Pomona	LEP	2012-13	Yes	137	Yes			Instructional strategies for LEP students is a requirement for licensure in the State of California.
California State Polytechnic University, Pomona	LEP	2013-14	Yes	77				
California State Polytechnic University, Pomona	LEP	2014-15	Yes	102				
California State University, Bakersfield	LEP	2012-13	Yes	210	No			
California State University, Bakersfield	LEP	2013-14	Yes	200				
California State University, Bakersfield	LEP	2014-15	Yes	200				

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California State University, Channel Islands	LEP	2012-13	Yes	87	Yes	Increased public relations with participation in career days, visiting local community colleges, and visiting liberal studies classes, early childhood, and other educational courses targeted to becoming a teacher to increase our numbers.		This number reflects admitted students for Spring 2012 and Fall 2013
California State University, Channel Islands	LEP	2013-14	Yes	90				Every student admitted to our program is provided with strategies for instructing limited English proficient students throughout their teacher preparation program.
California State University, Channel Islands	LEP	2014-15	Yes	95				Every student admitted to our program is provided with strategies for instructing limited English proficient students throughout their teacher preparation program.
California State University, Chico	LEP	2012-13	Yes	40	Yes	All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program. Our enrollment is currently growing at a rate of 20% per year.	After five years of declining enrollment for all students across teacher education programs in California, we are experiencing growing enrollment trends.	

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California State University, Chico	LEP	2013-14	Yes	40				All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program.
California State University, Chico	LEP	2014-15	Yes	40				All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program.

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California State University, Dominguez Hills	LEP	2012-13	Yes	175	No		Students in Teacher Education programs take TED 415 (Multicultural Education in an Urban Context) and students in Education Specialist programs take SPE 481(Educating Diverse Learners with Exceptionalities for Education Specialist programs). In addition students take courses that focus on language development and second language acquisition (i.e., TED 407-Language Learning OR SPE 560-Language Disorders and Communication). These courses ensure that prospective teachers learn instruction of for their future limited English proficiency students. Increasing the numbers of prospective teachers will be accomplished by recruitment of undergraduate students on campus and at local community colleges.	
California State University, Dominguez Hills	LEP	2013-14	Yes	175				

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California State University, Dominguez Hills	LEP	2014-15	Yes	150				
California State University, East Bay	LEP	2012-13	Yes	200	Yes	Instruction of limited English proficient k-12 students is incorporated into the single and multiple subject credential. All candidates earning a credential receive the required hours of instruction for interns in the summer quarter before they begin their field practicum. Additionally, the field practicum requires evidence recorded by the master teacher, as well as the university supervisor, that the candidate is successfully implementing SDAIE (Specially Designed Academic Instruction in English) for both multiple and single subject candidates. Multiple subject candidates also demonstrate they can successfully teach targeted ELD (English Language Development) lessons.		
California State University, East Bay	LEP	2013-14	Yes	200				

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California State University, East Bay	LEP	2014-15	Yes	210				
California State University, Fresno	LEP	2012-13	Yes	390	No		1. Active recruitment 2. Expand Partner School program	
California State University, Fresno	LEP	2013-14	Yes	350				
California State University, Fresno	LEP	2014-15	Yes	350				

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California State University, Fullerton	LEP	2012-13	Yes	500	Yes	Strategies used include the use of the California Teaching Performance Assessment (TPA) in our multiple subject (elementary) and single subject programs; community websites for faculty to share EL learning strategies/instructional ideas/resources; using full-time faculty with specific research and teaching expertise in the area of working with English Language Learners to teach diversity and EL courses; candidates interview an EL student to learn their perspectives and experiences and relate these to course readings and discussions; candidates demonstrate the use of specific sheltered instruction strategies; guest speakers with an expertise in working with EL students provide presentations; podcasts are used to support candidates' understanding; candidates are provided with online resources; prerequisite courses.	Each department uses data collected by our CSU Survey, as well as other sources, to continually identify ways to improve LEP instruction. CSU data show an increase in the percentage of employers who find our candidates well or adequately prepared to meet the instructional needs of English Language Learners.	All of our programs are CLAD (Crosscultural, Language, and Academic Development) certified.
California State University, Fullerton	LEP	2013-14	Yes	200				All of our programs are CLAD (Crosscultural, Language, and Academic Development) certified.

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Fullerton	LEP	2014-15	Yes	200				As we transition into the era of the Common Core State Standards and with the recent (2012) adoption of new English Language Development Standards, our departments are well positioned to meet the needs of English Learners. We have taken several steps to ensure that all of our teacher candidates are able to meet the outcomes outlined by these standards: 1. Faculty have been trained in the new ELD Standards. 2. The Single Subject Credential Program uses a standardized lesson plan format that requires teacher candidates to discuss and explain the adaptations required for EL's 3. In EDSC 330, EDEL 325 and EDEL 434, teacher candidates are introduced to a variety of literacy strategies that are appropriate for supporting the needs of EL's. 4. IN EDSC 410 students develop expertise in meeting the needs of ELs.

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Long Beach	LEP	2012-13	Yes	514	Yes	The Elementary and Single Subject credential programs include intensive preparation for teaching English learners, and the license includes EL Authorization. Therefore, each candidate is a prospective teacher in limited English proficient students. We admitted 516 candidates to the Elementary and Single Subject credential programs in 2012-13. To increase the number of prospective teachers of ELs, we used the following strategies: - Education Week, an intensive outreach effort on our own campus; - Intrusive advising of undergraduates to ensure application to credential programs; - Multiple pathways into credentials: undergraduate subject matter programs, blended Multiple Subject and Credential program (ITEP), residency-type program (UTEACH), and traditional post-baccalaureate programs; - Increased outreach for Bilingual Authorization program.	Lessons learned in meeting goal: - Enrollment in credential programs continues to lag, especially in Multiple Subjects; - Faculty professional development in instruction of English learners aims to improves candidate knowledge and performance; - New Common Core State Standards for English Language Development are being infused into Methods coursework;	

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Long Beach	LEP	2013-14	Yes	300				We admitted 340 candidates into the Multiple and Single Subject credential programs in 2013-14.
California State University, Long Beach	LEP	2014-15	Yes	350				
California State University, Los Angeles	LEP	2012-13	Yes	247	No	A variety of activities including: online media postings, campus information sessions and attendance at career fairs were used to recruit high quality candidates into shortage areas.	Credential advisors have targeted senior capstone classes in other colleges for additional outreach activities	All teachers prepared at CSULA in Multiple Subject, Single Subject and Special Education are authorized to teach English learners. We admitted 150 prospective teachers for initial credentials during 2012-13.
California State University, Los Angeles	LEP	2013-14	Yes	158				This number is an anticipated 5% increase from 2012-13
California State University, Los Angeles	LEP	2014-15	Yes	166				This number is a 5% increase from the previous year.
California State University, Monterey Bay	LEP	2012-13	Yes	2	Yes			

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Monterey Bay	LEP	2013-14	Yes	2				
California State University, Monterey Bay	LEP	2014-15	Yes	2				
California State University, Northridge	LEP	2012-13	Yes	403	Yes	The Michael D. Eisner College of Education prepares all teachers in initial teacher preparation programs via curriculum that includes the English Learner requirement.		All teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.
California State University, Northridge	LEP	2013-14	Yes	415				All teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.
California State University, Northridge	LEP	2014-15	Yes	400				

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Sacramento	LEP	2012-13	Yes	250	Yes	Our goal was to have all admitted teacher candidates meet this goal; and this was achieved. This requirement is met through the infusion of language acquisition theory and culture into and across all coursework for Special Education, Multiple, and Single Subject candidates, as well as through a required course entitled: Bilingual Education: Introduction to Educating English Learners (EDBM 170 or EDS292A/B)	Per the California State law, Sacramento State, College of Education teaching credential program candidates are required to learn how to effectively instruct English proficient students through program coursework.	Sacramento State will prepare all teacher education candidates to meet this goal. Per the California State law, Sacramento State, College of Education teaching credential programs are required to identify Teaching Performance Expectations (TPE's) and instructional strategies in English proficiency; and all credential candidates must demonstrate they understand the TPE's and have skills and abilities to effectively instruct limited English proficient which are assessed through the Performance Assessment for California Teachers

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Sacramento	LEP	2013-14	Yes	250				Sacramento State will prepare all teaching candidates in this area. Per the California State law, Sacramento State, College of Education teaching credential programs are required to identify Teaching Performance Expectations (TPEs) and instructional strategies in English proficiency; and all credential candidates must demonstrate that they understand TPE's and have skills and abilities to effectively instruct limited English proficient students. All candidates are assessed and must successfully demonstrate their knowledge and abilities through the Performance Assessment for California Teachers(PACT).
California State University, Sacramento	LEP	2014-15	Yes	250				Per California State law all credential programs must ensure that all candidates are prepared to instruct limited English Proficient Students. The College of Education will continue to prepare candidates who are able to instruct limited English Proficient students.

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California State University, San Bernardino	LEP	2012-13	Yes	10	No		In Spring 2012, we received approval for our Bilingual Reauthorization, and developed new recruiting materials with this emphasis. We continue to struggle with identifying qualified fieldwork supervisors and fieldwork sites. We are continuing to liaison with local school districts to identify qualified sites and supervisors.	
California State University, San Bernardino	LEP	2013-14	Yes	10				
California State University, San Bernardino	LEP	2014-15	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, San Marcos	LEP	2012-13	Yes	0	Yes			State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, San Marcos	LEP	2013-14	Yes	0				State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."

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California State University, San Marcos	LEP	2014-15	Yes	0				State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."

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California State University, Stanislaus	LEP	2012-13	Yes	3	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. All of our teaching credential programs are designed to prepare candidates to meet the English Learner requirement. Many plans for modifying our credential preparation programs were made in response to Appendix A Transition plan for addressing revised standards related to teaching ELs. Strategies used in MSCP: 1) Introducing new ELD standards and proficiency level descriptors; and 2) Lesson plans in all methods courses will address the three levels of ELs and how instruction will differ for each level (emerging, expanding, and bridging, as well as life long learning).	Collect rubric scores on EL adaptations in lesson plans and TPAs. Use this data to determine areas of weakness. Provide students with more examples. Faculty continue to participate in program development opportunities to help them to provide current and research based instruction for ELs.	
California State University, Stanislaus	LEP	2013-14	Yes	1				We will continue to work on implementation of the new EL Standards through Fall 2015.

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California State University, Stanislaus	LEP	2014-15	Yes	1				
CalState TEACH	LEP	2012-13	Yes	500	Yes			
CalState TEACH	LEP	2013-14	Yes	500				All preliminary multiple subject program completers will receive the English Language Authorization that authorizes them to provide instruction to English learners.
CalState TEACH	LEP	2014-15	Yes	500				
Chapman University	LEP	2012-13	Yes	3	Yes	1. Program information sessions 2. Attendance of College Career fairs 3. Website information		
Chapman University	LEP	2013-14	Yes	3				
Chapman University	LEP	2014-15	Yes	3				
Claremont Graduate University	LEP	2012-13	Yes	20	Yes			
Claremont Graduate University	LEP	2013-14	Yes	20				
Claremont Graduate University	LEP	2014-15	Yes	20				

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Concordia University	LEP	2012-13	No					
Concordia University	LEP	2013-14	No					
Concordia University	LEP	2014-15	No					
Dominican University of California	LEP	2012-13	Yes	5	Yes	Merit scholarships established for recruitment of teacher candidates.		California State Standards have English Language Development standards that must be met by approved credential programs. Dominican University of California is approved by the California Commission on Teacher Credentialing
Dominican University of California	LEP	2013-14	Yes	5				In addition to these marketing efforts made in the 2012-2013 year, the Education department worked on revising all of our course content. Beginning Fall 2013, our teacher preparation program courses are new and improved.
Dominican University of California	LEP	2014-15	Yes	5				

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Fresno Pacific University	LEP	2012-13	Yes	100	No	The demographics of the central valley impact FPU's candidates' opportunities to put into practice the research-based strategies they learn in coursework. Practically all schools where candidates complete their clinical practice serve a highly diverse student population. All candidates teach in classes wherein English Learners are present; in some cases they are the majority group. Field-based assignments such as "Shadowing projects", case studies, and specific practice in utilizing SDAIE strategies provide opportunities for our candidates to develop a toolkit of effective strategies to meet the needs of English learners.		The English Learner authorization is embedded in both the general education and special education preparation programs.
Fresno Pacific University	LEP	2013-14	Yes	100				The English Learner authorization is embedded in both the general education and special education preparation programs.

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Fresno Pacific University	LEP	2014-15	Yes	130				In the central valley, we have seen a remarkable shift in the job market for teachers. Our enrollments have been increasing significantly for two years. This growth in our capacity to prepare teachers to meet the needs of all students, particularly English learners, provides us with the opportunity to prepare more teachers in 2014-15.
Hebrew Union College	LEP	2012-13	No					
Hebrew Union College	LEP	2013-14	No					
Hebrew Union College	LEP	2014-15	No					
Holy Names University	LEP	2012-13	Yes	150	Yes	Students in all Credential programs have a strong component of learning to teach English learners in all coursework	Faculty meetings have focused on strengthening of this component of all coursework. (Sample topics include academic language, English Development standards, primary language development (bilingual education).	
Holy Names University	LEP	2013-14	Yes	150				
Holy Names University	LEP	2014-15	Yes	120				

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Hope International University	LEP	2012-13	Yes	27	Yes			
Hope International University	LEP	2013-14	Yes	30				
Hope International University	LEP	2014-15	Yes	35				
Humboldt State University	LEP	2012-13	Yes	91	Yes	California requires that all teachers receive training for the instruction of limited English proficient students.		
Humboldt State University	LEP	2013-14	Yes	90				Humboldt hired new faculty with expertise in preparing teachers to teach limited English proficient students. We planned on adding 90 prospective teachers authorized to teach English Learners. We have 79 candidates in the credential programs at Humboldt State
Humboldt State University	LEP	2014-15	Yes	110				We added a second cohort of single subject credential candidates who will all be authorized to teach English Learners.
La Sierra University	LEP	2012-13	No					

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La Sierra University	LEP	2013-14	No					
La Sierra University	LEP	2014-15	No					
Loyola Marymount University	LEP	2012-13	Yes	7	Yes	Hosted information sessions for undergraduate students; attended numerous graduate school fairs; attended 2 California Forum for Diversity in Graduate Education forums; identified undergraduate Spanish majors; identified Chinese speakers for our Chinese bilingual program	Continue to: publicize the Chinese bilingual program in the local Chinese communities; find ways to speak to foreign language clubs at local undergraduate institutions.	New state guidelines for ELL instructors support may impact enrollment.
Loyola Marymount University	LEP	2013-14	Yes	7				N/A
Loyola Marymount University	LEP	2014-15	Yes	7				Changing state regulations concerning the ELL Authorization may impact our recruiting and enrollment.
Mills College	LEP	2012-13	Yes	48	Yes			
Mills College	LEP	2013-14	Yes	58				
Mills College	LEP	2014-15	Yes	66				

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Mount St. Mary's College	LEP	2012-13	Yes	30	Yes	Goal: To increase the number of teacher candidates who are proficient in addressing the needs of English Learners. The Mount St. Mary's College 2042 credential programs are designed to prepare candidates to meet the California Teacher Performance Expectations (TPE's) which are formatively assessed throughout the coursework and summatively assessed in the California Teacher Performance Assessment (Cal-TPA) and in the Final Reports of Supervised Teaching. The Teacher Performance Expectation (TPE)7: Teaching English Language Learners specifically measures the candidates' competence at meeting the needs of limited English proficient students including: understanding and applying theories, principles, and instructional practices for English Language Development; understanding how to adapt instructional practices to provide access to the state-adopted student content standards; and drawing upon student backgrounds and	We will continue to regularly monitor teacher candidates' performance on California Teaching Performance Expectation 7: Teaching English learners throughout our coursework and on the Teacher Performance Assessment (TPA) and Final Reports of Supervised Teaching as part of our ongoing assessment of student learning outcomes. We continue to enhance our instructional strategies to meet candidates' needs. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.	This year we continued to implement the redesign of our program to add an emphasis on Responsive and Inclusive Teaching. We enhanced our previous prerequisite course: EDU 253 into the new EDU 207: Teaching English Learners. The objectives of EDU 207 are: • Candidates will learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. • Candidates will be introduced to pedagogical theories, principles, and practices for English Language Development leading to comprehensive literacy in English. • Candidates will learn how to effectively use materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English and make satisfactory academic progress.

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Mount St. Mary's College	LEP	2013-14	Yes	30				We will continue to regularly monitor teacher candidates' performance on TPE 7 throughout our coursework and on the California Teaching Performance Assessments (TPA) and Final Reports of Supervised Teaching as part of our ongoing assessment of student learning outcomes. We continue to enhance our instructional strategies to meet candidates' needs. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.

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Mount St. Mary's College	LEP	2014-15	Yes	30				We will continue to regularly monitor teacher candidates' performance on TPE 7 throughout our coursework and on the California Teaching Performance Assessments (TPA) and Final Reports of Supervised Teaching as part of our ongoing assessment of student learning outcomes. We continue to enhance our instructional strategies to meet candidates' needs. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.
National Hispanic University	LEP	2012-13	Yes	30	Yes	Required course for all candidates. Demonstration in practicum and in performance assessment ensured candidates were prepared. Observations and engagement in classroom strategies.		
National Hispanic University	LEP	2013-14	Yes	20				On-track to meet goal.
National Hispanic University	LEP	2014-15	Yes	15				

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National University	LEP	2012-13	Yes	675	Yes			
National University	LEP	2013-14	Yes	708				2013/2014 may experience a strong increase in enrollment pending teacher retirements and implementation of Class Size Reduction (CSR) as per Governor Brown's Local Control Funding Formula proposed legislation in April 2013
National University	LEP	2014-15	Yes	743				
Notre Dame de Namur University	LEP	2012-13	Yes	100	Yes	All students are required to be proficient in instructing limited English proficient students. Pedagogy toward that goal is embedded throughout the program		
Notre Dame de Namur University	LEP	2013-14	Yes	0				
Notre Dame de Namur University	LEP	2014-15	Yes	0				
Pacific Oaks College	LEP	2012-13	Yes	5	Yes			
Pacific Oaks College	LEP	2013-14	Yes	10				
Pacific Oaks College	LEP	2014-15	Yes	15				

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Pacific Union College	LEP	2012-13	Yes	10	Yes	The inclusion of EL preparation through the Multiple and Single Subject credentials programs is mandated by the California Commission on Teacher Credentialing. EL strategies are integrated into all coursework and field experiences.		All candidates admitted to the Multiple and Single Subject credential programs are prepared to work with English Learners.
Pacific Union College	LEP	2013-14	Yes	20				All candidates admitted to the Multiple and Single Subject credential programs are prepared to work with English Learners.
Pacific Union College	LEP	2014-15	Yes	20				All candidates admitted to the Multiple and Single Subject credentials programs are prepared to work with English Learners.
Patten University	LEP	2012-13	Yes	10	Yes	Information nights. Mailings to school districts and schools. Attended some district fairs where we shared about out credential programs.		
Patten University	LEP	2013-14	Yes	15				
Patten University	LEP	2014-15	Yes	5				

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Pepperdine University	LEP	2012-13	Yes	50	Yes	Instruction of limited English proficient students is embedded in the teacher preparation coursework. All candidates receive training and experience in serving this student group.		
Pepperdine University	LEP	2013-14	Yes	50				
Pepperdine University	LEP	2014-15	Yes	50				
Point Loma Nazarene University	LEP	2012-13	Yes	100	No	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 all teaching sites. Increase recruiting efforts in local LEAs.	The Multiple, Single and Special Education Credentials are all required to include an authorization to teach English Language Learners.
Point Loma Nazarene University	LEP	2013-14	Yes	100				The Multiple, Single and Special Education Credentials are all required to include an authorization to teach English Language Learners.
Point Loma Nazarene University	LEP	2014-15	Yes	100				The Multiple, Single and Special Education Credentials are all required to include an authorization to teach English Language Learners.
San Diego Christian College	LEP	2012-13	Yes	5	Yes			

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San Diego Christian College	LEP	2013-14	Yes	5				
San Diego Christian College	LEP	2014-15	Yes	5				
San Diego State University	LEP	2012-13	Yes	300	Yes	All of our Teachers are prepared to teach limited English proficient students		
San Diego State University	LEP	2013-14	Yes	300				
San Diego State University	LEP	2014-15	Yes	300				
San Francisco State University	LEP	2012-13	Yes	200	Yes			
San Francisco State University	LEP	2013-14	Yes	200				
San Francisco State University	LEP	2014-15	Yes	200				

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San Jose State University	LEP	2012-13	Yes	250	Yes	100% of students are trained in instruction of limited English proficient students.		All candidates in our teacher preparation program must meet the state standards for teaching English Learners. Thus, all candidates finishing our programs are recommended for their credential which certifies them to work with an English Language Learner student population.
San Jose State University	LEP	2013-14	Yes	250				All candidates in our teacher preparation program must meet the state standards for teaching English Learners. Thus, all candidate finishing our programs are recommended for their credential which certifies them to work with an English Language Learner student population.
San Jose State University	LEP	2014-15	Yes	365				All credential candidates must be prepared in instruction of limited English proficient students.
Santa Clara University	LEP	2012-13	Yes	30	Yes	Our ELL training is embedded in our program.		
Santa Clara University	LEP	2013-14	Yes	30				
Santa Clara University	LEP	2014-15	Yes	30				
Simpson University	LEP	2012-13	No					

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Simpson University	LEP	2013-14	No					
Simpson University	LEP	2014-15	No					
Sonoma State University	LEP	2012-13	Yes	200	Yes			
Sonoma State University	LEP	2013-14	Yes	220				
Sonoma State University	LEP	2014-15	Yes	187				
St. Mary's College of California	LEP	2012-13	Yes	70	Yes	All credential completers in California have an authorization to teach limited English proficient students as a mandatory part of the preparation program.		
St. Mary's College of California	LEP	2013-14	Yes	70				
St. Mary's College of California	LEP	2014-15	Yes	70				

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Stanford University	LEP	2012-13	Yes	84	Yes	In the state of California the SB 2042 credential includes an English learner authorization. All students credentialed for a single or multiple subject credential will have this certification. It covers ELD and SDAIE. STEP also offers a bilingual authorization (formerly known as BCLAD) at the elementary level.		
Stanford University	LEP	2013-14	Yes	99				In the state of California the SB 2042 credential includes an English learner authorization. All students credentialed for for a single or multiple subject credential will have this certification. It covers ELD and SDAIE. STEP also offers a bilingual authorization (formerly know as BCLAD) at the elementary level.
Stanford University	LEP	2014-15	Yes	85				
Teacher's College of San Joaquin	LEP	2012-13	Yes	2	Yes	Recruitment strategies include program information to area districts. We meet with district personnel to share our program information and we keep our website up to date.	We continue to inform people in our area through networking and information meetings.	
Teacher's College of San Joaquin	LEP	2013-14	Yes	2				

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Teacher's College of San Joaquin	LEP	2014-15	Yes	2				
The Master's College	LEP	2012-13	Yes	11	Yes			
The Master's College	LEP	2013-14	Yes	17				
The Master's College	LEP	2014-15	Yes	16				

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Touro University	LEP	2012-13	Yes	20	Yes	At Touro University California, Graduate School of Education Teacher preparation program, candidates learn the purpose, goals and content of the adopted instructional program for the effective teaching and supporting English Learners and candidates understand the local and school organizational structures and resources designed to meet English Learners students' needs.	Candidates have sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional program for the effective teaching support of English Learners. Candidates record their observed lessons in the basic lesson format before discussing in seminar the local and school organizational structures and resources designed to meet English Learner students' needs. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a)English Language Development leading to comprehensive literacy in English; and (b) for development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English Learners. Beginning in the introductory courses. 	

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Touro University	LEP	2013-14	Yes	30				
Touro University	LEP	2014-15	Yes	30				
United States University	LEP	2012-13	No					
United States University	LEP	2013-14	No					
United States University	LEP	2014-15	No					
University of California, Berkeley	LEP	2012-13	Yes	62	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. Given continuing budget constraints, we aimed for a slight increase - an enrollment of 62, which was exceeded by 5.	
University of California, Berkeley	LEP	2013-14	Yes	64				
University of California, Berkeley	LEP	2014-15	Yes	66				
University of California, Davis	LEP	2012-13	Yes	138	Yes			All UC Davis program completers are prepared to instruct limited English proficient students.

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, Davis	LEP	2013-14	Yes	150				All UC Davis program completers are prepared to instruct limited English proficient students.
University of California, Davis	LEP	2014-15	Yes	150				
University of California, Irvine	LEP	2012-13	Yes	159	Yes			157 students began the program in 2012-13; at the start of winter quarter, fourteen students were either in need of more time to pass required exams, decided that teaching is not the right career pathway, or were counseled out by us because we did not think they possessed the necessary dispositions for teaching. We anticipate that 143 students will successfully complete the program this year.
University of California, Irvine	LEP	2013-14	Yes	210				With the economy stabilizing and many retirements anticipated, we are hoping that our applicant pool will return to its pre-recession levels.
University of California, Irvine	LEP	2014-15	Yes	210				

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, Los Angeles	LEP	2012-13	Yes	140	No			All preliminary credential candidates enrolled in the UCLA Teacher Education Program complete coursework and fieldwork that meet Commission on Teacher Credentialing Standards for addressing the needs of English Language Learners.
University of California, Los Angeles	LEP	2013-14	Yes	140				
University of California, Los Angeles	LEP	2014-15	Yes	136				

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, Riverside	LEP	2012-13	Yes	1	No	All UC Riverside program completers are prepared to instruct limited English proficient students.	Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. The Minor includes electives to train candidates in deliver instruction and services to English learners; some courses include opportunity of fieldwork. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. The UCR Teacher Education Program continues to develop close partnerships with County offices of education and school districts to increase mutual awareness of needs (hiring and curricular) between UCR and its education community. Increased recruitment, selection and support of fluent Spanish speakers interested in teaching as a career.	

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, Riverside	LEP	2013-14	Yes	2				The Graduate School of Education has experienced a change in administration and has hired a new Assistant Director of Teacher Education and Admissions Advisor. The new Administrators continue to develop close relationships with County offices of education and school districts in Southern California. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its local and regional communities. Information sessions for the Minor in Education and Teacher Education programs are now presented bi-monthly. Our new Assistant Director of Teacher Education continues to work with Development and the Financial Aid office to secure additional scholarships and grant opportunities for students pursuing a bilingual authorization. The UCR Minor in Education serves as a pipeline into our UCR Teacher credential programs. With early

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University of California, Riverside	LEP	2014-15	Yes	50				This goal reflects our revised understanding of the category. All UC Riverside program completers are prepared to instruct limited English proficient students. The Teacher Education program has recently revised its recruitment program and strategies to respond to the needs of the local and regional communities. Recruitment for teacher education begins with our Minor in Education and continues with regional recruitment fairs. The UCR Minor in Education serves as a pipeline into our UCR Teacher credential programs. With early undergraduate advising/guidance, candidates have an opportunity to experience fieldwork and coursework that will help them meet intern eligibility requirements. The Teacher Education program has hired a new Assistant Director of Teacher Education and Admissions Advisor. The new administrators continue to develop close

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University of California, San Diego	LEP	2012-13	Yes	0	Yes	Both MS and SS candidates are placed in classrooms with English learners, beginning with Foundations/prerequisite year; support for EL integrated throughout coursework; data on candidate performance in teaching academic language as part of PACT assessment required for licensure is reviewed by faculty on an on-going	N/A	
University of California, San Diego	LEP	2013-14	Yes	0				
University of California, San Diego	LEP	2014-15	Yes	0				

Institution	Area	Academic Year	Did your program prepare teachers in instruction of LEP?	How many prospective teachers did your program plan to add in instruction of LEP?	Did your program meet the goal for prospective teachers set in instruction of LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, Santa Barbara	LEP	2012-13	Yes	90	No	In prior reporting we erroneously interpreted the question about expected number of prospective teachers and reported the total number we intended to enroll, which was 90. We only enrolled 68 in 2012-13 so we did not meet this goal, however the goal was not to "add" 90. We are now reporting how many prospective teachers we plan to add to the previous years' enrollment. All candidates in the program are certified to teach limited English proficient students.	More information meetings, webinar information meetings, face-to-face meetings with UCSB campus departments, and new partnership with the Career Services department on campus.	Assessment: In ED 361 course, assessment is interwoven and integrated into learning tasks, projects, and discussions. In practical terms, all materials created by students both individually or in collaboration with peers (e.g., writings, projects, posters, etc.) can potentially be used as assessment outcomes. Please keep all the written assignments you create in ED 361. In addition, candidates' work will also be assessed according to the completion of the three main projects for the course. See table below for the description of the three main projects for the course. Please consult the ED361 GauchoSpace page regularly for due dates, assignments, and the outline of main topics for the course. Project Description Due Date Project 1: ELD Observation and Site Collaborative Categorical Program Monitoring Assessment: Peer Assessment Opportunity to get to know more about ELD and SDAIE programs in current placements and in the Santa

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University of California, Santa Barbara	LEP	2013-14	Yes	22				In prior reporting we erroneously interpreted the question about expected number of prospective teachers and reported the total number we intended to enroll, which was 90. We only enrolled 68 in 2012-13 so we did not meet this goal, however the goal was not to "add" 90. We are now reporting how many prospective teachers we plan to add to the previous years' enrollment. All candidates in the program are certified to teach limited English proficient students.
University of California, Santa Barbara	LEP	2014-15	Yes	20				All candidates in the program are certified to teach limited English proficient students.
University of California, Santa Cruz	LEP	2012-13	Yes	63	Yes	Approved SB2042 Program.		
University of California, Santa Cruz	LEP	2013-14	Yes	63				Approved SB2042 Program.
University of California, Santa Cruz	LEP	2014-15	Yes	95				Approved SB2042 Program.
University of LaVerne	LEP	2012-13	Yes	0	Yes			
University of LaVerne	LEP	2013-14	No					

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University of LaVerne	LEP	2014-15	Yes	6				
University of Phoenix - CA	LEP	2012-13	No					
University of Phoenix - CA	LEP	2013-14	No					
University of Phoenix - CA	LEP	2014-15	No					
University of Redlands	LEP	2012-13	No		Not applicable			
University of Redlands	LEP	2013-14	No					
University of Redlands	LEP	2014-15	No					
University of San Diego	LEP	2012-13	Yes	10	Yes	In 2012-2013, our program added 47 prospective Limited English Proficient Students. More importantly, all of our prospective teacher candidates are authorized to teach LEP students. The strategies used to increase the number of LEP candidates are synonymous with the strategies used to increase overall program enrollment and include the following: options for both one and two-year Masters Credential Cohort (MCC) program tracks, reduced tuition for the MCC program, and increased outreach and marketing		

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University of San Diego	LEP	2013-14	Yes	10				
University of San Diego	LEP	2014-15	Yes	10				

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University of San Francisco	LEP	2012-13	Yes	160	Yes	In the state of California, due to the diverse nature of our classrooms and the number of languages, other than English, spoken by our K-12 students, all teaching credential programs are required to prepare candidates to teach limited English proficient students. The preparation requires specific course work as well as practicum (classroom teaching) experience planning, teaching, analyzing assessments, and adapting or modify instruction to meet the needs of students with limited English proficiency. A state required Teaching Performance Assessment, which requires candidates to demonstrate their ability to teach English Language, learners must be passed in order for a candidate to be recommended for a preliminary teaching credential. We recruit candidates through a range of methods and media. We advertise in print, on radio, electronic media (websites, emails, etc.), at stops and within local public transportation systems (bus, subway), regularly advertised online chats, contact with our graduates,	We recognize our need to increase our recruiting efforts in reaching out to community agencies in order to attract more diverse candidates. We will continue to use the information and the broad range of recruitment systems listed above as a way of meeting our goals since it seems to the most effective vehicle to share our program with interested applicants.	All our candidates are prepared, through coursework and field practicum assignments, in instruction of the full range of English Language learners. Candidates receive faculty mentorship regarding instruction of English Language learners is embedded throughout the program. Candidates interested in pursuing a Bilingual Authorization (Spanish) receive additional advising and complete a Spanish language proficiency (written and oral) assessment to determine appropriateness for the programs. They complete two courses, taught in the language of emphasis, focused on teaching in bilingual classrooms: how to select and use appropriate methods and materials for instruction and assessment in bilingual classrooms and a course focused on language and culture. Sixteen (16) of our program completers earned Bilingual Authorization in addition to their credential.

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University of San Francisco	LEP	2013-14	Yes	140				
University of San Francisco	LEP	2014-15	Yes	140				
University of Southern California	LEP	2012-13	Yes	70	Yes	All course syllabi weave strategies for teaching English Language Learners throughout each course.		
University of Southern California	LEP	2013-14	Yes	70				
University of Southern California	LEP	2014-15	Yes	70				

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University of the Pacific	LEP	2012-13	Yes	285	Yes	All candidates must complete coursework for teaching limited English proficient students. All candidates have early field experiences and clinical experiences where they teach and interact with limited English proficient students. Program courses for Literacy Development and Content Area Literacy Development for Secondary Classrooms, and Teaching English Learners for multiple subject, single subject, and education specialist credential candidates provide knowledge and skills for English language development and academic language development.	Our program faculty review performance of candidates on the PACT teaching event for indicators related to academic language development. This review allows us to use data to review areas in the curriculum that will require revision or more attention in our program and courses for future candidates.	Potential program completers for 2012-13 are included in this number.Our program completers all have English Language Development authorization included with earning a multiple subject (elementary), single subject (secondary), and education specialist credentials.
University of the Pacific	LEP	2013-14	Yes	90				Potential program completers for 2013-14 are included in this number.Our program completers all have English Language Development authorization included with earning a multiple subject (elementary), single subject (secondary), and education specialist credentials (Special Education, mild/moderate or moderate/severe disabilities).

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University of the Pacific	LEP	2014-15	Yes	90				Potential program completers for 2014-15 are included in this number. Our program completers all have English Language Development authorization included with earning a multiple subject (elementary), single subject (secondary), and education specialist credentials (Special Education, mild/moderate or moderate/severe disabilities).
Vanguard University	LEP	2012-13	Yes	5	No			Because we train all of our teacher candidates in LEP, we did not meet our goal of adding 5 prospective teacher candidates in the 2012-2013 academic year, however we were able to add 2 additional candidates.
Vanguard University	LEP	2013-14	Yes	5				
Vanguard University	LEP	2014-15	Yes	3				
Western Governors University - CA	LEP	2012-13	Yes	2	Yes			We will continue the successful strategies that allowed us to meet our goal; however, we intend to place an even stronger focus in future years on higher graduation rates vs. enrollment increases.

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Western Governors University - CA	LEP	2013-14	Yes	3				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments.
Western Governors University - CA	LEP	2014-15	Yes	4				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments.
Westmont College	LEP	2012-13	No					
Westmont College	LEP	2013-14	No					
Westmont College	LEP	2014-15	No					
Whittier College	LEP	2012-13	Yes	3	No	All credential candidates in our Multiple, Single and Education Specialist teacher preparation programs receive instruction in working with limited English proficient students. Due to the current job market for teachers our enrollment numbers are down and we did not have as many completers as we were anticipating.	We are working with admissions in stepping up the marketing of our graduate program.	
Whittier College	LEP	2013-14	Yes	4				
Whittier College	LEP	2014-15	Yes	5				

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William Jessup University	LEP	2012-13	No					
William Jessup University	LEP	2013-14	No					
William Jessup University	LEP	2014-15	No					

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective general education teachers are prepared to effectively teach in urban and rural schools, as applicable.
Alliant International University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Antioch University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Argosy University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Bard College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Biola University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Brandman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, East Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Fresno	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective general education teachers are prepared to effectively teach in urban and rural schools, as applicable.
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Chapman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Concordia University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hebrew Union College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hope International University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
La Sierra University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Loyola Marymount University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mills College	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mount St. Mary’s College	Yes	Yes	Yes	Yes	Yes	Yes	Yes
National Hispanic University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
National University	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective general education teachers are prepared to effectively teach in urban and rural schools, as applicable.
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Union College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Patten University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Pepperdine University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Point Loma Nazarene University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Diego Christian College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Francisco State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Jose State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Santa Clara University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Simpson University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	No	Yes	Yes	Yes	Yes
Stanford University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Teacher's College of San Joaquin	Yes	Yes	Yes	Yes	Yes	Yes	Yes
The Master’s College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Touro University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
United States University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
University of California, Berkeley	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
University of California, Davis	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective general education teachers are prepared to effectively teach in urban and rural schools, as applicable.
University of California, Irvine	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
University of California, Los Angeles	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
University of California, Riverside	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Santa Barbara	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Santa Cruz	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
University of LaVerne	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of Phoenix - CA	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
University of Redlands	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of San Francisco	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
University of Southern California	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Vanguard University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Western Governors University - CA	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Westmont College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Whittier College	Yes	Yes	Yes	Yes	Yes	Yes	Yes
William Jessup University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
Alliant International University	Alliant's teacher education program includes intensive summative seminars that, in collaboration with fieldwork, address these areas throughout the program. A unique facet of the program pairs experienced local practitioners with candidates as field supervisors, utilizing the expertise of experienced teachers and their knowledge of the area to provide close one-on-one supervision during field placement. Additionally, classroom topics specifically address each of the areas described above. For example, instruction on teaching English language learners explores explicit and systematic English Language Development (ELD) instruction best practices. Seminar and coursework instruction topics are closely matched to the needs of today's teachers and students in their focus on geographic, socio-economic and learning diversity. Finally, the California TPAs target these areas.
Antioch University	Santa Barbara: Teacher candidates (both Multiple Subject and Education Specialist) participate in at least two placements while fulfilling their field experience and student teaching requirements. In at least one of these placements the candidate will be teaching many English learners. Each student teacher plans, under the supervision of university faculty and cooperating teacher, a two-week takeover of the class. Student teaching is paired with a professional seminar. PACT (Performance Assessment for California Teachers)is also required. In this assessment candidates must show that they meet the needs of all students in their class, including special needs, low income, and English learners. They must be able to include academic language in all their lessons to meet the needs of all students. Our Education Specialist program is a dual credential program in which the candidates earn both a Multiple Subject and a Education Specialist Mild/Moderate credential. These candidates must also be able to meet the diverse needs of their students. Additional teacher candidates are admitted into the Education Specialist M/M program with a Preliminary or Clear Multiple or Single Subject credential and earn a standalone Education Specialist credential.
Argosy University	Argosy University continues to utilize Class Live Pro (CLP), a real-time, web-based delivery system, allowing for all candidates at each of our four California locations to learn together in extended classrooms. Candidates attach a webcam to the top of their computers, and utilize a USB headset with microphone attached. Instructors receive thorough training in the usage of CLP, so that students can be engaged as if they were all in the same room. Accordingly, candidates may be anywhere in the world while taking the courses (i.e., on vacation or traveling for business purposes) and still fully participate, as long as they have Internet access.
Azusa Pacific University	The teacher education programs provide candidates with opportunities to learn ways in handling many different situations. Azusa Pacific University, located in Los Angeles County in Southern California provides many practical opportunities for our candidates to experience urban schools, limited English proficient students, provide instruction to children from low-income families and children with a variety of disabilities. The University has NCATE accreditation, and the Department of Teacher Education's preparation programs, are aligned to the NCATE diversity standard. The syllabi include program diversity goals. The department collaborate with the school districts to prepare teacher candidates to address the specific needs of all students. The credential programs ensure that all part-time and full-time course instructors are experienced practitioners in school districts and that all instructors and mentors assist candidates with the wide range of classroom management and concerns faced in the classroom. Candidates participate in fieldwork experiences and clinical practice in school districts providing the opportunity to examine instructional issues while participating in on-site field-based experiences. During coursework and clinical practice, candidates demonstrate their ability to plan and design academic learning experiences for students.
Bard College	Aggressive recruitment. high level of support for students enrolled from faculty and partners
Biola University	The certification program ensures that coursework includes specific instruction and assignments on differentiation of instruction for children with special needs, English learners, and children from low-income families. This is reinforced in 130 hours of fieldwork where candidates are intentionally placed in schools serving diverse populations.
Brandman	Most Brandman University campuses have an education Advisory Council composed of members of local education agencies. The council provides input to the

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
University	campus on the needs of local education agencies and this input helps guide decisions about teacher training. As an example of our responsiveness to a local need we were approached by several districts that expressed a need to obtain authorization for special education teachers in autism. We responded by providing courses to local districts through our extended education program. A cohort model was utilized in several districts to provide courses in the timeframe that met their requirements. Districts also approached us about offering English learner certification and we provided California Teachers of English Learners (CTEL) coursework through our extended education to meet their needs. Many of the instructors in the education program are practitioners in local school districts who help candidates explore the instructional decisions they may face in the classroom. Candidates participate in fieldwork experiences and student teach in local school districts so they are able to examine instructional issues while participating in these field-based experiences. Each campus also participates in local education advisory boards as well as various outreach efforts such as teacher job fairs, college and career fairs, BTSA advisory boards, Chambers of commerce education advisory committees, and other district committees. From these meetings, we learn what needs districts and the local communities have. At the twice-yearly meetings, input from committee members is generated regarding community and district needs. This information informs program development and offerings for each campus, and for the university as a whole. For example, from the advisory boards, we learned that local districts desired programs for the autism authorization and early childhood special education. Programs were written to meet this need. All credential candidates, general education and special education, take coursework that prepares them to teach in the core academic subjects. In addition, all credential candidates receive training in providing instruction for children with disabilities. Candidates take EDUU 511 Collaboration for Inclusive Schools which prepares candidates to address the needs of students with disabilities. The course addresses disabilities, strategies for working with students and with families as well as the legal aspects of special education. The course involves extensive fieldwork. Core content courses also incorporate strategies for universal access as a part of lesson and unit planning. Strategies for meeting the needs of limited English proficient students are embedded into all credential courses. Candidates work one-on-one with an English learner in their literacy courses to gain experience assessing student performance and developing appropriate instructional interventions based on student need. All our credential courses were updated in Fall of 2013 to include relevant information about the Common Core State Standards. Faculty are in a process of continuously updating courses as new information becomes available about the Common Core.
CalState TEACH	To ensure that CalStateTEACH prepares teachers meet the needs of local educational agencies and school partners, the program consults with its stakeholders at its advisory board meetings, attends monthly meetings at regionally specific County Offices of Education, participates in Beginning Teacher Support and Assessment (Induction)/IHE Collaborative by region, and consults regularly with the Directors and Assistant Superintendents of Human Resources. These collaborations ensure that the program is aware of local staffing trends, curriculum initiatives, and other needs of the schools. CalStateTEACH provides a standards based teacher preparation program utilizing as its frameworks the California Standards for the Teaching Profession, the California Academic Content Standards, the Common Core State Standards, and the California Curriculum Frameworks. Candidates study specific modules on content pedagogy, use an academic content standards based lesson and unit planner, and demonstrate their teaching proficiency in the eight content areas of the elementary curriculum in supervised clinical practice and the four core content areas in the California Teacher Performance Assessment. CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching English Learners and special populations in a general education classroom in a spiraling, reiterative curriculum. Their readings in Echevarria and Graves (Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities), Herrell and Jordan (Fifty Strategies for Teaching English Language Learners) and Lewis and Doorlag (Teaching Special Students in General Education Classrooms) and thirteen electronic IRIS modules (http://iris.peabody.vanderbilt.edu/index.html)containing print materials, streaming video, and activities form the foundation of their understandings. The focus of these studies is three-fold: 1) to promote the concept that educating English Learners and special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	climate of instruction for English Learners and special populations in the general classroom. The importance of students' family and cultural backgrounds is emphasized throughout the program and specifically explored in a number of activities. As candidates begin to look at learner characteristics to guide instruction, they complete an IRIS module focused on culturally responsive teaching, linguistic needs that can affect instruction, and supportive ways to encourage family members and the community to become more involved in school matters. To understand the impact of poverty on schooling and the nature of urban and rural schools, several activities engage candidates in an exploration of the community so they understand the context in which their students live and can make connections between their backgrounds and the curriculum. Candidates also explore strategies such as oral history as ways to engage and validate the experiences and expertise families can contribute to effective instruction.
California Baptist University	Once per semester each program holds an advisory meeting. Participants include full-time faculty, adjunct faculty, master teachers, employers,student candidates and professionals from other institutions. Program data and course content is reviewed to analyze candidate preparation for meeting the needs of special needs, English learners, students from low income and urban or rural areas. Faculty then adapt assignments or practice in methods course based on the suggestions and recommendations of the advisory committee.
California Lutheran University	During the past five years, the Department of Teacher Education has focused on purposeful placement of our candidates in two professional development school (PDS) partnerships. Schools which were approached to become PDSs were chosen specifically because of their diverse student population, strong collaborative culture, and administrative and teacher leadership. In addition, the PDS veteran teachers on those campuses serve as adjuncts as well as evaluators for the Teacher Performance Assessments (TPAs).
California Polytechnic State University, San Luis Obispo	The Single Subject Program embeds strategies for general education teachers in coursework, providing multiple and systematic instruction for children with disabilities, with limited English proficiency, and from low-income families in urban and rural schools. The PACT Teaching Event provides a culminating experience that includes the context for learning, which impacts planning and instruction in each subject area. The Multiple Subject Program courses present all subjects with a multicultural perspective that specifically integrates teaching limited English proficient students. The School of Education is currently reviewing all teacher education programs with an emphasis on meeting 21st Century professional teaching standards. Review efforts are focused on addressing standards as they relate to teacher leadership, assessment, differentiation of instruction, diversity, and classroom management. The Special Education Program tracks the identified needs of graduates' employers to monitor the types of positions graduates obtain and the requirements of those positions. Candidates work in schools every quarter. In addition to methods coursework, candidates are required to complete a reading course and its fieldwork component. During coursework and student teaching, candidates demonstrate their ability to plan and design academic learning experiences for students with mild/moderate disabilities.
California State Polytechnic University, Pomona	Successful strategies are embedded in our curriculum. Teacher candidates in the Multiple and Single Subjects credential programs are required to take EDS 403 - Introduction to Special Education as part of their preliminary credential course requirements. Courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. Teacher candidates in the Education Specialist Program (special education) take course in the core content areas with the same subject matter content as those in the Multiple Subject program (Elementary Education). This ensures the depth and breadth of subject matter knowledge appropriate for the elementary school. Teacher candidate aspiring to earn a special education credential designed for secondary schools must also meet subject matter competence in the same manner as other secondary education candidates. They can pass the state subject matter exam in the area (CSET) or take coursework in a subject matter waiver program.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings, as well as legal mandates regarding English learners. TED 407 has been moved to the pre-requisite category. This change is in direct response to the data that revealed a need to provide a strong foundation for embedding pedagogy with strategies for differentiated instruction for English Learners, at-risk students, and students with special needs. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies.
California State University, Bakersfield	Candidates are placed at the local school districts that are widely diverse. This diversity includes low SES, rural, linguistic, racial and ethnic minorities, as well as students with disabilities.
California State University, Channel Islands	All programs include a core set of prerequisite courses that emphasize students who are English learners, students with disabilities and students from the rural and urban areas in our county. Fieldwork and student teaching is associated with every semester of the credential program including prerequisite semester. Fieldwork and student teaching competencies are integrated with coursework throughout the programs. Academic language and universal design are emphasized in lesson planning for all programs and candidates are expected to implement the principles in their planning.
California State University, Chico	In California, we have a seven-year accreditation cycle, with heavy oversight from our regulating body, the California Commission on Teacher Credentialing. All initial credential programs and various pathways are required to respond to state standards for teacher preparation programs. In addition, programs complete biennial reports demonstrating candidate outcomes on various key assessments aligned with teacher performance expectations that include the above assurances. Based on data, our programs regularly set and revise goals for continuous improvement in collaboration with public school partner and various stakeholders.
California State University, Dominguez Hills	CSUDH maintains close partnerships with local districts and schools. Members of our Advisory groups give us feedback and insight into our programs. Employer surveys allow us to respond to local needs for teachers. Coursework in the General Education programs emphasizes strategies for teaching children with special needs, and children who are learning English as a second language. Specific assignments require candidates to become familiar with community resources, families, and school cultures. We are located in an urban area, and this is the focus of our programs. We place student teachers and interns in local urban schools, and they are supported by Field Supervisors who guide their observations and instruction along these lines.
California State University, East Bay	As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting. The most successful strategies we employ in meeting the assurances is to stay well-connected to our school partners through district partnership programs in high-need districts and by holding regular meetings with our advisory councils which consist of members from school, community, and university partners.
California State University, Fresno	Enrolling students in cohorts and placing them in "Partner Schools" for coursework and field experience.
California State University,	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 these partnerships we not only provide development for our teacher candidates we are providing professional development for the in-service teachers that we are working with in areas such as technology, co-teaching, art and science. Furthermore, we hold classes on campus and have our students involved in

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
Fullerton	school activities so that they can better understand a variety of populations and their 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	Serving Local District Needs: - The School and District Partners Meeting consists of K-12 administrators, teachers, community members, and CSULB faculty and administrators. Partners provide advice to the credential programs on issues such as new program directions, student teaching, alignment of pre-service and induction, mandates from the Commission on Teacher Credentialing; Common Core, and strengthening school-university relationships. - During the application stage and through the programs, candidates are advised about current job opportunities in the local area, regionally, and across the nation. They are informed about ways to expand their marketability through authorizations, special education, and alternative work settings - We have very strong partnerships with our local school districts and place students strategically when they complete their final coursework. - As candidates progress from course to course, their fieldwork assignments are aligned with the course content, and candidates gain first-hand knowledge and experience teaching the subjects typically found in today's multicultural, urban classrooms. Education Specialist Credential Program: - All education specialist candidates take reading and mathematics coursework with Multiple Subject and/or Single Subject candidates. Multiple Subject and Single Subject Credential Programs: - For early fieldwork in urban and diverse settings, candidates participate in Service Experiences for Re-Vitalizing Education (SERVE), which places university students in local K-8 classrooms. The SERVE program places students in settings with large numbers of English learners. This allows students to apply the concepts they are learning about differentiation, language acquisition, and child development. - The UTEACH year-long school-site program prepares 60 candidates each year to work in urban classrooms with English learners, and with students from low-income families. - Faculty in each program are revising syllabi and fieldwork assignments to incorporate Common Core strategies and standards.
California State University, Los Angeles	The Charter College of Education (CCOE) at California State University, Los Angeles (CSULA) is committed to producing educators with the knowledge, skills, and disposition necessary to facilitate the closing of a persistent achievement gap in urban schools. The CCOE Core Values are illustrated in its Conceptual Framework and are integral parts of the coursework in the credential programs. Specific attention is given to educational equity, professionalism, collaboration, and reflective practice. Credential programs provide a sequence of coursework and supervised clinical fieldwork experiences that particularly prepares teacher candidates to work in urban schools with students from low-income families, students who are English Language (EL) learners, and students with disabilities. All elementary and secondary education candidates complete a course specifically addressing the needs of students with disabilities. All special education candidates complete general education methodology coursework and supervised clinical experiences with students with and without disabilities. In Summer 2010 we began a teacher residency program (LAUTR) where we integrate the skills across multiple courses to address ELS, students with disabilities, and low income students. College faculty are collaborating with LAUSD in a data sharing effort to examine teacher pathways and their impact on teacher performance and student learning outcomes. Results will be used for ongoing program improvements.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	Structured collaborative teaching between general and special education faculty will be supported in credential classes in 2012-13.
California State University, Monterey Bay	Compliance with the following assurances is met by State and National accreditations.
California State University, Northridge	All teacher preparation programs at CSUN are designed to meet state as well as national (NCATE) standards. CSUN candidates have a broad range of experiences in the areas above. Additionally faculty are recognized leaders in the field.
California State University, Sacramento	The Sacramento State College of Education has been actively involved in projects with local school districts (LEA's), both funded and non-funded that focus on professional development opportunities offered by Teacher Credential faculty and or district personnel that focuses on the needs of teachers and students. In particular the College is involved with the Pathways to Teaching Continuum, a project between Sacramento State, local community college and the Sacramento Unified School District. This project focuses on creating a seamless pathway for all students, with an emphasis on low-income, special needs, and students from ethnic, linguistic backgrounds. In addition to this the Teaching Credential faculty offer Linked Learning Instruction in Math, as well as is working with districts on the implementation of Common Core Standards. The Sacramento State, College of Education faculty and or administration as is warranted attends regular meetings of the Capital Region Teacher Preparation Network, a formally sanctioned collaborative organization that brings District partners, university faculty and administrators to discuss on-going needs around teacher preparation, internships (Special Education as well as other subject areas), induction and other projects that require mutual agreements. Additionally these meetings provide opportunities for partners to: 1) share program information which distinguishes criteria, roles and responsibilities, selection process, etc. to assure alignment between institutions; 2) identify credential requirements, hiring opportunities, as well as professional development practices for preliminary and professional credentials in the area of disabilities, limited English proficient students and other factors related to the service region (rural, suburban and urban); 3) examine content delivery systems and alternatives to satisfy teacher candidate and participating teacher professional growth and development through the Beginning Teachers Support and Assessment (BTSA); and 4) serve on advisory boards, and participate in Assessment and Accreditation efforts, sharing of data as warranted for continuous program improvement and enhancement.
California State University, San Bernardino	NOTE: training to provide instruction to children from low-income families and how to effectively teach in urban and rural schools is not specifically covered in course curriculum; however, supervision experiences in our diverse and vast service area addresses these issues. Additionally, these issues may also be addressed through coursework (i.e., Family, Culture & School). CSUSB's successful strategies in meeting these assurances include: supervision experiences (including guidance and feedback); and, the Teaching Performance Assessment (TPA) which requires adaptation of instruction for special education students and English Language Learner students.
California State University, San Marcos	Instructional faculty are closely connected and engaged in research and service to the local public schools which allows them to sustain their skills and knowledge base regarding the educational success of all students. Furthermore, we are recognized as highly effective in the preparation of teachers to work with English learners. The curriculum is built around a foundational credential class with best practices regarding language acquisition and literacy acquisition integrated into all credential classes.
California State	Continued collaboration with surrounding districts through individual meetings with site administrators and instructors; attending Professional Development events centered on the Common Core Standards; Community forum "Team Learn" (CSU/District Administrators) meet once each semester to discuss district

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
University, Stanislaus	needs and program modifications to address needs; participation in Program Development with staff from local county office of education and school district on EL standards; and feedback from employer and graduate surveys.
Chapman University	The teacher education curriculum for the three teaching certification programs—elementary, secondary, and special education—are characterized by a combination of specific courses and content that deal with appropriate pedagogy and practical strategies for providing instruction to children with disabilities, children from low income families, limited English proficient students, as well as children who may reside in urban or rural locales. For example, all teacher candidates are required to take EDUC 570 Voice, Diversity, Equity, EDUC 501 Second Language Acquisition, and EDUC 571 Collaboration for Inclusive School. As implied by the title, Voice, Diversity prepares prospective teachers to teach in all types of California schools, including students who come from low SES situations, urban centers, and rural areas. Second Language Acquisition not only deals with the theoretical underpinnings of the manner in which limited English proficient students acquire a second language, but also practical techniques and strategies that enable limited English proficient students to not only communicate effectively in English, but also comprehend and articulate abstract academic concepts in English. Collaboration for Inclusive Schooling equips our prospective teachers with the skills, tools, and knowledge to provide meaningful instruction to students with disabilities and special needs. Furthermore, 15 to 20 hours of supervised field experience is an essential component of the Second Language Acquisition and the Collaboration for Inclusive Schooling classes. In addition to the aforementioned classes, nearly all required teacher preparation classes are characterized by activities, units of instruction, and projects that deal with providing meaningful instruction to students, including the poor, students with disabilities and special needs as well as limited English proficient children and adolescents. For example, in specific teaching methods classes such as those in which candidates are taught how to teach social studies or mathematics, they learn how to adapt, modify, and differentiate social studies and mathematics instruction to suit the needs of students with special needs and disabilities as well as limited English proficient students. Furthermore, when teacher candidates reach the student teaching phase of their respective credential programs, they are only assigned to schools that are diverse in terms students with special needs and disabilities, limited English proficient students, and students who come from low SES homes. That is, prospective teachers exit the teacher preparation programs well prepared to address the diverse needs of the students of California.
Claremont Graduate University	We work closely with our advisory council to ensure our program meets the needs of our surrounding districts. We have significantly increased our enrollment numbers in mathematics and special education through targeted fellowships to meet surrounding needs. We have been less successful recruiting additional science candidates and have recently submitted two NSF grants to target and recruit more science candidates through larger fellowships and stipends. The CGU TEIP has been preparing all candidates to work with low-income, diverse populations, including English Learners since 1992. Not only do we equip our candidates with successful research-based strategies, we also help them develop positive attitudes relating to students' potential and their own ability, as teachers, to impact student performance. Our graduates know that if they work hard, plan instruction based on student needs, and use performance data to modify their instruction, they can make a difference in each student's life. As a close-knit cohort program, our general education and education specialist candidates take methods courses side by side. This strengthens the general education candidates' exposure to strategies utilized to work with students with special needs as well as education specialist candidates' ability to provide strong core content instruction. We have also increased content coverage and content specific pedagogy in all 3 core phases of the program, Pre-Residency, Residency, and Post-Residency. Most recently, we replaced a more general educational theory course (Teaching/Learning Process IV) with an advanced content and pedagogy course. As the final credential course taken in the program, our intent was to focus on learning theory as it specifically relates to each core content area. For example, our advanced content and pedagogy course in science will be co-taught by Claremont Colleges STEM and Education faculty to help students reflect on their pedagogical practice in light of content specific learning theory, their previous years residency teaching, and their own analysis of their strengths and weaknesses based on the California Teaching Performance Expectations. We have several successful strategies to ensure our candidates are well prepared to address the needs of their students. Students complete a modified

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	ethnographic narrative project throughout their program to examine how differentiated instruction for struggling learners, based on knowing students academic and personal history, can make a difference in academic achievement. This project significantly impacts candidates' attitudes and academic expectations for diverse learners. Students are required to select five students to study in their first year of teaching including at least one EL student and one student with special needs. They analyze the students' academic background, interview the students, interview the parents, and then implement modified instructional plans to increase academic achievement. Results are analyzed in the final semester of teaching and the experience is reflected upon as it impacts their own philosophy of teaching. All candidates also take ED314: Differentiated Instruction for Meeting the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups, English learners and students with special needs.
Concordia University	The three most successful strategies in meeting the assurances are: 1. Intentional integration of differentiation techniques into each course in the program. 2. Requiring candidates to view each assignment they craft through multiple lenses. Candidates ask, "How does my assignment meet the unique needs and challenges of the diversity represented in the classroom?" 3. Candidates are provided with a variety of field experiences.
Dominican University of California	The School of Education and Counseling Psychology uses assessment data and the California Commission on Teacher Credentialing (CCTC) accreditation process to measure success. The primary assessment data come from two sources. The first is the Teacher Performance Assessment data. Data from Teacher Performance Assessment and the related Teacher Performance Expectations (TPE's) are obtained and analyzed for program strengths and weaknesses. Making adaptations was identified for the most recent review based on assessment data. As a result, the lesson plan format used by teacher candidates was changed to include specific sections on second language learning and children with special needs. The result was a higher score by teacher candidates on their TPA tasks related to this topic. In addition, the School of Education has joined a number of private universities and colleges using the Center for Teacher Quality (CTQ) to gather information about the program from Dominican credential completers. When compared to our peer institutions, these data have confirmed that we are doing a good job in preparing candidates to work with students of diverse family backgrounds both sociologically and economically including ESL and students with special needs. The percent of credential completers hired within one year of completion exceeds the percent of the other private universities using the Center for Teacher Quality data. The Committee on Accreditation Board of Institutional Reviewers commended our Blended Liberal Studies Program for the strong connection between the students' core academic subjects and the liberal studies seminars in relating content and pedagogy. In addition, the Ukiah program was supported by the Board of Institutional Reviewers for its quality and commitment to meeting the needs of rural schools in Mendocino and Lake Counties. Dominican completers are in demand for teaching positions. One-third of all new first and second year teachers in Marin County are Dominican credential completers.
Fresno Pacific University	Exemplary Strategies: Our most effective strategic initiative pertains to our focus on developing partnerships with local school districts. We work hand-in-hand with the district and school personnel to co-develop the most effective teacher preparation program. For example, the department Chair meets monthly with leaders from Fresno Unified School District and the Dean from Fresno State University to develop a shared vision for the development of highly effective teachers in the district. As a result of this long-term effort to work closely with partner districts and schools, more than 50% of our candidates are strategically placed in partner schools and matched with cooperating teachers that are selected by the school leader and district. We have also implemented the "Co-Teaching" approach within our student teaching program. We have seen impressive results as we in-service our students, clinical practice supervisors, and cooperating teachers on the benefit

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	of this approach with respect to student learning outcomes. In order to move this initiative forward, we are completing a search for a NEW faculty position: Associate Chair of the Division of Teacher Education: Director of Clinical Practice. This step situates our teacher program squarely in line with current trends toward partnering with schools (e.g.: NCATE report on Clinical Practice). In addition, in order to fulfill our obligations to convene a dynamic Advisory Board, we invite local educational agency personnel to 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 LEA partners participate in an evaluation of the program with respect to the needs of local schools. We share the results from our annual Employer Satisfaction Survey with our Advisors. Thus, we have developed the capacity to triangulate assessment data in ways that are leading to a more practice-centered curriculum. Finally, the Teacher Education program, which prepares general education teachers, has developed courses in reading methods, math methods, and teaching English Learners, in collaboration with the Special Education Department. All prospective teachers, general education and special education teachers, take these courses. In addition, all candidates take the same course which addresses the needs of students with disabilities. Moreover, the university supports a strong articulation agreement between both divisions, thus allowing many students to complete both the general and special education credentials concurrently. In so doing, the university has developed a shared vision that all graduates will be prepared to work effectively with all students. Special education candidates are prepared to meet core academic subjects through their Curriculum & Technology course. Four Curriculum & Technology courses are offered, each credential specific. In addition, special education candidates must successfully complete three general education courses in the core academic areas, Language & Literature 1, Language and Literature 2, and Mathematics. Special education candidates are also exposed to and receive mentoring in a variety of urban and rural school settings. Through initial observations, initial student teaching, and final practicum placements, candidates are provided mentoring and guidance in addressing the unique needs of students in urban and rural settings.
Hebrew Union College	We provide intensive course work and extensive field work opportunities that allow our candidates to understand the cultural, socio-economic and emotional needs of students in Jewish day schools in Northern and Southern California.
Holy Names University	Our programs are accredited by the California Commission on Teacher Credentialing. We address specific program requirements in all the above areas. We provide extensive documentation and evidence for meeting the above assurances. Community Advisory Council meets regular times twice a year Regular Intern Seminars are held. Supervisors are in contact with Seminar Instructors. Seminar Instructors, Supervisors, and Full-time Faculty all supervise in the field and are well acquainted with challenges in the field. Special Education teachers, in both Multiple and Single Subject, must take courses in Core Subjects in general education programs. Specific courses designated for this specific purpose, in addition, all other coursework supports providing instruction There is a specific course that provides Theory and Practice in Second Language Acquisition. In addition, all other coursework supports providing instruction for English Learners. Assignment and field work are included. Our mission of the university is aligned with the mission of the Education Department which is preparation for Urban schools. Values and strategies are in every course.
Hope International University	Two strategies used by the University to meet the needs of LEAs and challenges facing new teachers are a Teacher Education Program Advisory Committee (TEPAC) and regular faculty meetings to discuss needs and challenges. The former includes administrators (site and district) and teachers from local public and private schools. Faculty meetings include professors who are current practitioners in public and private schools, including teachers, administrators, and school

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	board members. The Dean is the president of the board of education of the 10th largest school district in California. Information gathered from biweekly school visits is shared with faculty and staff, as well as current instructional strategies utilized by district teachers. Training to address instruction of our diverse P-12 student population is embedded in each credential program. All California Standards for the Teaching Profession (as approved by the California Commission on Teacher Credentialing) are addressed throughout the program in specific courses or embedded in methods courses. Candidates have an opportunity to "master" instructing diverse students during 16 weeks of student teaching observations. Many courses require observation hours at local schools to introduce students to our county's diverse student population.
Humboldt State University	Graduates of the credential programs are prepared to meet the needs of the local region and the state of California. Candidates receive extensive training in teaching the state adopted curriculum, the California assessment system and overall issues related to student academic achievement. The teacher preparation program is develops the knowledge, skills and disposition that enable candidates to make effective instructional decisions including (a) knowing and understanding the subjects of the curriculum at grade level(s); (b) organizing and managing a class or a group of pupils for instructional activities; (c) organizing and managing student behavior and provide a productive and supportive classroom environment; (d) preparing lesson plans and making prior arrangements for class activities; (e) using an effective mix of teaching strategies and instructional activities; (f) meeting the instructional needs of students who are English learners; (g) meeting the instructional needs of students from diverse cultural backgrounds; (h) meeting the instructional needs of students with special learning needs; (i) communicating effectively with the parents or guardians of students; (j) maintaining positive rapport and fostering students' motivation and excitement; (k) thinking about problems that occur in teaching and try out various solutions; (l) understanding child development, human learning and the purposes of schools; understanding how personal, family and community conditions may affect learning; (m) learning about students' interests and motivations, and how to teach accordingly; (n) getting students involved in engaging activities and to sustain on-task behavior; (o) using computer-based applications to help students learn curriculum subjects; (p) using computer-based technology in class activities and to keep class records; (q) monitoring student progress by using formal and informal assessment methods; (r) assessing pupil progress by analyzing a variety of evidence including test scores; (s) assisting individual students in areas of their instructional needs in reading/math; (t) adjusting teaching strategies so all k-12 students have chances to understand and learn; (u) adhering to principles of educational equity in the teaching of all students; (v) using class time efficiently by relying on daily routines and planned transitions; and (w) knowing about resources in the school and community for at-risk students/families. General education teachers are prepared to teach students with disabilities and candidates to (a) know and understand federal and state laws that govern special education; (b) assess students' interest and abilities using multiple assessment procedures; (c) adapt curriculum to meet the learning needs of students with disabilities; (d) use individual and group assessment information in planning appropriate lessons; (e) plan instructional activities in integrated settings for students with disabilities; (f) use teaching strategies validated by research as effective; (g) use positive behavioral support techniques; (h) monitor outcomes and modify instruction based on k-12 student accomplishments; (i) develop student assessments that indicate progress toward IEP objectives; (j) conduct educational assessments as defined in students' assessment plans; (k) work with other teachers in inclusive school environments; and (l) collaborate with para-educators in meeting students' instructional needs. Credential programs prepare teachers to promote educational equity and encourage multicultural understanding. This is accomplished in the context of providing English Learners with English language development and equitable access to a quality education. Candidates participate in learning activities designed to assist prospective teachers in developing effective instructional and assessment practices for English learners. In the development of lesson/unit plans, candidates are asked to relate core curriculum to students' background and interests. The core curriculum is adapted to meet the linguistic needs of k-12 students. In addition, candidates present teaching strategies that encourage students who are English Learners in the development of cognitive skills such as analytical thinking, evaluating, problem solving, and reaching sound conclusions based on data. Coursework is designed to promote cultural and linguistic sensitivity. Candidates develop lesson and unit plans that include specific modifications for English

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	learner students, students with different intelligences and learning styles, at-risk students, low-income students and students with contrasting abilities and disabilities. The purpose of this coursework is for candidates to acquire skills necessary to deliver the content material using methods that reflect contemporary thought in teaching content area subjects to today's diverse student population. All models and strategies are examined with special consideration of the needs of all students, including women; students from diverse cultural and linguistic backgrounds; students from low-income families, at risk students, students with disabilities; gifted and talented students; and lesbian, gay, bisexual and transgender students. During student teaching at the school sites, University supervisors formally assess candidates in regard to their planning and use of appropriate strategies as they deliver instruction. University supervisors look for congruence between the objectives the candidates outline and the sequence of instruction. They also assess the effectiveness of the lessons in terms of the level of student engagement and involvement, the diversity of strategies utilized, the lack of bias in materials, and the utilization of activities that engage students of varied learning styles and modalities. Candidates use current theory on second language development to develop lessons/units that incorporate effective instructional strategies for English-language learners. This activity includes the objective of promoting educational equity and encouraging multicultural understanding. Candidates review standards for English language learners and adapt core curriculum to students' diverse linguistic abilities. Candidates are prepared to provide instruction to students from rural and urban schools. Coursework and fieldwork includes the observation and analysis of the psychological, economic, and cognitive factors that affect student motivation and learning. A specific assignment that relates to this goal is the development of an interview with a student and his/her parents. The purpose of this interview is to determine attitudes to school and learning English. Concomitantly, the candidate assesses the student's relationship with his/her own culture and the U.S. macroculture. Candidates also create a student/school profile. They focus on a specific student and gather information from the student and the student's family. The purpose of this assignment is to consider how best to meet the affective and cognitive needs of the student. Through school records, observations, and interviews, candidates write a 2-3 page profile of the selected student's linguistic and academic needs. University supervisors, in conducting clinical supervision with candidates, focus on the candidates' abilities to create an inclusive classroom that fosters the success of the diverse students in their classrooms. Observations focus on candidates' competence and abilities in teaching linguistically diverse students. Diversity is also more broadly defined to include information on how well candidates succeed in creating a classroom that encourages participation and success of students from socioeconomic, cultural, and ethnic backgrounds, as well as students with disabilities. University supervisors and mentor teachers evaluate the candidates formatively and summatively in regard to their abilities (a) to present material in a manner which challenges diverse interests; (b) ensure all students have equal access to the curriculum; (c) promote students' self-esteem, mutual respect, and involvement among students of varied backgrounds; (d) exhibit and encourage respect for human diversity and individuality; (e) model behaviors that demonstrate and promote cultural and linguistic sensitivity; and (f) understand prejudice and implement strategies to prevent and/or reduce it.
La Sierra University	Dr. Pamela Ramsey is the instructor for our coursework in special education. She is a practicing special educator in a local school district. Pamela has edited a book on special education in the regular classroom. This book is filled with sample special education forms, lists, and strategies to support the classroom teacher. Each candidate is required to purchase this text and to use it during the course sessions. Feedback from candidates has been highly positive--often referred to as a treasure trove and "must have" manual for the practicing teacher.
Loyola Marymount University	Candidates receive training in the above through course work, field experience, clinical practice, and professional development.
Mills College	The Mills credential programs focus on the development of a paradigm consistent with the challenges of an increasingly diverse society, the changing demands of the profession, newly emerging and revisionary conceptions of schooling, and knowledge of professional behavior, including understandings that reflect a

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	philosophy of collaboration and reflection in teaching and learning. Building on the Mills teacher preparation model, nationally acknowledged for its non-traditional and effective program of professional preparation, the Early Childhood Specialist program has also been developed in the context of Constructivist theory and inquiry that undergirds the professional teacher preparation program. Mills does not wish to replicate old models of professional training, but infuses its programs with a philosophy of reform that will create the most effective professionals for a new era.
Mount St. Mary's College	Our program meets the above assurances through a variety of means. One of our foundations courses requires students to do fieldwork in local schools and consider the needs of that community and school. They complete a textbook inquiry wherein they examine a State adopted textbook and its correlation to the common standards to ensure that they understand not only the standards, but also the expectations and needs of local agencies and what instructional decisions they will face when they enter the classroom. Our programs use a standardized lesson plan that they practice using throughout the program and the Teacher Performance Expectations, adopted by the State, anchor all of our coursework. Our candidates in Special Education take many courses in our General Education program, and we recently augmented our General Education coursework to include additional focus on exceptional children. We now offer a Certificate in Responsive and Inclusive Teaching for general education candidates to recognize the increased preparation they receive in meeting the needs of exceptional students. Due to the requirements of our SB2042 program, as well as the recently approved revised TPE's, we offer substantial training in regards to working with limited English proficient students throughout our coursework. Fieldwork placements and coursework is designed to support candidates' abilities to work with a diverse student body, an essential focus for us since our candidates teach primarily in urban Los Angeles.
National Hispanic University	1.Students develop lesson plans integrating the use of technology in Special Education courses, methods courses, and in the Technology for Teaching course. 2. General Education teachers receive information and training on how to work with English language learners and special needs students through required coursework. Special Education students are required to take an English Language Learner course. Students address struggling students in their methods classes such as Reading-Language Arts and Secondary Methods. 3. The special education course of study includes core subjects, instructional methods, English Language Learner training, general information on autism and other disabilities as identified in the IDEA references. 4. Students are required to assess, analyze, and develop plans to address concerns in the Secondary Methods class, Reading-Language Arts, and special education courses. 5. Students are required to address Gifted and Talented, special needs, and English learners in all lesson plans.
National University	In each of the past 13 years, National University has prepared more credentialed teachers than any other single institution of higher education in the state of California, according to the Commission on Teacher Credentialing. National University is committed to accessibility and features locations throughout San Diego County. Regional campuses are also located in Costa Mesa, Rancho Cordova, Redding, San Jose, Stockton, Fresno, Bakersfield, Ontario, San Bernardino, Los Angeles, Oxnard, Woodland Hills and Twenty-nine Palms, as well as Henderson, Nevada. National University provides online options for most credential courses. Our online courses are interactive with tools to support individual learning styles including: e-mail, links between candidate, professor, and classmates, lectures, readings, presentations, evaluations, quizzes, and exams. These tools also combine to create a strong sense of community within online classes. All candidates completing our commission-approved teacher preparation programs are responsible for meeting competency in 13 Teacher Performance Expectations (TPEs) across Six Domains of Professional Teaching. These TPEs prepare candidates in the areas of differentiated and responsive instruction for students identified as English Learners, Special Needs or from Low Income Families. Additionally, prospective general education teachers complete the California Teaching Performance Assessment (TPA). TPA TASKS 1-4 require that our candidates show competence in designing and providing specific modifications made in instruction and assessment for a special needs learner and an English learner in addition to the rest of the class. Passing rates on the TPA tasks indicate that

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	National University teacher candidates understand how to provide instruction to the learners noted in the assurances. Faculty working in the regional campuses throughout the state understands the specific needs of their region. As the curriculum is designed or revised, faculty from throughout the state as well as those representing special needs areas (English learners, and special education) are involved. Prospective general education teachers complete the California Teaching Performance Assessment (TPA). The four tasks of the TPA ask for specific modifications made in curriculum and assessment for a special needs learner and an English learner in addition to the rest of the class. Passing rates on the TPA tasks indicate that National University teacher candidates understand how to provide instruction to the learners noted in the assurances.
Notre Dame de Namur University	Working closely with schools. Specific special education course in general education programs. EDU 4107 Teaching English language lerners in both general and special ed. Working with County Offices on special education projects.
Pacific Oaks College	Our program currently contracts with approximately 25 local school districts. Within these districts, we have identified a number of schools that we have deemed as being sound philosophical matches, with varying demographics, in which our students can complete their fieldwork. Students are required to complete their four fieldwork placements in schools that meet the following criteria: public school settings (three placements must be in public schools) schools that serve English Learners (at least one placement), students included with special needs(at least one placement), Low Academic Performance Index (API) scores(at least one placement).
Pacific Union College	-Hands-on field experiences in real classrooms are the most powerful tools for learning all of the above. -Small seminars connected to field work where candidates have opportunities to receive one-on-one attention to questions they have regarding their field experiences.
Patten University	Recruitment and acceptance of diverse candidates committed to teaching in their local schools. Diverse Faculty with experience and expertise in the inner-city schools.Curriculum enhanced in ELL & Special needs students, and Classroom management coursework and TPA tasks.
Pepperdine University	Working closely with State credentialing requirements coupled with deliberate coordination of fieldwork with university coursework is our most successful strategy in meeting the assurances listed.
Point Loma Nazarene University	Inclusion of LEAs During the 2011-12, the School of Education (SoE) interviewed various Local Education Agencies (LEAs) through site based Advisory Councils. At each of the SoE's three teaching locations, members of the Advisory Council are members of LEAs. These stakeholders provided specific input regarding program need, context for instruction and proposed effective program design to best serve self identified needs. Providing General Education Teachers with Training to Service SWD In order to equip general education teaching candidates with the requisite skills for providing service to students with disabilities (SWD), the SoE revised the sequence of coursework for these candidates and added a requirement that they must take EDU 602 Foundations of Special Education.
San Diego Christian College	SDCC credential candidates student teach in San Diego area public school settings where diversity is high and includes Special Needs as well as a high population of English Learners and students from low income families. Strategies for teaching students with these backgrounds are embedded throughout the program.
San Diego State University	We hire faculty with expertise in the areas they teach. We have strong ties to the local community and school districts. The teaching credential programs collaborate with the local districts and work in high needs schools.
San	Faculty in all departments undertake research (funded and unfunded), community-based training or dissemination projects and/or participate on advisory

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Francisco State University	boards in the largest local urban school districts. The districts' needs are well-known and faculty infuse them into credential candidate curricula. In addition, placing student teachers in professional development schools helps candidates and faculty stay abreast of school needs. Several faculty in general education and special education co-teach courses to share their knowledge about teaching special needs and limited English proficient students with candidates. Credential candidates are regularly placed in urban districts in classrooms with LEP, special needs and low-income students.
San Jose State University	Candidates in Single and Multiple Subject programs take coursework in Special Education, taught by our Special Education Faculty. In the Single subject program 98% of candidates spend one or both semesters of student teaching in schools characterized by economic, linguistic and/or racial/ethnic diversity partnerships in high need districts.
Santa Clara University	We have a comprehensive program and all of these elements are embedded in the coursework, field experiences and requirements.
Simpson University	Students have field experiences that include EL, poverty and special needs students.
Sonoma State University	Elementary/Multiple Subjects: The program addresses the needs of all students. Special populations of students and their needs are addressed throughout the program. Specifically, the needs of limited English proficient students are met through the course EDMS 411: Teaching Second Language Learners and in EDMS 470: Multicultural Pedagogy. In addition, EDMS 463: Reading for Young Students and EDMS 464: Teaching Reading to the Older and Struggling Students, include strategies for limited English proficient students. In the field component of the program student populations reflect the growing need for teaching skills addressing the needs of children from low-income families. Courses and supervision are designed to meet the needs of students who qualify under special education guidelines, learners of English, or those who are low-income. The multiple subject field components is based on a strong collaborative model with mentor teachers and university supervisors addressing immediate and local school needs. Secondary/Single Subject: The program has close ties with local and state agencies where graduates are likely to be hired. Forty-five hours of experience in an educational setting is an admissions requirement and students are placed in local classrooms for observation and student teaching experiences. A Community Advisory Board is comprised of teachers and administrators who advise our program on needs from the school sites which is fed back to instructors who adjust their curricula to meet the needs of the site and to help inform candidates of the need new teachers are facing in the classroom. Newly credentialed teachers are invited to participate in panel discussions and are asked to give individual presentations in program courses about issues they face in the field. All students take EDSS433: Teaching Adolescents With Special Needs. This introductory course presents theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the education al and social needs of secondary-aged students with disabilities as well as gifted and talented students. Our program coursework focuses on issues related to developmental needs of students from all socioeconomic backgrounds, races and ethnic groups. Our approach to instruction focuses on English language learner strategies, collaborative instruction for all classrooms, and issues related to teaching in underprivileged and low socioeconomic settings. Our field placements are in schools that are in low socioeconomic settings.
St. Mary's College of California	Single Subject – in addition to PACT coursework, candidates are required to experience part of their student teaching placement in a Title 1 type of school. Education Specialists receive specific training in coursework which requires a fieldwork placement. Multiple Subject – Coursework is provided concurrent with the first student teaching placement on teaching children with disabilities and children who are English learners. Coursework is provided concurrent with the second student teaching placement that focuses on teaching children from urban, rural and low-income families. All coursework and field placement support focuses on the needs of the learner, the school and on learning how to make appropriate instructional decisions, as does the PACT Teaching Performance Assessment (distributed among 5 courses). Finally, the second student teaching placement takes place in a low performing or hard-to-staff school in a classroom with at least 25% English learners.

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Stanford University	STEP seeks to prepare and support teacher leaders working with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms. STEP works to expand the goal of diversity among candidates, faculty, and P-12 students to include goals of equity and excellence. Demographic diversity in itself is not sufficient. To narrow the achievement gap among students from different socio-economic, racial, ethnic, linguistic, and cultural backgrounds, students with exceptionalities, and students of different sexual orientation, candidates learn to create equitable classrooms and to recognize the strengths, interests, and needs of all students. Beyond understanding the curricular and pedagogical challenges of teaching in diverse classrooms, candidates learn how to capitalize upon the diverse intellectual contributions, ideas, and perspectives that emerge in heterogeneous groups of students. To meet these goals, candidates are supported in developing the following proficiencies: designing learning segments where students can access information relevant to the task through multiple representations, via different media, and in different ways; developing assessments that allow students to demonstrate their knowledge and understanding in multiple formats, orally and in writing; using different participant structures in the classroom to maximize student engagement; and engaging in inquiry and reflecting on their practice. Candidates develop the empathy and vision to see their students for who they are, the skills to address student learning strengths, interests and needs, and the commitment to continue working for students when inevitable obstacles are encountered. Candidates are expected to demonstrate these proficiencies in their university assignments, as well as in their work in the field. STEP's university-based and field-based curriculum is deliberately designed to provide opportunities for candidates to recognize the value of diversity in teaching and learning. Rather than teaching about race or ethnicity in ways that stereotype individuals as representatives of groups, STEP courses include readings about language, culture and socio-economic background in the context of classrooms, schools and communities. Candidates complete assignments and engage in discussions that help them confront their own biases, acknowledge different perspectives, and reframe their understanding of diversity and equity. Several courses target topics related to diversity and equity, such as ED299: Educating for Equity and Democracy, ED284: Teaching and Learning in Heterogeneous Classrooms, ED388A: Language Policies and Practices, ED285: Supporting Students with Special Needs, and ED246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar. In their clinical placements, candidates get to know their students through close interactions by observing, interviewing, instructing, and assessing work to understand students' lives and learning. Clinical placements enable candidates to work with expert practitioners who are knowledgeable, skillful, and committed to the academic success of all their students. Increasingly, faculty at placement schools have been working explicitly on an equity agenda through efforts to detrack classes and maintain an academically and intellectually challenging curriculum for all students. STEP's emphasis on learning to teach for social justice and to create equitable classrooms permeates its curriculum but receives focused attention in courses like ED299: Educating for Equity and Democracy and ED284: Teaching and Learning in Heterogeneous Classrooms, and ED246A-H:Secondary Teaching Seminar and Elementary Teaching Seminar where candidates examine the social systems of society, school, and classrooms with the purpose of designing pedagogical interventions that counteract educational inequities. Language learning and literacy development are at the heart of the learning process for all students. Therefore, many STEP courses address the importance of teaching literacy and language across content areas, making content accessible to English language learners, and helping all students develop their capacity to read, understand, and use academic language as it is encountered in the classroom and in a range of texts and other materials. To acquire these understandings and skills, Single Subject candidates take the required course ED289: The Centrality of Literacies in Teaching and Learning, Multiple Subject candidates take the required course sequence ED228 E,F,G: Becoming Literate in School, and all candidates take ED388A: Language Policies and Practices. Field placements provide experience working with new English language learners. In addition, STEP candidates develop tools to work in heterogeneous classrooms with students who have a wide range of previous academic achievement, students with varying levels of English language proficiency, and students in mainstream classes who have specific learning difficulties.

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Teacher's College of San Joaquin	Credential course work and practicum supervision includes strategies to meet the assurances.
The Master's College	Teacher candidates are first provided with a conceptual foundation for teaching and learning through coursework in each of the credentialing classes. During this time they also participate in public school classrooms through observation and teaching experience, such as a few lessons from a unit. This includes differentiated lessons for both English Learners and students with special needs. During their student teaching experience, candidates are required to develop and implement lessons to a wide range of diverse students represented by local school districts. Their culminating experience is the successful completion of the Teaching Performance Assessments.
Touro University	The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the Graduate School of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout the duration of the program. To teach effectively in general education and specialized settings demands that Education Specialist candidates exiting the preparation program are able to select, synthesize and prioritize knowledge, skills, and behaviors learned in their coursework and field experiences. Novice Education Specialists who struggle in the beginning of their careers typically are unprepared to bring coherence between and among the many ideas, legal responsibilities and strategies they have learned in their preparation programs and to integrate those elements into a unified professional practice. The program at Touro addresses this challenge in several ways. First, candidates take three classes at the beginning of the program that directly address these issues (EDU 770, Educational Psychology & Classroom Management; EDU 771, Teaching Diverse Learners; and EDU 772, Elementary Literacy & Planning Instruction). Second, coursework has assignments that are specifically focused on skill building that help to bring coherence to these issues. For example, in SEPS 791 (Positive Behavior Supports), candidates are exposed to the principles and ideas of Applied Behavior Analysis and classroom management. Then there are three assignments (conducting direct observation, conducting a functional assessment, and developing a positive behavior support plan) that provide candidates skills in applying these ideas and principles in an applied classroom setting. In a further effort to deal with the division between general education and special education teachers, teacher preparation candidates in all of the College of Education's programs take 15 units of coursework together (e.g., EDU 770 (Educational Psychology & Classroom Management), EDU 771 (Teaching Diverse Learners), EDU 772 (Elementary Literacy & Planning Instruction), EDU 718 (Inclusive School Environments for All Learners), and well as an elective from EDU 773 (Secondary Literacy & Planning Instruction), EDU 774 (Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts), EDU 775 (Curriculum & Instruction Methods 1: Secondary), EDU 776 (Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE), or EDU 778 (Advanced Elementary Literacy Instruction). To support the disposition and ability of Education Specialist/Mild-Moderate and Moderate Severe Preliminary candidates to view teaching as a holistic endeavor, rather than discrete actions unrelated to one another, the course sequence consists of courses taken together that covers the same content for all

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	learners. EDU 770: Educational Psychology & Classroom Management 3 units EDU 771: Teaching Diverse Learners 3 units EDU 772: Elementary Literacy & Planning Instruction 3 units EDU 718: Inclusive School Environments for all Learners 3 units SEPS 791: Positive Behavior Supports 3 units SEPS 792: Assessment and the IEP Process 3 units In addition, the two courses focused on instructional methodology (SEPS 793:Instruction of Students with Mild/Moderate Disabilities and SEPS 794:Instruction of Students with Moderate/Severe Disabilities) sometimes combine their class sessions together. Each of the courses address essential understandings and skills required of an Education Specialist. While some courses are taken jointly by candidates for the Mild/Moderate and Moderate/Severe credentials, assignments and field experiences are often differentiated to target specific learning and competencies required by each credential. The courses serve as organizing structures to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations that require application and reflection-in-action. The design of the Graduate School of Education teacher preparation programs completely integrates field experiences into every course and blurs the arbitrary boundary between coursework and fieldwork, between theory and practice. Fieldwork requirements are tied into course assignments which are designed to be skill building activities that take place in the candidate's intern/student teaching placement. For example, in SEPS 791 (Positive Behavior Supports), the candidate completes a Data Collection Project, a Functional Analysis Project, and a Behavior Intervention Project where the skill development is developmental (e.g., students learn how to observe a challenging behavior, then how to complete a functional analysis, and then how to implement a positive behavior plan based upon the data collected). The importance of early and authentic field experiences cannot be overemphasized in Touro University - California Graduate School of Education preparation program design; it is a defining characteristic of the program. As Yost, Sentner and Forlenza-Bailey (2000) suggest, fieldwork must be construed as more than simply the opportunity for candidates to apply what they have learned in their coursework. The field experiences must be accompanied by candidates' analyses of their own belief structures, most of which were formed and persist in a culture of traditional teaching practices. It can be difficult to break familiar patterns, embedded notion and conventions and the most deeply imbedded influences on teaching practice stem from earlier experiences as learners. Touro University – California's Graduate School of Education has a vision to change the culture of schools by changing the practice of the teachers who work within those schools so that historically under served students, including students identified for special education services, have full and equal access to education opportunities. Field experiences tied into course assignments and are designed to give candidates the opportunity to uncover hidden assumptions and, with deliberation, begin making teaching decisions that are data driven and in becoming proactive rather than reactive teachers. Assignments are designed to be skill building and able to be implemented in the intern/student teaching placement of the candidate. Each of the courses includes dedicated time for the discussion and analysis of assignments completed as part of the field experiences, and candidates have ample time to reflect on personal understanding resulting from their clinical experiences. Candidates are supported through their field experiences by the guidance of their instructors(s), their supervisor, and the Program Chair. Starting the Summer Semester 2013, Touro University California's Graduate School of Education has started a new dual-teacher credential program that allows students to obtain an Education Specialist and Multiple Subject or Single Subject Credential simultaneously. These four (4) unique credential options will allow the students to be prepared for the needs of education in the 21st century. The program's course scope and sequence are designed to support student success and the development of dynamic teachers. Additionally, Touro University is one of the few local universities which offers the Education Specialist

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	Moderate/Severe credential. A student who completes the dual-credential program will be able to pursue many employment opportunities and be very a strong candidate for a variety of teaching positions. Each dual credential program is a total of 46 semester units and provides students with two teaching credentials. Students can complete program as either a student teacher or as an IHE Intern. NEW DUAL CREDENTIAL PROGRAMS: Dual Credential Program: Multiple Subjects and Education Specialist Mild/Moderate Dual Credential Program: Single Subjects and Education Specialist Mild/Moderate Dual Credential Programs: Single Subjects and Education Specialist Moderate/Severe Dual Credential Programs: Multiple Subject and Education Specialist Moderate/Severe
United States University	United States University is situated in two metropolitan areas of San Diego and Orange County. Both cities are predominately Hispanic areas, Our student teachers are placed in Title I schools with a high proportion of English Language Learners. All Bilingual candidates are placed in Bilingual Programs. Their training consists of three phases, early fieldwork experiences, Coursework and clinical practice. The Credential Program has Student Learning Outcomes (SLO)aligned with the university mission and TPEs. These are assessed through its Signature Assignments (SA). SLOs give students the knowledge, skills and abilities for becoming excellent teachers in all schools. Students are then able to organize their own learning and instructional goals for their students. The use of rubrics as an authentic instrument of assessment is also being stressed at USU.
University of California, Berkeley	Close adherence to State standards which require imbedding these elements throughout the curriculum, and include a culminating performance assessment. Small programs allow for close advising and supervision. Our programs expose students to a variety of student teaching experiences so that they can successfully handle different school and classroom settings.
University of California, Davis	Coursework and student teaching experiences occur concurrently in order to provide credential candidates with a context to understand and apply course content.
University of California, Irvine	UC Irvine teacher preparation is grounded in the central belief that if we prepare our candidates to be effective with the struggling student, they are ready to face the challenges of the workplace, whether it be in an urban or rural school, in a school in an at-risk environment or an elite neighborhood. Whether the struggling student has fallen behind because of low income or frequent school changes, is an English learner or a student with disabilities, our candidates are prepared by and assessed in their clinical experience and coursework to make the instructional decisions that teachers face every day in the classroom. Most struggling students have literacy challenges, so each program is focused on literacy development across courses, but there are also separate courses that delve into language acquisition theory, reading, and educational equity. Since 2003, when an academic language component was introduced in the Performance Assessment for California Teachers (PACT), clinical faculty have engaged in an ongoing exploration of academic language research in order to make this complex construct as transparent as possible. The work of Scarcella, Zwiers, and Gandara, to name a few, is used to unpack the complex interactions of culture, economic status, and language development. Candidates are assessed in their courses when they create artifacts grounded in clinical practice. For example, in the secondary course on language acquisition, candidates conduct an in-depth analysis of one learner's current language contexts and abilities, situate the data in research on language acquisition, and write a lesson that meets the needs of this particular language learner. Similarly, in the final project of the multiple subject course on language acquisition, they carefully examine a grade-level topic and determine how they will assess students' experiential background and prior knowledge in order to plan a lesson that will activate and build on this prior knowledge while supporting English language development and/or academic language proficiency. The lesson planner promotes the development of practices that support language learners and special needs students with the following questions: 1.Describe the cognitive task related to the content learning objective:

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	2.Language Demands: How will students be communicating in relation to the content in the cognitive task? Receptive – listening, reading, and viewing: Productive – speaking and writing: 3.Describe the genre of the chosen language demand. 4.What key language skill(s), related to one of the language demands above will you assist students in developing during the lesson? 5.What instructional strategies will you use to support the development of academic language skills (related to the identified language demand above). Include strategies you will use to meet the needs of individual or groups of students with varying language abilities. Between the PACT and the Lesson Planner, both formative and summative assessment occurs to shape the practice of our candidates to consider the language demands of a given lesson whenever they plan instruction. All candidates take a separate special education course that identifies the learning disabilities most commonly found in mainstream classrooms and prepares them to participate meaningfully in the IEP process. They encounter special needs students in their clinical placement. In fact, secondary student teaching includes an Academic Support Placement where the candidate works closely with individuals and groups in a classroom where the curriculum has been modified to meet the needs of the students. Also, on a daily basis, the UC Irvine lesson planner promotes the development of practices that support both language learners and special needs students. The ability to differentiate instruction is assessed in the PACT when they select a struggling student and analyze his or her performance during the three- to five-day learning segment. While we have not yet introduced the model of Universal Design for Learning, our practices for instructional design map readily onto the three main principles of Universal Design; namely, providing multiple means of 1) representation, 2) action and expression, and 3) engagement. In the future, we plan to share University Design principles with our candidates. Without a doubt, our teacher preparation programs meet the criterion of being "closely linked with the needs of schools and the instructional decisions new teachers face in the classroom." Beginning in 2011-12, UC Irvine clinical faculty began attending conferences, drawing on state and national resources, and connecting with our partner school districts to introduce the Common Core State Standards. Finding that districts were moving rapidly towards implementation, we positioned our candidates to be at the leading edge of this major change in the education environment. Instructors are revamping courses to include the Common Core State Standards and the Smarter Balanced Assessment that California has chosen. We have close ties with our employing districts and use their input to make program decisions. We have a standing advisory council with whom we exchange ideas and mutual support. There are some exciting programmatic elements that are grounded in these partnerships. For example, some schools are receptive to paired student teaching placements because of the additional resources that are available to support students. We have two partner schools where there are pairs of student teachers in virtually every classroom. At one of those schools, their teachers provide a day-long demonstration, with all of our multiple subject candidates present, of how technology can be utilized to enhance instruction for elementary students. At another school, our secondary and elementary science methods courses are taught in a state-of-the-art science classroom. In another case, we have an average of ten student teachers in dual immersion classrooms preparing to apply for their bilingual credential. These ongoing strong partnerships keep us nimble and in turn support our partner schools with bright, passionate, and well-prepared student teachers—their future employees.
University of California, Los Angeles	1.All teacher candidates fulfill their student teaching requirements in high needs urban schools serving low-income, culturally, racially and linguistically diverse communities. 2.Our teacher education program partners with the Los Angeles Unified School District, the largest school district in Los Angeles County during the pre-service year, and coordinates district information sessions, recruitment seminars, and interviews for hiring purposes once the candidates meet the requirements for the preliminary teaching credential. 3.All credential candidates take foundation, methods and fieldwork courses specifically geared towards preparing them to meet the needs of limited English

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	proficient students. Foundational courses provide teacher candidates with the theoretical frameworks and historical context to understand today's diverse students. These courses establish a theoretical foundation that challenges deficit thinking about students of color and promotes an asset model approach to understanding and working in urban schools. These courses help candidates examine the principles of educational equity and diversity. Methodology courses provide opportunities for candidates to learn content-specific teaching approaches and strategies that support English language development and academic language development among K-12 students, including Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD). Fieldwork courses provide candidates opportunities to learn and practice EL strategies withing the context of their student teaching and to debrief and reflect upon areas of improvement within a subject-specific cohort. Candidates who are fluent in Spanish may elect to take additional coursework in Language, Culture and Primary Language Methodology to earn a Bilingual Authorization.
University of California, Riverside	UC Riverside is takes pride in its diversity. Our teacher preparation programs have been redesigned with the UCR Principles of Community to induce respectful, compassionate and well-prepared student teachers into our community. UC Riverside maintains relationships with school districts and county offices of education in our region and holds regularly scheduled meetings with our Community Advisory Committee. UCR Teacher Preparation Administrators and faculty attend county office of education meetings to learn the needs of our counties and districts. 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. Candidates bilingual in Spanish may elect to obtain clinical experience in dual-immersion and/or bilingual settings. Multiple subjects and Single Subject 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 California Commission on Teacher Credentialing (CTC).
University of California, San Diego	Partnerships with urban school districts; partnerships with professional development providers; intensive clinical practice in urban settings including large numbers of English learners; cohort approach for methods courses that include multiple-subject/education specialist candidates; clinical faculty who teach methods and supervise candidates are experienced K-12 teachers. All candidates complete PACT (Performance Assessment For California Teachers) which is aligned with California academic content standards as well as teaching performance expectations set by the state.
University of California, Santa Barbara	Terms: TEP=Teacher Education Program at UCSB ST=Student Teacher CT=Cooperating Teacher (or master K-12 teacher in the classroom) Supervisor=University supervisor Faculty=All instructors and supervisors in TEP The design of the UCSB Teacher Education Program may be understood in terms of the changing interplay between the four "practical common places" of teaching articulated by Schwab (1983): the teacher (understanding of self), the student (understanding of the personal, social and academic qualities of students), the subject matter (understanding the structure and substance of academic disciplines, including how they may be taught), and the milieu (the practical contexts of activities, classrooms, schools, etc., in which teaching is undertaken). All of these elements are at play in every stage of teacher development. For example, we assume that teachers' perceptions of students are continuously filtered through their feelings, ideas and understanding of their own identities-particularly with regard to experiences with race, social class, gender, sexual orientation, and (dis)ability. Teacher's perceptions of what students need to know, and how that subject matter should be taught, are also affected by their own (continually developing) understanding of subject matter, the identities and experiences of their students, and the kinds of activities and experience which are afforded by the norms, routines, and policies of the classroom,

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	the school and the community. One way of understanding the process of learning to teach is as one in which these four "practical" elements are continuously integrated and re-integrated in new and more sophisticated ways as the candidate undergoes new experiences. The UCSB program reflects an intentional composition of experiences which challenge and support the candidate to undergo exactly this kind of a process: integrating, evaluating and reconstructing their understanding of themselves, their students, the subject matter, and the milieu of practice over the course of the program year. The purposeful and interrelated nature of the coursework and fieldwork dimensions of TEP is accomplished through several strategies, beginning with a strong philosophical and theoretical commitment to a practice-oriented theory of teacher professional development (Lave & Wenger, 1991). It also includes careful attention to personnel selection, program decision-making, allocation of resources, curriculum planning, and evaluation. Each of these policies and practices is discussed below: Philosophical/theoretical stance. A core assumption on which TEP is based is that learning to teach not just a cognitive process, nor a process of acquiring new behaviors, but a process which integrates both these and other changes in the ways a neophyte teacher participates in the practices of the school setting. While a wide variety of tools and experiences (including those which are delivered in coursework) may be very useful to candidates' efforts to participate more completely in the routines and activities of the public school classroom the developmental outcome of interest has to do with the quality and quantity of changes in participation. A program with this as a core assumption would structure itself in ways that allow it to pay very close attention to the relationship between what happens in coursework and what happens in the public school classroom. We do. Personnel. Virtually every instructor in TEP has a substantial level of direct experience as a classroom teacher. This means that we all have experienced the process of learning to teach. Many of our staff have overlapping roles, teaching both coursework and doing field supervision of candidates. Supervisors are routinely recruited from the ranks of passionate and highly experienced veteran teachers. All of this contributes to a strong programmatic focus on practicum/coursework connections. Dialogue and decision-making. Field supervisors and course instructors are all involved in major program curriculum decisions, as well as in regular staff meetings related to running the program on a day-to-day basis. These faculty meetings are an important place for developing and maintaining a common understanding of expectations for students, including those for assignments linking courses and practicum work. For example, a regular agenda event in TEP faculty meetings which has developed over the past two years is entitled "Windows on Our Practice", in which a course instructor or fieldwork supervisor will present what s/he is doing for discussion and analysis. At quarterly faculty day-long retreats, all faculty (that is, both course instructors and supervisors) major program development, planning and evaluation activities. These activities are usually preceded by collaborative analysis of candidate data, in order to inform our program development. Partner School site meetings are conducted regularly to support extension of these kinds of communication linkages to Cooperating Teachers. Finally, both MST and SST programs hold regular meetings of all Partner Schools to discuss major program issues, including those emerging from specific courses and assignments . Concurrent coursework and practicum are designed into all major phases of the program. This allows coursework assignments to be generally carried out in classroom contexts. This critical practice allows several important things to happen. First, course instructors are able to appraise the extent to which candidates are able to transfer concepts and practices modeled and discussed in course sessions into the context of their practice as teachers. Second, University Supervisors and Cooperating Teachers, being on-site, can play an active role in mediating each candidate's interpretation and application of what s/he has learned in coursework. The structure and content of the MST and SST programs are designed with both a theoretical and practical sense of how teaching competence develops over time in the context of increasingly complex opportunities and demands for participation in authentic work (Lave & Wenger, 1991). In general, the program is structured to include both conceptual/theoretical and practice-oriented activities and responsibilities in all major phases of the teacher preparation process. However, the balance of focus shifts gradually from coursework to classroom over the course of the year. This both challenges and supports candidates to

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	integrate theory/practice tensions and considerations into all of the contexts of their learning to teach experiences across the program. In the first summer session, candidates are engaged immediately in reading, discussion and inquiry related to foundational concepts underlying practice in public education classrooms. Even before public schools start, candidates are working in classrooms-participating in limited, but authentic, teacher work. This peripheral participation gradually increases over the course of the fall quarter, culminating with a one week take over of teaching responsibilities in the classroom. Winter quarter begins, again, with somewhat limited teaching expectations, recognizing that a period of acclimation, learning of new routines and practices, and relationship building is necessary before candidates can (or should) be responsible for full teaching assignments in their new practicum placements. Spring quarter is devoted predominately to classroom teaching. (Developmental changes in candidate responsibilities and performance expectations are documented in the "Teaching Candidate Performance Record" in the MST Handbook, p. 35ff, and in "Roles and Responsibilities for Student Teachers, in the SST Handbook). Candidate assessment is also structured developmentally, with students accountable for increasingly complex performances in the context of Credential Portfolio reviews conducted throughout the program year. The year concludes with what is called the Credential Portfolio Conversation. In this process candidates present and evaluate evidence of their professional growth and achievement over the course of the year, including evidence that they have met each of the Teaching Performance Expectations. The broader CSTP standards framework is used to consider plans for future professional development in the context of 2042 induction programs such as BTSA and others. This conversation is intended, in part, as an affirmation that learning to teach is a life long developmental process-one that doesn't end with graduation! The UCSB program is structured at every level to reflect the knowledge base for teaching and teacher education as articulated in the California Standards for the Teaching Profession, the Teaching Performance Expectations, and the California K-12 Content Standards. Candidates' work in the program is framed further by attention to contemporary issues of schooling within the California context, areas addressed as topics in courses (see e.g., the summer foundations curriculum below) and within supervised teaching. To illustrate both the content and the developmental nature of the program, the following is a quarter-by-quarter summary of the program curriculum, beginning with pre-program requirements. Prior to Credential Year Undergraduate subject matter, program prerequisites, and pre-professional preparation: Prerequisites for admission to TEP emphasize demonstration of subject matter knowledge, demonstration of academic excellence (3.0 minimum G.P.A.), completion of pre-professional field experiences in a public-school classroom, and completion of necessary state requirements. Subject matter knowledge may be demonstrated through either an approved sequence of subject matter coursework aligned with the California K-12 content standards, or through-passing an approved subject matter test (CSET). Candidates are expected to begin developing an understanding of public school students and the practical contexts and activities which define the work of public school teaching by completing a minimum of 60 hours of observation and participation in a public school classroom. Admission requirements include an essay, which asks students to reflect on their personal experiences and to articulate a sense of personal mission and rationale for their choice of a teaching career. Additionally, all applicants are interviewed. Prerequisite courses, to be taken prior to entry into the program, provides candidates with an introduction to basic issues of health and safety related to classroom teaching (ED 109) and an introduction to educational technology (ED 103). For the MST program, two courses in mathematics for elementary teachers are required prerequisites to assure that all MST candidates are well grounded in the mathematics of the California elementary curriculum (see syllabus for Math 100A and Math 100B). The Credential Year The Curriculum reflects the following major categories: Methods and Procedures Pedagogical content methods and procedures for specific content areas. Theory, Practice, and Research

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	Courses on learning and teaching theory and research contextualized in classroom and school practice. Special Learners Theory, research, and methods courses specific to learners with special linguistic or other needs. Student Teaching/Field Experience Course units tied to field experience which increase as candidates progress to greater teaching responsibility (note increase in units across quarters). Professional Issues Weekly seminars—held at both school and university sites—taught by site- and content-supervisors as well as in-house K-12 coordinators. The seminars run throughout the academic year and address issues directly related to candidates' work in classrooms, in their schools, and in their schools' communities. Summer All candidates begin the program as a cohort in the summer, engaging in a foundations curriculum that also has the only courses where MST and SST candidates are mixed (ED 268 and ED 330). The purpose of the foundations curriculum is to introduce candidates to the research, theory and practice related to issues of schooling, culture, language, and learning for students of different ages and Assurances backgrounds. The summer completes with an introduction to classroom management that helps students work with peers to develop their "teaching presence" prior to their first day in the classroom. Fieldwork and secondary methods courses also begin in summer session because K-12 schools begin before the university fall quarter begins. MST courses summer: ED 268: Found of Teaching (4) ED 261: Lang & Culture in Teach & Learn (4) ED 264: Child Dev & Learn (4) ED 330: SCWriP (2) ED 370: Prof Issues (1) ED 340: Student Teach (3) ED 318: Found of Academic Lang (2) ED 326: Practicum in Class Mgmt. (2) SST courses summer: ED 261 Culture, Language, & Learning ED 268 Foundations of Education ED 263 Psychological Foundations of Education: Secondary ED 319 Linguistics for Teachers: Secondary ED 330 Writing Project approaches to teaching composition, K-College ED 327 Practicum in Classroom Management ED L 321MProcedures for Teaching Literacy: Secondary ED 321 Secondary Content Methods (Taught per subject area: English, Foreign Language, Math, Science and Social Science) ED 341 Student Teaching Secondary Schools (Per subject area: English, Foreign Language, Math, Science and Social Science ED 371 Professional Seminar in Teaching Secondary School (Taught per subject area: English, Foreign Language, Math, Science and Social Science) The Credential Year: Fall

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	As mentioned above, both MST and SST programs candidates are enrolled in coursework and fieldwork experiences concurrently throughout the academic year. This offers an ideal context in which students may test and evaluate concepts and practices presented in courses in the context of their practical work with public school students. Fall fieldwork is half time, and starts the week before public school begins, as candidates work with cooperating teachers to prepare for school. During early fall, observation and limited direct teaching are the focus of candidates' responsibility. By the end of the fall quarter, candidates are expected to take over teaching responsibilities completely for one week. The fieldwork is closely supervised by both a university supervisor and experienced classroom teachers (both a Cooperating Teacher and an In-House Coordinator at the Partner School). Candidate progress is regularly evaluated 1) by supervisors and cooperating teachers with the use of observation notes and video, 2) by university instructors through assignments designed to assess and build on skills and knowledge developed over time, and 3) by candidates themselves through self-evaluations and portfolio artifacts organized around the Teaching Performance Expectations. Cooperating teachers, university supervisors and the candidate meet twice in the fall (once at mid term and once at the conclusion of the fall placement) to hold a "Three Way Conference" in which candidate progress is evaluated and new goals are set for subsequent practicum work. Formative assessments in Fall coursework prepares students for the Performance Assessment for California Teachers, and for elementary candidates marks the first in their series of PACT assessments. MST Fall Courses Candidates in the MST program work in one public school classroom half time during the Fall Quarter at either the primary (K-3) or upper (4-6) elementary level. They complete their first PACT assessment in Literacy with a focus on lesson planning. In addition, they complete the following courses during the Fall Quarter: ED 265A M.ED. (1) ED 360F: ELD/SDAIE(2) ED LA 320F: Read/LA(3) ED 324: Technology (4) ED 312: Context for Child Dev & Learn (2) ED 362: Excep Child (4) ED 340 Student Teach (5) ED 370: Prof Issues (1) SST Fall Courses Candidates in the SST program work half time in public school classrooms, completing two 8-week placements at the middle school, junior high or high school level. In addition to their placements in subject matter classes (history, math, etc.) they have one period per day in which they are placed in a "literacy" classroom, in which the focus of instruction is on basic academic skills. These placements are made in classrooms that include English language learners and other students with special needs. They begin lesson design and formative work for PACT in the Curriculum Design course. Concurrent with their practicum work, students take the following courses: ED 265A M.Ed. students (1) ED 361F: ELD/SDAIE (2) ED 325: Technology (3) ED 323F: Instructional Design (1) ED L321F: Literacy (1) ED 343: Lit Field Exp (1) ED 371: Prof Issues (1)

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	ED 321F: English, Math World Language, Science Content Methods (3) ED HSS 321F: Social Science Content Methods (1) ED 341 Student Teaching (5) ED 313: Context Adol. Dev. & Learning (2) ED 208 English students only (4) The Credential Year: Winter In Winter Quarter, students begin with concentrated time on campus during January. The weeks of January in MST are spent in a series of art, music and PE workshops. In SST it is devoted to guided curriculum development work within content areas, as secondary candidates prepare to teach courses in the their practicum sites for the second semester. Both SST and MST start new practicum placements at the end of January when the second semester begins for k-12 schools. MST candidates are in placements three-quarter time and SST are in for the full day, taking complete teaching responsibility of at least one course for the full semester. All candidates also prepare for the full Teaching Event of PACT, which is supported by several courses as indicated below. Students complete the following courses during Winter Quarter: MST Winter Courses Students spend half time in their practicum during this quarter. They continue with their PACT assessments in Social Studies Methods focusing on classroom assessment, and in Mathematics Methods and Curriculum Design where they complete the full Teaching Event in Mathematics. Practicum activities are coordinated with the following courses: ED 265B: M.ED. (1) ED 360W: ELD/SDAIE (1) ED LA 320W: Read/LA (2) ED 322 Instructional Design (4) ED M320: Math (4) ED 340 Student Teach (5) ED 370: Prof Issues (1) ED HSS 320W: Soc Science (2) SST Winter Courses Secondary candidates return to half time practicum placements in February, where they begin to teach the courses they have prepared during January curriculum development workshops. Their Curriculum Design course builds on fall lesson planning and teaches assessment analysis and curriculum design in preparation for PACT. Their overall practicum activities are coordinated with the following courses: ED 265B: M.Ed. only (1) ED 361W: ELD/SDAIE (1) ED 323W: Instructional Design (3) ED 363: Exceptional Adol.(4) ED L321W: Literacy (2) ED 343: Lit Field Exp (1) ED 371: Prof Issues (1)

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	ED 381 BCLAD only (4) ED HSS 321W: Social Science Content Methods (1) ED 341 Student Teaching (7) ED 292C Math Students only (4) The Credential Year: Spring Spring Quarter is devoted primarily to full time student teaching for both MST and SST. However, assignments from their ELD/SDAIE courses initiated during Fall and Winter Quarters are completed in the context of their full time student teaching during this period. A summative review of candidate performance is carried out by the university supervisor, the candidate, and one or more Cooperating Teachers in late May or early June (Credential Portfolio Conversation). MST Courses Spring In the context of their student teaching assignments, MST candidates complete their PACT in Science as well as the following courses: ED 265C: M.ED. (1) ED 360S: ELD/SDAIE (1) ED 266: Special Topics Teaching (4) ED S320: Science (4) ED 340 Student Teaching (11) ED 370: Prof Issues (1) ED HSS 320W: Soc Science (2) SST Courses Spring ED 265C: M.Ed. only (1) ED 361S: ELD/SDAIE (1) ED 266: Special Topics in Teaching (4) ED 343: Lit Field Exp (1) ED 371: Prof Issues (2) ED HSS 321S: Social Science Content Methods (1) ED 341 Student Teaching (9) ED 317 Social Science Students only (4) ED 286ST Science Students We use the Teaching Performance Expectations framework as a basis for reviewing candidates' performance in each of their student teaching placements. Summary evaluation of each candidate's development as a teacher is framed around these standards (including related TPEs, as well as data from the Teaching Performance Assessment) in the context of a dialogue with the cooperating teacher(s), university supervisor and the student, at the end of the spring student teaching assignment. Experiences specific to California's English Learner Population How to effectively teach English Learners is a hallmark of the program. First and foremost, all Candidates are placed in a Partner School. The partner school model insures that only schools with a diverse student body and with English Learners are sites for clinical experiences. Candidates' work with English Learners starts immediately with the beginning of their program in summer foundations courses (e.g. in "Culture, Language and Learning", "Foundations of Learning", "Educational Psychology" and "Linguistics for Teachers") and continues throughout the entire academic year with a three-quarter course in "ELD/SDAIE

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	Methods". Embedded in both university coursework and in field experiences in the Partner Schools, are multiple opportunities for Multiple Subject (MST), Educational Specialist (ESC) and Single Subject (SST) credential candidates to learn purposes, goals, and content of the adopted instructional program(s) for the effective teaching and support of English Learners; and candidates understand the local and school organizational structures and resources designed to meet English Learner (EL) students' needs. In ED 360: ELD/SDAIE Methods and Procedures (MST and ESC) and ED 361: ELD/SDAIE Methods and Procedures (SST), credential candidates have a field assignment in which they investigate the EL programs at the school sites where they are placed. They interview school site and district personnel in order to determine (1) how many designated English Learners are at their school site, (2) how the English Learners are identified and (3) what services are provided for these students. They then schedule observations to determine which of the program models are being employed at the site (e.g., Content-Based ELD, push-in or pull-out ELD, Transitional Bilingual, Newcomer, etc.). Specifically, candidates investigate the demographics of the school site in regard to English Language learners, the English language proficiency levels of students, and the various ELD programs offered at the school site (e.g., push-in, pull out, in class small group ELD instruction, whole group "leveled" programs by EL proficiency levels, and newcomer program). Candidates document where they obtained the demographic information and EL proficiency levels (e.g., SARC, school website, interviews with teacher or principal) so as to navigate how to obtain important information regarding the student population at their school sites in order to meet the specific needs. As part of the TEP Lesson Design Frame, required for all course-embedded lesson assignments and for formal lessons, credential candidates must articulate the context for which they are designing the instruction. They therefore must be apprised of local school organizational structures and resources designed to meet the needs of designated English Learners with whom they are working (hence the assignment described in the preceding paragraph). Articulation of context is also required of credential candidates on the Performance Assessment for California Teachers (PACT) Teaching Event. While this is not scored, it is required that credential candidates identify locally situated resources to support optimal learning for designated English Learners. In the elementary "Reading/Language Arts Methods" and the secondary "Multicultural Literacy" courses, credential candidates examine different program components that address the needs of English Learners: Alternative Waiver Programs (Bilingual Education), English Language Development (ELD), Content-Based ELD, and Specially Designed Academic Instruction in English (SDAIE). They participate in an in-class assignment whereby they learn the distinguishing characteristics of ELD, Content-Based ELD and SDAIE, and apply the new learning to case profiles of English Learners, determining which approach or approaches would be most appropriate for each case. They also must provide the justification for their recommendation. In this way, instructors and peers can confirm or clarify the decisions and thus deepen their understandings of philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Learners. On-site Coordinators (school-based supervisors) and university supervisors work together to assist credential candidates to observe a variety of practices and programs, which they may not see otherwise. The fundamental concept is that a placement is at a school, not just in a specific classroom. For example, as might be expected, not every Partner School classroom includes the services of instructional aides, specialists and parent volunteers. On-site Coordinators are able to assist candidates to observe and discuss issues that arise related to management of support personnel, pull-out programs, and other specific practices that may not be used in their own classroom placement. Moreover, the clustering of student teachers at Partner Schools allows candidates opportunities to work in one another's field placement classrooms for the purpose of gaining experiences that may not be available in all classroom settings. Experiences specific to California's Special Education Population Candidates complete a series of readings, classroom activities, web activities and fieldwork assignments aimed at giving them a more in-depth understanding of the practices of assessment related to special education in the regular classroom. For example, in ED 362, students read Turnbull, Turnbull, and Wehmeyer (2010) and each chapter focused on a particular disability presents in depth discussion of best assessment and evaluation practices. In the special education courses for elementary and secondary general education candidates (Elementary is ED 362 and secondary is ED 363), candidates receive instruction and perform

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	classroom assignments on conducting task analytic assessments, applied behavioral assessments (specifically as related to School-Wide Positive Behavior Supports), and curriculum-based assessment, specifically progress monitoring with curriculum-based measures (as related to Response-to-Intervention, or RTI, systems). In addition each candidate completes a comprehensive case study of a child with identified special education needs, including assessment results relevant to referral and placement, instructional design and evaluation. (See course syllabus for ED 362, including the case study assignment specific requirements). In the SST course in special education, a similar set of readings and assignments focus on assessment skills. For example, candidates are required to attend both a Student Study Team and IEP meeting, and to report on both specific assessment procedures and how these are woven into programmatic decisions for children. Candidates also complete a case study of a student with identified special education needs. The special issues attending second language acquisition and assessment of learning, including assessing the learning of children with disabilities, are taken up in the "ELD/SDAIE" and the "Culture, Language and Learning" courses. In these courses, candidates are taught how to use results from English Language assessments (CELDT) to plan appropriate instruction, as well as how to modify generic assessment strategies for appropriate use with English language learners, including those with disabilities (more on this below under teaching limited English Proficient Students). In all methods courses in TEP, students are required to plan adaptations to classroom assessments to make them appropriate for students with special education needs. The TEP Lesson Design Frame used in all course- and field- work requires candidates to note adaptations. This assures that the specialized assessment strategies, which are taught in ED 362 and ED 321 SPS are applied in the context of each candidate's work in the general education classroom. Candidates in both SST and MST progress are taught to use a wide variety of special instructional materials, technologies and teaching methods to differentiate classroom experiences for students with a wide variety of special needs. As with other curriculum issues related to special education, our approach includes focused coursework, infusion of requirements and supports in all methods courses, and assigned field work experiences to provide candidates with a comprehensive introduction to both theory and practice of special education in the general classroom. In the special education courses, candidates complete an extensive set of readings, which present a wide variety of instructional strategies and resources for various types of instructional needs. For example, in ED 362 "Introduction to Exceptional Children" candidates learn about the principles of direct instruction, cognitive behavior modification, strategy training, and a "core intervention model, " developed at UCSB that combines elements of direct instruction and "system of least prompt" strategies for adapting instruction to individual needs. Candidates all learn about existing and emerging assistive technologies to support inclusion of students with disabilities in general education activities. In both courses, students are required to extend and evaluate their understanding of specialized instructional materials, techniques and resources through developing and implementing instruction for a student with special needs in the context of a case study assignment. Finally, all candidates are expected to draw upon these resources (readings, class presentations, web resources) to design and implement lesson adaptations for students with special needs in the context of each and every one of TEP methods courses, and the fieldwork component of the program. This assures that concepts, techniques and specialized materials introduced in the special education coursework will actually be applied systematically and pervasively in the emerging practice of these regular class teachers. Candidates in TEP are required and supported to include systematic planning, implementation and evaluation of instructional designs and accommodations which insure that students with special needs, including both those with disabilities and students who are gifted and talented, can access and participate in the core academic curriculum of the classroom. The requirement that students develop these skills is embedded in the TEP Lesson Design Frame. A detailed examination of this lesson planning protocol shows that candidates are required to identify and plan for at least one specific student with special developmental needs (either a gifted/talented student or one with disabilities) for every lesson they teach while in the program. Supports to enable students to meet this rigorous requirement are embedded in all methods courses, as well as the courses focused on special education. For example, in the Reading and Language Arts course in MST (ED LA - 320) students are systematically taught a specific reading instructional strategy during each class session (see "Stories and Strategies" in syllabus for ED LA 320). After each strategy is presented, candidates are put in small groups to discuss - -adaptations that could be used with that strategy for

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	students with special needs. In SST, the course in Literacy (ED 321) also provides opportunities for candidates to plan accommodations for students with special needs in the context of secondary content courses,-as well as special developmental classes. Similar planning and evaluation strategies for students with special needs are embedded in every methods course in the program. In addition to these experiences, the focus courses on special education within MST (ED 362) and SST (ED 363) provide students with both general planning strategies (material on "Universal Design" are embedded in readings, Web resources, and Case Study Assignments) and specific ideas for adaptations and accommodations relative in insuring the students with widely heterogeneous abilities and needs have access to the core curriculum (e.g., Site Accommodation Assignment).
University of California, Santa Cruz	Special Education/English Language Learners: All candidates enroll in specific courses to meet the needs of children with disabilities in the general education classroom (Education 211) and limited English proficient students in the general classroom (Education 203 Multiple Subject and Education 204 Single Subject). In these courses, students are taught to identify students with specific learning needs and English language development needs respectively. Candidates understand the procedures and processes for identifying students for special instructional services as well as laws mandating required services. Learn effective teaching strategies for meeting the needs of Special Education/EL needs of students. Teacher candidates are also taught the principles and methodology of effective processes designed to provide students with full access to the core curriculum. In their student teaching placements, candidates work with identified special education and English Language Learner students to implement and reflect on these principles and methods. Relevant assignments include case studies, informal assessments and lesson planning to meet student needs (e.g. accommodations and adaptations for special education students and the Sheltered Instructional Observational Protocol for English Learners). Identified needs of Local Education Agencies/Training linked with the needs of schools and the instructional decisions new teachers face: Many of the local schools in which our student are placed have a high number of English Language Learners. Therefore, in addition to Education 203, Multiple Subject Methods of English Language Development, and Education 204, Single Subject Methods of English Language Development, above, each of our methods and theory courses have at least one session that focuses on meeting the needs of English Language Learners in the content areas. In addition, candidates learn strategies to best address the needs of low income students in rural & urban settings through coursework and in rural settings through their student teaching experience in low income rural schools. Many of the schools in which students are placed are identified as "low-performing" schools. Therefore, the local educational agencies have strict requirements to ensure that teachers implement the following: standards-based instruction, State adopted textbooks, use of benchmark assessments and district instructional pacing guides. The student teacher supervisors work closely with the candidates as they work to incorporate these and other processes into their daily instruction. In addition, through student teaching seminar, candidates have multiple opportunities to reflect on the demands of working in low income, rural settings. In Education 207, Social Foundations, students identify the challenges involved in effectively teaching in urban and rural schools. In both 207 and 205/206, Teaching and Learning in Diverse Society, candidates receive training on how to effectively linguistic and cultural diverse youth in urban and rural setting During student teaching field placements, all teacher candidates participate in Beginning, Intermediate and Advanced Student Teaching Seminars. Students are divided into cohorts by credential type (Multiple Subject/Single Subject) and subject area. The Student Teaching Seminars are lead by experienced K-12 teachers on-loan from or recently retired from local educational agencies. They have extensive experience working in low-income, rural schools and a high degree of awareness of the needs of local educational agencies.
University of LaVerne	The University of La Verne provides two courses to teacher education students instructing them on strategies and techniques to work with limited English proficient students. The RICA exam is required for all Multiple Subjects teacher credential candidates.
University of Phoenix - CA	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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	policies, and national/state/local trends, issues, and needs. College Academic Affairs staff are in continuous communication with state education officials, campus administrators, and faculty members to address the implications of policies, trends, and issues for new programs, or for revision of programs and courses. The College believes that it has professional accountability to its candidates and to the students whose lives they impact. Candidates learn from experienced practitioners who are knowledgeable about research, issues, and best practices in the field. In addition, the College is committed to preparing teachers for a diverse community of students. Candidates are supported in designing, implementing, and reflecting on effective instruction for all students. The College offers dedicated courses that address diverse learners, and threads instruction of diverse learners throughout its courses in content, assignments, and field experiences. In field experiences and in student teaching, selecting and teaching in varied demographic settings is emphasized. To ensure relevance and currency of its programs and courses, the College continuously gathers and analyzes program and course level data about candidates' educational experiences and utilizes the results for program re-design and revision, faculty development, and the mentoring and counseling of candidates. Data may be obtained from course-based assessments, field experience and clinical practice evaluations, grade point averages, professional/state-mandated examination scores, and candidate self-assessments. This assessment process encourages the development of innovative academic programs that provide candidates with the knowledge, skills, and dispositions needed to teach all learners.
University of Redlands	Our SB2042 and Education Specialist credential programs integrates the above assurances throughout all courses.
University of San Diego	Our elementary and secondary teacher preparation programs offer a sequenced program of study to ensure our students are able to put their learning to practice through their purposeful placements for practicums and student teaching. These field experiences provide our teacher candidates with direct experience in working with English learners and special needs students. Our Field Experience Office consistently works to assess current placement sites and identify potential sites to ensure our students are exposed to multiple school settings. We have diversified our pool of university supervisors of candidates' field experiences, and to ensure they are fully able to support our students, we provide them with regular training opportunities. Additionally, in order to attain the credential, all candidates are required to demonstrate competence in teaching limited English speaking and special needs students in the PACT capstone assessment.
University of San Francisco	The University of San Francisco's emphasis on social justice and working with underserved populations is emphasized through out the Teacher Education Program in course work and in schools and agencies where candidates complete their fieldwork observations, tutoring, and teaching practicums. Faculty work closely with local school districts and county offices of education to review curriculum and field practicum requirements to ensure that candidates are prepared to work effectively with school faculty and staff as well as effectively teach the diverse students in the schools. Course work provides candidates with a solid background in state adopted academic standards and adopted textbooks/materials and an understanding of developmentally appropriate pedagogically sound instruction and assessment practices. Specific courses focus on the education of exceptional children (special needs), English Language learners, and teaching diverse populations with continuing focus on these issues spiraling throughout the program and into the field practicum (student teaching) experiences. The program works closely with school districts and county offices of education to identify and place candidates in schools where they will encounter students of many different cultural, linguistic, and socioeconomic backgrounds. Through these placements, candidates see models of instruction currently practiced by successful, effective teachers. This training prepares our candidates to serve students, in a wide range of communities, who have varying backgrounds and instructional needs. Candidates can elect to more specifically focus their preparation through several Master degree programs linked with the credential program. The Master of Arts in Teaching Reading provides additional preparation in teaching reading within low-income, high need schools and leads to the state issued reading certificate in addition to the preliminary teaching credential. The Master of Arts in Teaching in Urban Education and Social Justice focuses on preparing

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	candidates to meet the needs of students in the most challenging high-need urban schools. The San Francisco Residency program (SFTR) is a partnership between the University of San Francisco, Stanford University, San Francisco Unified School District, the United Educators of San Francisco, and the San Francisco Education Fund. This program is committed to preparing high quality teachers for San Francisco Unified School District's hardest-to-staff schools and academic content areas (STEM and Spanish bilingual literacy). Candidates complete the credential in a year-long residency model, in a high-need school under the mentorship of an identified mentor teacher, and are then hired to teach in the district.
University of Southern California	Our first priority is to meet the needs of under-served classroom students and schools. This theme has been addressed in all course syllabi, as is the teaching of students whose first language is not English, teaching to all students' human differences and integrating technology into the curriculum.
University of the Pacific	All candidates take courses in teaching English Language Learners, Teaching Exceptional Learners, and teaching in urban and rural settings. Teacher Education faculty use data on assessments to revise these courses. We have revised the Teaching English Learners course to add more content in the area of "academic language" development. Field experiences prior to student teaching give first-hand experiences in classrooms and opportunities to experience the curriculum in K-12 classrooms. All special education candidates receive training in adapting core subjects in the curriculum for the general classroom. Common Core standards and assessment information are incorporated into our Multiple Subject, Single Subject, and Education Specialist programs.
Vanguard University	One of our institution's most successful strategies is the partnering our with a local elementary school in an after school reading program. We are partnered with College Park Elementary School in Newport Mesa Unified School District which has a student population of 69.2% English Language Learners and 88.4% of their students are classified as Socioeconomically Disadvantaged (2011-2012 school statistics). As part of our multiple subject reading courses, our teacher candidates are partnered with two elementary students. Once a week, the teacher candidates tutor two elementary students in reading, while being supervised by our reading faculty and other reading support providers. After the tutoring sessions, teacher candidates meet with the reading instructors to discuss the elementary students' progress and to strategize for the following week. Teacher candidates have the opportunity to learn how to teach reading and then given the opportunity to practice what they have learned on the weekly basis at the elementary school site. As a result, the reading skills of the elementary students are improving and the teaching of reading skills of our teacher candidates are solid as reflected in their passing scores on the RICA examination.
Western Governors University - CA	We have designed courses of study that include materials covering all of these areas, and we assess candidates' knowledge, skills, and dispositions by means of our competency-based assessments. Support for student learning is enhanced by online learning communities that are facilitated by subject matter experts in these fields of study.
Westmont College	Response to local needs: Compliant. Local teachers, principals, and key district officials are on our Teacher/Principal Advisory Board, and regularly contribute suggestions on how we can serve the local community even more effectively. The fact that all full-time faculty serve as supervisors for student teachers in the local schools helps to ensure that we are in at least weekly direct contact with local schools and local students, and are constantly in conversation with our own teacher candidates about how to address local needs most effectively. Local principals and teachers consistently point to this area as a strength of the Westmont program, in contrast to larger programs where several layers of bureaucracy potentially interfere with the kind of direct communication described above. Link to needs of schools: Compliant. In addition to the above, we survey our graduates and their employers each year, and ask for ways to align even more effectively candidates' professional preparation with the felt needs and current conditions of schools in the local area and beyond. Special Education Teachers: Non-applicable. Westmont does not prepare Special Education teachers. Training for disabilities: Compliant. All teacher candidates complete a course in Special Education for the Classroom teacher. Westmont's course is regularly taught by a local practicing and experienced professional with a graduate degree. Among other evidence considered, all candidates demonstrate their

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	preparedness to work with students with disabilities on the California Teaching Performance Assessment. Training for LEP: Compliant. This is a major and pervasive theme in our program, unsurprising given the demographics of Santa Barbara-area schools, where over half the student body is classified Latino and significant numbers of students with limited English proficiency are present in all schools where candidates are assigned to student teach. All teacher candidates complete a course on theories and practices relevant to working with students for whom English is a Second Language. All methods courses incorporate additional input on this topic, and incorporate assessment measures related to working with students for whom English is Second Language. Among other evidence considered, all candidates demonstrate their preparedness to work with students with disabilities on the California Teaching Performance Assessment. Training for low-income families: Compliant. Working with students from low-income families is a major theme in the required course on Cultural Diversity, where among other considerations, all students read and write in response to Ruby Payne's A Framework for Understanding Poverty. Urban/Rural: Compliant. Westmont's graduates go primarily into urban and suburban schools, rather than rural schools, but we expose students to wide variety of classroom conditions, through our e-mentoring program, among other strategies.
Whittier College	Whittier College teacher candidates must complete coursework that is integrated with fieldwork experiences which address the above assurances and meet program standards identified by the California Commission on Teacher Credentialing. Some of our most successful strategies include: Whittier College teacher credentialing programs use local school districts and communities in the East Los Angeles County region for fieldwork placements. These communities are culturally and linguistically diverse giving our candidates multiple opportunities to connect theory and practice. One definite strength of our program is having situated learning settings in communities that are ethnically, socio-economically, and linguistically diverse. A second successful strategy is to recruit students, faculty and staff that are representative of our rich cultural environment. Future teachers take coursework with peers and from instructors who mirror the K-12 populations in local schools.
William Jessup University	The unit provides for regularly scheduled Teacher Education Advisory Board meetings. This board is comprised of local K-12 BTSA and county, district & site administrators who provided regular input regarding candidate readiness and help review program effectiveness. Additionally the program partners with local schools for candidate observation, assisting and student teaching experiences. At least one of the student teaching experiences must be a Title 1 school and both student teaching placements must include at least one ELL and one student with a disability. Finally the program unit & lesson plan documents, utilized throughout the program, requires the candidates to adapt for EL, SN and other learners who may need differentiated instruction.

Provide the following information about the approval or accreditation of your teacher preparation program.							
Institution	**Is your teacher preparation program currently approved or accredited?**	**Accredited by state?**	**Accredited by NCATE?**	**Accredited by TEAC?**	**Accredited by other organization?**	**If yes, specify organization**	**Is your teacher preparation program currently under a designation as "low performing" by the state?**
Alliant International University	Yes	Yes			Yes	WASC	No
Antioch University	Yes	Yes			Yes	HLC/NCA	No
Argosy University	Yes	Yes					No
Azusa Pacific University	Yes	Yes	Yes				No
Bard College	Yes	Yes					No
Biola University	Yes	Yes			Yes	Association of Christian Schools International	No
Brandman University	Yes	Yes			Yes	We continue to be CTC accredited and are also seeking national accreditation (CAEP-NCATE Legacy)	No
California Baptist University	Yes	Yes					No
California Lutheran University	Yes	Yes	Yes		Yes	WASC	No
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes				No
California State Polytechnic University, Pomona	Yes	Yes					No
California State University, Bakersfield	Yes	Yes	Yes				No
California State University, Channel Islands	Yes	Yes					No
California State University, Chico	Yes	Yes	Yes				No
California State University, Dominguez Hills	Yes	Yes	Yes				No
California State University, East Bay	Yes	Yes	Yes				No
California State University, Fresno	Yes		Yes		Yes	CCTC	No
California State University, Fullerton	Yes	Yes	Yes				No
California State University, Long Beach	Yes	Yes	Yes				No
California State University, Los Angeles	Yes	Yes	Yes				No
California State University, Monterey Bay	Yes	Yes	Yes				No
California State University, Northridge	Yes	Yes	Yes				No

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California State University, Sacramento	Yes	Yes			Yes	California Commission on Accreditation (COA)/ Commission on Teacher Credentials (CCTC)	No
California State University, San Bernardino	Yes	Yes	Yes				No
California State University, San Marcos	Yes	Yes	Yes				No
California State University, Stanislaus	Yes	Yes	Yes				No
CalState TEACH	Yes	Yes					No
Chapman University	Yes	Yes		Yes			No
Claremont Graduate University	Yes	Yes					No
Concordia University	Yes	Yes					No
Dominican University of California	Yes	Yes					No
Fresno Pacific University	Yes	Yes			Yes	Western Association of Schools and Colleges	No
Hebrew Union College	Yes	Yes					No
Holy Names University	Yes	Yes					No
Hope International University	Yes	Yes					No
Humboldt State University	Yes	Yes					No
La Sierra University	Yes	Yes			Yes	WASC	No
Loyola Marymount University	Yes	Yes	Yes				No
Mills College	Yes	Yes					No
Mount St. Mary's College	Yes	Yes			Yes	WASC	No
National Hispanic University	Yes	Yes					No
National University	Yes	Yes			Yes	WASC, CTC	No
Notre Dame de Namur University	Yes	Yes			Yes	WASC	No
Pacific Oaks College	Yes	Yes					No

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Institution	**Is your teacher preparation program currently approved or accredited?**	**Accredited by state?**	**Accredited by NCATE?**	**Accredited by TEAC?**	**Accredited by other organization?**	**If yes, specify organization**	**Is your teacher preparation program currently under a designation as "low performing" by the state?**
Pacific Union College	Yes	Yes			Yes	North American Division of Seventh-day Adventists Office of Education	No
Patten University	Yes	Yes			Yes	WASC	No
Pepperdine University	Yes	Yes			Yes	WASC	No
Point Loma Nazarene University	Yes	Yes	Yes				No
San Diego Christian College	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
San Diego State University	Yes	Yes	Yes				No
San Francisco State University	Yes	Yes			Yes	WASC	No
San Jose State University	Yes	Yes	Yes				No
Santa Clara University	Yes	Yes			Yes	WASC	No
Simpson University	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
Sonoma State University	Yes	Yes	Yes				No
St. Mary's College of California	Yes	Yes			Yes	WASC	No
Stanford University	Yes	Yes	Yes				No
Teacher's College of San Joaquin	Yes	Yes					No
The Master’s College	Yes	Yes					No
Touro University	Yes	Yes					No
United States University	Yes	Yes			Yes	CCTC	No
University of California, Berkeley	Yes	Yes					No
University of California, Davis	Yes	Yes					No
University of California, Irvine	Yes	Yes			Yes	WASC	No
University of California, Los Angeles	Yes	Yes			Yes	WASC	No
University of California, Riverside	Yes	Yes					No
University of California, San Diego	Yes	Yes					No

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Institution	**Is your teacher preparation program currently approved or accredited?**	**Accredited by state?**	**Accredited by NCATE?**	**Accredited by TEAC?**	**Accredited by other organization?**	**If yes, specify organization**	**Is your teacher preparation program currently under a designation as "low performing" by the state?**
University of California, Santa Barbara	Yes	Yes					No
University of California, Santa Cruz	Yes	Yes					No
University of LaVerne	Yes	Yes	Yes				No
University of Phoenix - CA	Yes	Yes		Yes			No
University of Redlands	Yes	Yes					No
University of San Diego	Yes	Yes	Yes		Yes	CEC	No
University of San Francisco	Yes	Yes					No
University of Southern California	Yes	Yes			Yes	WASC and CCTC	No
University of the Pacific	Yes	Yes	Yes				No
Vanguard University	Yes	Yes			Yes	WASC	No
Western Governors University - CA	Yes	Yes	Yes		Yes	NWCCU	No
Westmont College	Yes	Yes					No
Whittier College	Yes	Yes					No
William Jessup University	Yes	Yes			Yes	WASC	No

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing "yes" indicates that your teacher preparation program would be able to provide evidence upon request.				
	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**
Alliant International University	Yes	Yes	Yes	Yes
Antioch University	Yes	Yes	Yes	Yes
Argosy University	Yes	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes
Bard College	Yes	Yes	Yes	Yes
Biola University	Yes	Yes	Yes	Yes
Brandman University	Yes	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes	Yes
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	Yes	Yes	Yes	Yes
California State University, East Bay	Yes	Yes	Yes	Yes
California State University, Fresno	Yes	Yes	Yes	Yes
California State University, Fullerton	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes
California State University, Monterey Bay	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Yes	Yes
Chapman University	Yes	Yes	Yes	Yes

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Claremont Graduate University	Yes	Yes	Yes	Yes
Concordia University	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes
Hebrew Union College	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes
Hope International University	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes
La Sierra University	Yes	Yes	Yes	Yes
Loyola Marymount University	Yes	Yes	Yes	Yes
Mills College	Yes	Yes	Yes	Yes
Mount St. Mary's College	Yes	Yes	Yes	Yes
National Hispanic University	Yes	Yes	Yes	Yes
National University	Yes	Yes	Yes	Yes
Notre Dame de Namur University	Yes	Yes	Yes	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes
Pacific Union College	Yes	Yes	Yes	Yes
Patten University	Yes	Yes	Yes	Yes
Pepperdine University	Yes	Yes	Yes	Yes
Point Loma Nazarene University	Yes	Yes	Yes	Yes
San Diego Christian College	Yes	Yes	Yes	Yes
San Diego State University	Yes	Yes	Yes	Yes
San Francisco State University	Yes	Yes	Yes	Yes
San Jose State University	Yes	Yes	Yes	Yes
Santa Clara University	Yes	Yes	Yes	Yes
Simpson University	Yes	Yes	Yes	Yes
Sonoma State University	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	Yes	Yes

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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**
Stanford University	Yes	Yes	Yes	Yes
Teacher's College of San Joaquin	Yes	Yes	Yes	Yes
The Master's College	Yes	Yes	Yes	Yes
Touro University	Yes	Yes	Yes	Yes
United States University	Yes	Yes	Yes	Yes
University of California, Berkeley	Yes	Yes	Yes	Yes
University of California, Davis	Yes	Yes	Yes	Yes
University of California, Irvine	Yes	Yes	Yes	Yes
University of California, Los Angeles	Yes	Yes	Yes	Yes
University of California, Riverside	Yes	Yes	Yes	Yes
University of California, San Diego	Yes	Yes	Yes	Yes
University of California, Santa Barbara	Yes	Yes	Yes	Yes
University of California, Santa Cruz	Yes	Yes	Yes	Yes
University of LaVerne	Yes	Yes	Yes	Yes
University of Phoenix - CA	Yes	Yes	No	Yes
University of Redlands	Yes	Yes	Yes	Yes
University of San Diego	Yes	Yes	Yes	Yes
University of San Francisco	Yes	Yes	Yes	Yes
University of Southern California	Yes	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes	Yes
Vanguard University	Yes	Yes	Yes	Yes
Western Governors University - CA	Yes	Yes	Yes	Yes
Westmont College	Yes	Yes	Yes	Yes
Whittier College	Yes	Yes	Yes	Yes
William Jessup University	Yes	Yes	Yes	Yes

Program name	**Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**
Alliant International University	Each teacher credential candidate is required to demonstrate proficiency in the integration of technology into the classroom prior to recommendation for an initial teaching credential. The university's course on Technology in the Curriculum has been designed to work in tandem with other courses in the Teacher Education program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts. Candidates are trained to be proficient in the software, multimedia tools and programs for classroom administration so that they can effectively integrate these components into student learning and effective management of the classroom. To assure understanding and the ability to successfully integrate technology, candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the candidate's teaching situation. Assignments in seminar courses also require that candidates explicitly show how to embed technology into the curriculum to support learning and achievement.
Antioch University	Los Angeles: Candidates develop skills and knowledge to enable them to use technology as a teaching and learning tool in the K-8 classroom. Candidates learn to integrate educational technology into the curriculum for the purpose of supporting student achievement of standards-based goals. Technology is used to create access for all students in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage and remember. Santa Barbara: A 3-unit course, "Education Technology for Universal Design" is offered and required during the Fall quarter. Antioch maintains both "G-mail" and "Sakai". Both these support off-site learning and research. Sakai is supported by a staff position. Library and reference librarian services are available to support students' research and resource needs, including databases and other institutional library catalogs. Students are required during their PACT (Performance Assessment for California Teachers) activities to collect, manage, and analyze data to improve their instruction. The students use Taskstream to collect their PACT work, including a classroom video, lesson plans, assessments, reflections, and student work. Students must utilize technology in almost all their courses.
Argosy University	All of Argosy's teacher preparation courses are heavily infused with the most current approaches to enhancing student learning through the use of technology. Through the use of Class Live Pro, all students become proficient at utilizing real time technology to download course content, upload presentation materials, and collaborate with their colleagues state-wide. Such an approach allows the candidates to take those skills and apply them to their own teaching experience over time. Syllabi requires candidates to integrate technology into their lesson plans, especially with respect to the learning needs of second language learners and special needs students. As such, they become proficient Power Point presentation development, utilizing the web for instructional purposes, and teaching critical analysis of Internet content to include various data affecting education.
Azusa Pacific University	I.S.T.E technology standards are fully integrated with signature assignments described in each syllabus that address the California technology standards. The technology signature assignments are submitted online to TaskStream and are scored by trained and calibrated assessors. Additionally, instructors model technology best practices in the application of technology in the classroom. Teacher candidates are expected to use all fields of technology as well as a variety of hardware and software. Special Education programs expect candidates to use the Internet as a resource, online library, include video clips and power point presentations for assignments. Instructors utilize every source of technology for instructional presentations including digital projectors, iPads, iPods, digital learning (digital platforms), video clips, power point presentations, pod casts and digital textbooks. Guest speakers introduce candidates to assistive technologies available to students with special needs.
Bard College	Students must demonstrate proficiency in technology standards developed by the California Technology Assistance Project and the California Standards for the Teaching Profession. They are instructed in these requirements and must show proficiency through performance assessment.
Biola University	Teacher candidates are expected to use the Internet as an interactive resource, include video clips, and/or a PowerPoint when teaching field placement lessons, and become proficient in technology such as Smart Boards, tablets, Smart phones, and document digital projectors. Teacher candidates prepare a thematic unit

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	that includes PowerPoint, desktop publishing and web hosting. 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 using digital recorders, PowerPoint presentations, and video clips in order to provide greater access to the curriculum for English language learners. Teacher candidates practice the use of technology as it applies to engaging students in specific content areas and thus providing a connection to real life situations. Placements are sought in both clinical and fieldwork that employ consistent use of technology for teaching and learning.
Brandman University	Candidates in the credential programs take EDUU 551-Educational Applications of Computers.In this course candidates learn how to use technology to utilize interactive tools such as wikis, blogs, and threaded discussions. Candidates also learn how to integrate technology into lesson planning, develop multimedia presentations, and use databases and spreadsheets to gather and analyze data on student performance. In EDUU 511-Collaboration for Inclusive Schooling candidates learn about assistive technologies appropriate for students with special needs. Candidates examine and use WebQuests in EDUU 512- The Art and Craft of Teaching. Technology is also integrated into each of the core content courses of the credential programs. In the special education program candidates use computer based programs such as DIBELS and Chart Dog and learn how to use various software programs for analyzing the results from standardized assessments such as the Woodcock-Johnson assessment battery. Additionally, each course in the credential program, other than student teaching, is currently taught in a blended format or online format. Online courses represent all of the Multiple and Single Subject except for student teaching, where Special Education students can take the majority of their courses on line but not all. For the blended method, fifty percent of the class is taught face to face, and fifty percent of the class is taught online. Both delivery models for the courses provide candidates with an opportunity to use a variety of technology tools including threaded discussions, wikis, blogs, voice boards, videoconferencing and online tutorials.
CalState TEACH	Technology Best Practice The American Association of Colleges for Teacher Education (AACTE) honored CalStateTEACH with the 2014 AACTE Best Practice Award for the Innovative Use of Technology. The award honors programs that incorporate innovation beyond meeting national or state standards for program-wide educational technology integration. The AACTE Committee on Innovation and Technology, which reviews submissions for the award, selected CalStateTEACH for its ability to bridge the theory and practice of teacher education through the use of multiple technologies and to communicate the impact those technologies have had based on qualitative or quantitative research. Specifically, the committee noted that the CalStateTEACH program exhibits sustainable impact, system-wide change during a time of state budget cuts, a strong research basis, a social justice agenda to make learning accessible to all, robust integration of technology and low-cost sustainability. "The CalStateTEACH program is an outstanding example of broad-based effective integration of technology, pedagogy and content," said AACTE Innovation and Technology Committee Chair Dr. Mary Herring. "They are to be commended for stretching beyond the norm in teacher education to impact the learning of students across the state." In December 2012, CalStateTEACH was designated an Apple Distinguished Program for its innovative design and implementation of a one to one iPad mobile learning initiative. In November 2013, the designation was renewed for 2013-2015. The Apple distinguished program recognizes outstanding programs that

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	demonstrate visionary leadership, innovative learning and teaching, compelling evidence of success, and exemplary learning environments. The CalStateTEACH Program includes different types of technologies and formatting to prepare candidates to teach a growing number of technology proficient students. CalStateTEACH students and faculty interact online in a custom learning management system (LMS) designed to foster rich communication, effective learning, and timely evaluation. System highlights include a flexible work folio system tied to dynamic curriculum, standards-based lesson/unit plan builder, and an observation tool for video or on-site faculty observations of candidate teaching. An advanced video annotation system allows students and faculty to comment and reflect on their teaching performance. The CalStateTEACH website is fully compatible with the iPad. CalStateTEACH uses both Facebook and Twitter. Using social media allows interaction with teacher candidates in alternative formats. Faculty and teacher candidates can share experiences and pictures to clarify and enhance the curriculum. Social media is also used as a means of communication between teacher candidates by sharing ideas, pictures, and links, developing 21st century classrooms. The iPad provides continuous access to the tools of teacher preparation and is the candidates' window to both personal and professional social networks. It has become the hub of CalStateTEACH instruction, in academic coursework, as well as, in the classrooms where candidates practice teaching and collaborate with school site mentors. Candidates read their e-Texts on the iPad, access the LMS through it, use productivity apps to create new content, create lessons, teach with it, record their lessons, and communicate with faculty on it. CalStateTEACH candidates utilize the iPad to present content to children and to support children in making and demonstrating content. The expectation of using personal mobile devices within the classroom invites innovation from teacher candidates. For instance, K-12 students do research in small groups on a historical figure and prepare an iPad video presentation of their research. Other candidates incorporate iPads into their lessons and introduce useful apps to their cooperating teachers while collaborating with them to integrate the iPad into their joint lessons. In reading, for example, candidates create media presentations that practice skill building, vocabulary development, fluency and comprehension. For all candidates, rural and urban, e-Supervision is a powerful tool for learning, whether it is synchronous using video conferencing software or asynchronous with recorded video. CalStateTEACH has provided innovative online tools to faculty and candidates: My Teaching Video ©, a video annotation tool, allows both candidates and faculty to examine and comment on candidates' teaching performance. The Observation Event ©, a faculty and technology coordinator created e-Supervision software, streamlines the work of faculty and deepens the reflective process for candidates. CalStateTEACH faculty expand their skills and knowledge by attending relevant training, conferences and symposia. In addition, they come together for intensive professional development twice each year for sessions that promote creativity and innovative thinking while introducing and assessing the latest technologies. Faculty routinely collaborate with peers with new uses of technology, providing avenues for experimentation and reflection. Faculty share in leadership through the creation of iBooks and iTunes U courses, creating new models of educational technology integration that foster creative critical thinking, group problem solving and collaboration, and reinforce core and interdisciplinary content knowledge. CalStateTEACH's mobile initiative has earned support from rural and urban school partners, school districts and county offices of education, where teacher candidates gain clinical experience and practice teaching. Our partners are committed to, and excited about, the professional development the mobile initiative provides and the expertise teacher candidates bring to their schools.
California Baptist University	All preliminary credential candidates are required to successfully complete ETC 305: Educational Computing Level I and ETC 520: Educational Computing Level II. Course syllabi include the following: Integrating Technology

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	Candidates are prepared to integrate the following technologies into curricula and instruction: - Cameras (e.g., digital, video, and document) - Operating system software (i.e., Windows, Mac OS, Linux) - Applications software (i.e., word processing, spreadsheets, database management, presentation software) - Computer managed instructional software (e.g., grade keeping, database queries, productivity software, etc.) - Computer assisted instructional software (e.g., assistive technology, electronic portfolios, etc.) - Types of educational software (i.e., drill and practice, tutorials, problem-solving software, simulations, microcomputer-based laboratories, multimedia applications, educational games) - Ethical issues (Privacy Invasion, Computing Inequities, Information Overload, Security: Hacking and Cracking, Computer Viruses, Student Internet Safety Issues, Netiquette Issues, Plagiarism & Copyright Issues) - Internet research skills (application of search engines, subject directories, meta search engines and Boolean logic) - Various technology tools (Web 2.0 applications, assistive technology, smart classrooms, collaboration tools) Collecting, Managing, & Analyzing Data Candidates are instructed in the use of computer applications such as spreadsheets and databases for the following tasks: - Designing format for data entry - Inputting data - Developing formulas and functions (spreadsheets) - Performing queries to filter comparison data (databases) - Creating summative reports for feedback purposes and to inform/modify instruction Universal Design Candidates are introduced to the concept of universal design through the following activities: - Multimedia-based assistive technology projects - Discussion of ergonomics, classroom/lab configurations ensuring equal access
California Lutheran University	The use of technology as a teaching and as a management tool is integrated throughout all teacher education program coursework. Within the past few years, the majority of our candidates come to the program equipped with knowledge and ability to word process and use productivity tools such as Word, Excel, and PowerPoint. Candidates upload their course assignments on an electronic course management system (BlackBoard and TaskStream), which requires a working knowledge of word-processing, cutting /pasting, uploading, and linking skills. The Graduate School of Education uses TaskStream, an electronic depository for signature assignments, Teacher Performance Assessments (TPAs), and field evaluations. This permits the department to collect meaningful data which can be aggregated and analyzed to support decision-making. During the orientation to methods coursework, all credential candidates receive information as to the uploading of their assignments to TaskStream. In order to do so, all candidates must be at the basic level of computer literacy and know how to: • Operate a computer • Find and use software applications such as Word

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	• Access the Internet • Utilize email In English language skills and reading development 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. In that same course, candidates are required to include methods of evaluation as well as adaptations for Universal Access and intervention strategies, and a description of computer technology applications that are aligned with Reading/Language Arts standards that add value to student learning. In another course, elementary teacher candidates develop a lesson plan to integrate technology into the content area. The lesson plan must include learning goals for both content area and technology and must include an activity for the K-12 student to produce a digital artifact. In the secondary course covering the planning and methods for content standards, secondary teacher candidates learn basic methods of planning and instruction. Candidates are required to plan lessons for their student teaching with an emphasis on increased academic achievement in the secondary school that includes technology enhanced methods and strategies necessary to develop achievement in all learners. Teacher candidates in the (secondary) literacy and language course use technology to teach reading comprehension strategies and skills during fieldwork placement. Technology resources are used to assist students in the 7-12th grade access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. They incorporate into the lessons a variety of informational texts that include reference works, such as magazines, newspapers, and online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve. In the study of leadership theories, classroom management, discipline and lesson planning, Single Subject candidates explore classroom management strategies and legal decisions through Internet searches as well as identifying and developing a deeper understanding of universal access strategies. The candidates are required to create a database for resources as part of their teacher preparation and becoming a classroom teacher of record.
California Polytechnic State University, San Luis Obispo	Special Education candidates use technology in coursework and fieldwork. In Fall quarter, candidates use the SEIS software program in field sites to create individualized educational programs for K-12 students. In Winter quarter, candidates create graphs to depict the data they are collecting during their inquiry projects and learn about assistive technology that helps K-12 students access the curriculum. In Spring quarter, candidates use PowerPoint technology to present information from their inquiry projects. Candidates learn to design instruction that is accessible for all students, especially those with mild/moderate disabilities. In coursework and fieldwork assignments, candidates learn how to design instruction for all students as well as how to adapt instruction so that students with a wide range of abilities can access the curriculum. In all courses, Multiple Subject (MS), Single Subject (SS), and Agriculture Specialist (AGED) candidates are introduced to and apply instructional technology through presentations and projects. University courses include online quizzes, discussion boards, and electronic data collection. School-site programs make use of computer software programs, presentation programs, and SMART board technologies. Technology is also embedded in the specialty areas in two forms: a formal class (EDUC 480) and/or threaded throughout the curriculum (EDUC 400 series). During student teaching, candidates address the use of technology in their teaching through the Individual Growth Plan (MS) or the Teaching Performance Expectations Formative/Summative Assessments (SS & AGED), which are reflective assignments that require candidates to address their strengths and weaknesses, identify resources, and create a plan for improvement. The MS assignment was designed to mirror the current yearly growth plan required of local school teachers with an emphasis on technology. In addition, Multiple Subject and Agriculture Specialist candidates complete a Portfolio, which is designed to allow candidates to present examples of their work, including an in-depth unit of instruction (with rationale, goals and objectives, differentiation of instruction, lesson planning, use of technology, assessment, and accommodation

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	of diverse learners). In summative evaluations, candidates are expected to reflect on the planning, implementation, and assessment of the unit of instruction and to synthesize what they have learned. For the PACT Teaching Event, MS and SS candidates use a web-based system (Tk20) to collect, manage, and analyze data to inform teaching practice and to evaluate learning.
California State Polytechnic University, Pomona	A prerequisite course in education technology prepares candidates with a common set of knowledge and skills to integrate the use of technology into teaching and learning. The course is designed to meet the ISTE standards in education technology with additional experiences in common tools used in the program. In addition to technology tools to improve teaching and learning directly with students, the prerequisite course and program coursework includes experiences in collecting and analyzing student data, becoming familiar with data collection systems in the region, and using the technology draw generalization and specific recommendations for improving instruction. Additional course tools include the use of Task Stream, the candidate and program assessment software, SMART boards, videoconferencing tools including Skype, Internet-based resources, as well as other teaching-specific tools found in our local school districts. All professional program courses have the appropriate use of technology embedded into the teaching of core concepts. Additionally, teacher candidates are expected to use technology as teaching and learning tool in their lesson planning and delivery. Technology is also used to manage instruction with teacher candidates and to provide experiences within courses on effective teaching and learning in online environments. Blackboard course management software is commonly used in local school districts as well as being the platform of choice in the university. The key to its use is both learning to use the tool--- and using the tool to learn. Credential programs are exploring better ways to use Educational Results Partnership (www.edresults.org), a meta database that contains demographic and achievement data from local schools presented in a variety of ways from the classroom level to the school, district, and county levels. Candidates look at aggregated student learning data, comparing low performing schools in the region, and map school profiles as methods to learn about improving school and student performance.
California State University, Bakersfield	Students and instructors use LiveText as a tool to submit and review course assignments. Instructors review assignments using a course rubric, from which information is tabulated to inform the teaching and learning process. This data management system allows us to collect and track data over an extended period of time. Additionally, technology is integrated throughout the program and used to enhance the delivery of the curriculum content. For example, students use online discussions, research databases, Ipads for lesson recording and analysis, podcasts and vidcasts, presentation software, and more to enhance their learning. Their assignments often require the incorporation of technologies ranging from WebQuests to podcasting.
California State University, Channel Islands	Faculty members model teaching with technology through the use of Blackboard (a course management system that requires students to post discussions and papers electronically, streaming videos of lessons), electronic whiteboards, document cameras, and sets of iPads or laptops on carts in our School of Education classroom spaces. HD projector systems are utilized with Apple TV connections to demonstrate instructional approaches in certain lab spaces. Each program in the School of Education has set goals for improving the technological competence of candidates. Professional development is also being provided to faculty on a variety of technologies, software and applications that are available for their use in their instruction. IPads are used in student teaching placements for Co-Teaching, Educational Leadership MA program, and with University Field Supervisors. Our numbers in the co-teaching program have grown and therefore have increased the numbers of iPads in use in school classrooms. A grant was written to try to increase funding to purchase i-Pads for the traditional placements student teachers. CI faculty have increased the number of trainings and workshops offered on campus to incorporate technology in courses and classrooms. Universal design is

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	being utilized as a key component of instructional planning and Google has funded a faculty project to help facilitate an expansion of its use. Teaching and learning with technology is incorporated throughout each program, however, the opportunities to practice in local schools varies greatly across the school districts with many low tech and some high tech. Our candidates complete a teacher performance assessment through which candidates must collect data, manage and analyze data about their teaching and use the data to reflect on the improvements that are needed in their teaching and the learning of the students. The teacher performance lesson plans, videotape of lessons, data analysis, and reflections are all submitted electronically. We also rely on our school partners to prepare teachers to manage data (classroom data) via the specific data management systems that they have in place. Universal design is implemented in the lesson planning process and all programs incorporate the principles of universal design in lesson planning and instruction. We examine the effectiveness of teaching with technology across all programs by assessing candidates at the end of program annually on the California standards for integrating technology into teaching.
California State University, Chico	•Candidates' assignments (e.g. lesson plans, websites, analyses of student work) are evidence of effective use of technology in planning and delivering instruction, including the use of Blackboard Learn, Horizon Live, Smart Boards, clickers, Wikis, blogs, streaming video, podcasts, Skype, Second Life, Camtasia, iPads, swivel cams and document cameras. •Course syllabi include methods of instruction and assessment that integrate technology and model using technology for accessibility to the curriculum. •Field work evaluation rubrics have been revised to include appropriate use of technology as a teacher performance expectation. •Candidates engage in learning activities related to the analysis of standardized test data from sites such as EduSoft. •Candidates complete a teaching performance assessment in which they analyze data from teacher made assessments and use the results to inform ongoing instruction. • Each spring, all general education and special education programs in the School of Education collaboratively plan an assistive technology workshops that is required for all credential candidates. The workshop focuses on how teachers can support students with disabilities through using assistive, adaptive, and rehabilitative devices. Guest speakers are invited to demonstrate strategies, and candidates apply Universal Design for Learning principles as they discuss case studies that focus on access to learning for students with special needs. Candidate responses are documented with video and in writing. •To address assessment technology with candidates, we are working with the local districts to get access to data sets and systems to effectively prepare teachers to manage and analyze data for student learning. Assignments will be in place by fall 2014.
California State University, Dominguez Hills	Candidates are required to meet basic requirements for technology proficiency through coursework and/or courses (i.e., TED 420 Computer Literacy for Teachers). In their methods coursework, they learn how to infuse technology into their lessons. In addition, they learn where to find data on state, district, and school-level performances 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 them into signature assignments. In student teaching, they demonstrate their ability to integrate technology into their planning and instruction. Candidates also use 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 adopted TaskStream, an online system that allows candidates to create and submit assignments as part of the Performance Assessment for CA Teachers (PACT). Regarding Universal Design for Learning, all methods courses in each program follow similar templates for lesson planning, and these include prompts to plan for students with special needs and for those who are English learners. Candidates learn to apply multiple strategies to address the learning needs of all children in the classroom, including the use of realia and manipulatives, graphic organizers or representations, and small-group guided learning activities.

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	A recently-awarded TTT grant will fund development of an online teacher preparation program, and we expect this to spur faculty engagement and candidate skill and capacity in new areas of technology.
California State University, East Bay	All candidates are required to complete a course in the use of technology in the classroom. Additionally, there is a state-mandated teaching performance assessment (TPA) which is integrated throughout the candidate's curricular program to assess the level that a candidate meets specific California teaching standards. The TPAs are submitted and monitored through the use of an online web portal for which all teaching credential candidates must hold a current subscription. All training and applicable materials are provided through the department.
California State University, Fresno	Teachers are prepared to integrate technology through required coursework as well as through modeling the effective use of technology by faculty and supervising teachers. The required coursework in technology includes outcomes related to collecting, managing, and analyzing date to improve teaching and learning and to ultimately increase student achievement. Principles of universal design for learning are incorporated in both the required technology coursework as well as the required coursework in teaching students with special needs. As part of the CSU's Center for Teacher Quality, data is annually gathered by surveying graduates and their employers one year after completion. The data gathered from these surveys are used to analyze completers' technology knowledge and skills, and are reviewed by faculty and used to make continual improvements in coursework and programs.
California State University, Fullerton	All programs integrate at least the following: (a) PowerPoint for instructor and student presentations; (b) Word for instructor and student documents; (c) LMS for all electronic communication and collaboration between the instructor and students; (d) Internet search and retrieval for research; (e) electronic citation machines; (f) electronic gradebook for assessment and assignments management; and (g) web-based student handbooks and lesson plan. Department of Special Education: The use of technology is incorporated throughout the education specialist credential program in all three program areas. The following are examples of specific assignments embedded within credential coursework: • SPED 433: Language Arts/Reading Instruction in Public Schools - students evaluate reading software • SPED 432: Mathematics and Science Curriculum and Instruction in Elementary Schools - students evaluate a piece of educational software and complete a website/software assignment where they examine modifications for English Learners and students with all types of disabilities • SPED 436: Literacy for Early Childhood Special Education - use a variety of interactive books and assistive technologies to teach emergent literacy to young children • SPED 482A and B: Curriculum and Methods for Individuals with Mild/Moderate and Moderate/Severe Disabilities - use of specific websites for IEP development and writing objectives • SPED 520: Assessment in Special Education - use of computer assisted scoring for standardized tests • SPED 504: Advanced Proficiency in Educational Technologies – use of a variety of assistive technologies to support students with disabilities Department of Secondary Education: The Department of Secondary Education requires that students have a level of technology skills and access to appropriate hardware, software, and infrastructure. In prerequisite and credential courses in the Single Subject Credential Program, teacher candidates are expected to: •Have ongoing reliable access to a computer with Internet connectivity for regular course assignments; •Use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices;

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	•Perform basic troubleshooting and access appropriate avenues of technical support, including the University Help Desk. •Utilize current versions of MS Office (including Word, PowerPoint, Publisher, and Excel) to learn content and communicate with colleagues and faculty; •Maintain and access three times weekly a student email account; •Use Internet search and retrieval skills to complete assignments; •Upgrade his/her skills in educational technology throughout the program; •Apply his/her educational technology skills to complete program competencies; •Utilize web-based and software applications as course requirements dictate; •Utilize TITANium Moodle (previously Blackboard) to access course materials and complete assignments; and •Create lessons that require K-12 student use of educational technologies to improve achievement. In addition, candidates demonstrate proficiency in the use of technology in the classroom through the successful complete EDSC 304, Proficiency in Educational Technology for Secondary Teachers, which is a required course in the Single Subject Credential Program. The overall objective of EDSC 304 is to provide students with the know-how to create pedagogically sound learning units using technology. Through hands-on activities students will develop a comprehensive standards-based unit of study in their content area that promotes the development of 21st century skills. During the course, candidates explore project-based learning; become familiar with National Educational Technology Standards and Performance Indicators for Teachers (NETS*T); become familiar with the position statement on technology for their professional organization; identify content standards, create objectives, and develop curriculum-framing questions for units of study; utilize word-processing, presentation, publication and spreadsheet software to create student samples, assessment rubrics, student support and facilitation tools, visual aids and teacher management tools; utilize web-based collaboration and communication sites to support teaching and learning; incorporate 21st century skills into lesson objectives and activities; reflect on assessment practices; explore and evaluate Internet resources for use in research; examine and discuss copyright laws and Fair Use guidelines as they pertain to education; discuss ways to ensure students use the Internet safely and responsibly; identify ways to use technology to effectively differentiate instruction and insure equitable access for all students; and reflect on effective pedagogical practices. Technology embedded teaching and learning is infused across the credential program. Assignments in each class require use of these skills. For example, candidates utilize Word Processing and PowerPoint skills in EDSC 440S; develop technology-embedded instructional and assessment materials in 442 and 449S; and utilize these skills and knowledge to support secondary student learning during their student teaching experience. Candidates are shown how to select and implement appropriate technological resources for specific concepts. Emphasis is placed on sequencing activities according to students' prior experiences, level of academic achievement, and developmental stage. All candidates who complete EDSC 304 develop a comprehensive, standards-based unit for their content area that includes: learning objectives and curriculum-framing questions; an assessment to gauge students' needs; a visual aid to support student learning; a teacher lecture presentation; a unit project with student planning guide, sample, assessment tool, and support tool; a web-based student learning activity; an assessment plan; and a comprehensive unit plan. Candidates are informed of legal and ethical issues related to computer-based teaching and learning, including acceptable use policies. They are required to complete works cited on EDSC 304 assignments and are presented with extensive information on copyright issues. They review district acceptable use policies. They demonstrate their understanding of legal and ethical issues through the development (in EDSC 304) and implementation (during student teaching) of technology-enriched units of student.

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	Candidates utilize Internet search and retrieval to develop lessons and class assignments. They evaluate data for authenticity, reliability and data, paying particular attention to websites that lack credibility. They learn the difference between directories and web search engines and conduct searches on topics in their content area. To help pre-service teachers select appropriate tools for instruction, we categorize tools into six categories according to purpose: collection, communication, presentation, collaboration, organization and interaction. •Tools used for collection, including search engines such as Bing®, Google® and Yahoo®, and social bookmarking sites such as Diigo® and Delicious®, are primarily used to search, gather and store information and sources. •Tools used for communication, including blogs such as Edublogs® and Wordpress®, surveys such as Zoomerang® and SurveyMonkey® and audience response systems such as TurningTechnologies® and Quizdom®, are primarily used to facilitate the flow of information between teacher and student. •Tools for presentation, including presentation software such as Powerpoint® and Keynote®, online presentation tools such as Prezi®, Empressr®, Sliderocket®, Glogster®, and SlideShow®, interactive white boards such as Promethean® and Smart Board® and video sharing such as Youtube®, TeacherTube®, and Flickr®, are primarily used by the teacher or student to present new information or share learned knowledge. •Tools for collaboration, including wikis such as Wikispaces®, PBWiki® and Google Sites® and real time document suites such as Google Docs®, are primarily used for collective construction and display of new knowledge. •Tools for organization, including graphic organizers, charts, tables, graphs, and mindmaps such as Microsoft Office®, iWork®, Gliffy®, Popplet®, and Creately® and timelines such as Timetoast® and Dipity®, are primarily used to organize new information in meaningful ways and make connections to prior knowledge. •Tools for interaction, including various educational interactives such as Quizlet®, Pixton®, IBM's Many Eyes®, and Intel's Thinking with Technology® tools, are primarily used for critical-thinking, active engagement with content and application of knowledge. Grouping technology tools by purpose helps pre-service teachers plan with technology in mind. For example, when they learn how to effectively deliver new content, they learn how it can be done through various presentation technology tools. As they learn how to design activities to guide student learning, they learn about interactive technology tools that help accomplish this goal. Candidates also review the latest research on educational technology in the classroom and adapt lessons for English learners, special populations, GATE students, and struggling readers. All candidates who complete program prerequisite courses (EDSC 310, 320, 330 and 340) participate in online discussion forums throughout the semester using text based means through Moodle and software programs such as VoiceThread and Adobe Connect; candidates unitize Word Processing and PowerPoint, Prezi, and SlideRocket in the development of all assignments. Department of Elementary and Bilingual Education: Since spring 2010, all of our credential candidates have participated in a technology boot camp after the program orientation. This experience provides our candidates with an introduction to 21st Century Teaching and Learning. Candidates are introduced to a variety of technology tools that can be used to enhance instruction. We want our candidates to be open, excited and curious about the different technology tools that are available and adopt attitudes that support the use of technology to support collaboration, creativity, critical thinking, and communication. Candidates are introduced to tools such as the Smartboard, proscopes, flip cameras, digital cameras, ELMOS, Turing Point, iPads, apps, and web 2.0. During the boot camp session we plant the seed for how to use these tools to help to engage and enhance student learning. All of our credential courses include different components of technology to further reinforce what is learned during boot camp.

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	Our program also uses Titanium (Moodle). Courses require students to utilize Wikis, Google docs, on-line surveys and quizzes linked from the course site. Both Google docs and Wikis can be created as spreadsheets to organize data so that students can reference and use it as a resource. We discuss how these instructional tools engage students and ask them to work collaboratively on projects and construct their understanding while connecting to their field experience. In our program (EDEL 435 mathematics, 436 science and 437 social studies), candidates collect information through the use of digital cameras, video cameras, proscopes and virtual investigations. Candidates then use this information to post data collection for analysis by classmates. Candidates' learning has improved as our integration of such technologies has become more routine and accessible by faculty and students. Lesson planning is clearly one element required throughout the program. A requirement for a number of these lessons is to include technology. The teacher candidates must demonstrate, through documentation, that they have taken into consideration their students' prior learning experiences and knowledge. In EDEL 437 (Social Studies) candidates are required to develop an integrated unit of study and create lessons that include technology resources to engage learners and enrich the learning experience. One example is having students take "virtual field trips" on the Web by visiting museums and other geographic locations to view images of these locations. The use of interactive websites can enhance and support student learning by bringing the world "alive" for students who do not have the opportunity to visit these locations in person. Another example is students working collaboratively in groups to write and publish digital stories using applications such as iMovie Animoto, or Voicethread. In addition, all candidates utilize TaskStream for the creation of lesson plans. TaskStream (www.taskstream.com) is a customizable assessment management and performance based planning and instruction tool. Candidates also submit their TPAs through Taskstream and receive scores and feedback through this system. There are several courses that include online sessions (EDEL 451: Community, School and Classroom Issues, 452: Health & Mainstreaming and 453: TPA support). This online requirement allows candidates to demonstrate competency in the use of computer hardware, software, and the Internet. Candidates are introduced to varying computer-based methods to manage and communicate records in the credential program. These methods include Microsoft Excel, grade-book software, and Web-based grade-book sites. For example in EDEL 430 (Foundations of Elementary School Teaching), candidates are introduced to a variety of common grade-book software used by classroom teachers. Candidates are given the opportunity to try out and assess record-keeping software. Candidates are encouraged (and often required by cooperating teachers) during their student teaching experiences to maintain classroom grades and records using digital grade-books. We have a technology enriched block (cohort). All teacher candidates in this block receive laptop computer, all instructors must utilize technology in all of the methods courses and all students must include technology in their lesson plan development. This cohort begins every fall semester. Finally, our combined credential and master's program students began to pilot the use of iPads in schools. We have purchased iPads for our credential candidates, as well as for our partnership schools. We plan to expand the use of iPads in this program and in the partnership schools over the next two years. We strongly believe that all of these elements begin to address issues of equal access. In teaching our candidates a variety of techniques to engage students, our candidates will better meet the needs of all students. For our candidates, we are also concerned about accessibility. First and foremost the use of Titanium in all of our courses allows our work to be more accessible for all candidates. Posting assignments, PowerPoint lectures and syllabi are our first steps to improving accessibility of course materials and resources. In addition, over the past year we have made all of our syllabi and Word documents compliant with the CSU's Academic Technology Initiative.

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California State University, Long Beach	Evidence used to show that candidates are prepared to integrate technology: - CSU survey of one-year graduates and employers - Exit surveys - College of Education Student Success Survey 2013 Education Specialist Credential Program: - All students take an instructional technology course as a prerequisite. - Several of our courses include the specific use of assistive technology for students with disabilities. - In our assessment course as well as our methods course students are taught to use technology to collect, manage, and analyze data to improve teaching and learning. - All Education Specialist assessment and methods courses address the importance of Universal Design for Learning. Multiple Subject Credential Program: - Applications and understanding of computer technology are integrated into all core courses through classroom learning activities, assignments and fieldwork experiences. - Candidates evaluate technology resources (e.g., websites, software, online resources) for their effectiveness in enhancing reading instruction and observe and reflect on the teacher's use of technology in reading and language arts instruction in the related pedagogy courses. - During the fieldwork experiences, candidates observe mathematics instruction including the use of technology in an elementary/middle school classroom or computer lab at a time when mathematics is addressed. Single Subject Credential Program: - Candidates take a co-requisite educational technology course in which they study in-depth how to use technology as a teaching and administrative tool, and how to bring issues of 21st century technology into the secondary classroom. - Applications and understanding of computer technology are integrated into all core courses through classroom learning activities, assignments and fieldwork experiences. - Through fieldwork, candidates in all programs have first-hand experience of the "digital divide" and have opportunities to discuss this issue in class as well as reflect upon it in their written assignments. - Signature assignments in courses throughout the program provide opportunities for students to demonstrate mastery of video cameras, smart boards, charts, data bases, graphs and the ability to use data to analyze student learning and teacher effectiveness. - Student teaching also provides opportunities for candidates to demonstrate mastery of Excel software to create databases, charts, and graphs to record and analyze student data.
California State University, Los Angeles	The Charter College of Education (CCOE) asks all candidates entering the elementary (multiple subject), secondary (single subject) and special education (education specialist) credential programs to verify a basic level of proficiency in technology. Once in the credential programs, candidates complete required coursework in the use of technology for educational purposes. Faculty model the use of technology for improving teaching and learning in their professional practices. In elementary and secondary education credential programs, all students are required to take and pass four (4) different performance assessments, California Teaching Performance Assessments (TPAs)that measure the application of their knowledge, skills and disposition. Passage rates of the California TPAs are reviewed and analyzed for purposes of program improvement. Task Stream is used by students and faculty to upload student work samples and to track

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	student progress. Candidates in special education are using annotated video to reflect on teaching performance. Faculty also model the effective use of technology in online and hybrid course offerings, including the use of Skype, blogs, podcasts, online threaded discussions and chats, and other related technologies. The CSULA Center for Effective Teaching and Learning provides faculty training in the use of technology in effective teaching, including online teaching and Universal Design for Learning. The California State University (CSU) Center for Teacher Quality (CTQ) assists each CSU campus, including CSULA to collect data from credential program completers and their principals about how well prepared they are once they have been teaching for a year. These data are reviewed by the campus administration and the faculty for purposes of ongoing program improvement.
California State University, Monterey Bay	Candidates are required to complete a course in technology for all programs, at the preliminary level of the credentialing process.
California State University, Northridge	Faculty model the use of technology in every day instruction by using Moodle to post assignments, support structured on-line discussions, show videos, have live conferences through Elluminate and a variety of other applications. The university and the Michael D. Eisner College of Education continue to support faculty and students in developing their technology skills. Several teacher education faculty provide professional development in technology to the university such as online professional development for all faculty and staff and university-wide workshops on Elluminate. The Secondary Education department offers a masters in Educational Technology. The college continues to increase the number of hybrid and on-line courses. The preliminary and professional administrative services credential programs are offered on line as well as "stateside". Technology is also used in assessing all teacher preparation candidates through PACT (Performance Assessment for California Teachers) in which Task Stream is used for the submission of Teaching Events. The entire candidate assessment system in the college is electronically based, including entrance interviews, disposition assessments, student teaching evaluations, cooperating teacher and candidate evaluations of the student teaching experience, and follow-up studies. This year we are in the second year of piloting "Teach Live" a simulation that offers student teachers the opportunity for simulated targeted practice sessions while being videotaped and receiving feedback from faculty supervisors. If the pilot study results demonstrate significant improvements in the performance of our student teachers we will seek support to expand use of this supplementary material.
California State University, Sacramento	All of the Sacramento State, College of Education credential candidates are required by state standards to learn how to effectively integrate technology into curricula and instruction and all candidates must be able to utilize technology for data collection, as well as manage and analysis data to evaluate and improve students' teaching and learning experiences. Teacher credential candidates are required to take a 3 unit technology course that will enable them to develop curricula and instruction in their methodology and student teaching courses. Students are also required to take the PACT and must therefore be able to use the electronic portfolio tool, Taskstream, which meets Universal Design guidelines; as well as demonstrate an understanding of UDL principles. Our belief is that technology should assist educators "redesign" their curriculum and instruction to address multiple student learning styles.
California State University,	All candidates must complete a Technology proficiency pre-requisite. Technology is infused throughout all curriculum and coursework.

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San Bernardino	
California State University, San Marcos	Integrate technology effectively into curricula and instruction: Teacher candidates (EDUC 422) create various tools of instruction such as reading reflection blogs, web-based slide presentations, Google Earth Tours and video projects based on curriculum standards, as well as a teacher website with links about digital citizenship and other academic Web links from an educational database such as Thinkfinity. Use technology effectively to collect data to improve teaching and learning: Teacher candidates create, administer, and reflect upon Google Forms and/or surveys, as well as Moodle polls and other online polls about technology and learning. They create an electronic portfolio as evidence of meeting the five National Education Technology Standards (NETS) published by the International Society for Technology in Education (ISTE). Use technology effectively to manage data to improve teaching and learning: Teacher candidates (EDUC 422) use tools such as Taskstream digital portfolio, Moodle, spreadsheets, Google drive and Google apps, to collect and manage data and monitor progress in the course. Use technology effectively to analyze data to improve teaching and learning: Teacher candidates utilize an online grade book or spreadsheet to enter student names, assignments and grades and they align digital artifacts for a portfolio with the ISTE NETS standards to show they have met the objectives in the 422 course (Tracking Sheet). They learn how they can weigh assignments and categories, write comments to students and parents, and print progress reports to analyze and give feedback. Universal Design: Preparing teachers to use the principles of universal design for learning fits under the EDUC 422 NETS 4 standard. The course prepares teacher candidates to plan a variety of ways to support learning (graphics, text, video, and others), and addresses how to engage student interest through use of digital media (video, interactive Web sites). Here is a video and Web site that can support 422 students understanding of this concept: http://www.udlcenter.org/resource_library/videos/udlcenter/udl#video0/ In 2012, course instructors of EDUC 422 agreed to include the following element in 422 through reading of an article: teacher candidates learn about selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom. Resource: http://wati.org/?pageLoad=content/supports/free/index.php
California State University, Stanislaus	The program introduces candidates to current technology applications that address student learning. Candidates demonstrate understanding via projects and lessons on which technology promotes understanding of concepts. Various web-based and other technologies such as student response systems are used to collect data regarding teaching and learning. Principles of universal design are required in all lessons planned by our credential candidates. Candidates use TaskStream to manage data and progress, modeling how similar technology can be used in the K-12 environment. In addition, all TPAs for all students are submitted via TaskStream, which include their uploading of documents and lesson plans, floor plans, assessments and a 20 minute video of instruction of students.
Chapman University	The educational application of technology is a theme integrated throughout credential courses. There is also a specially designed course that provides an overview of the range of educational application of technology including computer literacy, adaptive technology, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word processing, computer managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, and schools of the future. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies.
Claremont Graduate	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

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University	specialist candidates in EDUC 343 the candidates are introduced to core technology tools such as document cameras, smart boards, and multimedia presentation tools such as LCD projectors and are asked to create standards-based curricular units that utilize these tools. All candidates are also working under the tutelage of their Master Teachers in a Pre-Internship Teaching Experience and in this intimate context being trained in the effective use of technology. During the Fall, candidates work with their Faculty Advisers (their field supervisors who also teach their classes at CGU) to look at school-specific applications for grade recording and address the use of technology in their specific classrooms. In the Spring [in EDUC 330: Innovative Technology for the Elementary Classroom, EDUC 331: Innovative Technology for the Secondary Classroom, and EDUC 332: Innovative Technology for the Special Education Classroom] technology takes center stage. These classes address California's Level I technology standards in a time-efficient manner so that Level II standards can be explored. In these classes, all candidates complete three core assignments-in-common: 1) Technology 101. This assignment/ assessment involves having the candidates demonstrate in a time-efficient manner their understanding of basic software and hardware operation. 2) The Inventory Project. This assignment has the candidates research their respective district's polices, and practices regarding technology. They locate and make sense of their sites' technology plan and answer the questions related to procedures, students, teach-teachers, and assistive technology. 3) Technology infused lesson plan that includes a multimedia instructional project (not PowerPoint) and a web quest. For this assignment, candidates design a multimedia project that integrates content standards; utilizes technology to facilitate instruction and student learning; considers the students' various ELD and SPED issues (and provides appropriate modifications); considers the students' various reading levels; promotes collaborative learning; and has a rubric-based assignment. To showcase the technology skills learned in EDUC 330/331/332, the candidates create multimedia presentations related to a core text, Con Respeto, in another spring course (EDUC 305/606/305-SP). TEIP Faculty and Staff also model the use of technology in the teaching of our classes. For example, we utilize a content management system called SAKAI (which allows all stakeholders to archive/retrieve articles, participate in asynchronous and live discussions, track events, send out messages, etc.), and our teachers utilize a variety of technology in their own teaching (including but not limited to multimedia presentations, video, web-based programs). The university has an "audio-visual department" that allows teacher candidates to borrow (free of charge) a variety of hardware (i.e., cameras, videos, projectors, etc). Additionally, there is a well-equipped computer lab that our candidates have access to from 8:30am - 11:30pm, 7 days a week. To instruct our candidates on using data on student learning to inform instruction, a core section of our ethnographic narrative project described earlier requires all candidates to utilize academic and personal information gathered on 5 students to design individualized education plans. Student progress is tracked and candidates reflect upon how their use of this data impacted their teaching and their students' learning.
Concordia University	Students complete an online course ("Technology Literacy for Teachers") during the first semester of their formal education courses. They are required to demonstrate the ability to collect, manage, and analyze data with the goal of improving their teaching practice and student achievement. Principles of Universal Design for learning are embedded throughout our formal core education courses. Universal Design elements are introduced during the course entitled "Planning and Assessment for Inclusive Classrooms" and is also embedded during the advanced methods courses taken in the second semester of coursework.
Dominican University of California	All four elements are in place. Technology is integrated into all of the Education classes, specifically with the Multiple and Single Subject credential programs. Students must take and pass a specific Technology course. That course requires learning and practice with specific programs that are used in K-12 Schools. Additionally, all of the Professional Education courses utilize technology and this is described in each course syllabus. Students must use databases for research, the electronic blackboard to communicate with instructors and classmates and students present their work electronically in classes. When candidates are formally assessed with the California Teaching Performance Assessment (TPA) they access and respond to that assessment on-line. The data from those Assessments is analyzed and used for program revision and improvement.

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Fresno Pacific University	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; and integrating new technology into classroom practice. The program prepares teachers to meet the principles of universal design for learning by teaching candidates to provide flexibility in the ways information is presented to students, in the ways students respond or demonstrate their knowledge and skills, and in the ways students are engaged in instruction and learning. In addition, Universal Design helps candidates reduce barriers in their instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are English learners.
Hebrew Union College	Both through coursework and in the field work portions of the program candidates are trained to integrate technology into their teaching and assessment practices. Additionally, the credential coordinators and education director utilize data to inform decisions about teaching and learning, such as when designing new courses, updating the culmination requirement, and assessing candidates' teaching competence.
Holy Names University	In all coursework, instructors model the use of technology in curriculum and instruction. A variety of assignments are completed throughout the programs. Some examples are: In Curriculum and Instruction courses, such as EDUC 331 candidates learn to use spreadsheets as tools for teaching mathematical concepts such as probability and descriptive statistics. In EDUC 333, candidates learn how to use spreadsheets to record and analyze data from experiments, and help their students to do the same. Candidates integrate computer technology in lesson plan design in EDUC 334. Computer-based strategies which enhance the writing process for students are introduced in EDUC 336. Productivity and presentation tools are used throughout the program. Internet resources are used to help develop and complete a project describing a culture other than the candidate's own culture in EDUC 103. In EDUC 332, candidates use appropriate web sites. In EDUC 102A, students research for information for parents and educators who are involved with students with special needs. In relevant courses in the Programs, candidates access and evaluate software that promotes effective content acquisition by students. For example, in EDUC 332, candidates evaluate the content of web sites for use in their integrated thematic instruction unit, for their appropriateness, accuracy, and anti-bias perspective. Together, in class, candidates assess and evaluate the quality of the site, compared to those presented by others. In EDUC 334, candidates review web sites that introduce, promote, and advocate for a variety of perspectives on reading. In EDUC 320A and EDUC 330A, candidates identify and explore web sites for their particular subject content area and use the California Department of Education web site to stay up to date on content standards and curriculum frameworks; this is particularly important for multiple subject candidates, who must stay up to date on the development of standards and frameworks in each of the subject areas.
Hope International University	All candidates are required to take EDU6625 Technology for Teachers. The course is designed to help California Teacher Credential Program Standard 9: Using Technology in the Classroom. In addition to this course, assignments in various courses throughout the program are designed to prepare teachers to integrate technology effectively into curricula and instruction, and to use technology to effectively collect, manage and analyze data for instructional improvement.
Humboldt State University	Candidates in the credential program are assessed for entry level technology skills. Candidates are required to verify entry level skills by either passing a technology competency test or completing a technology course (Education 285, Technology Skills for Educators). The program entry level skills include the following: Each candidate demonstrates knowledge of current basic computer hardware and software terminology; demonstrates competency in the operation and care of computer related hardware and education related software; 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. email, presentation

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	software, and charts, course descriptions, and student reports), online media (webpages, presentations that incorporate linked video and sound) ; and employs online tools to collaborate. Candidates who have taken Education 285 (or demonstrated skill competency through testing) create education related websites (e.g. to communicate with parents and students), post videos, evaluate educational software, create lessons using Internet resources (e.g. a web quest), and understand copyright and Fair use guidelines. Humboldt State University collaborates with local school personnel in selecting suitable school sites for prospective teacher candidates where they can observe and participate in effective uses of technology. In collaboration with Humboldt County Office of Education school sites are identified that have District Technology Plans. In the credential programs candidates use computer applications to manage records (e.g. gradebook, attendance, and assessment records); are familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, audio/video conferences, peer evaluation using Taskstream); 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). 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 (e.g. Smart Boards, netbooks, data sensors), 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 or fieldwork sites that promote effective use of technology aligned with the curriculum; use technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions; use technology as a tool for assessing student learning and for providing feedback to students and their parents; frequently monitor and reflect upon the results of using technology in instruction and adapt lessons accordingly; collaborate with other teachers, mentors, librarians, resource specialists, and other experts, to support technology-enhanced curriculum (for example, they may collaborate on interdisciplinary lessons or cross grade level projects or with local agencies); and contribute to site-based planning or local decision making regarding the use of technology and acquisition of technological resources.
La Sierra University	In teacher education methods classes candidates are required to demonstrate dynamic use of technology as a tool for instructional delivery and assessment. Textbooks for methods coursework are preferred choices when they include methodologies that incorporate technology. Additionally, during the candidates' field placements and formal student teaching, candidates engage K-12 students in interactive learning experiences. Candidates must show ability to effectively use technology when responding to the Teaching Performance Assessment. Several teacher education courses require candidates to use an online program for designing lessons. This model is recognized for its alignment with brain-friendly cognitive processing and with learning theory.
Loyola Marymount	Program technology components are designed to engage the candidate in utilizing the internet for immediate support in their teaching, via the use of on-line web based materials (e.g., Blackboard.com, iTunes U, SlideShare). Candidates are supported in the development of technology integrated lesson plans which

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University	encompass the "start simple, start small" ideology for creating technology proficient teachers. In addition to communicating through technological means, candidates in the programs are expected to create, engage in, and manage digital lessons using freeware (e.g., Prezi, VoiceThread, etc) and purchased software (e.g., PowerPoint, Keynote, iMovie, Garage Band). Portfolios are submitted electronically via LiveText and are digital in nature. Candidates learn how to interpret data from standardized tests and how to design and use rubrics. By using database software (e.g., Excel), candidates are taught to analyze assessment data in order to track individual student performance as well as course wide attainment of academic learning goals. With the belief that effective teachers use assessment as a tool for guiding and improving instruction, candidates are taught how to use various assessments throughout the program. For example, in Methods of ELD/SDAIE, candidates learn how to use the English language development standards as a guide for determining the level of English proficiency of their students. In this class, candidates learn how to use the California English Language Development Test (CELDT) so that candidates understand how standardized tests can be used to modify instruction. Candidates also use the learning record and portfolios. They learn how to collect evidence from their students and how to interpret the evidence using for purchase software and free shareware. Candidates in the education specialist program learn how to use Aimsweb (a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment) in order to monitor student achievement and to improve teaching and learning. This enables candidates to collect, manage, and analyze data to improve the teaching and learning for students with disabilities. Professional development continues to be provided to all teacher education faculty related to Universal Design for Learning. The new lesson plan was implemented in all applicable courses in the Elementary and Secondary Department in spring 2014. Professional development will continue for all faculty including university supervisors through fall 2014 by both face-to-face and web-based tutorials.
Mills College	We recognize the need for candidates to become competent and discriminate users of computer-based technology in teaching and related facets of their profession. To this end, we assess the competencies of potential candidates, teach them appropriate skills, and provide them with relevant contexts in which to practice and demonstrate the required competencies. As with all other aspects of the program, the content, curriculum, and overall organization of courses and fieldwork is done in agreement with the program's six principles.
Mount St. Mary's College	Our programs prepare candidates to integrate technology effectively into their curriculum through modeling, practice, and exploration. Instructors utilize a computer-based classroom management system (Angel) that allows students to log in from campus or beyond to view syllabi, course assignments, and grades. All instructors must minimally provide a syllabus on Angel. In addition, instructors model the use of this system to candidates. Candidates are given opportunities for practice through multiple course assignments that integrate multi-media technology into the learning process. Candidates have occasions to view and create PowerPoint presentations, participate in online discussions, and use large data bases to learn about school demographics and test scores. Candidates are also given opportunities to explore additional technology uses in their school placements.
National Hispanic University	•Students develop a lesson plan integrating the use of technology. Students complete 30 hours of required coursework in technology where they learn how to analyze data. Most credential courses discuss data & analysis as a part of an assessment program. A computer lab is maintained by the department for the classes to use to research, prepare presentations, and collect data for class project and assignments. The department utilizes technology to collect data on course objectives and instructor success.
National University	Programs for prospective teachers include preparation to use technology effectively for a variety of purposes per state standards. We offer a technology course that is a program prerequisite in order to ensure that candidates have a foundational ability to use technology for teaching and learning. In addition, each program has an identified learning outcome addressing technology and its use in improving teaching and learning. All university courses are taught with the

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	support of an e-companion. Candidates have seen the ways that faculty integrate technology and use it to improve teaching and learning. They are encouraged to use these ideas in their clinical practice based upon the technology available to them in their schools/districts. One of the Teaching Performance Tasks (Task 3) focuses on the use of assessments in order to improve teaching and learning. Candidates are encouraged to use technology to complete this task. Their ability to do so is based upon the technology available at the school/district. Candidates are placed in schools districts that have a variety of technology. Faculty are currently preparing candidates for the use of SmartBoard technology in their student teaching placement. This can be done on-ground at many of the centers and cameras make it possible to capture instruction as video for use in on-line courses.
Notre Dame de Namur University	Technology course now includes school site visits that have new technology in use. TaskStream training incorporated into PACT data collection, and will be incorporated into special education program
Pacific Oaks College	General education candidates complete a 3-unit course in integrating and utilizing technology in teaching. Special education candidates complete a 2-unit course which includes utilizing assistive technology.
Pacific Union College	All teacher candidates take the core technology class, EDUC 332/332L: Computer Technology for Teachers/Lab. This is the only undergraduate course specifically designed to address many methods of integrating computer technology in curricula and instruction. The topics in the course are: copyright & fair use issues; portfolio of useful Internet sites for specific topics; presentation software, from traditional and constructivist perspectives; project based learning through the construction and use of WebQuests; assessing reliability and safety of websites; student safety on the Internet; Acceptable Use Policies; wikis; newsletters. In each of these topics, candidates receive direction instruction in how to create and/or use the strategy, and what value it holds for the teacher and student. Candidates create products in ths course which demonstrate their ability to integrate principles of universal design into their teaching. Presentation software, for instance, can be used in many varied settings, yet can be misused in school if learner needs are not taken into consideration. Students in this class learn how to create engaging, interactive slideshows which will involve their own students in active learning, not merely passive listening. Such presentations are often especially helpful in accomodating the needs of diverse learners. EDUC 332 is one of several courses in which teacher candidate encounter project-based learning, both as learners and as future teachers. A major component of this course in the creation of a WebQuest by each candidate in the content area and grade level that he or she is most interested in teaching. Basing the WebQuest on California state teaching standards and writing instructional objectives to guide their work, candidates design and build WebQuests while learning how to use google sites. This results in a profound respect for the value of project-based learning and the degree of planning required to produce a quality product as well as a high level of proficiency in the use of the program. Emphasis is given to the importance of providing multiple ways for learners to demonstrate their knowledge, so each candidate incorporates several varied student products into the WebQuest. Candidates in EDUC 332 encounter data collection, management, and analysis in several ways. First, they learn how to organize a growing collection of useful Internet websites, then make it available to themselves and others by posting it in Google Docs. They also learn to utilize one of the websites designed for just such a purpose, which they then make available to their students. A class wiki is established to which members contribute, and they learn how to create and manage their own wikis. Finally, each candidate designs and produces a newsletter and learns the importance of sharing information with community members. Instruction in data collection, management, and analysis begins in EDUC 332 which includes an introduction to using computer grade management programs. Here candidates see how data are recorded, used to make decisions about student progress, weighted for grades if desired, and reported to students and parents. Instructional methods courses add to this knowledge of the mechanics of using data by discussing such things as philosophies of grading, roles of formative and summative assessments, and mastery learning.

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	In addition to this specific technology course, technology use is integrated into all program coursework and field experiences. Candidates practice using computers, smart boards, iPads, chromebooks and other current technologies to instruct. They also learn how to use technology with K-12 students in a 1:1 environment.
Patten University	Admission pre-requisite requirement includes evel computer competence. State CTC Level I certification, required for Preliminary Credential, is embedded into the Credential Program coursework, as part of the California SB 2042 program requirements. Level II competence is later required by the CTC for the Professional Clear Credential during the Induction program phase. Coursework assignments include use of Computer and multimedia resources.
Pepperdine University	The curriculum in the teacher preparation program ensures candidates use educational technology throughout their coursework, including online classroom support, presentation software, word processing software, spreadsheet software, and Internet research. All teacher education candidates purchase a subscription to TaskStream, and data regarding teaching and learning are collected, managed, and analyzed via TaskStream. Candidates learn to differentiate instruction for the full range of students in literacy and all content areas. Specifically, they learn how to differentiate instruction for students with learning disabilities or delays, English learners, and students learning at an advanced level. Their instructional planning and implementation is evaluated in part by their ability to differentiate instruction.
Point Loma Nazarene University	Throughout credentialing coursework, candidates are required to use technology as a tool for instruction. In the assessment course (EDU 603), candidates use technology to collect data and analyze results to improve instruction. All candidates examine grading and course management software in the subject specific methods courses. During clinical practice, candidates are required to use presentation software to deliver instruction. Finally, all candidates experience course management software as students themselves throughout the program.
San Diego Christian College	During the course of the professional program, candidates have a number of opportunities to make appropriate decisions regarding the use of technology to support, manage and enhance student learning. ED 300, Introduction to Education: In this introductory course, candidates read about and discuss the place of technology in current classroom practice. They also complete an assignment in which they access a website connected with the course text. In this exercise, they browse various virtual sites under ?Virtual Field Trips? and choose one to apply to a subject area that they will teach. ED 503, Educational Psychology: In this course, candidates read about the use of technology for learning. They view several videos dealing with specific technological applications and discuss the pros and cons of effects on student learning. ED 505, Curriculum and Instruction (Elementary): In the writing of lesson and unit plans, candidates explore and discuss various technologies that may support student learning. Websites that give direction in the use of rubrics, graphic organizers, and content ideas are explored and discussed. ED 506, Curriculum and Instruction (Secondary): in the construction of unit plans, candidates use professional journals as well as websites for ideas in instructional planning. They must include a technology piece in the plan, considering how the website/software correlates to the content standard(s) under discussion. They discuss how the technology would enhance, remediate or enrich the content.
San Diego State University	Candidates are taught to integrate technology into instruction in their methods courses. They use Blackboard and Taskstream regularly throughout the program to learn about using technology to manage curriculum and student performance information. Special Education candidates are required to take a course that addresses the use of technology for accessibility.
San Francisco	Integration of Technology 1. Instruction in uses of educational technology to support student learning and assessment and to manage data to improve teaching and learning is infused

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State University	throughout the methods courses in all credential areas. In addition, credential candidates must complete a one-unit stand alone course, ITEC 601, to meet the state-mandated Level One technology requirement for earning a preliminary teaching credential. 2. Faculty and credential candidates in all courses use iLearn (https://ilearn.sfsu.edu), a Learning Management System (LMS)that SF State has adopted to enhance online student learning and collaboration. Whether an instructor uses iLearn to merely supplement a course or teach an entire class online, instructors may customize their use of iLearn features by mixing and matching technology that best fits the course objectives and student needs. Using this LMS becomes a model for candidates to use in K-12 schools. Instructors may use iLearn to enhance teaching and learning in the following ways: - Sharing resources and posting all course documents online. - Facilitating student interactivity and collaboration through assignments to participate in online Forums. - Assessing student performance online - Gathering student feedback online. 3. Secondary and Elementary Education Departments use the digital TaskStream System to upload candidate responses (which include student-teaching videos) to the Performance Assessment for California Teachers (PACT). This assessment is a culminating experience required by the State of California. All candidates in are required to purchase a TaskStream account during their first semester in the program. This on-line resource is used for the culminating assessment during the candidates' enrollment in their final student teaching seminar. Other resources available to candidates using TaskStream are outlined below: - Accountability Management System (AMS) is used at the national, state, provincial, county or district level to articulate the mission and goals of secondary education programs; identify criteria and measurements of successful achievement of defined outcomes; establish quality review processes; record assessment data and analysis versus articulated goals; and provide robust continuous improvement capabilities for identifying findings and tracking the disposition of follow-up action items. - Learning Achievement Tools (LAT) by TaskStream is used at the national, state, provincial, county, district or school level to efficiently organize and demonstrate individual and programmatic achievement of articulated standards, skills or competencies. Examples of these programs include graduation portfolio projects, articulation programs for educational advancement, Career Clusters, P-20, and 21st Century skills initiatives, writing programs, among others. 4. Technology is used to manage and deliver instruction to candidates through LCD Projectors to present course content; the appropriate use of PowerPoint software is addressed and applications is, word processing software used in all credential courses. Other courses use excel and other specialized software programs. 5. Universal design for Learning is covered in student teaching support seminars and in the adolescent development course required for all single subject credential candidates.
San Jose State University	Students in the Credential program must fulfill basic technology requirements either through coursework or our technology exam. These requirements verify each candidates proficiency in the use and trouble shooting of technologies, tools and resources commonly found in educational settings. These technologies, tools and resources include, but are not limited to, computers, LCD projectors, email, Internet websites, and common software (word processing and spread sheets). Once they have begun the credential program, all candidates get additional instruction and assessment embedded in their methods course, foundations courses, and field experience. In the more applied setting, candidates learn to use technology, tools and resources meaningfully in classroom settings. They learn to: •use new video technologies and editing software for course

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	projects •search for, critique and integrate into their lessons online resources like online video demonstrations, digital archives, lesson plans, and educational websites •develop lessons around technologies and software like podcasts, video, projectors, smart boards and presentation software •use cameras, iPads and other technologies to tape their lessons and analyze their teaching and their students behaviors during the lessons •use standard software for recording, managing and reporting grades and/or prepare reports •use common communications programs like listservs, groups, and social networking sites •Elementary Education students have to plan, teach and be observed as well as evaluate teaching lesson incorporating technology for teaching and learning. For PACT students also have to plan teach and analyze a taped lesson. Education Specialist credential candidates are required to complete a course that is a systematic review of results of research studies in techniques of designing; selecting, producing, using, and evaluating the use of curriculum materials and instructional media in teaching; research studies in mass communication media;procedures applicable to setting up small-scale evaluative studies of curriculum materials and media programs within schools. This course reflects a balance of behavioral/precision teaching, low to high tech support intervention exploration, with models of integration/inclusion into the mainstreaming education and society through a variety of technological interventions. Activities in this course will include application, research, development and management of information and data. This course is for educational leaders, teachers and planners to prepare them for future changes in education technology. This course is based in research, theory, and current trends in technology, education, and training. It relates cycles of change to paradigm shifts in order to interpret current trends and project future developments. Additionally, Universal Design for Learning (UDL) and Assistive Technologies (AT) are infused throughout the course.
Santa Clara University	Our teacher education programs prepare credential candidates to integrate technology intotheir practices by (1) teaching curriculum content to credential candidates using technology as an instructional tool; (2) creating activities and experiences in which credential candidates use appropriate technologies in meaningful ways to reach standards-based curriculum goals; (3) demonstrating and evaluating current software and mobile apps recommended by our preK- 12 clinical faculty (4) teaching credential candidates to use technology to document student learning, to collect, manage, and analyze student achievement data, and to represent student achievement in ways that facilitate the use of data to improve instruction. All teacher education course instructors strive to model the effective use of a variety of familiar technologies (such as digital cameras, smart phones, iPads/tablets, cell phones or mp3 players with voice recording capabilities, text messaging, and social networking) and basic software commonly found in K- 12 classrooms (such as Excel, PowerPoint, and Microsoft Word) in our own teaching. We also give our teacher candidates a range of opportunities to have hands-on learning experiences with hardware, such as graphing calculators, and software, such as Geometer's Sketchpad, commonly found in classrooms. Evidence of our efforts to ensure that our candidates are prepared to integrate technology into their practice in meaningful ways can be found on the instructional materials available on each credential program course's site in our university's Learning Management System, in course syllabi, in rubrics for

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	assessing projects that require the use of technology for instruction and/or assessment, and in samples of our candidates' in-class work and course assignments.
Simpson University	Definition Universal Design for Learning Scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. The teacher credentialing program at Simpson University prepares teachers to integrate technology effectively into curricula and instruction by aligning specific technology assignments to projects in other teacher credentialing courses. The alignment provides an effective scaffolding of technology skill development so that when students are expected to accomplish learning outcome tasks in other core courses they will have already had relevant skill practice to successfully complete the assignments using technology. For example, teacher credentialing students learn to use intermediate and advanced word processing skills to create both unit plan and lesson plan templates prior to when they will be expected to develop them with actual content in their other teacher credentialing courses. The teacher credentialing program at Simpson University prepares teachers to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement through the use of technology assignments specifically designed to achieve this outcome. Teacher credentialing students learn intermediate and advanced components of databases and spreadsheets to gather and arrange numeric data for efficient analysis, interpretation, and management of K-12 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 K-12 student profiles using presentation applications. Teacher credentialing students practice the development of properly crafted summary statements of K-12 student achievement designed for communicating the data with K-12 students, their parents, colleagues, and the administration. Teacher credentialing students learn to effectively communicate with K-12 students and their families through merging data into student progress reports, newsletters, etc. These tasks help develop the requisite skills and understanding for the importance of clear, consistent, and timely information/feedback to K-12 students, their parents, and the administration. Teacher credentialing students access information in digital formats including iTunes University, iBooks, Vimeo, and a variety of online resources. The course digital textbook contains embedded links to resources that support teacher credentialing students' beginning, intermediate, and advanced technology skills, which reduce barriers to instruction, provide appropriate accommodations that maintain high achievement expectations for all teacher credentialing students.
Sonoma State University	Elementary/Multiple Subjects: Technology is integrated into courses where appropriate for instruction. The use of web-based, video clips, software, and graphic organizer tools are a few of the teaching strategies taught and modeled in the program. For mid and final semester evaluations of candidates, web survey tools are used to help collect and aggregate data. The platform LiveText is used for portfolio assessment of candidates at the mid and final point in the program, which includes candidates' submissions of coursework and rationales for instruction. The mandated PACT (Teaching Event) is also submitted and assessed by all final-semester candidates via LiveText. These LiveText submissions and the related evaluations become the source for department analysis for program improvement. Secondary/Single Subject: Faculty in the program model the use of technology via the use of Moodle and in Phase 1 courses. This will significantly enhance faculty's ability to use technology in their instruction. Using the Performance Assessment for California teachers (ACT), we ask students to use online and digital technologies to develop 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

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	exist for examining all data via PACT and the critical assessments to help improve student learning. These data are discussed in monthly department meetings. Education Specialist: In response to recent state-wide changes in the preparation of Education Specialist (ES) candidates, SSU now provides all candidates with multiple experiences that help them integrate technology into their teaching. To this end, we offer EDSP 421C – a class that specifically addresses the effective use of technology in our educational environments. Additional ES courses extend this knowledgebase as candidates learn to apply the effective use of educational and assistive technology. As well, our ES candidates are well versed on the principles of Universal Design for Learning. Targeted lessons and related experiences in EDSP 400 and EDSP 425 offer our candidates the knowledge and skills that enable them to understand and apply the principles of UDL directly into their teaching environments.
St. Mary's College of California	Candidates in the Single Subject and Multiple Subject Credential Programs use the PACT TPA which incorporates all of the descriptions above in addition to specific coursework required in the program. http://www.pacttpa.org/_main/hub.php?pageName=Home Candidates in the Education Specialist Credential Program are required to take as part of their coursework an Information Literacy and Technology course and an Instructional Strategies course which gives opportunities for effective practice. Both pieces are integrated to writing effective and relevant IEP goals and objectives. Candidates in the Multiple Subject Credential Program take the course MSTE 223 Technology in the Classroom, which was designed specifically to include all four elements listed above. In addition, the use of technology is integrated into all other courses; for example, candidates create a class Wiki for children's literature in MSTE 253 Reading and Language Arts I; candidates create a multimedia project for MSTE 345 Curriculum & Instruction: Social Studies and Humanities; and candidates create tables summarizing student performance on a mathematics test in MSTE 350 Curriculum & Instruction: Mathematics; these data are then used to write plans for improving the learning of the entire class as well as two children with specific learning needs.
Stanford University	STEP candidates have numerous opportunities to explore, develop and report on their use of appropriate technological resources to support student learning. Candidates develop their ability to utilize technology to support student learning in a variety of contexts: content-specific methods courses, which address technology as a teaching tool; and clinical placements, where candidates explore the use of technology and develop multimedia representations of their teaching practice. STEP candidates learn about, analyze, and evaluate various subject-specific and generic applications of technology, use computer-based technologies to design engaging materials that incorporate multiple representations of content, and develop tasks to assess student learning. In addition, in their clinical placements candidates routinely use digital video to document and learn from their own practice and the work of their students. Candidates examine a variety of current educational technologies as part of their lesson and curriculum unit planning and in response to the technology requirements of the PACT Teaching Event. Candidates learn about educational technologies throughout the year and learn how to adapt productivity and presentation tools, as well as other instructional technology, for teaching and learning within their individual content areas. Based on the data collected from the Tech Pre-assessment Survey and Tech Field Placement Survey, workshops are designed to meet the needs of candidates who need more preparation in learning to select and use a variety of educational technologies. Candidates have opportunities to examine, evaluate, and utilize educational technology in their curriculum and instruction courses. For example, in ED263A-C: Curriculum and Instruction in Mathematics, candidates examine three different learning technologies (probeware, dynamic software, and graphing calculators). Prior to the session on probeware, candidates read research about the effectiveness of hand-held devices and learn about the affordances and constraints of this technology. After engaging in activities using probeware, candidates reflect on its usefulness and limitations as a teaching tool. Candidates in mathematics are later introduced to Fathom, SimCalc and Geometer's Sketchpad. A local classroom teacher serves as a resource by sharing examples of her students' work

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

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	on their teaching. Supervisory groups form informal "video clubs" to engage in peer review and to consider the outcomes of their lessons. Videos documenting candidates' performance in their clinical placements are also analyzed in their subject-specific curriculum and instruction courses. Resources provided for video assignments include instruction during orientation activities, 50 miniDV camera kits and tripods, workshops for candidates and supervisors on using video to document classroom practice, a media lab with miniDV decks for reviewing and capturing video to a digital format, computers, and appropriate documentation tools for editing.
Teacher's College of San Joaquin	Two technology courses are required in addition to instructors integrating technology throughout non-technology courses.
The Master's College	Teacher credentialing candidates at The Master's College are taught current trends in technology and education that will affect them as a teacher in today's classroom. They are given practical applications they can use in a classroom such as using the computer to teach a lesson, communicating with parents, managing student's information and using the Internet as a resource.
Touro University	Touro University-California's Graduate School of Education provides opportunities for candidates to learn and use appropriate computer-based technology. Candidates enter the program with a wide range of technology skills, and they develop those skills throughout the program. The use of technology is one aspect of instructional design embedded in every course and every school-based learning experience. Each course includes an online Blackboard component, and candidates post all Key Assignments on TaskStream for instructor comments and assessment. Each candidate shows competency in the thirteen TPEs through an online Teaching Portfolio, collected on TaskStream. Each candidate who is recommended for a preliminary teaching credential has a basic understanding of technological proficiency and an understanding that continuation of skill development in this area is fundamental to professional development. TEACHING & LEARNING WITH TECHNOLOGY Candidates use appropriate technology to facilitate the teaching and learning process. Each candidate learns to use appropriate technology and, in turn, how to use the same technology in the teaching and learning process. In literacy and curriculum and instruction courses, as candidates become familiar with writing units and lessons, accessing the California State Curriculum Standards, and developing appropriate rubrics on TaskStream, they learn how to use the same technology when teaching their students. After learning to conduct electronic database searches in class, candidates are encouraged to use the same research skills when teaching their K-12 students. Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting. Beginning in iLearn orientation, candidates become familiar with the electronic education resources in the Touro University library, how to access the databases, and how to retrieve peer-reviewed journal articles. Many courses include a summary of a journal article. The curriculum and instruction courses include methods of student data collection and grading systems appropriate to K-12 classrooms. Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning. Candidates research interactive online websites that support teaching units in the literacy courses. Candidates use free internet sites that support curricular areas. In the advanced curriculum and instruction courses, candidates create their own webpage with appropriate web 2.0 resources for parents and students. Candidates demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. The Touro University librarian who is the liaison to the Graduate School of Education conducts frequent workshops for our classes in how to access reliable peer-reviewed journal articles and research reports on relevant topics. All candidates received multiple opportunities to demonstrate competence in the use of electronic research tools.

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

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University	technology into their teaching strategies and lesson plans.
University of California, Berkeley	In keeping with State and CTC standards and requirements, we teach courses on technology that prepare students to communicate through a variety of electronic media; to design, adapt, and use lessons to promote information literacy; to optimize lessons based on technology available in the classroom or school setting, etc. Students are taught the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Students also learn to analyze best practices and research on the use of technology to deliver lessons that enhance student learning. Our program faculty use data, such as the PACT assessment, to evaluate the effectiveness of our teacher training programs, and to identify areas that may need improvement. The School conducts surveys of our graduates during their first year of teaching to find out, from employers, how well they are doing.
University of California, Davis	The UC Davis credential program prepares teachers to integrate technology effectively into curriculum and instruction and to use technology to collect, manage, and analyze data to improve teaching and learning, and student achievement. Effective use of technology is modeled in credential methods courses including a required class on using technology for teaching and learning. In addition credential candidates are expected to use technology in their student teaching placement. Through all credential courses, candidates are introduced to a range of discipline-specific web-based learning resources including: webinars; primary source material; and visual representations of scientific phenomena. In addition instructors use the campus course management and collaboration system for student communication, thereby modeling receiving students work and giving feedback, and implementing collaborative learning through chat-rooms and dedicated online workspace. The required credential instructional technology course includes the use of digital video, instructional multimedia, web page authoring, electronic communications, data analysis tools and resource review for effective teaching and learning. Credential candidates are required to design and implement each of these technologies in their student teaching curriculum.
University of California, Irvine	Although it is a challenge, we keep ourselves up to date on technology. In each program, candidates have the opportunity to study and observe the uses of technology in education environments. The elementary credential program, for example, utilizes an embedded approach to teaching candidates how to use technology in their classrooms. The candidates themselves, with their phones, laptops, and gaming experiences, find it natural to use technology; they add new tools and techniques as they encounter them in the schools. It is the expectation that they will incorporate existing technologies into their lessons. Moreover, in order to complete program requirements, they are required to video tape, post to blogs and wikis, submit work to dropboxes, and use other tools to maintain contact with each other and submit assignments. In an environment with some who know and some who don't, the most natural approach is to help each other, just like students would do in a K-12 classroom. One of their most educative experiences is spending the day watching a demonstration at one of our partner schools showing how they integrate technology into their program. They come away from this experience with new ideas and a real-world sense of the possibilities.
University of California, Los Angeles	•All credential candidates included, are required to take ED466, Introduction to Information and Presentation Tools: Teaching With and About Media & Technology. This graduate level course is an introduction for K-12 educators to explore their relationships with media and technology by critically questioning and creating various types of texts and information communication technology. ED466 introduces candidates to new media and technology tools that can be used to teach with, as well as an introduction to ways of teaching about these tools. Based on a Critical Media Literacy framework that combines theoretical concepts of cultural studies and multiliteracies, ED466 combines theory with practical classroom applications of digital media and new information communication technologies. This course explores media representations of race, class, gender, sexuality and other identity markers. Educators critically question media and technology as well as explore new alternatives for creating multimedia messages in their own classrooms. All students are required to analyze as well as create media projects related to their teaching.

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	•One of the primary goals of ED466 is to find multiple pathways for making subject matter comprehensible to students by engaging with different types of media and technology. This course helps new teachers better understand how to teach their subject matter in the standards as they plan and demonstrate teaching to the standards through incorporating different information communication technologies. Critical media literacy aims to expand the understanding of reading and writing to be inclusive of all types of literacy and all the different ways humans communicate. This expanded notion of literacy leads to increasing student engagement and making content more accessible to more students through teaching with various instructional strategies, activities and resources. Student engagement also increases through democratic pedagogy and the use of Web2.0 tools that provide opportunities for active and equitable participation. The critical pedagogy embedded throughout this course ensures that the uses of media and technology are developmentally appropriate and extend student thinking. Incorporating visual media, audio technology and multimedia into all subject area instruction are strategies that can greatly benefit English Language Learners. •ED466 helps teaching candidates evaluate and use appropriate technology and media to effectively facilitate teaching and learning that align with California State Standards. Through various assignments such as creating Wanted Posters, Alternative Book Reports, Word Clouds, Voicethread Through Other Eyes, Photographs to Illustrate Vocabulary, Digital Stories, etc. the candidates demonstrate their competence to evaluate and incorporate digital media and electronic technology for literacy development. The assignments are structured to integrate technology-related tools into the educational experience through a critical pedagogical framework that encourages candidates to assess the authenticity, reliability and bias of the messages as well as the different medium. This course prepares teacher candidates to analyze and use various information communication technologies as pedagogical tools for teaching any content from literacy development to mathematics and in any language.
University of California, Riverside	At admissions, each candidate must show evidence of receiving instruction in the basic use of technology in an educational setting through one of several methods. They must either pass an approved basic technology course, pass the state approved exam for "Preliminary Educational Technology," or satisfactorily complete the Teacher Education program's "Technology Workshop." Our seminar classrooms have been upgraded to "SMART" classroom technology. Candidates are required to incorporate technology into their curriculum by modeling technology best practices learned from their clinical experience setting and in seminar and methodology courses. All our faculty supervising clinical experience have iPads to record candidates' lesson observations and together review lesson observations. Candidates review lesson observation evaluations and provide feedback through an integrated system that connects them to our faculty supervising clinical experiences, mentor teachers, and Teacher Education staff. Lesson plans are developed, along with copies of instructional and assessment materials, and video clips that will be reviewed in the California licensure requirement known as the Performance Assessments for California Teachers (PACT). As part of this assessment, candidates are required to analyze student performance and identify patterns of student performance across the whole class and within subgroups. This analysis is used to develop specific strategies in instruction that address the needs of individual students, subgroups of students, and whole class patterns. The principles of universal design are utilized in that candidates are required to demonstrate instructional strategies in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology.
University of California, San Diego	The EDS program is cohort-based. The MS cohort includes approximately 44 candidates annually in a combined credential-M.Ed program as well as 6 candidates in a two-year MA program. These MA students receive both MS and Special Education credentials (Education Specialist: Deaf/Hard of Hearing). The SS cohort includes approximately 40 candidates annually across three SS areas: Math, Science and English/Language arts. All MS/SS candidates take a required course at the beginning of their program entitled "Technology, Teaching and Learning" (EDS 203). In this course, they learn to integrate technology effectively into curricula and instruction. This course reviews current literature on effective applications of technology in the classroom.

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	Students become fluent in the use of productivity tools, presentation software, and Web development for teaching and learning; critique software relevant to their area of teaching; and develop an educational activity based on their review of the literature that harnesses the power of technology. All SS candidates plus MS pursuing the M.Ed degree take a required course called "Technology and Professional Assessment" (EDS 204). Advanced techniques for using network-based resources for teaching and learning are introduced. Students review relevant research on advanced technologies related to assessment of professional performance and student achievement. Students present a Web-based professional Teaching Performance Assessment Portfolio that reflects teaching performance during their student teaching or internship field experience. The combined MA-MA/EdSpec program emphasizes the use of technology as part of an approach to visual learning strategies. Candidates learn to use advanced applications for instruction as well as to collect, manage and analyze student data to improve teaching and learning as part of their year-long methods sequence, ASL-English Bilingual Practices (EDS 342ABC) and their MA seminar in the second year (EDS 240A – Research in ASL-English Bilingual Education). Use of technology to collect, manage and analyze data is further embedded for all MS/SS candidates in their methods courses and student teaching/internship seminar courses (EDS 361ABC; EDS 369AB; EDS 373/374/375; EDS 379ABC). Candidates design and analyze assessment data as part of their student teaching or internship practice and present highlights in the culminating professional portfolio. Each candidate demonstrates the ability to design assessment, analyze results and monitor K-12 student progress as part of the PACT teaching performance assessment required for licensure. Future plans include developing faculty capacity during 2013-14 to support candidates' understanding of principles of hybrid and blended online learning for K-12 students. Activities will include providing opportunities for faculty to examine current research and practice in the field, to visit K-12 classrooms using hybrid/blended learning, and to consult with faculty at UCSD and elsewhere who have developed expertise in this area. As an outcome of this faculty professional development, candidates will learn to design hybrid or blended learning opportunities for their K-12 students and be expected to employ these strategies in selected lesson and unit planning as part of their methods coursework and field experiences.
University of California, Santa Barbara	Integrate technology effectively into curricula and instruction: Within the technology courses (ED 103 & ED 324/325), candidates learn to use all pervasive forms of communication and presentation software (databases, PowerPoint, word processor, spreadsheets) as well as web-based tools. They learn to create web sites and to evaluate and use Electronic Learning Resources (ELRs). They have a significant assignment on how to create and use Web quests in their classrooms. When planning their K-12 teaching, they use all of the above tools to develop presentations of content, create assignments, and develop web-based inquiry projects. They also learn principals to evaluate the accuracy, educative aspects, and appropriateness of ELRs for their students and curriculum. In addition to two courses on technology, within all methods courses in each of the content areas, candidates learn to integrate technology into specific content. For example, they learn about simulations, laboratory aids and other specific uses of technology to enhance learning in science (in ED S 320 Science methods and procedures: Elementary, and ED S 321 Secondary Science Methods). All candidates are facile with presentation software as a result of ED 103, and supervisors and cooperating teachers help candidates use presentation software in appropriate ways that consider the age of the students and the topic. Other uses of media—such as online video—are taught in both the elementary and secondary History/Social Science methods courses (ED HSS 320 (MST) and ED HSS 321 & ED HSS 371 (SST)). Video brings history alive and candidates receive resources and learn activities for use of video (see syllabi for above courses). Candidates use technology throughout their student teaching experience. It is an everyday occurrence in their teaching, and supervisors provide feedback as part of the observation process. Most of the student teaching classrooms have at least one computer in them, which candidates are encouraged to help their students use to research questions and sources for assignments. Certainly at the secondary level candidates' students, like themselves, use online resources for research, for presentations (many candidates require multi-media assignments), and for learning (e..g, viewing video material). Use of technology is an

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	important element in all of our partnership schools and candidates are prepared to both promote their students' learning and extend their own through application of their university learning. Candidates also receive an account for the "portal" that the Santa Barbara County Education office creates for use with area schools. They are trained on the use of the portal and learn how to access and use the many educational resources on the site. Their k-12 students also learn how to use the portal, and the candidates are often integral to extending student learning and exploration on the portal site. Preparation to use principals of Universal Design for learning Throughout the program, candidates in both SST and MST programs are taught to use a wide variety of special instructional materials, technologies and teaching methods to differentiate classroom experiences for students with a wide variety of special needs including English learners, gifted learners, and students on individual education plans. They also learn the importance of digital literacy and opportunities for multimedia in learning. In their technology courses they learn how use technology to scaffold learning experiences for all learners in their classrooms. Throughout the program, candidates learn principals of multi-modal presentation of content for students and for multi-model opportunities for students to show what they know, i.e., for assessing students. Candidates learn principals of project based learning, and how to scaffold learning in project based environments to allow all students both access to the content as well as pathways for creative and innovative problem solving. In the MST and SST special education courses (ED 222A and ED 363), candidates learn about existing and emerging assistive technologies to support inclusion of students with disabilities in general education activities. Collect, manage, analyze and communicate data for purposes of improving student achievement: One objective for ED 325 and ED 324 is: "Given a classroom-based, school-based or district-based data management system, and given multiple sets of student data related to such things as assignment and test grades, classroom performance, attendance and special needs) to properly enter the data into the system, to modify the data as appropriate to increase accuracy, and to extract reports based on the data that describe student performance." As an assignment in ED 325 or ED 324 candidates are required to learn and use the electronic grade book program that is being used in the classroom/school in which they are student teaching. Because they are in the k-12 classroom for the entire academic year, they must learn and become proficient at the grading and data management systems in their schools. Secondary candidates use the systems for their second semester where they take over the course entirely. In all methods courses, candidates learn how to assess students and use data for improving instruction and ultimately student achievement. They learn multiple techniques to analyze student work according to specific objectives, and for how to design next steps based on these analyses. Candidates are ultimately assessed on their proficiency of analysis with the Performance Assessment for California Teachers—the state mandate teaching performance assessment used for licensure. With respect to communicating learning and achievement, ED 103 provides the candidate with substantial training in the use of an advanced word processor for purposes of desktop publishing. The competencies learned here enable the candidate to create a variety of printed communications, all characterized by high professional quality, including tests and worksheets, letters to parents, classroom newsletters, signs and bulletin board components. Finally, new for 2011-12 is the push by local area schools to use ipads into the classroom. We have made a significant push in this regard in coursework and through the purchase and use of ipads with our own faculty. We have state-of-the art technology rich classrooms, and a new technology instructor who is an Apple Distinguished Educator. We feel we are making some new transformations in the way we teach about technology, teaching, and learning.
University of	Our program offers Introduction to Technology of Schools ,which satisfies SB2042 Standard 11, through an online course in collaboration with UCSC Extension.

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California, Santa Cruz	In this course students learn to effectively integrate technology into curriculum and instruction. The overarching goals of the course include: •Demonstrate proficiency in building and delivering technology enhanced curriculum that is content and grade-level specific. •Demonstrate the ability to design instructional materials using various technologies, tools, and resources. •Demonstrate knowledge of common technology resources for teaching and understanding of principles for selecting and using appropriate technology in classroom activities. In addition, candidates learn how to use technology to collect, manage and analyze data in order to improve teaching and learning. They learn to use spreadsheets from the basics to trend analysis. They must create a sample rubric that can be useful for students and for teachers and must include samples of student work. Finally, candidates describe how use of the rubric can impact student learning. As a tool for supporting universal design for learning, technology is used to engage students and to provide visual and auditory support in learning, especially for the benefit of students with disabilities and limited English proficient students. In Education 203, Multiple Subject Methods of English Language Development, and Education 204, Single Subject Methods of English Language Development, Education 211, Teaching Special Populations, and within subject area methods courses, instructors model and support candidate use of Internet resources for class research as well as Power Point and multi media presentations to provide all students access to information. Teacher candidates also learn how to support their students in using technology to demonstrate knowledge and skills by providing lessons in how to conduct research and present reports using word processors and multi-media. Finally, as part of the Performance Assessment for California Teachers (PACT) Teaching Event (and Content Area Tasks for Multiple Subject candidates) all candidates must demonstrate how to collect, manage and analyze data related to student assessments. They receive practice in this through both methods coursework and student teaching seminar.
University of LaVerne	The teacher education program integrates technology into teaching practice through communication and learning activities that serve curriculum objectives and educational goals to enhance learning for the target students. These goals are to facilitate more effective teaching strategies in ways that interest, excite, and challenge students to contemplate and evaluate effective teaching practices and understand technologies that can benefit content delivery. Areas of training include the use of interactive whiteboards, student response systems, and mobile learning environments. Students are required to design computer-enhanced instruction that motivates and engages students from diverse backgrounds in the active construction and/or evaluation of new knowledge and foster the building of habits and attitudes that support lifelong learning. Candidates are also expected to analyze, discuss, and implement current theory and research related to education technology and to develop lesson plans which effectively integrate technology to facilitate instruction and enhance learning. Technology is infused into courses and program to prepare candidates for the advanced technological requirements of learning environments ranging from technology-assisted on-ground classrooms to fully-online learning platforms. Credential candidates must effectively demonstrate all criteria for Level I technology skills measured by a university rubric created specifically for this purpose. Students are also required to generate and collect evidence toward a CSTP-based electronic teaching portfolio throughout the program
University of Phoenix - CA	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

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	School Portal is a virtual school environment that provides a look at possible situations that may be encountered in schools. The Virtual School is incorporated into course work and assignments. For example, one resource it contains is continually changing test score data that can be used to practice analyzing student learning and planning for academic success. In addition to these online resources, students are exposed to a variety of technology tools that are modeled by their instructors throughout the course of the program and they are given opportunities to incorporate the use of the tools in their assignments and reflect on how they would use them in their own classroom to increase student achievement.
University of Redlands	Technology is integrated in all courses. Current use of Taskstream for all lesson design planning includes principles of universal design for learning.
University of San Diego	In Fall 2013, the Department of Learning and Teaching launched several new and exciting endeavors. The department launched the Online MEd program and faculty have received an increased number of training opportunities to ensure the knowledge derived from these trainings opportunities are integrated into both online and onsite teaching within the department. Our new Online MEd program features a heavy emphasis on technology through a Literacy and Digital Learning specialization as well as through core courses. Universal Design for Learning (UDL) and Inclusive Education are the focus of another specialization area in the online program. The process of developing and teaching these courses for these specializations has provided an opportunity for our faculty to better understand the UDL concept. This fall our Multiple Credential Cohort program also welcomed the first group of students into the expanded program that now includes special education. This approach has resulted in better integration between multiple/single subject programs and special education coursework that has an emphasis on UDL. Additionally, through the generous support of a donor, the department is proud to offer the Johnson Family Foundation Symposium on Inclusion in K-12 Education, where technology, UDL and inclusion take center stage. This coming fall, our Keynote Speaker for the Symposium will be Temple Grandin, Phd, who is known for being a prominent proponent of the rights of autistic persons and animal welfare. The department is fortunate that all faculty members now have iPads. With these devices, the learning continues and has resulted in several workshops to support faculty in learning innovative uses of hardware and applications in educational settings and into our classrooms. As a result of the iPad adoption, three of our faculty have participated in a university-level iPad adoption program that explores technology use in teacher preparation classrooms. Through this project and support from other faculty participating in the adoption program, faculty have experienced benefits from real-time evidence of student learning provided by applications designed for use in the classroom. The University's Academic Technology Service (ATS) has also increased its training opportunities for faculty throughout the academic year. To further support faculty, last summer, ATS launched a two-week intensive boot camp training program. The program provides hands on practice with tools and software offered by the University to help further integrate technology into the classroom and it offers personalized attention from trainers. After much success in its first offering, the boot camp opportunity will return for a second year in summer 2014. Technology use and access is a priority when selecting student teaching and practicum placements. Our priority is to have every candidate have at least one field experience placement in each of the following: Urban technology emphasis and project based learning emphasis. Most recently, the number of sites that offer one to one adoptions program of mobile devices is increasing and the department has been fortunate to add an iPad cart to its resources and it's scheduled to be deployed in Fall 2014 for use in methods courses. Additionally, the department is exploring the possibility of acquiring mobile devices for individual students to check out for use during their placements. One additional resource that has been added, is our new SmartBoard, and allowing our candidates the opportunity to practice their skills with classroom technology early on and on tools that are more likely to be available at some of our sites.
University of San	Candidates at USF are required to enroll in an electronic portal (TaskStream), which houses lesson plans, rubrics, unit planners, portfolios and their California Teaching Performance Assessment (CalTPA/PACT) tasks. During the technology course in their first semester, candidates are introduced to technology standards

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Francisco	and develop lesson plans and learning activities that that incorporate a wide range of technology to plan and support instruction. Throughout their credential program, courses incorporate modes of technology to model for candidates how to examine and select appropriate technology in classroom management, assessment, supplement curriculum and planning, and in delivery of instruction to support student learning. As candidates are exposed to various ways technology can be used to bridge the digital divide, select technology to assist special needs students and English Language learners, assess student program, and collect and analyze data related to student academic achievement, the continue to build adaptations for all students to ensure academic achievement. This technology encompasses, but is not limited to the use of smart boards, tablets, smart phones, clickers, software, and websites. Fro example, one website candidates are introduced to and encouraged to access is the Teacher-to-Teacher website funded by the U.S. Department of Education. This research –based web site introduces teacher candidates to methods of using data to increase student achievement in their schools. In their student teaching placements, candidates demonstrate their ability to select and use technology throughout their teaching practice. Candidates are exposed to online grading systems housed in school websites. These sites allow candidates to analyze the progress of their students. Candidates have the opportunity to provide feedback to students and their parents though the local school website. Candidates participate in grade level and whole school faculty meetings where school-wide data is reviewed and analyzed. In the Teaching Performance Assessment (CalTPA/PACT) candidates analyze assessments and a video of their own teaching practice to evaluate the effectiveness of their instruction.
University of Southern California	Technology is woven through every course in the MAT Program. Varying assignments ask candidates to use video for assessment and reflection, spread sheets to analyze student assessment data, computer programs for reflection and teaching analysis, and the Internet for research and best practices ideas. Ethnography is used to analyze student growth and potential, as well as to plan instruction. Video of excellent teaching is observed in some course learning experiences. The USC MAT Program offers identical curricula on-campus and online. The online program is technologically interactive, rather than static and is held to the same standards as the on-campus program. It includes video-chat, use of an online forum, video and learning with a virtual and online community.
University of the Pacific	Candidates teach a micro lesson, include special topics in an educational technology presentation, and develop a "webquest." The lesson and webquest must be developed by using California content standards. Candidates understand English language development strategies and talk about using them to teach technology in a discussion board. Candidates also include uses of technology to assist students with exceptional needs. Candidates use EXCEL to teach a lesson. Candidates use sources for research, and for lesson planning. During student teaching, candidates use information technology systems in one or more public schools for managing and analyzing data such as STAR testing, benchmark assessments, and content specific data management systems. Common Core applications for technology are being integrated into the course on technology for educational settings.
Vanguard University	Within each course module, various technological proficiencies are addressed. For example, in EDUG 514, Curriculum Unit Design, and additional modules, candidates are expected to integrate technological resources, especially web resources, into their curriculum units. To this end, candidates are provided key websites which serve as resources for the core academic areas, with special attention given to the SCORE sites aligned with the California Frameworks, California Content Standards and Common CORE. In EDUG 520 Classroom Management, candidates are expected to examine technological tools which might support their classroom management plan. In EDUG 543/544 Language Acquisition for the Elementary and Secondary Student, candidates examine technological resources that support language acquisition. Candidates use Moodle technology to experience and complete on-line learning assignments including tutorials in PowerPoint and Excel, carry out discussions,

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	and explore web links. Professors use Smart Board technology in the classrooms, as a model for classroom use. It is also expected that candidates utilize the Smart Board to teach at least one classroom lesson, either in the BST setting or the university cohort setting. Ipad applications (aps) are introduced to provide resources for the new Common Core Standards. The candidates also visit a local public school that is at a high level of implementing technology in a standards based curriculum, and/or view video clips of teachers and candidates using technology to improve teaching and learning.
Western Governors University - CA	WGU candidates complete their degree requirements in an online environment. Thus, out of necessity they develop high levels of proficiency in a variety of computer applications and become increasingly confident technology users. Technological competence, however, is not only essential for success as a WGU candidate, but is an integral component of what it means to be a well-prepared teacher candidate. Integrating technology effectively into teaching practice requires that teacher candidates know each piece of the puzzle, and how together they complete the whole. The "whole" represents the integrated knowledge and performance of collecting, managing, and analyzing data to improve teaching and learning. This process at WGU includes four major areas: the initial learning about technology and how to use it in general application (e.g., create a spreadsheet); learning where and when to use technology to plan instruction (e.g., select and evaluate the appropriate technology to accomplish a learning objective); applying the knowledge and skills in a classroom setting by integrating technology effectively into curricula and instruction (e.g., plan a lesson using technology); and applying all of the acquired knowledge and skills to teaching in a classroom (i.e., can prepare, teach, and assess students use and ability with technology). The initial learning about technology takes place primarily within the Foundations of Teaching domain, particularly within the Schools & Society subdomain. Within this subdomain, candidates learn knowledge and skills related to various forms of technology, as well as begin to apply learning in a school-related context. They also learn about restrictions and appropriate legal usage of technology, which could include the applicability of copyrights to Internet-researched information. Correlated assessments measure competency by means of objective exams and performance tasks. The use of technology in education primarily takes place during the Effective Teaching Practices domain. Here candidates learn the usages of technology in education, and are tested and complete performance tasks related to instructional planning and design, instructional strategies and approaches, and instructional presentation and follow-up. Then, additional objectives found within the Subject-Specific Teaching Methods subdomains take this general pedagogy and place it into the context of multiple and single subject (elementary and secondary) teaching methods at the elementary and secondary level. Using technology for student achievement takes place during the field-based experience. During this experience, teacher candidates begin to apply technology to promote student learning. The ability to plan lessons on technology and lessons integrating the use of technology is critically assessed during the pre-clinical field experience, which is a part of the Effective Teaching Practices domain. Prior to the pre-clinical experiences, candidates develop their lesson-planning skills by completing lesson planning performance tasks and refining their skills based on expert feedback. The Pre-Clinical Experience Performance Checklist is completed by a mentor teacher, and is used to assess the developmental progress of each candidate. Finally, an evaluation of a candidate's ability to integrate technology within an instructional practice is concurrent with Demonstration Teaching. Candidates are observed during the clinical practicum by a WGU Clinical Supervisor and a Cooperating or Host Teacher. Observers use the WGU Performance Observation instruments to observe and document the candidate's performance. Candidates must complete all requirements of the Demonstration Teaching domain, including the Cohort Seminar and online Professional Portfolio. WGU has always made addressing technology in education a priority, and recognizes that proficiency is not enough. Candidates must develop positive views of technology and understand its role in student learning. WGU goes beyond modeling the use of technology in our institutional context and ensures that

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	technology practices are a component of the field experience. Technology competency is a cross-cutting theme throughout the curriculum of the Teachers College. WGU is committed to preparing candidates who are able to prepare students for success in the digital age.
Westmont College	The Westmont Department of Education prepares all candidates to use technology effectively and to integrate it into curriculum and instruction. The Site Visit Team from California's Commission on Teacher Credentialing determined that the Westmont program met or exceeded all state standards for technology and its use in teacher preparation. All candidates must take a specific course in the use and integration of technology for teachers, taught by an experienced local practitioner, published author, holder of a relevant graduate degree, and specialist in the field of educational technology. In this course, candidates complete their own electronic portfolios demonstrating their ability to use a variety of relevant technologies they have been exposed to in the course. Among other competences demonstrated are the creation and publication of blogs, the use of skyping, podcasting, document cameras, and the creation of PowerPoint for in-class presentations. Candidates demonstrate the use of these and other technologies both in student teaching and in their required peer lessons in the subject-area methods classes. Candidates learn to collect and manage data relevant to student learning through the use of various software programs. Secondary candidates are required to use district-adopted software programs for the collection of grades in the three courses they teach, semester-long, and to make this data available to supervisors, students, and parents. In this same required course, candidates are exposed to programs and principles for analyzing data. However most of the analysis of student data for purposes of improving student achievement is taught in other courses. In the Foundations course, students are introduced to terminology relevant to student assessment and are exposed to sample student results from the state's adopted standardized testing program (STAR). In the reading and math methods courses, elementary candidates collect and learn to analyze data with a specific student to determine what clusters of skills need particular attention. All candidates learn about techniques of item-analysis at the class level, whether this is done through technological or more traditional means.
Whittier College	The Whittier College Teacher Education Program prepares teachers to integrate technology effectively into curriculum and instruction by: (1)Requiring reading "best practices" for instructional technology use and reading on research on evaluation of technology use in courses throughout the program. (2)Including assignments that requires students to review and evaluate various software packages and Net resources in both foundations courses and curriculum and methods courses; (3)Requiring students to include uses of technology in the teaching plans that they design for assignments in foundations and for curriculum and methods courses, and by providing and providing feedback on the instructional and curricular uses of technology in their plans. (4)Modeling the effective integration of technology into curriculum and instruction throughout courses in the teacher education program. For example, students work with course management systems in nearly every course; they student and learn course content using diverse siftware packages, Webquests, an interactive online resources; they routinely participate in online discussion groups and make presentations online or using multimedia software. The program prepares teachers to collect, manage, and analyze data for instructional improvement in the two courses. One is a technology course which most students take, which teaches students how to manage and analyze data with software such as Excel and SPSS. The second is a course called Educational Inquiry, which requires students to collect, manage, and analyze data for instructional improvement in an individual inquiry project.
William Jessup University	We provide coursework, "Technology for Teachers" this course is a comprehensive overview of the use of computer-based technology in the instructional environment and integration of computer-based applications into instruction in the classroom. We utilize TurnItIn to prevent plagiarism, Moodle as our communication tool between students and instructors,and we have begun implementation of Taskstream for record keeping, rubrics, storage and planning.

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

	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:		
Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
Alliant International University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Antioch University	Yes	Yes	Yes	Yes	Yes	Yes
Argosy University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes
Bard College	Yes	Yes	Yes	Not applicable	Not applicable	Yes
Biola University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Brandman University	Yes	Yes	Yes	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	Yes	Yes
California State University, East Bay	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Fresno	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	No	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Yes	No	No	No

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

	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:		
Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
Chapman University	Yes	Yes	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes
Concordia University	Yes	Yes	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes
Hebrew Union College	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes
Hope International University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes
La Sierra University	Yes	No	Yes	Not applicable	Not applicable	Not applicable
Loyola Marymount University	Yes	Yes	Yes	Yes	Yes	Yes
Mills College	Yes	Yes	Yes	Yes	Yes	Yes
Mount St. Mary's College	Yes	Yes	Yes	Yes	Yes	Yes
National Hispanic University	Yes	Yes	Yes	Yes	Yes	Yes
National University	Yes	Yes	Yes	Yes	Yes	Yes
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Union College	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Patten University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Pepperdine University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Point Loma Nazarene University	Yes	No	Yes	Yes	No	Yes
San Diego Christian College	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes
San Francisco State University	Yes	Yes	Yes	Yes	Yes	Yes
San Jose State University	Yes	Yes	Yes	Yes	Yes	Yes
Santa Clara University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Simpson University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable

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

	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:		
Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	Yes	Yes	Yes	Yes
Stanford University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Teacher's College of San Joaquin	Yes	Yes	Yes	Yes	Yes	Yes
The Master’s College	Yes	Yes	Yes	No	No	No
Touro University	Yes	Yes	Yes	Yes	Yes	Yes
United States University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
University of California, Berkeley	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
University of California, Davis	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
University of California, Irvine	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
University of California, Los Angeles	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
University of California, Riverside	Yes	Yes	Yes	Yes	Yes	Yes
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Santa Barbara	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Santa Cruz	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
University of LaVerne	Yes	No	Yes	Yes	Yes	Yes
University of Phoenix - CA	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
University of Redlands	Yes	Yes	Yes	Yes	Yes	Yes
University of San Diego	Yes	Yes	Yes	Yes	Yes	Yes
University of San Francisco	Yes	Yes	Yes	Yes	Yes	Yes
University of Southern California	Yes	Yes	Yes	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes
Vanguard University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Western Governors University - CA	Yes	Yes	Yes	Yes	Yes	Yes
Westmont College	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Whittier College	Yes	Yes	Yes	Yes	Yes	Yes
William Jessup University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable

Program name	Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
Alliant International University	Instruction for students with special needs and English language learners is embedded in the coursework, including the weekly seminars during field placement. Candidates learn how to effectively assess English proficiency level and instruct using SDAIE strategies to help students gain fluency in English while also progressing academically. The seminar series includes two additional workshops per semester. These workshops integrate general and special education candidates together in shared sessions on targeted topics, fostering collaboration between the candidates. Additionally, the CalTPAs target these areas. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students' IEP goals and recommendations.	Alliant does not prepare special education teachers through the traditional route. For the alternative route, below is Alliant's response to this question. Special education training brings together the candidate, his university and district field supervisors, university resources, and representatives of the partnering local district's Office of Special Education in a monthly seminar to implement the special education candidate's official Professional Development Plan. The Plan address the candidate's need to excel as a practitioner, assure an informed and reflective integration of theory, best practices, and the education specialist's practice in the classroom, and assess his practice in the achievement of his students. The candidate is asked to reflect on, analyze, and develop his own informed and assessed "best practice," shown through a summative Professional Portfolio. Specific coursework also focuses on planning, modifications and delivery, using IEP-driven assessments for identification and assessment of progress. Specific seminars target assessments of English Language learners and teaching strategies that are successful for ELL students with special needs. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively write and implement IEP goals. In the academic year 2010-11, Alliant had its Autism Authorization program approved by the state of California. This addresses an additional state requirement that special education teachers are well-prepared to teach students with Autism. It also reflects the need for well-prepared special education teachers during a time when the number of students diagnosed with Autism is increasing.
Antioch University	Santa Barbara: Candidates for the multiple subject credential take Social and Legal Dimensions of Special Education (TEP 601A) and Teaching and Accommodating Students with Disabilities (TEP 601B). These courses include IEP team meeting functions. All other required courses require candidates to meet the needs of all students, including those with learning disabilities. Multiple Subject candidates' knowledge of English language development is	Santa Barbara: Candidates for the Education Specialist Mild/Moderate credential take these required courses: Behavior Assessment and Support (TESE 538); Assessment in Special Education (TESE 509); Understanding and Teaching Students with Mild/Moderate Disabilities (TESE 516 & TESE 517); Family Dynamics (TESE 518); and Intro to Autism Spectrum Disorder (TESE 541 & TESE 541A). IEP team participation is provided by IEP Design and Policy

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	supported by the course Language Development and Acquisition (HDV 458A); Reading Instruction in the Elementary Classroom (TEP 505); and Language Arts Curricula, Theory and Practice (TEP 511). Each required course also addresses the needs of English learners, and the candidates must be familiar with California's ELD standards and include them in lesson plans and instruction. The required performance assessment, Performance Assessment for California Teachers (PACT) includes creating lesson plans that meet the needs of both English learners and those with special needs. The candidate must include teaching academic language in all lessons. Los Angeles: TEP 601B Teaching and Accommodating Students with Disabilities, which is required of all teacher candidates, include detailed information on all special education related laws, including historical context, as well as practical application on how to write present levels of performance and goals in keeping with legal requirements. The IEP, section 504, SST and RTI roles of general education teachers, special education teachers and administrators are covered. In addition, all teacher candidates complete a detailed case study on a student with special needs from identification, through the IEP process, including lesson plans and accommodations necessary to make it possible for the case study student to access the lessons within the general education curriculum. Within these classes, all IDEA eligibility categories are covered, including their characteristics, common academic issues and viable accommodations. ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant populations of second language learners. TEP 544, Language Development and Acquisition, is required of all candidates and combines the study of cognitive, personal and social development and socio-cultural factors that affect languages learning and use. Candidates review current theory and research on how variables of development, class, culture and ethnicity impact language learning. Relevant federal laws , policies and legal requirements governing the education of	Implementation (TESE 601C). Field work is also required for the Ed Specialist M/M credential, TESE 512A & TESE 515A. Knowledge of English language development is supported by Language Development and Acquisition (HDV 458A) and Reading Instruction in Elementary Classrooms (TEP 505). Los Angeles: TESE 601B Individualized Education Design and Policy Implementation and TESE 509 Assessment in Special Education – In addition to extensive coverage of all laws related to special education, teacher candidates are required to observe a case study student, perform assessments and conduct interviews regarding the student, create an assessment report and perform a mock IEP for the student TESE 538 Comprehensive Behavior Assessment and Positive Behavior Support – Students are required to perform a behavioral analysis and create a behavior plan for a case study student TESE 517 Understanding and Teaching of Students with Mild and Moderate Disabilities II and TESE 516 Understanding and Teaching of Students with Mild and Moderate Disabilities – Students accumulate and learn interventions and teaching strategies for students from all IDEA eligibility categories. They create lesson and unit plans for case study students, as well as design accommodations and teaching interventions. For TESE 517, they videotape and analyze two lessons taught to classes with students with special needs. TESE 518 Family Dynamics and Communication for Special Education Services – Students investigate community resources and create family service plans for a case study student, in addition to investigating transition services that are available to students leaving HS. TESE 541, Introduction to Autism Spectrum Disorders. The basics of autism spectrum disorders (ASD) covering historical perspectives, current definitions, and characteristics will be introduced. Emphasis will be placed on incidence and prevalence trends, and characteristics associated with language/communication, cognition/neurology, social skills, sensory issues, and behavior. Students will also be taught the implications for program planning and service delivery. Course completion requires five hours of

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	second language learners are studied.	fieldwork. ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant populations of second language learners. TEP 458, Language Development and Acquisition, is required of all candidates and combines the study of cognitive, personal and social development and socio-cultural factors that affect language learning and use. Candidates review current theory and research on how the variables of development, class, culture and ethnicity impact language learning. Relevant federal laws, policies and legal requirements governing the education of second language learners are studied.
Argosy University	All general education candidates take the E6901 course titled Foundations of Education. A significant portion of that course is devoted to identifying and meeting the needs of students with disabilities. Additionally, all general education candidates take the E6900 course titled Cultural Diversity, which provides significant detail in identifying second language learners, and addressing their learning needs through ELD strategies, and Specially Designed Academic Instruction in English (SDAIE). Further, all courses are infused with assignments that speak to addressing the needs of those students. As a final culminating activity, candidates are required to develop lessons, and modifications of lessons, that are designed to meet with needs of specific special needs and second language students. These activities are externally assessed to assure reliability.	N/A
Azusa Pacific University	We have fully integrated strategies and methods for meeting the needs of special needs students in general education classes. Response to Intervention (RtI) is covered along with the IEP process. Course assignments are designed to measure students' skills and competencies and are uploaded into TaskStream for scoring. Beginning in Fall 2013 three separate general education pedagogy courses where combined with three special education pedagogy courses. These combined courses insure that both our general education and special	All of the courses in the special education specialist program are updated and aligned to the CTC standards and the programs were approved by the state. Each candidate in the program has access to an advisor and university mentor throughout the credential program. The scope and sequence of the program includes how to develop, implement and participate in an IEP in each of the four modules. In addition, the Department of Teacher Education ensures program effectiveness through the collection of data and examination of all courses through the use of an evaluation survey, comprehensive exam,

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	education candidates have exposure to each others' classroom methods and issues. In addition our teacher candidates are trained for the English Language Learners Authorization per CTC regulations.	signature assignments, as well as external feedback from employers and supervisors. The data collected informs program improvement planning. Beginning in Fall 2013 three separate general education pedagogy courses where combined with three special education pedagogy courses. These combined courses insure that both our general education and special education candidates have exposure to each others' classroom methods and issues. In addition our teacher candidates are trained for the English Language Learners Authorization per CTC regulations.
Bard College	Evidence of performance is collected through the Teacher Performance Assessments (CalTPA).	Evidence of performance is collected through the Teacher Performance Assessments (CalTPA).
Biola University	Information and activities for developing the skills and competencies necessary for effectively teaching students with disabilities and students with limited English proficiency are embedded throughout the program. Candidates are required to apply this information to make accommodations for students with disabilities and limited English proficient students in lesson planning and implementation during fieldwork and clinical practice placements. Candidates must also show proficiency in effectively teaching students with disabilities and limited English proficiency on each of the four California Teaching Performance Assessments. In addition, the required course Methods for Teaching Linguistically Diverse Students includes an in-depth study of first and second language acquisition, English language development, relevant state and federal legislation relating to students with limited English proficiency, and best practices for instruction and assessment, e.g. designing Specially Designed Academic Instruction in English (SDAIE) lessons, content area literacy, strategies for vocabulary development. As part of this course, students also use case studies to explore the issues related to the education of students that are limited English proficient and may have disabilities, such as the over-representation and under-representation of language minority students in special education, the pre-referral process, the Individualized Education Plan, 504 plans, testing bias, and collaboration with special educators.	Program does not prepare special education teachers.

Program name	Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
Brandman University	In the EDUU 511 Collaboration for Inclusive Schools course candidates learn strategies for working with students with disabilities. They also learn about the IEP process and roles and responsibilities of team members as part of that course. During student teaching they are encouraged to participate in IEP meetings. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results.	For training candidates to participate in individualized education program teams, candidates role play IEP team meetings in EDUU 655. They are also required to observe an IEP or SST meeting and report what they saw with reflections for that course. During student teaching or interning, candidates participate in or observe IEP meetings for students they are teaching. Every methods course in our special education credential program prepares candidates to teach students with disabilities. We require courses in teaching strategies for students with mild/moderate or moderate/severe disabilities, a course about methods and assessment for students with behavior disabilities, and a course about methods and assessment for students with communication and language disabilities. This content is then applied during student teaching or internship. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results.
CalState TEACH	Best Practice for Students with Special Needs CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching special populations in a general education classroom in a spiraling, reiterative curriculum. Readings in Lewis and Doorlag's text, Teaching Special Students in General Education Classrooms, and thirteen electronic IRIS modules (http://iris.peabody.vanderbilt.edu/index.html) containing print materials, streaming video, and activities form the foundation of candidates' understandings. The focus is three-fold: 1) to promote the concept that educating the special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for all special populations in the general classroom.	We do not prepare special education teachers.

Program name	Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	Candidates are introduced to relevant state and federal laws, the general education teacher's role and the IEP process. They learn about IDEA and legal issues surrounding the education of children with special needs and are introduced to the processes of the Student Study Team where they begin to learn about IEP planning, implementation, and evaluation. Throughout these studies, candidates read about and discuss, on the program's online discussion boards, their professional and ethical obligations to provide an equitable education for all students. Since the CalStateTEACH program requires that candidates be in the classroom from the first week of the program to the last, they receive extensive experience in selecting and using appropriate materials, technologies, and differentiated teaching strategies to address the needs of special populations in the general education classroom. At first, they begin to develop a classroom management philosophy and plan, which is essential to effective learning. They then come back to this plan several times as they develop an operational style over the course of the program, culminating with a final study of management and behavioral disorders. They identify the types of behaviors students with special needs placed in the general education classroom may exhibit; explore strategies for arranging and organizing the physical and instructional environments and other considerations for working with special populations in the general education classroom. The management plan must be culturally responsive, respectful of the social context of the school and students, designed to engage students through the learning environment, and incorporate preventive approaches. Candidates outline their personal Acting-Out Cycle intervention strategies in response to an observed video lesson of disruptive and non-compliant behavior. Candidates teach a lesson in which they use identified materials and strategies that help a specific student who is identified as disruptive or non-compliant. Candidates learn about major categories of disabilities as they progress through the program and apply that knowledge by identifying appropriate accommodations and adaptations while designing specific lessons. From the	

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	start they are asked to consider, design, and implement accommodations for students with differing learning needs. On every lesson plan, they must describe the needs of their students, specify accommodations where appropriate, and indicate appropriate technology, including assistive technology, to insure access to learning of core content. Candidates progress in the program from working with individual students to teaching small groups to whole class instruction. They study learning theories early in the program and then link them to specific instructional strategies to fit the needs of specific students including those in special populations. Through readings in Lewis and Doorlag, Guillaume, IRIS modules, and a series of activities, candidates acquire strategies that address issues of social integration for students with special needs in a general education classroom. As candidates design instruction for the various content areas, they are mindful of the strategies they employ to encourage and support student engagement. They consider developmentally appropriate physical education; focus on medical issues, health needs, adaptations for children with ADHD, how the Student Study Team works; address accommodations for students with special needs in reading, science, literature study, and mathematics respectively. They study a variety of types of assessment and how to talk with parents about assessments and their outcomes. Best Practice for English Learners CalStateTEACH candidates complete a number of activities that provide opportunities to understand the philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework. Their readings in Echevarria and Graves (Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities) and Herrell and Jordan (Fifty Strategies for Teaching English Language Learners) form the foundation of their understandings. These readings are supported by several additional texts that focus on the development of literacy	

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	skills. The program's first day-long seminar that candidates attend focuses on language acquisition. The other methods seminars in mathematics, science, the visual and performing arts, and physical education, include strategies for supporting English learners. Digital media presentations and observations of master teachers working with English learners complete the opportunities to develop foundational knowledge. Candidates develop an understanding of instructional practices to support English learners and begin to practice them, first with individual students and then with small groups, and gradually in whole class instruction. As they enhance their repertoire of instructional skills, they also learn to modify instruction to meet the differing needs of students in the classroom. Ultimately, they have the opportunity to manage classroom instruction with the support of paraprofessionals and specialists. Candidates observe an English learner and identify strategies appropriate for specific levels of the Proficiency Level Descriptors (PLD). Based on their observations, candidates informally assess students' language proficiency in each of the language modalities, listening and speaking, reading and writing using the Student Oral Language Observation Matrix (SOLOM) and developmental reading and writing rubrics. Candidates discuss the conclusions they drew from their observations with the student's teacher. Candidates practice using the Proficiency Level Descriptors, based on the California English Language Development Test (CELDT), in order to provide useful reference points for assessing students' English skills. The Lesson Plan Assistant, the lesson planning template used by CalStateTEACH, requires that candidates describe their learners including those who are English learners before they design the lesson. Then it asks candidates to address English learners in the lesson plan they develop. Specific modules and lesson planning assignments ask candidates to identify and implement appropriate accommodations and strategies, based on an assessment of the English learners' language proficiency. Candidates get practice assessing student proficiency, monitoring student learning, and linking	

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	instruction to assessment. Strategies such as scaffolding, advance organizers, collaborative reading, guided reading, imaging, interactive read-alouds, language experience writing, leveled questions, partner work, preview-review, realia, story reenactment, total physical response and vocabulary word play are utilized by candidates to make grade appropriate and advanced curriculum comprehensible to English learners. In specific activities, Developing a Literature Unit, candidates are asked to focus on assessment processes that support English learners and evaluate student work samples from English learners. Candidates learn about and apply pre-assessment, formative and post-assessment measures, and then design a complex community-based unit taking into account the language characteristics and needs of both the community and the students. The importance of students' family and cultural backgrounds is emphasized throughout the program and specifically explored in a number of activities. As candidates begin to look at learner characteristics to guide instruction, they complete an IRIS module focused on culturally responsive teaching, linguistic needs that can affect instruction, and supportive ways to encourage family members and the community to become more involved in school matters. Several activities engage candidates in an exploration of the community so they understand the context in which their students live and can make connections between their backgrounds and the curriculum. Candidates also explore strategies such as oral history as ways to engage and validate the experiences and expertise families can contribute to effective instruction.	
California Baptist University	Instruction for candidates to teach students with disabilities is described the following course objectives: - EDU 541 (all candidates) Demonstrate understanding of key concepts such as special education and related services, disability definitions, free appropriate public education, least restrictive environment, continuum of services, due process, parent participation and rights, and nondiscriminatory assessment - EDU 541 (all candidates)Describe and recognize the characteristics and	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

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	behaviors typically associated with giftedness, learning disabilities, emotional and behavior disorders, mental retardation, communication disorders, hearing impairment, vision impairment, physical handicaps, and severe disabilities - EDU 541 (all candidates) Adapt instructional strategies and activities to provide access to state-adopted academic standards for students with special needs or abilities - EDU 541 (all candidates) Survey tools and techniques to use in assessing learning in exceptional children - EDU 541 (all candidates) Give examples of how assistive technology can be used to facilitate learning in students with special needs and abilities - EDU 518 (all candidates) Explore how Response to Intervention (RtI) came to be, what it means for helping children learn, and how it can be used as a method for identifying children with Specific Learning Disabilities Instruction for candidates to participate in individualized education program teams is described the following course objectives: - EDU 541 (all candidates) Demonstrate understanding of the purpose of the Individual Education Plan (IEP), its components, how it is developed, and the rights and responsibilities of members of the IEP team, including the person with special needs and the parents Instruction for candidates to teach English learners is described the following course objectives: - EDU 505 (elementary candidates) Instruction for candidates to teach students with disabilities is described the following course objectives: - EDU 512 (elementary candidates) Determine appropriate modification/adaptation of instruction to meet needs of students with learning needs including English language learners, students with special needs, and students exceeding the average level of achievement. - EDU 512 (elementary candidates) Define, describe and/or review correct assessment tools to help identify learner needs such as CELDT results, CST Released Questions, observation checklists, spelling assessment, rubric development, and other formal and informal assessment procedures.	methods course requires 10-20 hours of fieldwork in a public school classroom prior to student teaching with attention to the needs of students with LEP and those with IEPs. Mild/Moderate Disabilities candidates complete a four-credit clinical practicum in which they assess and plan instruction for students, then implement the tutorial instruction twice a week for 12 weeks. They write functional behavior plans, plan inservice training for parents, plan a workshop for parents. They read professional journal articles and textbook assignments with a focus on teaching students with LEP in the various special education settings. They complete three case studies of individual children with special needs in K-12.

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	- EDU 515 (elementary candidates) Identify reading acquisition strategies and programs used by local K-12 districts for ELL students and students with special needs - EDU 516 (secondary candidates)Compare and contrast learning to read in a first and a second language, explore the use of the California English Language Development Test to guide instruction, learn how to move students through ELD language levels while getting them to English Language Arts standard mastery for their grade - EDU 516 (secondary candidates) Explore daily ELD lessons and how to incorporate them into the schedule, design a series of lessons incorporating strategies of Specially Designed Academic Instruction in English (SDAIE) - EDU 519 (secondary candidates) developing objectives that include those necessary for EL learners, creating lessons using the SDAIE format	
California Lutheran University	In the general education foundational coursework, candidates are required to take and pass the EDTP 508 Students with Diverse Learning Needs in California Schools, where they learn theories, approaches, and student characteristics for teaching students with special learning needs and English learners. During this course, they observe what role the general educator plays in an IEP meeting, including the submission of general education assessments and observations. The criterion for credential recommendation is passage of four California Teaching Performance Assessments. These assessments are designed to be both formative and summative, and to measure the knowledge and skills of beginning teachers. The candidate is required to follow a special education student and provide differentiated instruction based on analysis of assessment.	Education Specialist Credential candidates take state-approved courses that address the issues of diversity, including disabilities. Courses provide in-depth knowledge of linguistic abilities and differences in learning styles, including assessment and instructional strategies. The impact of cultural, linguistic, and socioeconomic diversity on opportunity to learn, assessment procedures, curriculum and instruction, and multiple perspectives of disability are addressed. Specialty courses address these issues specific related to the Mild to Moderate, Moderate to Severe and Deaf/Hard of Hearing credential specialty areas. The structure of each of the Education Specialist credential courses emphasizes the interrelatedness of assessment and instruction. Candidates learn that assessment results shape instructional decisions, curriculum selections, and modifications of approaches to learning. Candidates also develop Individualized Educational Plans (IEP) and Individualized Transition Plans (ITP) for students based on assessment results. They work with diverse groups of students and with peers in collaborative assessment settings that may include parents, general educators, teachers, and support staff.

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		The program ensures that candidates have ample opportunities to generalize their use of instructionally-relevant assessments across developmental, academic, behavioral, social, communication, vocational, community life skill domains. Candidates expand their knowledge and skills related to assessment across all relevant domains. A focus is placed on behavioral and classroom management issues necessary for providing an environment conducive to learning and which supports students with difficulties in this area. In two specific courses candidates focus on the academic curriculum and instruction for the general education classroom and typical learner. This is particularly important for special education teacher candidates who will provide learners with special needs accommodations and modifications for access to this core curriculum.
California Polytechnic State University, San Luis Obispo	The Single Subject Program embeds special education strategies for general education teachers in coursework, providing multiple and systematic instruction for students with special needs, including individualized education plans (IEPs). EDUC 412 anchors instruction and field practice in this area, while student teaching and PACT culminate preparation in this area. Candidates observe an IEP team during the field experience in EDUC 412 and participate on an IEP team during student teaching. ELL strategies for general education teachers are included in coursework, providing multiple and systematic instruction for students with limited English proficiency. EDUC 416 anchors instruction and field practice in this area, while student teaching and PACT culminate preparation in this area. Multiple Subject candidates are required to complete EDUC 440, Teaching Exceptional Children, which provides an "overview of exceptional children; emphasis on methods and materials for integrating students into regular classrooms." In EDUC 440 and the EDUC 400 series, particular attention is paid to ELLs, students with IEPs, laws and policies pertinent to students with exceptionalities, and appropriate methods for teaching students with disabilities. During the student teaching experience, candidates are involved in the IEP process within their host schools.	The special education program is a 60 unit program that is integrated with a master's degree. This program trains candidates to teach students with disabilities effectively through two strands: school-based strand and autism strand. These two strands provide candidates with training in working with families and in schools with students with mild/moderate disabilities and autism. Fieldwork is incorporated into all coursework. The culminating activity in the school-based strand is the student teaching experience. To successfully complete student teaching, candidates must demonstrate competence across all Teacher Performance Expectations (TPEs). In addition, candidates must demonstrate competence in the following domains of professional dispositions: personal characteristics, interpersonal characteristics and commitment to diversity. The culminating activity in the autism strand is an inquiry project, involving the design and implementation of an appropriate intervention for a student with autism. Each candidate participates as a member of individualized program teams through several experiences. In the first quarter of the program, through coursework and fieldwork, candidates learn the assessments given by individualized program teams as well as issues in nondiscriminatory assessment. In the second quarter of the program, through coursework and

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		fieldwork, candidates observe individualized program teams at their fieldwork sites, learn the collaboration skills needed to participate as members of an individualized program team, and design and implement instruction based on the goals developed for real students by individualized program teams through their fieldwork experiences. During the last quarter of the program candidates are responsible for assessing student learning in their student teaching experience. They must demonstrate competence in the following skills in the area of assessment: ability to assess progress by analyzing a variety of evidence; ability to develop student assessments that indicate progress toward IEP objectives; ability to conduct educational assessments as defined in students' assessment plans; and ability to explain student academic and behavior strengths, areas of need and how progress is derived. Candidates learn to teach students who are limited English proficient through several program experiences. In the first quarter of the program, students take a EDUC 588 Education, Culture, and Learning. The Diaz and Weed text (The crosscultural, language, and academic development handbook: A complete K-12 reference guide) provides the framework for course content. In the first and second quarter, candidates are required to use the Sheltered Instruction Observation Protocol (SIDP) to design and implement lessons in the field (candidates who do not hold an English Language Authorization are placed in fieldwork settings where there are English language learners). In the second quarter, candidates also observe one another using the SIDP. In the third quarter, during student teaching, candidates are expected to refine their skills for designing and implementing lessons for English language learners and demonstrate competence (see question 1 above for the domains addressed in student teaching).
California State Polytechnic University, Pomona	STUDENTS WITH DISABILITIES Teacher candidates in the Multiple (elementary) and Single (secondary) Subject credential programs are required to take EDS 403 – Introduction to Special Education as part of their preliminary credential course requirements. This course provides an overview of students with disabilities, which includes	TEACH STUDENTS WITH DISABILITIES All candidates are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading

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	principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. Throughout the programs, teacher candidates are required to present modification in instruction for various types of students with disabilities much in the same way a teacher would do as a general education teacher. More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. LIMITED ENGLISH All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies. The ability to meet the state standard for addressing the needs of English language learners is a requirement for earning a teaching credential. The Education Results Partnership data website (www.edresults.com) is available to explore the potential of the data provided. Candidates mine data from the site for research, instructional improvement, and to complete a class profile with demographic data on the schools in which they complete their Clinical Practice.	Education) focuses on strategies for teaching reading to K-12 students (including English learners). Teacher candidates in the Education Specialist credential programs are required to take EDS 403 – Introduction to Special Education -- as part of their Level I credential course requirements. This course provides an overview of students with disabilities, which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. All Education Specialist credential candidates complete specialized coursework in special education assessment (TED 553 or TED 555) and an introductory course in instructional strategies for students with mild/moderate disabilities (TED 582) or students with moderate/severe disabilities (TED 556).
California State University, Bakersfield	All CSUB teacher credential candidates pursuing multiple or single subject credentials are required to successfully complete EDSP 301 (Teacher Exceptional Diverse Learners in Inclusive Settings). This course is designated to allow general education credential candidates to identify and differentiate the characteristics, needs and educational implications for instructing exceptional	Candidates in the Education Specialist Credential Program engage in multiple classes which provide overlapped reinforcement and continuity in skills and strategies to address each of the key areas. Candidates are required to take a special education overview class which reviews categorical disabilities, laws and litigation pertaining to students with disabilities, as well as possible

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	learners across the 13 categories of special education in the general education classroom. The teacher credential candidates are also presented with the skills and abilities needed by general educators for working with special educators and other school professionals in serving this population. Through lecture/discussion, readings, field experiences and instructional media,the course focuses on contemporary evidenced-based practices and methods for meeting the needs of students who are judged to be high-, average and low achieving and culturally and linguistically diverse (CLD) learners, as well as students with disabilities and those identified as gifted and talented. A signature assignment for the course requires candidates to observe a special education class and report on the curriculum and instruction used along with modification or accommodations observed. If possible, candidates are also encouraged to question the special education teacher about the involvement of general education teachers in the special education process and their collaboration and co-teaching efforts. The course differentiates the roles and responsibilities of general education teachers with regard to pre-referral strategies and processes including, but not limited to Response to Intervention (RTI), informal screening, the role of work sample analysis and the special education referral process according to state and federal regulations. Concepts embedded in the course include both legal and procedural requirements for individual student identifications, parent consent for least restrictive environment and continuum of alternative placement decisions. Further, teacher credential candidates are required to distinguish their role in the special education process, including their involvement in IFSP, IEP and /or ITP meetings. They also learn the different components of the documents related to the development and implementation of the above programs. Still further, the course also expands on two other required courses for all teacher candidates (EDTE-Socio-Cultural Foundations of Education and EDTE-Teaching English Learners). The EDSP 301 course is used to expand general education teacher credential candidates' knowledge of cultural characteristics, approaches used for multicultural	curricular accommodations and modifications. The course also reviews responsibilities of general and special educators pertinent to Individual Education Plan (IFSP, IEP and /or ITP) development. This information is disseminated through course readings, lectures, guest speakers, and video presentations. Furthermore, all credential candidates are required to take a course which fully addresses the multi-disciplinary team and their role in IEP development as well as another course that addresses IFSP, IEP and /or ITP construction and the appropriate way to share this information with IFSP, IEP and /or ITP team members. Additionally, all candidates take two courses which specifically address evidence based instructional strategies for teaching students with disabilities. Candidates must also take two courses concentrating on English Language Learners. Topics related to students with disabilities and those who are English Language Learners are reviewed and embedded in all program courses.

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	education, second language acquisition, and instructional strategies for student with exceptionalities and second language learning needs.	
California State University, Channel Islands	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 instruction. Working with students with autism is being embedded into the special education courses. 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. Courses taught in all teacher preparation programs include working with English Learners, GATE, and Special Needs P-12 students. Instructional needs that include modifications, accommodations, and instructional strategies used to meet individual needs of students. Multiple and Single Subject Programs (elementary and secondary education) teach universal design as a strategy for lesson planning and implementation where candidates are specifically taught how to use multiple means of representation, multiple means of action and expression, and multiple means of engagement in planning for and teaching students with disabilities and students who are English learners. Students are expected to demonstrate competence in teaching students with disabilities and English learners in student teaching and in the teacher performance assessment.	Special education teachers take prerequisite courses (16 units) on students with disabilities that prepare them to understand all categories of disabilities, strategies for teaching and introduction to IEP components and processes. They incorporate strategies for working with English learners, diversity in schools, observing and guiding behavior, and learning theory and development. During the Special education teacher preparation program (36 units), candidates take specific coursework regarding the legal aspects of special education, managing learning environments, curricula and assessment, literacy, and the process of IEP development. Student teaching occurs over the course of two semesters. Placements are required in elementary and secondary school settings in two different Educational Specialist settings.
California State University, Chico	• 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. • Teacher candidates in all programs take coursework addressing laws related to students with special needs, including IDEA, and in participating in IEPs.	• 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. • Teacher candidates in all programs take coursework addressing laws related to students with special needs, including IDEA, and in participating in IEPs.

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	• Candidates are required to attend IEP meetings at their school sites, as evidenced on field performance checklists. • Program faculty are trained in Specially Designed Academic Instruction in English (SDAIE) techniques and strategies, Guided Language and Academic Development (GLAD), Sheltered Instructional Observation Protocol (SIOP), Observation Protocol for Academic Literacies (OPAL) and program coursework includes focuses on culturally relevant pedagogy, assessing language skills, integrating literacy skills across disciplines, and differentiating instruction. • Each spring, all general education and special education programs in the School of Education collaboratively plan an assistive technology workshops that is required for all credential candidates. The workshop focuses on how teachers can support students with disabilities through using assistive, adaptive, and rehabilitative devices. Guest speakers are invited to demonstrate strategies, and candidates apply strategies to case studies that focus on access to learning for students with special needs. In addition, candidates are taught to differentiate between students who have special needs and English learners who are misdesignated as having special needs.	• Candidates are required to attend IEP meetings at their school sites, as evidenced on field performance checklists. • Program faculty are trained in Specially Designed Academic Instruction in English (SDAIE) techniques and strategies, Guided Language and Academic Development (GLAD), Sheltered Instructional Observation Protocol (SIOP), Observation Protocol for Academic Literacies (OPAL) and program coursework includes focuses on culturally relevant pedagogy, assessing language skills, integrating literacy skills across disciplines, and differentiating instruction. • Each spring, all general education and special education programs in the School of Education collaboratively plan an assistive technology workshops that is required for all credential candidates. The workshop focuses on how teachers can support students with disabilities through using assistive, adaptive, and rehabilitative devices. Guest speakers are invited to demonstrate strategies, and candidates apply strategies to case studies that focus on access to learning for students with special needs. In addition, candidates are taught to differentiate between students who have special needs and English learners who are misdesignated as having special needs.
California State University, Dominguez Hills	General Education candidates learn about students with disabilities in TED 402 Educational Psychology. They learn (1) how students can differ in the cognitive, affective, and psychomotor domains; (2) how to instructionally and socially accommodate students with various needs in the regular classroom; (3) the rights and responsibilities of the general education teacher regarding the teaching of students with special needs; and (4) about the special education process, including their specific role in the IEP system. Our approach is to prepare candidates to work in inclusive settings when appropriate, and to work closely with Education Specialists in the Response to Intervention process. General Education candidates are also required to learn about teaching children with exceptionalities through their fieldwork placements, where they observe and teach children with IEPs and other plans, and consult with Master Teachers or onsite Support Providers regarding strategies for intervention.	Candidates in all Education Specialist Credential programs take SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating Diverse Learners with Exceptionalities, which provide an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans. More in-depth study of these issues occurs in subsequent coursework, including SPE 561 Typical and Atypical Developmental and Assessment Issues in Special Education. During their early fieldwork and student teaching, candidates receive extensive experience in teaching students with disabilities effectively. Master Teachers and Field Supervisors closely support their learning over a period of 15 weeks. The Special Education faculty has made significant revisions to the programs in response to new Standards from the CA Commission on Teacher Credentialing. These include enhanced pre-service requirements for Interns that include a focus on working with ELs and children with diverse learning needs.

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	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.	
California State University, East Bay	All teaching credential candidates take a course in teaching special populations. Additionally, within the teaching performance assessments, candidates are asked to demonstrate their instructional strategies employed for specific classes and learners, including limited English proficient students and those with special needs. The candidates develop and provide written reflections on their responses to the case studies.	As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting.
California State University, Fresno	Students in the elementary and secondary credentials programs have required courses in both teaching students with special needs as well as teaching English Learners. EL and special needs strategies are also infused in all other required coursework as well as in field experiences.	All Special Education students take required courses in teaching students with disabilities and in teaching English Learners. Students also have training on working within an IEP team in their coursework as well as "hands-on" experience in their field placements. All course syllabi and field placement expectations are available for review on our accreditation website at http://www.fresnostate.edu/kremen/about/accreditation.html
California State University, Fullerton	Both of our general education programs, multiple subject (elementary) and single subject (secondary education), use a variety of strategies to teach students with disabilities effectively. Multiple Subject (Elementary) Every faculty member participated in an EL and SPED workshop during the fall retreat. In addition, faculty meetings are devoted to meeting the need of all students and making specific changes to our classroom practice including ensuring that these issues were explicated discussed and included in key assignments throughout the program. Our Multiple Subject Credential Program embeds effective teaching strategies to meet the needs of all students in each methods course that is taken.	The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. Programs are designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. Teachers are trained in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curricula provide credential and graduate candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates learn effective research based teaching strategies, interdisciplinary approaches, collaboration and communication skills, plus transition and positive behavior support, as

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	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 readings in multiple courses. We have teamed with the SPED department and they have shared multiple resources with our department to support faculty and student learning alike. We have been given permission to use several PowerPoints that focus on SPED Law and SPED Modifications. We require our candidates to include modifications on every lesson plan to meet the needs of EL, SPED and Gifted students. In order to better prepare teacher candidates who will work with linguistically diverse students we include additional content specifically focusing on the literacy needs of English learners (EL) into the credential program courses EDEL 429 (Integrated Curriculum and Instruction) and EDEL 433 (Language Arts and Reading Instruction). We have also created a course entitled EDEL 434 (Methods and Inquiry for Teaching English Learners) that addresses legal issues, assessment, and strategies for English Language Development, and learning across the curriculum. All of our methods courses incorporate Specially Designed Academic Instruction (SDAIE) strategies to address the teaching of grade level content to EL. We also require all of our candidates to have at least one student teaching experience with a teacher who actively teaches and models appropriate instruction for English learners. In the prerequisite courses, EDEL 315 (Introduction to Classroom Teaching) and EDEL 325 (Cultural Pluralism), candidates are introduced to various program designs to meet the special needs of EL students. Through readings and class discussion candidates learn about the goals of various types of bilingual education programs and English language development instruction. Candidates are introduced to the major categories of disabilities as indicated under the Individuals with Disabilities Education Act (IDEA, 2004) and Section 504 of the Americans with Disabilities Act (504) during their prerequisite courses and the first class in the program (EDEL 315, EDEL 325 and EDEL 430). Beginning in the prerequisite courses, candidates are provided the opportunity to use IRIS modules. The IRIS (IDEA and Research for Inclusive Settings) Center	they establish a conceptual base of understanding of persons with disabilities. The Department of Special Education at CSU Fullerton provides exemplary training for Education Specialist Credential candidates in three program areas – mild/moderate disabilities, moderate/severe disabilities, and early childhood special education as well as educators interested in learning and implementing techniques to work with children and adults with disabilities. A new credential program which addresses new state standards was recently implemented with a focus on collaborative fieldwork experiences. Within their first semester of student teaching, candidates are placed in a general education setting as the specialist working to support struggling culturally, linguistically, and exceptional learners. The second semester of student teaching allows the students to take the lead as the collaboration specialist with the responsibility of a special education caseload. Students are placed in inclusive settings, special day class settings, or resource rooms with an experienced cooperating teacher to guide them in creating Individualized Education Plans (IEPs) for each student. Prior to the second student teacher semester, candidates are introduced to the IEP in SPED 429 (Introduction to Collaboration).

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	for Faculty Enhancement was designed to prepare individuals to work with students who have disabilities and with their families. In EDEL 430 (Foundations), candidates are provided with an overview of major categories of disabilities, and learn how equity and disability as social constructs are tied to philosophies of education. The candidates learn that a child with a disability is a student in the classroom who deserves a teacher with high expectations for his/her success and plans and instructs accordingly. Candidates also complete an "Adopt a Child' assignment that requires them to become a parent advocate for a child with special needs. They are required to learn as much about the disability and collect resources to support the child. Candidates share these resources on a social bookmarking site for the class. They also write letters to the classroom teacher from the perspective of a parent and provide recommendations and resources to support their "child" in the classroom. In EDEL 438 (fieldwork) and EDEL 439 (student teaching), candidates observe the academic behaviors and the accommodations for a student with learning disabilities included in a general education classroom. In EDEL 452 (Health and Mainstreaming), candidates learn what an Individualized Education Plan (IEP) from a variety of districts looks like, what is required of a general education teacher in the development of an Individualized Education Plan, and how to write goals, objectives, and benchmarks for a child with a disability that will allow him or her access to the general education curriculum and meets the California Standards. In addition Candidates in EDEL 452 participate in field-based IEP and SST meetings, as allowed with their master teachers. They interview resource teachers and meet program requirements working with students with special needs in the regular education classroom. Candidates in this course also participate in mock Student Study Team meetings which better prepares them as teachers who teach to meet the needs of all learners. We strongly believe that the inclusion of technology will begin to address issues of accessibility for all. In teaching our candidates a variety of techniques	

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	to engage students, our candidates will better meet the needs of all students. Candidates work with technology allows them to present work using a variety of methods which means they are more likely to address a variety of student needs. For our candidates, we are also concerned about accessibility. First and foremost the use of Blackboard and Titanium in all of our courses allows our work to be more accessible for all candidates. Posting assignments, PowerPoint lectures and syllabi are our first steps to improving accessibility and ensuring equality. In addition, during fall 2011 faculty participated in two ATI (Accessible Technology Initiative) trainings and all syllabi are now ATI accessible. Over the next year we will move to making support items accessible. Faculty will continue to participate in online training to ensure this change. Finally, as a result of the PROCESS grant received by SPED faculty seven faculty members from our department have partnered with SPED faculty to learn about a variety of activities such as Co-Teaching, which has been used by SPED and General Education teachers since the 80's. The use of co-teaching in the elementary student teaching placements will help to prepare general education candidates who are open to collaboration and sharing instructional duties with SPED teachers and paraprofessionals in a regular classroom setting. This work was piloted with two schools during the fall 2011 semester and has now been expanded to include all of our student teaching placements for our candidates. All of our full time faculty, supervisors, and cooperating teachers have been trained in the Co-Teaching methods in order to support the growth and development of our beginning teachers as well as to model collaborative teaching practices for future use in their classrooms. Single Subject (Secondary Education) Our general education program, single subject (secondary education), use a variety of strategies to teach students with disabilities effectively. The CSUF Single Subject Credential Program provides teacher candidates with strategies to support students with disabilities by doing the following: • Provide a video recorded session conducted by a SPED expert during Week 1	

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	and 2 of our EDSC440S course as well as a whole-group follow-up session during the 3rd month of the semester. • The Single Subject Credential uses a standardized lesson plan format that requires teacher candidates to discuss and explain the adaptations required for students with special needs. • Utilizing lesson plan formats always include plans to support students with special needs • Integrating supports for students with special needs within several pre-requisite courses, including 330, 340 and 410. In EDSC 330, teacher candidates are introduced to a variety of literacy strategies that would be appropriate for supporting the needs of students with special needs, including advanced students. • Requiring students to complete TPAs that address the needs of students with special needs.	
California State University, Long Beach	-Through the structured fieldwork assignments in the prerequisite courses candidates learn about the identification, assessment, and referral of children with special needs in a first-hand, real world setting. -Gen Ed Student teaching includes a structured sequence of fieldwork experiences. The Multiple Subject program incorporates two separate placements for each student teacher, with at least one placement in a full-inclusion school site. Single Subject candidates do student teaching for one full semester, in classrooms that often include learners with special needs. -All candidates learn about the roles and responsibilities of the general education teacher in the Individualized Education Program (IEP) process, including the general educator's role as a member of a multi-disciplinary team. -Multiple Subject student teachers must complete one student teaching assignment where at least 25% of the students in their assigned class are from diverse cultural, linguistic, racial, ethnic, or socio-economic backgrounds and/or are English Learners. -At the prerequisite level, the Multiple Subject program provides the philosophical foundations for understanding the goals and characteristics of	-Candidates are effectively prepared to teach students with disabilities. Students take 9 prerequisite units and 27 program units that focus specifically on teaching students with disabilities. -In one of the first program courses candidates are provided explicit instruction on how to write IEPs and participate as member of an IEP team. -Additionally, all candidates take a course that addresses collaboration with families and professionals, and there is specific emphasis again on being a member of an IEP team. Across all program courses candidates are taught how to teach students who are limited English proficient. We have one specific prerequisite course that is completely devoted to effective instruction of students with disabilities who are limited English proficient. -Additionally, in all other courses, instruction for limited English proficient students is included in course content and course assignments. -Candidates must participate in the creation and facilitation of a K-12 student's IEP during their student teaching experience, in a setting that includes English language learners.

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	school-based organizational structures designed to meet the needs of English Learners (EL). In EDEL 431: Cultural and Linguistic Diversity in Schools, or EDEL 300: Equity and Justice in Diverse Schools, candidates develop a working knowledge of factors and issues affecting language minority achievement, such as the relationship of language and dialect to power and prejudice in the choice of instructional models and programs. In this course, candidates learn of program options for English Learners (EL), including bilingual education, English-only instruction (Structured English Immersion [SEI]), and Specially Designed Academic Instruction in English (SDAIE). Additionally, candidates conduct ethnographic research of a school community with a particular focus on linguistic and cultural diversity.	
California State University, Los Angeles	The credential program prepares elementary and secondary education teachers to teach students with disabilities with a variety of approaches. The teacher candidates take a foundation course in special education and concepts of accommodations/modifications and differentiated instruction are then revisited in methodology courses and applied as part of the California Teacher Performance Expectations and Assessments. Content related to teaching students who are English language learners is strongly infused within methodology courses, and further emphasized in reading, writing, and language arts methods classes. Supervised clinical field experiences provide additional opportunities for elementary and secondary education candidates to teach students with disabilities and students who are English language learners under the supervision of a master teacher and a university faculty supervisor.	The focus of the Education Specialist Credential Program is to prepare special education teachers to teach students with disabilities. A cohesive sequence of coursework in general and special education integrated with multiple fieldwork opportunities provides candidates opportunities to develop the knowledge and skills necessary for effective teaching. The roles and responsibilities of special education teachers and skills needed to be effective team members on individualized education programs is addressed in multiple foundation and methods courses and applied in the final supervised clinical experience. In 2011-2012 an online course was added to deepen candidates' ability to integrate the IEP and academic content standards for education specialist credential students. Program faculty have strengthened the course content related to effectively teaching students who are English Language (EL) Learners for all candidates through a collaborative effort between general and special education faculty and school practitioners. EL modules have been developed for use in both beginning and ending coursework and are applied in two supervised clinical experiences with children and young adults from local urban schools.
California State University,	Candidates in the Multiple Subject and Single Subject programs are required to complete a three(3)unit semester course from the Special Education program that specifically trains them to work with students with exceptional needs. The	Candidates in the Education Specialist programs are required to complete two (2) levels of coursework - one program to earn a preliminary credential, and another to earn a clear credential. This coursework teaches them to work with

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Monterey Bay	State standards on effectively teaching LEP students is infused in all the course work for both General and Special education programs.	students with disabilities effectively, participate as a member of IEP teams, and prepare English Learners.
California State University, Northridge	State standards for the preparation of general education (multiple and single subject credential) teachers clearly address the high importance of preparing teachers to work effectively with students with special needs (SWSN) and those who are English Language Learners (ELL). These standards are outlined in the state Teacher Performance Expectations (TPE) which form the structure of the preparation programs and assessments. All general education teacher preparation programs at CSUN require that candidates take at least one course in special education and do fieldwork in settings serving English Language Learners (ELL) and students with special needs. The setting must be indicated on the student teaching evaluation form. In addition, fieldwork forms have many items where supervisors must evaluate candidates on their ability to differentiate instruction, to use effective strategies with ELL and students with special needs. The PACT assessment described above also assesses candidates' ability to work with diverse pupils. All candidates are placed within schools that are diverse racially, linguistically, socioeconomically and with regard to pupils' special needs. The multiple subject credential and single subject credential programs require at least one, 3 unit course in special education. This course includes participating in an IEP.	The Preliminary Education and Clear Specialist Credentials at CSUN includes preparation in the following specializations: mild/moderate, moderate/severe, deaf and hard of hearing, early childhood in special education. It includes three post baccalaureate pathways, traditional, the undergraduate blended program (Integrated Teacher Education Program), and a one-year accelerated program (Accelerated Teacher Education Program). All candidates are assessed at five transition points: entry to the program, entry to student teaching, exit from student teaching, exit from the program, and follow-up one year after graduation. All candidates are assessed on their content knowledge, pedagogical and professional knowledge and skills, student learning, and professional dispositions. All candidates complete an early field experience or first student teaching and are evaluated through portfolio as well as fieldwork assessment by the master teacher and university supervisor. They are also evaluated in the same manner in final student teaching. They are examined one year after exiting the program through the CSU Follow-up survey of candidates and their employers. All components of the programs and evaluation instruments used are aligned and reflect the California Standards for the Teaching Profession which are also aligned with the standards of the California Commission on Teacher Credentialing. Standard 1, Engaging and supporting all students in learning, specifically addresses the needs of educating diverse learners with disabilities, including English language learners. Standard 2, Creating and maintaining an effective environment for students also addresses the needs of ELL and their families. All of the standards are designed to address the needs of students with disabilities.
California State University, Sacramento	A required 3-unit course on the education of exceptional children/youth provides an orientation to the concepts and practices of mainstreaming and inclusion; characteristics of exceptional children/youth; and identifies P/K-12 institutional responsibilities with regard to effectively meeting the needs of students with disabilities. Teacher candidates must be able to demonstrate	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 spectrum of disabilities; while other required courses cover the legal and socio-cultural factors that one must

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	that they have had multiple experiences with special needs students across age and developmental levels throughout the life span, as well as in inclusive settings; they must have multiple grade level student teaching experiences; and be able to identify and demonstrate how to use varying methodologies and instructional strategies with special needs students. Candidates must understand the laws and practices related to the development of Individualized Education Plans, and they must have experience with establishing IEP teams. A required 3-unit course also addresses important themes regarding the education of limited English Proficient learners, special needs and students from varying economic and ethnic backgrounds. Focus is placed on relevant legal mandates and court rulings, first and second language acquisition, linguistic development, theory and practices found in effective programs. Students must take a Methodology course, which provides more advanced knowledge and strategies that they can use to instruct students with limited English Proficiency, disabilities, and those from varying economic and ethnic backgrounds. Students must be able to demonstrate their understanding of all 19 Teaching Performance Expectations through their teaching practicum and the Performance Assessment for California Teachers (PACT).	understand in order to develop an Individualized Education Plans (IEP's) for individuals and groups across age and developmental life span. Candidates must take two required courses in language and literacy so that they can learn how to develop curricula and instructions for students with limited English proficiency. In addition, there is a specific course that covers strategies to effectively serve diverse populations and English language learners.
California State University, San Bernardino	CSUSB's general education teachers' experience varies based on their supervision experiences and placements. Typically, our candidates receive a lot of experience working with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Autism as these are the most frequent diagnosis seen in the classrooms in our service area. CSUSB programs prepare elementary and secondary teachers to teach English Learners within the regular classroom and utilize a performance assessment that emphasizes differentiated instruction. Candidates complete coursework and field experiences that simultaneously engage them in hands on experiences within public schools while immersed in the study of teaching and learning. Programs are designed to increase field site responsibilities as candidates gain more knowledge and skill while supported by site teachers and	Please see above text box. In addition to the above, special education candidates also meet state standards in mild/moderate, moderate/severe, or early childhood areas and all these programs also include emphasis on teaching of English Learners. In Fall 2012, the special education program started the Autism Spectrum added authorization, although enrollment in this added authorization has not met expectations.

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	university supervisors. Through a consortium, the College works to provide a seamless transition for employed students through intern and induction programs. Collaboration with more than 50 school districts has resulted in enhanced support for these part-time students, thereby addressing a major component of CSUSB's mission. The Liberal Studies Integrated Track allows candidates to merge their credential and degree requirements, thus completing both the bachelor's degree and credential in four years and a summer.	
California State University, San Marcos	A two-semester course sequence in Teaching and Learning explicitly prepares general education teachers to work collaboratively with Education Specialist teachers. Candidates learn about their roles and responsibilities as general education teachers through course readings and assignments that include participation in an IEP when possible. Additionally, all teacher candidates in professional preparation programs must demonstrate competence in nearly twenty standards specifically designed to prepare them to teach English language learners. A minimum of twelve semester units provide teacher candidates foundational knowledge and skill for successful English learner achievement.	The program is structured around the approved state standards and includes multiple school-based learning assignments.
California State University, Stanislaus	Department of Teacher Education has special courses designed to accommodate students with special needs: special ed, EL and IEPs. We teach our students about IEP's, but participation is an optional assignment. It is suggested for students taking EDSE 4160 to go to one. Methods courses also cover making accommodations for their students' needs in their lesson plans. An IEP is also encouraged during student teaching if applicable.	Students complete relevant coursework and practica. EDSE 4210 Reading & Language Arts in Special Ed EDSE 4450 Teaching Students with Mild/Moderate Disabilities EDSE 4440 Teaching Students with Moderate/Severe Disabilities EDSE 4915/4916 Student Teaching
Chapman University	The education of students with disabilities is a persistent theme that is integrated in all credential coursework, but the notion is introduced and developed in a course entitled "Collaboration for Inclusive Schooling". The course addresses collaboration, inclusive schooling, learning characteristics of students with disabilities, effective teaching strategies, working with diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. The course includes	The program prepares special education students to teach students with disabilities by providing a series of courses and experiences that address fully the educational needs of students who are characterized by mild to moderate and moderate to severe disabilities. Each candidate learns how to facilitate the development of literacy (listening, speaking, reading, and writing) not only for native English speakers, but also for those whose primary language is other than English. The coursework teachers candidates the characteristics of

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	instruction for meeting the needs of students with disabilities via participation as a collaborative member of an individualized education program team. The education of limited English proficient students is also a persistent theme that is integrated in all coursework, but the notion is introduced and developed in a course entitled "Second Language Acquisition for Elementary Students" and in a course entitled "Second Language Acquisition for Secondary Students". The courses content includes current theories regarding second language acquisition and the practical applications of theoretical knowledge at the elementary and secondary levels. The content of both courses includes literacy development from a socio-psycholinguistic perspective. The content of both courses address the state ELD standards, assessment, planning for literacy development and content area instruction. In addition, students participate in 4 field-based courses specifically designed to focus on both English learners and students with disabilities.	students with disabilities, effective teaching strategies, how to work with diverse populations, as well as the legal aspects and requirements of special education. The coursework includes a study of the theories, practices, and ethical issues regarding the modification of behavior to facilitate learning. Furthermore, candidates develop the skills to use and communicate assessment results. Students learn how to make appropriate recommendations for report writing and for individualized education programs. The program prepares special education students to teach students who are limited English proficient by providing opportunities for candidates to understand the characteristics of school-based structures designed to meet the needs of this particular population. The school based structures would include the role of the individualized education program teams, English learner reclassification committees, etc. the program includes the teaching of methods that are responsive to the various levels of student English proficiency. Candidates receive instruction relative to linguistic development as well as first and second language acquisition. The program teaches candidates how to interpret assessment results, e.g., CELDT, for the purpose of using appropriate strategies not only to facilitate second language acquisition, but also to make content comprehensible. In addition, students participate in 4 field-based courses specifically designed to focus on both English language learners and students with disabilities.
Claremont Graduate University	It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of under-performing students. As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Learners, and students with designated special needs. All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners.	Education Specialists take courses taught by specialists in the field. In these classes the students focus on a number of relevant subjects including but not limited to working with paraprofessionals, making and implementing appropriate modifications and accommodations, addressing disruptive and non-compliant behavior, optimal learning environments (Ruiz' OLE), social narratives, visual schedules, and mediated learning experiences. Mild/Moderate Education Specialist Candidates all use Vaughn and Bos Strategies for Teaching Students with Learning and Behavior Problems, eighth edition (2012) as a core text. Moderate/Severe Education Specialist

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

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

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		will develop skills for addressing conflict within the classroom and school. They will analyze data from a variety of sources, and make informed decisions regarding instruction and placement for students with disabilities. Students will have the opportunity to hone their leadership and collaboration skills as they continue to work within multidisciplinary teams. Additionally, in the Spring, all Education Specialist Candidates take ED338-1: Emotional, Behavior, and Health Issues in Special Education, Part 1. Candidates understand the ethical standards for the instruction of students with emotional, behavioral, and health issues in special education. They learn about and develop effective positive behavior support plans, functional behavior analysis, and evidence-based strategies for creating safe and effective learning environments for students. They demonstrate their understanding of these practices by conducting a Functional Behavior Analysis and a Positive Behavior Support Plan for one of their students. All course work is reinforced via the Ethnographic Narrative Project (ENP) that the candidates do where they identify five specific students (each with a different disability condition). For the ENP, our candidates interview these students, conduct home visits, work with the families, collect and analyze student work samples, and set/assess specific learning objectives (and plans) for each. In summer, education specialist candidates take Teaching/Learning Process IV. In this course, education specialist candidates examine dominant theories of education, including behaviorism, constructivism, social-constructivism, brain-based learning and critical pedagogy. These educational philosophies and learning theories will be used to address major questions concerning special education teachers, including collaboration and transition, social and educational change and how they impact assessment and instruction, the assessment and evaluation of special education students, and collaborative team building. Education Specialist Candidates take ED338-2: Emotional, Behavior, and Health Issues in Special Education, Part 2. In this second part of the course,

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		candidates implement, review, and evaluate the positive behavior support plan they developed in part 1 of the course. They learn various applied behavior analysis methodologies as they serve students with emotional and behavior disorders. Education Specialist Candidates' final course is ED339: Evidence Based Practices for Students with Disabilities. Candidates evaluate the research surrounding various evidence-based strategies for students with disabilities, including fidelity of implementation and response to intervention. Finally, while the state does not yet have a standardized culminating assessment for education specialists, we utilize a modified version of the CA TPA's to ensure strong teaching skills in core subject areas and the ability to differentiate instruction effectively. These tasks also assess the degree to which the candidates are equipped to work with English learners.
Concordia University	General education teachers acquire knowledge related to teaching students with disabilities during two courses: "Typical and Atypical Development of Diverse Learners" and "Creating Positive and Inclusive Classrooms." The ability to effectively teach students who have limited proficiency in English is embedded throughout our coursework and forms the basis of the core course "Language and Culture."	Special education teachers acquire knowledge related to teaching students with disabilities throughout all special education program courses and field work. Students learn to participate as members individualized education program teams during the courses "Advanced Curriculum Methods for Special Populations", "Case Management, Assessment, and Collaboration", and during student teaching. The ability to effectively teach students who have limited proficiency in English is embedded throughout our coursework and forms the basis of the core course "Language and Culture."
Dominican University of California	All these elements are in place as required by the State of California as part of the SB 2042 Multiple and Single Subject credentials. General education teachers demonstrate their competence to teach these students within the courses listed below. Competence is measured also during field work including student teaching and by the four-task assessment with the California Teacher Performance Assessment (Cal TPA). Working with students with disabilities is embedded in: EDUC 5056/5556 Elementary Reading EDUC 5140/5540 Secondary Reading	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-

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	EDUC 5130/5530/5131/5531/5230/5630/5131/5631 Elementary/Secondary Curriculum and Instruction EDUC 5150/5550/5250/5650 Elementary/Secondary Observation and Preparation for Supervised Teaching EDUC 5162/5262/5562/5662 Elementary/Secondary Professional Development Seminar EDUC 5164/5264/5564/5664 Teaching Performance Assessment EDUC 5160/5260/5560/5660 Elementary/Secondary Supervised Teaching Working with students who are limited English proficient is embedded in: EDUC 5000/5500 Education and Culture (Multiple/Single subject candidates enrolled) EDUC 5140/5240/5540/5640 Elementary /Secondary Reading EDUC 5130/5131/5230/5231/5530/5531/5630/5631 Elementary/Secondary Curriculum and Instruction EDUC 5150/5250/5550/5650 Observation and Preparation for Supervised Teaching EDUC 5056/5556 English Language Development (Multiple/Single Subject candidates enrolled) EDUC 5160/5260/5560/5660 Elementary /Secondary Supervised Teaching EDUC 5162/5262/5562/5662 Professional Development seminar EDUC 5164/5264/5564/5664 Elementary/Secondary Teaching Performance Assessment	Program Design, and EDUC 5306-Behavior Intervention and Support. In addition, candidates are required to participate in an IEP during supervised field experiences which is evaluated by trained University supervisors. Preparing special education teachers to teach students with disabilities effectively, including participation as a member of IEP program teams, is embedded in the following courses: EDUC 5301-Introduction to Special Education EDUC 5302-Program Design and Curriculum Development EDUC 5304-Formal and Informal Assessment EDUC 5306-Behavior Intervention and Support EDUC 5150/5250/5550/5650-Observation and Preparation for Supervised Teaching EDUC 5307-Supervised Teaching and Induction Planning EDUC 5364-Teaching Performance Assessment Preparing special education teachers to effectively teach students who are limited English proficient is embedded in the following courses: EDUC 5000/5500-Education and Culture EDUC 5056/5556-English Language Development EDUC 5130/5230/5530/5630-Elementary/Secondary Curriculum, Part I EDUC 5131/5231/5531/5631-Elementary/Secondary Curriculum, Part II EDUC 5140/5540-Elementary Reading EDUC 5150/5250/5550/5650-Observation and Preparation for Supervised Teaching
Fresno Pacific University	The program prepares candidates to teach students with disabilities effectively by requiring candidates to take SED 605. In this course candidates are provided with the direction necessary to understand the psychological characteristics, cognitive styles, behavior patterns, and accompanying learning problems of students with exceptional needs. Students are asked to demonstrate knowledge of current legislation (IDEA, Individuals with Disabilities Act) pertaining to exceptional students, including teaching implications of cultural and linguistically different children. In addition, candidates are asked to	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

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	describe the major components of an IEP (Individual Education Plan) and its process. Candidates are asked to attend an IEP meeting during final directed student teaching. Finally, candidates demonstrate an awareness of differences and similarities of exceptional and non exceptional students, including the instructional implications of culturally and linguistically different children. The Teacher Education Lesson Plan Template requires that candidates select an exceptional as well as an English learner as focus students, and plan each lesson in light of the data gathered on these focus students. The program prepares candidates to teach English learners through multiple courses; student teaching seminars, and EDUC 646 (elementary focus) and 692 (middle school and high school focus). EDUC 646 and 692 focus on teaching English learners effectively through a literacy content base.	are integrated throughout all courses in Level I, followed by advanced stages of assimilation during the Level II program. Together it is a sound and comprehensive program of studies for all Education Specialist service providers. Individualized Education Program Teams. The education specialist preparation program provides instruction in peripheral skills pertaining to service on IEP teams. Examples of relevant skills include (1) understanding overarching ethics and legal issues pertaining to service requirements to students with special needs in SPEC 602: Special Education Law & Assessment; (2) using and interpreting assessment as well as writing descriptions of data sets in SPEC 604: Education Specialist Assessment & Graduate Writing; (3) understanding of various types of service to and responsibilities for serving various areas of need to students with special needs in SPEC 609: Special Education Roles & Responsibilities. More concentrated instruction in skills pertaining to IFSP, IEP, ITP, and BSP development and team participation occurs in (4) SPEC 605: Positive Behavior Supports and the course on (5) Transition Planning (SPEC 610 or 611 depending on specialty area). Evidence of the teacher candidates' abilities to serve on an IFSP or IEP team toward development of the document is demonstrated by the completion of signature assignments including (1) report on a court case that addressed a violation of special education services or led to the development of federal law to implement a specific service requirement, (2) a library research report that requires consideration of evidence substantiating a type of service to students with special needs, (3) a case study that directs the candidate to collect extensive assessment data to inform an IFSP or IEP, (4) the development of a Positive Behavior Plan to support a student with special needs in a general education setting, and (5) the development of an Individualized Transition Plan. Additionally the ability to develop an IFSP or IEP and serve an IFSP or IEP team is gauged during the culminating practicum experience. English Language Teaching. Candidates pursuing preliminary education specialist credentials receive direct instruction toward service to students who

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		demonstrate insufficient English language skills in the following courses: EDUC 642: Language & Literacy I, EDUC 646: Language & Literacy II, and Education Specialist Curriculum & Technology (SPECs 612, 613, 614, and 615 by specialty area). Candidates' abilities to respond to the needs of students who demonstrate insufficient English language skills is demonstrated and assessed in the development of lesson plans that respond to such needs. Additionally, the ability to teach to students who demonstrate insufficient English language skills is supported and assessed by a qualified university-appointed mentor during the culminating practicum experience.
Hebrew Union College	Through the course Meeting the Needs of All Students, candidates are prepared to understand and teach students with disabilities. In the course Reading, Language and Literature candidates learn how to teach students who are limited in English language proficiency. Throughout their field experiences candidates work with students with disabilities and with limited English language proficiency.	Our program does not prepare special education teachers.
Holy Names University	The mission of Holy Names University credential programs is to prepare teachers for urban schools; we believe it is essential that every candidate in our program be well-equipped to teach English Learners. All programs are infused with English Language Development and teaching to content and language objectives. In addition, lessons for EL's are modeled in class, observed in the field, written in lesson plans and practiced by candidates. In EDUC 103, candidates study the State's English Language Development Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed for English Learners and the relationship between quality instruction for all students, differentiated instruction for English Learners and legislative requirements. The course includes an historical and political perspective on the education of English Learners, including bilingual education. Changes in current school structures designed to meet the educational needs for English Learners are defined within the context of English Language Development policies, including cooperative learning, learning centers, and to deliver a	The candidates in the Education Specialist Mild Moderate Program take several courses to acquire the before mentioned skills. In EDUC 261, students learn about the characteristics of students in the thirteen disability categories recognized in the Federal Law. In EDUC 267, students learn the theory and practice needed for effective collaboration for the education of students with disabilities. In this class, students participate in a mock IEP and SST. In EDUC 103, candidates study the State's English Language Development Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed for English Learner and legislative requirements. The course includes an historical and political perspective on the education of English Learners, including bilingual education. Changes in current school structures designed to meet the educational needs for English Learners are defined within the context of English Language Development policies, 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.

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	balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners. In EDUC 100, candidates discuss the relationship of language to schooling, and they study the changes in policies related to instruction for English Learners. In EDUC 101, candidates study theories that highlight the impact on motivation and learning of language, culture and racial differences, and they study research on successful structural approaches that address that impact. In EDUC 320A and EDUC 330A, candidates observe in classrooms where experienced teachers organize their classrooms to enhance learning for English Learners. In their practicum courses, EDUC 320 C/I and EDUC 330 C/I, candidates must serve in at least one school which serves a significant number of English Learners, participate in classrooms where they learn about different models of instruction for English Learners, work with paraprofessionals and specialist where available, and demonstrate proficiency in teaching English Learners. In Curriculum and Instruction courses, they are asked to document the characteristics of classes that are successfully instructing English Learners, and they are challenged to design and implement lessons that include strategies that make content accessible to English Learners. In EDUC 102A, candidates review the legal requirements for educating exceptional children, including mainstreaming into the general education program. Candidates learn the research on effective teaching practices and examine those practices in light of the needs of gifted students and those with handicapping conditions. Candidates complete a field observation of a mainstreaming situation, where special education students participate in the general education program; adapt a lesson to meet the needs of students with specific learning needs, review the IEP and placement process for a student with a learning disability. Through readings, lectures, in class presentations and Internet searchers, candidates learn about resources and strategies that will provide students with learning needs access to resources and extra-curricular activities.	In EDUC 263, candidates are introduced to theories, issues, strategies and materials related to assessment and instruction of students with reading difficulties. specific methods of instructional and the selection and development of materials that match the diagnosed need of the individual are emphasized. There is a fieldwork requirement for this course. In EDUC 264, candidates are provided with a variety of formal and informal assessment methods applicable for classroom and clinical use. A variety of assessment measures are administered and interpreted; results are used in development of Individual Educational Plans (IEPs).

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Hope International University	All candidates are required to take EDU5640 Issues in Education During Mid-Childhood and Adolescent Years or EDU 6509 The Adolescent Years, and EDU5410 Special Populations. The course is designed to meet the requirements of California Teacher Credential Program Standard 14: Preparation to Teach Special Populations in the General Education Classroom. In addition, candidates are required to modify sample lesson plans developed in various methods classes to allow all students access to the core curriculum. Students are encouraged to participate in an annual IEP meeting as part of their student teaching experience. Classroom observation of special needs students and instruction is required in EDU 5640 and EDU 6509. All candidates are required to take EDU5330 Cultural Diversity: Language Acquisition and Methods. The course is designed to meet the requirements of California Teacher Credential Program Standard 13: Preparation to Teach English Learners. In addition, candidates are required to modify sample lesson plans developed in various methods classes to reflect SDAIE or other strategies to support English language instruction. Classroom observation of English Learners and instruction is required in EDU 5330.	N/A
Humboldt State University	Candidates in all credential programs learn about all of the 14 primary categories of disabilities, those that do and those that do not require IEPs. Candidates are expected to identify the characteristics of each of these categories of special needs students so that they would be able to notice the signs and make a referral if they had such an unidentified student in their classrooms. There is a strong focus on learning disabilities, which are the vast majority that our candidates will be facing in their future classrooms. Candidates are expected to know the history of special education, beginning with the federally funded civil rights PL 94-142 of 1975 for all handicapped children. They trace the concept of "learning disabled" from there to the concepts that we hold today. They are expected to know about IDEA legislation and the changes this law has made in special education service and delivery. Candidates learn their role as teachers in the study team, and the Response to	Teach Students with Disabilities Effectively The Special Education Program at Humboldt State University promotes the vision that students with disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize the students' learning potential and provide a student-centered learning environment. The program focuses on preparing successful special education teachers who model advocacy for their students and work within an expanded educational community student support system of parents, colleagues, and community members. Through their written and oral communication skills, they demonstrate sound subject matter knowledge and pedagogical methods. They model respect for and rapport with diverse student, parent, and community populations. Credential candidates in the program: (a) understand the characteristics of

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	Intervention (RTI) pre-referral process. They learn the process of the IEP identification, referral, and assessment through case study examples. They learn their role in the IEP planning and meeting, implementation and evaluation through lecture, discussion, role play and debriefing. Candidates know the rights of students and parents concerning the child's placement, review and dismissal from special education programs, as well as to understand any special protections afforded by law. Candidates learn about identifying and assessing students for referral by learning about the characteristics of the 14 primary categories of disabilities. In our geographical area, we have so many different school districts, each with its own requirements and guidelines for referral assessment that we expect our candidates to learn a more general idea of how the assessment process works. Our candidates use assessment on a regular basis for all of the general education students, and are trained to be alert for students who do not make expected progress. We teach them to find out who to ask for help at their school site - nurse, school psychologist, resource specialist, etc., and help them understand that this does vary from school district to school district. Candidates are expected to find out how the referral and assessment process works at their own placement sites, to serve as an example for their futures. Our candidates use a number of appropriate language assessment tools, including the California English Language Development Test (CELDT). Candidates study and participate in a demonstration of the CEDLT administered to all English learners, grades K-12. Candidates learn about reclassification of English learners as reflected in state law, including regulations adopted by the State Board of Education. These include using the CELDT, teacher evaluation, parent opinion and consultation, and comparison of performance in basic skills to native English speakers.	special education students with disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths and needs areas, and (c) develop and implement individualized educational programs that include matching teaching and learning styles. Candidates value their students. They demonstrate sensitivity toward and respect for students with disabilities by building curriculum from the foundation of what students know and creating an intellectual scaffolding for students' academic success. The Special Education Credential Program develops candidates' knowledge of and ability to examine educational policies and practices. Candidates learn to effectively implement educational programs that reflect current best practices, updating programs as new practices emerge. Each candidate demonstrates knowledge of current legislative, judicial, and regulatory initiatives and their implications for teachers of students with mild to moderate and severe disabilities. Each of the courses in the program presents academic content that reflects best practices with regard to provision of special education and related services to students with disabilities. Required texts in each of the classes have all been published within the past several years, and each text contains scores of references to the professional literature in special education, both conceptual and empirical. IEP Team The program provides a comprehensive review of special education history, categories of exceptional children, educational restructuring in special education, inclusion, state and federal legislation and other policy issues that relate to delivery of services. Candidates discuss the unique influence of the family and child-family interactions, parental response to a child with a disability, and parents as advocates and collaborators. As candidates examine and consider different categories of children, additional issues related to policies and practices are considered such as family and lifespan issues, early intervention, and educational adaptations for children with various disabilities. Candidates learn the background of current federal and state education laws.

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

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		• Selection of instructional materials • Instructional strategies for diverse students • Curriculum packages in reading, language, spelling • Curriculum packages in mathematics • Curriculum packages in science, social studies and health • Common Core Standards Candidates are required to evaluate curriculum practices with regard to educational issues for children and youth with disabilities. Candidates review curriculum in relation to assessment, current research, California academic content standards, quality of materials available, transition, learning styles, consultation and collaboration strategies, and assistive technology. Candidates are provided with information regarding electronic resources available to special educators. Candidates are shown how to access appropriate government documents and clearinghouses of information. Teach Students Who Are English Learners Candidates are well prepared to teach emergent bilinguals who are English Learners. Coursework includes an examination of bilingual and ESL models, methodologies, best practices for emergent bilinguals, and language proficiency and assessment. Topics include the following: a) the goals of bilingual education; b) models for primary language content-area instruction (e.g., alternate day, simultaneous translation, and preview-review); c) language acquisition vs. language learning models and methods; d) specially designed content-area instruction delivered in English; and e) formal and informal methods of language proficiency assessment (e.g., standardized tests, checklists and inventories, discourse analysis, designation/redesignation). f) Culturally responsive pedagogies. The program incorporates a broad range of topics related to serving students and families from culturally and linguistically diverse backgrounds. These topics include an examination of the nature, structure, and use of language; theories of first and second language acquisition; and factors that may be related to acquisition of language and literacy. The courses incorporate topics

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		in the following areas of study: a) theories of first and second language acquisition (e.g., nativist, empiricist, interactionist, transactionist models; stages of first and second language acquisition; and the nature of linguistic input); b) curricular, pedagogical, psychological, sociological, and other influences of second language acquisition and use c) Asset based educational model where we dismantle deficit thinking and discourse that surround schools in regards to immigrant communities. The above areas of study are addressed through lectures, readings, assignments, and discussions of candidates' experiences in field settings with significant numbers of second language learners. The instructor is a certified bilingual teacher with over twenty years experience working in educational and community settings with students and families from culturally and linguistically diverse backgrounds.
La Sierra University	The State of California does not require coursework in special education in the teacher education program. However, we require this when they do both the undergraduate teaching credential and when they do their Master of Arts in Teaching as well as when students are preparing for the Seventh-day Adventist teaching credential in addition to the State credential. To improve our program we now require all candidates to take EDCI 464/564 Special Education in the Regular Classroom. All of our methods courses promote English Language Development (ELD) and processes for English Language Learners. However, EDCI 416 Language and Literacy K-12, EDCI 414 Reading K-8, and EDCI 419 Reading in the Content Area all have strong emphases on ELD.	We do not offer this program currently.
Loyola Marymount University	Candidates are prepared to teach students with disabilities effectively through course work, field experiences, clinical practice, and professional development.	Candidates are prepared to teach students with disabilities effectively through course work, field experiences, clinical practice and professional development.
Mills College	Since the aim of this standard is to help meet the needs of all learners, we try to incorporate the issues, ideas, and knowledge relevant to this standard into all of our courses, all of our deliberations about teaching and learning. We address the specifics of this standard most directly in EDUC 300 A & B	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,

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	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.	mental retardation, emotional disturbance, other health impairment, autism, a disabling medical condition or congenital syndrome, multiple disabilities, speech and language impairment, and others at risk of having a substantial developmental disability due to a combination of risk factors. Services and supports are provided in the following settings: natural environments (home and community), typical early childhood programs, special day programs, hospitals, and special and/or non-public, nonsectarian schools and agencies.
Mount St. Mary's College	Our revised programs embed differentiation for Special Needs students throughout the coursework and our candidates are evaluated both formatively in courses and summatively in the California Teacher Performance Assessment on their competence in this area. In our EDU 270A: Education of Exceptional Students, our teacher candidates are introduced to the legislation (ie- Individual with Disabilities Education (Improvement) Act) and to the implementation process. They are specifically introduced to the general education teacher's role in the IEP process (and participate in a simulated IEP meeting). They are taught how to implement Response to Intervention (RTI) and adaptations and accommodations for these students in the general education classroom in both the EDU 270A course and throughout the professional preparation courses (where they are asked to adapt lesson plans and assessment for students with special needs.) All lesson plans throughout the programs include adaptations for both language learners and students with special needs. Our summative assessment, the CalTeacher Performance Assessment, specifically measures TPE 4 (Making Content Accessible). Teacher candidates are evaluated on their competence in adapting their instructional plans for students with special needs throughout this summative assessment. We are currently using a number of teacher training modules developed by IRIS Center-housed at Vanderbilt University (funded by US Dept of Education-Office of Special Education Programs.) The professional preparation courses build on the knowledge of first and second language acquisition gained in the prerequisite linguistics courses ENG	The mission of Mount St. Mary's College Education Department is to develop the professional fluency of its candidates with respect to pedagogy, human development, diversity, and on-going professional development. A professionally fluent educator: - articulates research-based pedagogical beliefs and curricular principles and translates them into practice. - responds to diversity with openness, sensitivity, and a commitment to equity. - supports the healthy development of children and youth in a caring and just environment. - envisions professional fluency as a life-long journey that includes on-going professional development through inquiry and reflection. The program organization and design is based on current and established research findings and exemplary professional practice as referenced in the California Standards for the Teaching Profession. The foundation of the program is a commitment to the development of each individual. This commitment is expressed in intense, personal advisement of every candidate, supportive instruction that prepares every candidate to meet the standards for a beginning teacher or administrator and reflective self-evaluation that promotes continual professional growth. The Mild/Moderate Education Specialist Teacher Preparation program at Mount St. Mary's College is committed to the belief that society benefits when all individuals are able to achieve their maximum learning potential. The program serves this critical societal function by promoting knowledge, understanding, and respect for individual differences and unique learning

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	102 (undergraduates) and EDU 253 (graduates), and, throughout the program, candidates gain experience planning English language development lessons, including the use of appropriate strategies/ adaptations for English Language Learners and strategies for assessing the needs of English learners. Professional preparation courses include assignments where teacher candidates create, implement and reflect on Specially Designed Academic Instruction in English (SDAIE) lesson plans using the Sheltered Instruction Observation Protocol (SIOP) to analyze both the teaching of the lesson and the student outcomes.	needs. The foundation of the program is built upon knowledge derived from a sound theoretical base and rigorous research. We believe a quality program includes opportunities for reflection, problem solving, collaboration, and the application of knowledge and skills in settings that demonstrate effective practices. Working in partnership with schools and communities, the program provides ongoing support, mentoring, and guidance to its candidates while promoting innovative yet evidence-based approaches for individuals with disabilities. In addition to a strong foundation in special education, the program prepares candidates to work with students who come from diverse cultural and linguistic backgrounds, adapting instruction to individual differences. A combination of theory and practice emphasizes learning environments that are integrated with the general education program and are directed toward the development of academic and social abilities that will enable students with disabilities to meet their highest potentials. The primary role of the program is the preparation of special educators who have a core set of research-based knowledge and skills which enable them to collaborate effectively with others to ensure the highest educational and quality of life potential for individuals with disabilities and diverse learners, adapting instruction to individual differences. A combination of theory and practice emphasizes positive learning environments that are integrated with the general education program and are directed toward the development of academic and social abilities that will enable students with disabilities to meet their highest potentials. In order to continue the quality of our program, meeting the needs of our candidates in this century, and keeping the needs of the community in mind, the program has gone through many revisions and modifications in order to keep up with the changes and demands. Our pre-service and intern programs reflect the new standards adopted by the California Teachers Commission and any other States requirements. For example, in November 2006, our credential program embedded the English Language Learners Standards (#7E, I, #13A, C, F, G and #19), but later in December 2008 the program and courses

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		were updated in order to meet the new Reading Program Standards Revised #7A. Another example is how our program embedded the CLAD standards and requirements in order to meet the needs of the community and diverse learners. Furthermore, effective September 2010 (Fall 2010 semester), all of our pre-service and intern programs were modified in order to meet the new Education Specialist Standards and Mild/Moderate Authorization Standards (#1-6). The autism content is embedded in our new preliminary teaching credential program.
National Hispanic University	Inclusion course is required of all credential students. Assignments include: -Special Needs Pedagogy Assessment: Given a scenario, construct a lesson that would address the requirements of the special needs students in the class. -Objective: Understand the role of the Student Assistance Team and how to access its services -All methods courses for general education require students to demonstrate lesson plans that address special needs students. We have an entire course devoted to the teaching of English language learners, and strategies and methodologies are integrated throughout all other methods classes and credential programs. National Hispanic University requires all special education teachers to demonstrate EL and special needs understanding and pedagogy implementation through a required Teacher Performance Assessment scored by program assessors.	One of the assignments in our Special Education "Curriculum and Instruction Adaptations" Special Education course is: Students explore the topic of differentiation and ways to differentiate for special education students. Case studies will be provided and students will write an explanation of how they would differentiate and organize the instruction for the cases. One of the assignments in our Teaching Mild to Moderate Students course is: Interview special education teachers, resource specialist or district special education personnel on the following: How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the IEP team and family members, including non-family caregivers? Throughout the University's four Special Education courses, students write lessons, demonstrate strategies, and explore resources for English language learners. National Hispanic University requires all special education teachers to demonstrate EL understanding and pedagogy through a required Teacher Performance Assessment scored by program assessors.
National University	All prospective single and multiple subject teachers must complete the California Teaching Assessment (Cal TPA). Cal TPA is made up of four tasks. They are TASK SSP: Subject Specific Pedagogy (4 case studies) 1. Developmentally Appropriate Pedagogy	Candidates in our program learn to teach students with disabilities effectively through three means: course work, field experiences and student teaching or internships. They learn the knowledge and skills in their course work, observe and practice during field experiences, and implement independently during

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	2. Assessment Practices 3. Adapting Content-Specific Pedagogy for English Learners 4. Adapting Content-Specific Pedagogy for Students w/ Special Needs Task SI: Designing Instruction Task AL: Assessing Student Learning Task CTE: Culminating Teaching Experience Within each tasks, prospective teachers must demonstrate ability to adapt content, instruction and assessment for both a special needs student and an English learner. Instruction in courses guides prospective teachers to success in completing these tasks. There are specific courses on teaching English learners and meeting the needs of special needs students. In addition, for the four foundational courses, there are co-course leads-a faculty member from general education and one from special education. This co-course lead model ensures that candidates have an understanding of the role of both special education and general education teachers and how they are to work together at school sites including as member of individualized education program teams. Furthermore, candidates are expected to observe and learn how Individualized Education Program teams work and participate in them as appropriate during their student teaching and/or internship.. During coursework, general education candidates need to learn about multiple disabilities and how to implement RTI in response to needs of special needs students, co-teaching for inclusion. Their Clinical Practice placements require that candidates be placed in public educational settings that are considered diverse as per the multiple learner profiles of the P12 students they serve.	student teaching or internships. Courses providing information about IDES 2004, the IEP process, Response to Intervention, characteristics of the thirteen qualifying disabilities, the special education teacher's role in the referral process, and planning for differentiated instruction include the following: SPD608 Exceptionalities, SPD614 Classroom and Management Behavior, SPD616 Law, Collaboration, and Transitions, SPD622 Assessment of Students with Disabilities, and SPD628 Teaching Reading/Language Arts in Special Education. Specialization courses in Mild/Moderate, Moderate/Severe, and Deaf and Hard of Hearing include in depth knowledge and application of typical and atypical development, research and standards-based curriculum and instruction, positive behavior support, and transition planning. Themes included in every course are: teaching English learners and students on the autism spectrum; collaborating with students, parents, other professionals and the community; and using technology as a tool to improve the learning of students with disabilities.
Notre Dame de Namur University	Course EDU 4410 Special Education and EDU 4107 Teaching English language learners.	Curriculum and Instructional adaptations EDU 4234/4237, Special Education Program Management EDU 4200 and EDU 4107 Teaching English language learners.
Pacific Oaks College	Candidates in our Multiple Subject Credential Program (general education) are required to take two special education courses in addition to completing at least one fieldwork placement in an inclusive setting. As part of their	Candidates in the Education Specialist Credential Program (special education) are required to complete coursework that trains them to work as part of IEP teams. For instance, coursework includes: The Child With Special Needs,

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	coursework, they are introduced to the IEP (as well as IDEA). As part of this credential program, students are authorized to teach English Learners - this training is delivered through specific coursework as part of the authorization, as well as integrated throughout the program in various other courses.	Collaboration and Communication for Special Educators, Behavior Intervention and Program Planning, and Instructing and Assessing Students with Mild/Moderate Disabilities. In addition, the English Learner authorization is embedded in this program. Candidates take coursework in English learner methodologies, and this training is also integrated throughout the program in various other courses.
Pacific Union College	TRAINING TO WORK WITH DISABILITIES All candidates for preliminary multiple and single subject credentials take EDUC 340-Exceptional Children in the Classroom. The learner outcomes for this course are: 1. To gain an understanding of the history of special education and how special education relates to general education; 2. To describe environmental and socioeconomic factors that impact students with exceptionalities; 3. To define Inclusion and describe the controversy and successes of inclusive education; 4. To recognize and define terms and abbreviations that make up the "language" of special education; 5. To understand the legal aspects of special education assessment and services as it relates to children with exceptionalities in private and public school systems; 6. To identify the disabilities protected by the Individual's with Disabilities Education Improvement Act (IDEA 2004), recognize general characteristics of each disability, and know how to implement appropriate classroom interventions and accomodations; 7. To describe the evaluation process of identifying students with exceptionalities and understand the importance of early indentification and intervention plans; 8. To know how to navigate a student's Individualized Education Program (IEP), and write annual goals and benchmarks and incorporate them into the classroom, and understand related services and transition planning;	N/A - No special ed program

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	9. To understand the purpose of IEP meetings, who attends, how they guide a student's instruction, and the very important role of the regular education; 10. To understand the unique dynamics of working with parents of students with exceptionalities and know how to assist parents in advocating for their child and eventually helping the child advocate for him or herself; 11. To understand multicultural education as it relates to special education; 12. To be able to teach using a variety of strategies that will help students with exceptionalities be successful in your inclusive classroom. In addition to the above course, students participate in field experiences where they work with exceptional students, and demonstrate their ability to design instruction for and assess the learning of exceptional students when they write the California Teaching Performance Assessment. TRAINING TO WORK WITH ENGLISH LEARNERS All candidates in the preliminary multiple and single subject matter programs take EDUC 339-English Learner Pedagogy. The student learning outcomes for this course are: 1. Gain an overall understanding of ELL pedagogy and testing; 2. Foster multicultural awareness and sensitivity; 3. Learn practical application of language theory in K-12 classrooms; 4. Examine ways to respond to, grade student work, and develop materials for ELL students; 5. Develop a personal theory and understanding of teaching ELLs. In addition to the above course, strategies for teaching ELL students are integrated into all of the elementary and secondary methods courses and the exceptional child course. ELL students are also discussed and learned about in other credential coursework. Candidates also demonstrate their ability to work with ELL students in field experiences and demonstrate their ability to design instruction and assess the learning of ELL students when they write the California Teaching Performance Assessment.	
Patten University	Teaching students with disabilities is integrated throughout the progam with EDU 581,&582(curriculum)583(classroom mamagement), 588 (advanced	N/A

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	curriculum),& 594(special needs), ELL coursework includes 611(linguistics), 587(diverse settings), and above noted coursework.Candidates must write and teach lessons and show adaptations to meet the needs of ELL students and those with special needs. They must write IEPS and participate in team meetings. Strategies,assessments,and adapting lessons for ELL & special needs integrated throughout the program specifically addressing these special needs. The successful adaptations are evidenced by the CAL TPAs demonstrating the candidate's knowlege, undertanding and abilities.	
Pepperdine University	The coursework addresses these two significant areas through an introduction to teaching special populations, including the laws and provisions relating to differentiating instruction and planning for student learning. Candidates also study cultural diversity and second language development. Teaching candidates are required to complete classroom observations, teaching, and ESL tutoring.	
Point Loma Nazarene University	Throughout credentialing coursework, candidates are introduced to and required to display an understanding of meeting the needs of SWD and limited English proficient students. All candidates enroll in EDU 602 Foundations of Special Education, which specifically addresses meeting the needs of SWDs and the individualized education program (IEP) team process. All candidates enroll in EDU 601 Language Acquisition, which specifically addresses meeting the needs of limited English proficient students.	Candidates for special education receive instruction through a CCTC approved special education preparation program for servicing either students with mil/moderate or moderate/severe disabilities. The program includes theory and methodology instruction provided to candidates, as well as fieldwork and clinical practice in special education in local LEAs. All special education candidates must complete the course EDU 652 Collaboration & Consultation for IEP Implementation, Evaluation & Program Improvement.
San Diego Christian College	The Teacher Credential Program at SDCC incorporated the Teacher Performance Assessments (TPAs) in the academic year of 2004-2005. Connected with this adoption was the extensive embedding of the Teacher Performance Expectations into all of the coursework. This included TPE 7—Teaching English Learners. Candidates are introduced to the concept of English learners in California public schools from the beginning of the program. The introduction and elaboration of TPE 7—Teaching English Learners is progressive, moving from knowledge and comprehension to demonstration	N/A

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	with real-life applications and evaluations. Candidates are prepared thoroughly, learning ELA/ELD standards, assessment instruments such as CELDT, and other assessment of student disabilities and English Learner needs, and become proficient in creating and modifying lesson plans using instructional strategies that teach English Learners, students with disabilities and students with various learning styles. From the beginning, it is stressed that English learners must have access to the same content that single-language students do. Relationships between the ELD standards and the state adopted content standards are discussed. Through observation in diverse public school classrooms, candidates observe the programs in place for English learners and how the use of the content standards intersects with implementation of the ELD standards. After observation, candidates reflect on these processes. All candidates must be placed in diverse school settings where there are English learners during student teaching and pre-student teaching fieldwork. Candidates read about, discuss, and apply in in-class activities and specific strategies for developing strategies to teach culturally diverse students, English Learners, students with disabilities and different learning styles. Throughout the Teacher Credential Program, candidates have many opportunities to learn and apply knowledge regarding students with disabilities, students on behavioral plans, and gifted and talented students in the general education classrooms. There are several tools to foster this growth and understanding that all candidates make use of throughout the courses and fieldwork: textbooks with information on disabilities are used throughout the program, the clinical lesson plan template, TPAs, fieldwork placement in classrooms with mainstreamed students, class discussions, assigments and research on IDEA, IEPs, and laws regarding students with disabilities, modifying lessons for students with disabilities during Student Teaching, and learning of assessment techniques and teaching strategies for students with disabilities.	
San Diego State	General education teachers learn about the federal and state laws related to the IEP and those laws as they govern responsibilities to students with	All Education Specialist candidates have to demonstrate knowledge of the federal and state laws, prepare IEPs, participate on IEP teams, and participate

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University	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 key 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.	on collaborative educational teams in their school settings. Students take coursework on writing IEPs (primarily SPED 570), consultation and collaboration (primarily SPED 662), and the importance of general education partnerships to provide education based on standards to all students with disabilities (all course work).
San Francisco State University	Center for Teacher Quality data generated annually by the CSU system rates the single subject, multiple subject and special education programs on their graduates abilities to perform these tasks. The survey samples graduates attitudes and their supervisors assess their abilities in these areas. Coursework in general education and special education prepares credential candidates to teach students with disabilities and English learners. IEP development is incorporated into generic courses and key advanced methods courses. All credential specialty areas require participation on IEP teams as course assignments. SPECIAL NEEDS STUDENTS The Elementary Education Program has designated a credential course, Developmental Teaching and Learning in Diverse Settings (EED 783) to include an introduction to students with disabilities, such as the law governing disabilities, an understanding of IEPs, and an introduction to disabilities that a teacher would be expected to address in a general education classroom. In addition, teacher candidates are provided with some initial training about adaptations for the child with disabilities. This area of the program continues to be a challenge; the program has started to explore possibilities through collaboration with the Special Education Department. Presently, the two chairs and four professors from Elementary Education and special education are scheduling two sets of math methods (EED 784) and literacy methods (EED 782/882) courses, which will be team-taught in fall 2010. General education teachers (and instructors) will receive training in working with children with disabilities and special education teachers (and instructors) will receive training in working with children whose native language is not English. In	Center for Teacher Quality data generated annually by the CSU system rates the single subject, multiple subject and special education programs on their graduates abilities to perform these tasks. The survey samples graduates attitudes and their supervisors assess their abilities in these areas. IEP development is incorporated into generic courses and key advanced methods courses. In Special Education, credential candidates in all specialty areas participate on IEP teams as course assignments. Three seminar courses in Special Education deal with Limited English Proficient learners. Students are required to implement assignments during fieldwork with English learners with disabilities.

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	addition, the chairs of the Elementary and Special Education departments have an interest in designing a dual credential program (preliminary credential and level I mild to moderate) that would become institutionalized in the next 2 years. While instruction of special needs pupils has been identified as as a program improvement area across the state, all general education candidates must address students with special needs in all course work, including lesson plans and the Content Area Tasks (CATs) of the Performance Assessment for California Teachers (PACT) in literacy, science, and social studies. In addition, candidates must plan, instruct, assess and reflect on their instructional interaction with learners with special needs in the PACT for mathematics. The Secondary Education Department addresses working with students with special needs in SED 751 Classroom Environment, SED 752 Professional Perspectives, and SED 800 Adolescent Development. ENGLISH LANGUAGE LEARNERS Teaching children whose native language is not English is a strong component of the College of Education general education credential program. Two credential courses in second language acquisition and development focus directly on the theories and practice of language learning and the interaction of culture and language. The content of these course sets the stage for elementary and secondary methodology courses (literacy, math, science, and social studies). Teaching strategies, as they relate to individual subject areas, are covered in methodology courses. Similar to students with special needs, candidates must show their knowledge of English learners in all course work, including lesson plans and the PACT. PACT also requires that candidates analyze extensively their instruction for English learners in all areas of each learning segment. Academic language is a major component in the PACT and candidates must discuss it according to the learners' proficiency scores as noted in the California English Language Development Test (CELDT). In addition to the university-based program, teacher candidates in general education are intentionally placed in public school classrooms with English	

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	learners. For candidates who are working towards the multiple subject bilingual authorization in Cantonese or Spanish, candidates are placed in dual immersion classrooms where English learners benefit from native language use and English native speakers become the second language learners. Candidates are able to see how the same language acquisition theories and practices apply to other speakers as well. Programmatic efforts continue to identify master teachers who are exemplary in the area of teaching English learners or any other target language.	
San Jose State University	The Department of Special Education offers the course, EDSE 192A: "Including and supporting Students with Special Needs in General Education Classrooms", that is required for the Multiple Subject and Single Subject credential. A description and knowledge base for this course are the following: Course Description The design of this course was informed by the sets of professional standards provided by the California Commission on Teaching Credentialing for professional preparation in teaching diverse populations of students in either an inclusive or mainstreaming educational setting. This course facilitates professional development among pre- and in-service teachers in the area of teaching students with disabilities in the general education environment. The course was designed to provide classroom intervention strategies prior to referral for special education along with basic policies and procedures regarding placement of and services for students with disabilities, either in special education or within an inclusive classroom. The goal of this course is to enable general education teachers to make effective decisions, based on multiple sets of data, in order to meet the special learning as well as socioemotional needs of their students (EDSE 192 syllabus, 2010, p. 1). Knowledge Base The knowledge base for this course combines an understanding of laws, policies and procedures affecting students with special needs, as well as effective practices to support mainstreaming and inclusion. This course provides participants with a familiarity regarding the range of high and low	Program Standard 3: Educating Diverse Learners The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities. Program Standard 10: Preparation to Teach English Language Learners In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English language learners. Candidates learn about state and federal legal requirements for the placement and instruction of English language learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and

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	incidence disabilities, qualified as disabling conditions governed by the public law, Individuals with Disabilities Education and Improvement Act (IDEA) and a familiarity with those language learners and English speaking students who have no disabilities but learn differently. This course places importance on effective teaching to all learners in the general education classrooms, which includes research-based strategies for effective pedagogy, social and behavioral support, curricular and instructional accommodations, modifications and adaptations, as well as cultivating their productive habits of mind. The course presents options for designing effective instructional programs and evaluating student achievement as well as important information on engaging in joint productive activities with other professionals and advocates to assist individuals with special needs (EDSE 192 syllabus, 2010, p. 1). When our candidates begin the credential program, they get additional instruction and assessment embedded in their methods course, foundations courses, and field experience. With the completion of courses required for the credential candidates have met a state-approved course of study with a specialization in working with English learners. Our state and national accrediting organizations (California Commission for Teacher Credentialing and the National Council for Accreditation of Teacher Education) review our program biennially in this area.	development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition. SECTION VI TEACHER TRAINING (Students with disabilities) Our state and national accrediting organizations (California Commission for Teacher Credentialing and the National Council for Accreditation of Teacher Education) review our program biennially in this area. Below are our responses to the program standards for accreditation, which lays out the design of our program with respect to meeting the needs of students with disabilities. Standard 14: Preparation to Teach Special Populations in the General Education Classroom In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom. Program Elements for Standard 14: Preparation to Teach Special Populations in the General Education Classroom The primary course for addressing the content of this standard is EDSE 192A Mainstreaming the Exceptional Individual, taught by specialists from Special Education. The knowledge base for this course has an emphasis on laws,

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		policies, and procedures affecting students with special needs and the research base of effective practices to enhance inclusion and mainstreaming. Research-based instructional strategies validated for use in mainstream classes such as cooperative learning, multiple intelligences, metacognitive learning strategies, direct instruction, reciprocal teaching along with skills in communication/interpersonal relationship form the foundation for this course. New and promising trends in technology are also addressed. Please note that the elements of this standard are specifically identified as core competencies for this course. 14(a)Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities. Candidates discuss the characteristics of students with disabilities and the special education laws and policies that created the major disabilities categories. Candidates are expected to recognize the differences and similarities of students with disabilities and their non-disabled peers and students from culturally and linguistically diverse backgrounds. Topics addressing this element are discussed in weeks 1, 2, 3. Students are expected to address this element in a written assignment requiring them to reflect on their own past experiences with people with disabilities. (see Written Assignment 1) 14(b)Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher's role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation. Through readings and topic discussions candidates are introduced to and become special education laws and policies. They are expected to define and explain the admission, review, and dismissal processes of special education, and explain individual protections of special education legislation as they pertain to parents, teachers, and students. In addition, candidates learn about

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		IEPs and assessing student needs. Candidates are expected to formulate and illustrate an Individualized Education Program in consultation with appropriate personnel and parents of individuals with exceptional needs. Topics addressing this element are discussed in weeks 1, 3, 4. 14(c)Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs. Candidates learn strategies to assess student needs and evaluate student learning through reading and topic discussions. Through the study of laws and policies, candidates learn the parameters for referring students to special programs such as mild-moderate disabilities, deaf education and GATE programs. One identified competency for EDSE 192A is the expectation that candidates will be able to analyze non discriminatory assessment, including sensitivity to cultural and linguistic factors. 14(d)Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom. An identified competency in EDSE 192A is the expectation that candidates will be able to apply assessments that will result in appropriate modification of instructional materials and strategies. This competency is addressed through topic discussions of adaptations and accommodations and 'planning and modifying instruction'. Candidates demonstrate their understanding by writing a paper, based on class discussion and professional literature, which describes how they might modify and/or adapt various aspects of mainstreaming for a real-life or hypothetical student. Assistive technologies are discussed and candidates complete an assignment that requires them to describe five ways in which technology will enhance the effectiveness of

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		mainstreaming/inclusion in the classroom. Topics addressing this element are discussed in weeks 6, 7, 12, 13. Students specifically address this element in several assignments (see Written Assignments 1,2,3 and Case Study Option 1 and Option 2) 14(e)Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum. One competency in EDSC 192A is that candidates will be able to identify and apply assessment information toward the modification of the core curriculum and materials for selected students, particularly in the areas of reading, language arts, and math. Multiple topics of discussion address the foundation knowledge and skills to offer appropriate instruction to students with special needs, including 'addressing needs of students with disabilities', 'planning and modifying instruction', 'evaluating student learning', and 'strategies for independent learning'. Assignments are designed so that candidates can demonstrate their understanding through design of a lesson plan and effective use of technology. . Topics addressing this element are discussed in weeks 5, 6, 7, 10, 14 Students specifically address this element several assignments (see Written Assignments 1,2,3 and Case Study Option 1 and Option 2) 14(f)Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom. Candidates are expected to 'evaluate the concept of least restrictive environment'. In doing so, they must address issues of social integration for students with special needs who are included in the general education classroom. Issues of social integration are introduced and discussed through topics including building social relationships, strategies for independent learning, and behavior management. Candidates are expected to identify and teach non academic areas, e.g. socialization, career and vocational education.

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		Candidates learn strategies to effectively discuss interpersonal relations and human relations problems with students and parents. Written assignments and service learning projects provide candidates with an opportunity to apply their understanding of the issues related to the social integration of students with special needs. Topics addressing this element are discussed in weeks 10, 11. Students specifically address this element several assignments (see Written Assignments 2,3 and Case Study Option 1 and Option 2).
Santa Clara University	We prepare our general education teacher candidates to work with students with special learning needs and with students with limited English proficiency using a multi-pronged approach: (1) our program includes dedicated courses that focus on serving these particular populations; (2) we integrate strategies for accommodating and supporting students with special needs and students who are English Learners into all of our courses; and (3) we place our candidates in clinical practice sites in which students with special learning needs and EL students are taught in ways that enable them to experience academic success. (1) All teacher candidates take a dedicated course focused on creating effective, inclusive learning environments that support the academic achievement and social success of students with disabilities/ exceptionalities. In this course, general education credential candidates learn about Response to Intervention and develop an understanding of the classroom teacher's central role in providing multi-tiered supports for all struggling learners. Further, the candidates also learn about the pre-referral process, the role of parents in special education referrals, the types of tests that are typically used to identify students' special needs, the special educators' procedures for developing an IEP based on student performance data, the general education teacher's role in implementing the IEP, and the importance of partnership with special educators. All our teacher candidates also take a dedicated course focused on strategies for supporting English Learners' English language development and facilitating these students' attainment of academic competencies in the general education	

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	classroom. This course includes engagement with the foundational principles of first and second language acquisition and the key theories of communicative competence; this enables candidates to understand the stages of ELs' emerging English proficiency. Candidates learn and practice a range of instructional strategies, including Sheltered English Immersion and Specifically Designed Academic Instruction in English, that support ELs' vocabulary development and their learning of discipline-specific academic language. Candidates learn to interpret EL students' scores on the California English Language Development Test (CELDT) and to use the CELDT data to create effective instructional plans for students at all levels of English proficiency. Candidates also learn how to determine the cognitive and linguistic demands of adopted instructional materials and how to adapt and adjust those materials to make them more accessible to EL students. (2) The needs of English Learners, of students who qualify for special education services, and of students who pose other learning challenges are taken into consideration within every methods course in our multiple and single subject preliminary credential programs. Our candidates learn that making flexible, appropriate adaptations to their lessons in order to maximize the learning of every student is a fundamental, essential part of the work teachers do each day. (3) We ensure that our candidates are placed in clinical practice field placement classrooms with master teachers who are committed and capable exemplars of the kind of inclusive, responsive, principled, and accountability-oriented practice we advocate. These careful placements are a critical part of our program because they allow our teacher candidates to conceive of teaching diverse learners effectively in mixed-ability classrooms as the norm rather than the exception. Further, the lesson plan template implemented by our clinical practice instructors requires candidates to document- in every lesson- the instructional adaptations they intend to make for the English learners and students with special needs in their placement classrooms California requires all prospective teachers to demonstrate their ability to	

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	interpret formal and informal student assessment data and use that information to make appropriate adaptations to their lessons to accommodate the specific needs of the students in their class who are English Learners, have identified special needs, or who present other learning challenges. These skills are assessed using the four California Teaching Performance Assessment (TPA) tasks. Teacher candidates must demonstrate proficiency in these specific skills in order to pass the TPA and earn a recommendation for a teaching credential.	
Simpson University	The teacher credentialing program at Simpson University prepares general education teachers to teach students with disabilities through several venues. During pedagogical coursework and student teaching preservice teachers adapt every lesson plan to accommodate students with special needs. The program also features a course on special education where student teachers learn more in-depth categories of special needs, strategies for assisting the students, their role in an IEP meeting, and the laws pertaining to special education. During student teaching they participate in IEP meetings. All student teachers are placed in classrooms where there are special needs students. The student teacher focuses on special needs students for their final Teacher Performance Assessment in which they show instructional adaptations for children with special needs The Simpson University Credentialing Program prepares future educators to work with English Language Learners in the Multicultural Education course. This course specifically looks at three areas of importance: how culture affects a student in the classroom, how a second language is learned and all that is required to know it well, and strategies a teacher can use in the classroom to engage learners and make the input more comprehensible. Learning styles, appropriate teaching methods, and many classroom strategies for the English Learner based on current research are introduced and practiced. All students in this class work with English Learners in the community by tutoring and journaling on their experience. They design three types of lesson plans, aimed at English Learners, demonstrating their knowledge and awareness of EL needs and incorporating ELD standards as well as academic standards.	We do not have a Special Education preparation program.

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Sonoma State University	Elementary/Multiple Subjects: Within the program, students with disabilities are the subject of both a class (EDMS 476S) and field supervision seminars. In addition, all content area courses (methods courses in mathematics, reading, science and social studies_ directly address students with special needs. In field sites all candidates participate in IEP meetings as long as parents or guardians approve of their participation. Field sites are selected with special populations of students in mind so that all candidates experience teaching and learning with limited English proficient students. Secondary/Single Subject: All single subject candidates are required to take EDSP 433: Teaching Adolescents with Special Education Needs. This introductory course presents theory, program concepts, and teaching practices related to students with special needs. Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Knowledge, skills and strategies including disability and gifted and talented identification, major roles and responsibilities in the Individual Education Program (IEP) process and collaboration between general and special educators aimed at successful inclusive educational practices are also addressed. 10 hours of field experience are included. Courses are focused on teaching students with English language learner needs. We believe teachers need to be skilled in teaching English learners how to access the subject areas that they teach. As a result, students who have English learner needs in our program benefit from this direct instruction.	Education Specialist: In examining recent data sources and related summative reports (Biennial Report, CSU Exit Survey data, Program Portfolio evaluations and Exit Interviews), a majority of our Education Specialist (ES) candidates consistently report that they are Well or Adequately Prepared to meet the needs of individuals with disabilities and participate as members of the IEP team process. Similar high levels of preparation are also reported by their University Supervisors, Mentor Teachers, and Employment Supervisors. However, an area of continuing need remains their preparation to teach students who are English Learners. While the collective data suggests that our candidates feel somewhat prepared, this remains an area which requires ongoing monitoring. Our new program specifies a number of courses that address this content (EDSS 446, EDMS 463, and EDSP 400). Program faculty will continue to examine this area and periodically re-examine our student outcomes.
St. Mary's College of California	Single Subject Credential candidates take a course SSTE 276: Universal Access which prepares general education teachers to teach students with disabilities. This training is also incorporated directly into the PACT TPA. Multiple Subject Credential candidates are introduced to kinds of learning disabilities in the first term in MSTE 210 Learning & Development, and to categories of all disabilities in MSTE 317 Introduction to Field Experience. MSTE 317 also introduces foundational material about second language learning. Candidates are taught specific instructional strategies and how to participate in individualized education program teams in MSTE 318 Teaching	Education Specialist candidates take highly specialized courses to prepare them to teach both students with disabilities and English Learners.

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	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.	
Stanford University	All candidates complete the required course ED285: Supporting Students with Special Needs, which equips them with the basic knowledge, skills, and strategies for teaching special populations. Through course readings and examination of case studies, candidates become familiar with major categories of disabilities. The course focuses particularly on learning disabilities most commonly seen in the classroom (e.g., attentional difficulties, dyslexia, language processing issues, and social cognitive deficits). Candidates also become familiar with other categories of disabilities, including those related to sight and vision, auditory perception, and physical handicaps. In ED285: Supporting Students with Special Needs, candidates learn about state and federal laws pertaining to the education of exceptional students, including IDEA, ADA, and Section 504. They become familiar with processes for identifying, referring, and assessing students with special needs. After reviewing the roles and responsibilities of the general education teacher, candidates apply this information to a hypothetical case of a special needs student. They subsequently use this knowledge to prepare the final assignment for the class, a case study of a special needs student from their placement site. Candidates are also required to participate in at least one IEP and at least one SST meeting at their placement sites, after which they reflect on what worked and what they might do differently. In their subject-specific curriculum and instruction classes, candidates learn to plan instruction for students with a variety of academic backgrounds and a range of prior achievement, language proficiencies, and learning approaches. In ED285: Supporting Students with Special Needs, candidates expand this knowledge to include teaching strategies and instructional materials that meet the needs of students with exceptionalities. Candidates learn about commonly	

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	used assistive technologies—e.g., Alphasmart keyboards, Draftbuilder, Inspiration, and Kurzweil III (a multisensory device that reads aloud text from scanned documents and the internet). They also learn to modify instruction to give special needs students access to the core curriculum, including modifications of instructional materials, assessment procedures, grading requirements, and classroom structures. In preparing their PACT Teaching Events, candidates provide evidence of their ability to plan, instruct, and assess all students, including students with special needs. The prompts and rubrics for PACT specify the importance of attending to the learning needs of all students. STEP coursework and fieldwork provide many opportunities for candidates to learn how to support English language learners in developing content knowledge and language proficiency. Many STEP courses address issues of equitable access to the curriculum for all students, including English language learners, and help candidates attend to the diverse cultural backgrounds of their students. In addition to the subject specific curriculum and instruction course sequences, several courses address language acquisition and literacy development more deeply ED289: The Centrality of Literacies for Teaching and Learning helps Single Subject candidates understand the relationship between language development and the development of reading and writing; ED228E, F, and G: Becoming Literate in School helps Multiple Subject candidates understand the relationship between language development and early literacy; ED284: Teaching and Learning in Heterogeneous Classrooms helps Single Subject candidates to meet the needs of all students in classrooms that include students who read well below grade level or who are not proficient in the language of instruction; ED388A: Language Policies and Practices provides all candidates with a repertoire of theory-based methods to facilitate and measure English learners'	

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	growth in English language and literacy acquisition, as well as create learning environments that promote English language development and content area learning; ED264E: Métedos y Materiales en los Salones Bilingües helps BCLAD candidates develop knowledge of the language, culture, theory, and methodology for the instruction of bilingual children, as well as historical, political, and legal foundations of programs for English learners. These courses help candidates meet the requirements for the English Learner Authorization (ELA) on their preliminary credential. The ELA authorizes STEP graduates to teach English learners both in general classrooms and in specialized settings, such as English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) classrooms. The courses outlined above help candidates learn to assess students' English language proficiency and provide opportunities for students to grow in both their English proficiency and their content knowledge. For example, ED388A: Language Policies and Practices introduces strategies for assessing students' levels of English proficiency and supporting the acquisition of listening, speaking, reading and writing skills of English learners, including sessions focused on sheltered instruction (SDAIE). Candidates develop lesson plans that use at least one of these strategies, implement the plans in their clinical placements, and reflect on the success of these efforts. Course texts include the SIOP (Sheltered Instruction Observation Protocol), and two class sessions are devoted explicitly to this topic. Another course text focuses on promoting academic language. Candidates complete their fieldwork in settings that are culturally and ethnically diverse and include English language learners. For example, candidates work with many English learners at the STEP/Sunnyvale summer school program, which provides opportunities for STEP candidates to learn, understand, and use materials and strategies for English language development. Placement sites for the regular academic year are selected in part on the basis of their linguistic diversity. When a candidate's primary	

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	assignment does not fulfill the criteria for linguistic diversity, a second clinical placement is arranged to ensure that candidates have opportunities to support the language development of English learners under the supervision of a qualified teacher. In the clinical placements university supervisors and cooperating teachers observe and assess candidates' ability to design and implement instruction that supports English learners. The connections between university coursework and fieldwork are designed to give candidates opportunities to address Teaching English Learners.	
Teacher's College of San Joaquin	Course work and practicum supervision/mentoring & coaching is provided throughout the duration of the program.	Course work and practicum supervision/mentoring & coaching is provided throughout the duration of the program.
The Master's College	In a prerequisite course candidates are first introduced to IDEA and basic criteria for serving students with special needs, with a focus on developing lesson plans with differentiation strategies for the class where candidates are observing. ED560 Differentiation for Exceptional Learners, 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 meeting.	We do not have a special education preparation program at this time.
Touro University	Touro University's multiple and single subject teacher credential program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, and to effectively teach students who are limited English proficient.	The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the Graduate School of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in

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	LEARNING & LANGUAGE ASSESSMENT Through coursework and supervised teaching, Touro University's multiple and single subject teacher credential program ensures that candidates demonstrate a basic level of knowledge and skills in assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs. EDU 718: Inclusive School Environments for All Learners is the central course that provides candidates with knowledge and skills concerning educational supports for students with disabilities as well as understanding disability categories and special education services. Candidates are introduced to the nature and identification of disabilities, including learning disabled, attention deficit disorder, attention deficit disorder with hyperactivity, and autism. In addition, in the literacy courses, EDU 772 (multiple subject) and EDU 773 (single subject), candidates demonstrate the ability to assess learning and language of a struggling reader through individualized literacy assessments and follow-up literacy lessons. DIFFERENTIATED INSTRUCTION FOR ACCESS TO CORE CURRICULUM Candidates demonstrate a basic level of knowledge and skills in providing appropriate differentiated instruction that ensures all students access to the core curriculum. In EDU 718: Inclusive School Environments for All Learners, candidates research and present information related to current general and special education programs and practices within a historical perspective, including the issue of providing appropriate differentiated instruction that ensures all students access to the core curriculum. Candidates demonstrate knowledge of varying abilities and disabilities, their common characteristics, and barriers to participation and success. All candidates design inclusive lessons that provide appropriate differentiated instruction to all students. In fact, the Touro Lesson Plan format includes a column for adaptations for English learners and students with a variety of special needs. Candidates provide rationale for each	the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout the duration of the program. To teach effectively in general education and specialized settings demands that Education Specialist candidates exiting the preparation program are able to select, synthesize and prioritize knowledge, skills, and behaviors learned in their coursework and field experiences. Novice Education Specialists who struggle in the beginning of their careers typically are unprepared to bring coherence between and among the many ideas, legal responsibilities and strategies they have learned in their preparation programs and to integrate those elements into a unified professional practice. The program at Touro addresses this challenge in several ways. First, candidates take three classes at the beginning of the program that directly addresses these issues (EDU 770, Educational Psychology & Classroom Management; EDU 771, Teaching Diverse Learners; and EDU 772, Elementary Literacy & Planning Instruction). Second, coursework has assignments that are specifically focused on skill building that help to bring coherence to these issues. For example, in SEPS 791 (Positive Behavior Supports), candidates are exposed to the principles and ideas of Applied Behavior Analysis and classroom management. Then there are three

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	step in the lesson plan and for each adaptation. Assuring all students access to the core curriculum is of utmost importance in all aspects of the teacher credential program. In addition to EDU 718, in EDU 771: Teaching Diverse Learners, candidates learn methods of differentiated instruction for English learners. In all curriculum and instruction courses, EDU 774 and EDU 776 (multiple subject) and EDU 775 and EDU 777 (single subject), candidates learn about and design lessons that ensure all students access to the core curriculum. In EDU 780: Orientation to Student Teaching & Seminar, candidates have the opportunity of observing master teachers who differentiate instruction, ensuring all students access to the core curriculum. In EDU 781: Student Teaching & Seminar through supervised teaching, candidates show evidence of ensuring all students access to the core curriculum. APPROPRIATE INSTRUCTIONAL MATERIALS & TECHNOLOGIES Candidates demonstrate a basic level of knowledge and skills in selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom. EDU 718: Inclusive School Environments for All Learners provides candidates with the skills and knowledge to be able to identify students' individual communication styles and abilities. Candidates interview a person with a disability and gain knowledge of assistive technologies available to meet their needs. Candidates conduct a classroom instruction analysis to gain knowledge of instructional materials and technologies and to design an inclusive classroom lesson plan, including instructional materials appropriate to meeting the needs of students with special needs. In EDU 780: Orientation to Student Teaching & Seminar, candidates have the opportunity of observing master teachers who use appropriate instructional materials and technologies. In EDU 781: Student Teaching & Seminar all candidates are placed in a supervised teaching classroom with at least one special needs student. In that context, candidates show evidence of using appropriate teaching materials and technologies that meet the needs of students with special needs in the general	assignments (conducting direct observation, conducting a functional assessment, and developing a positive behavior support plan) that provide candidates skills in applying these ideas and principles in an applied classroom setting. In a further effort to deal with the division between general education and special education teachers, teacher preparation candidates in all of the Graduate School of Education programs take 15 units of coursework together (e.g., EDU 770 (Educational Psychology & Classroom Management), EDU 771 (Teaching Diverse Learners), EDU 772 (Elementary Literacy & Planning Instruction), EDU 718 (Inclusive School Environments for All Learners), and well as an elective from EDU 773 (Secondary Literacy & Planning Instruction), EDU 774 (Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts), EDU 775 (Curriculum & Instruction Methods 1: Secondary), EDU 776 (Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE), or EDU 778 (Advanced Elementary Literacy Instruction). To support the disposition and ability of Education Specialist/Mild-Moderate and Moderate Severe Preliminary Level I candidates to view teaching as a holistic endeavor, rather than discrete actions unrelated to one another, the course sequence consists of courses taken together that covers the same content for all learners. EDU 770: Educational Psychology & Classroom Management 3 units EDU 771: Teaching Diverse Learners 3 units EDU 772: Elementary Literacy & Planning Instruction 3 units EDU 718: Inclusive School Environments for all Learners 3 units SEPS 791: Positive Behavior Supports 3 units SEPS 792: Assessment and the IEP Process 3 units In addition, the two courses focused on instructional methodology (SEPS 793: Instruction of Students with Mild/Moderate Disabilities and SEPS 794: Instruction of Students with Moderate/Severe Disabilities) sometimes combine their class sessions together.

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	education classroom SOCIAL INTEGRATION NEEDS OF STUDENTS WITH DISABILITIES Candidates demonstrate a basic level of knowledge and skills in identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom. In EDU 718, candidates are provided a knowledge base that includes a variety of peer-mediated and group instructional strategies. Candidates learn the four characteristics of peer–mediated instruction and intervention (PMII): (a) assignment and training of students to roles in the PMII configuration, (b) students instruct one another, (c) teachers monitor and facilitate all PMII groups in the classroom, and (d) structures are designed to increase academic as well as social goals for all students. Candidates are instructed in three methods of PMII Dyads: Reverse-Role Tutoring, Class-Wide Peer Tutoring (CWPT), and Cross-Age Tutoring (CAT). In EDU 718, Cooperative learning strategies taught include Student Teams-Achievement Divisions (STAD), Cooperative Integrated Reading and Comprehension (CIRC), Team Games Tournaments (TGT), Jigsaw, Team Assisted Individualization (TAI), and Simple Structures such as Numbered Heads Together (NHT) and Co-op. The literacy courses, EDU 772 and EDU 778 (multiple subject) and EDU 773 and EDU 779 (single subject) include teaching strategies that combine reading, writing, speaking, and listening as ways of socially integrating all students, including students with disabilities who are included in the general education classroom. As with all aspects of best teaching practices, candidates show evidence of socially integrating students with disabilities in the general education classroom while completing supervised teaching. TEACHNG THE FULL RANGE OF STUDENTS IN THE GENERAL EDUCATION CLASSROOM Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students. In	Each of the courses addresses essential understandings and skills required of an Education Specialist. While some courses are taken jointly by candidates for the Mild/Moderate and Moderate/Severe credentials, assignments and field experiences are often differentiated to target specific learning and competencies required by each credential. The courses serve as organizing structures to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations that require application and reflection-in-action. The design of the College of Education's teacher preparation programs completely integrates field experiences into every course and blurs the arbitrary boundary between coursework and fieldwork, between theory and practice. Fieldwork requirements are tied into course assignments which are designed to be skill building activities that take place in the candidate's intern/student teaching placement. For example, in SEPS 791 (Positive Behavior Supports), the candidate completes a Data Collection Project, a Functional Analysis Project, and a Behavior Intervention Project where the skill development is developmental (e.g., students learn how to observe a challenging behavior, then how to complete a functional analysis, and then how to implement a positive behavior plan based upon the data collected).

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

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

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	Student Teaching & Seminar, candidates show evidence of collaborating with other teachers, including education specialists and other school professionals.	
United States University	Each course address special needs students and their learning styles. Throughout the program students are continually exposed to scenarios where special needs are address in the classroom. Program Chair is working with the Program's faculty to examine, choose and standardize the appropriate rubrics for their courses. The Student Course Evaluation has been revised and questions have been added to assess whether students are aware of the skills they are acquiring in each course. A Faculty Course Evaluation has been added encouraging suggested changes and improvements in class management and instruction. This has proven to be very useful feedback for the Program.	NA
University of California, Berkeley	We teach a 2-unit course that provides preparation on how to teach students with disabilities effectively. One of the topics covered is service on individualized education program teams, and students are encouraged to attend IEP meetings that take place during their placements. All general education coursework includes connections to the needs of English Learners, there is a 3-unit course entirely devoted to this subject in addition to one supervised teaching experience.	Not applicable
University of California, Davis	The UC Davis Teacher Education Program prepares its general education candidates to provide an effective learning context for all students including those with disabilities and those who are limited English proficient. The course content and assignments for all credential methods courses include as a thread, teaching and learning strategies that are effective for these populations. Course instructors include in class content and discussion, needed adaptations for students with special needs. In addition, every effort is made to use student teaching placements in classrooms that include at least 25% English learners in elementary classrooms and 15% in secondary classrooms. Finally the Program's curriculum includes a required credential 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	not applicable

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	about the major characteristics of each category of disability and the learning needs of students challenged by these exceptionalities; the assessment and interpretation of the learning and language needs of students in the general education classroom; federal provisions and regulations; requirements under California Master Plan for Special Education; and statutory provisions for due process procedures, assessment provisions (identification, referral, assessment, IEP development/implementation/and evaluation); and approaches to effective participation as an IEP team member . The elementary and secondary credential programs both include courses for teaching limited English proficient students. These classes provide credential candidates with an understanding of the nature and processes of first and second language acquisition, language acquisition theories and models, and historical, political, and cultural influences on language instruction policy and teaching methods.	
University of California, Irvine	To prepare to meet the needs of special education students, all candidates take a separate special education course (ED 348) that identifies the learning disabilities most commonly found in mainstream classrooms and prepares candidates to participate meaningfully in the IEP process. Most of our candidates encounter special needs students in their fieldwork and student teaching. In fact, secondary student teaching includes an Academic Support Placement wherein the candidate works closely with individuals and groups in a classroom where the curriculum has been modified to meet the needs of the students. Most struggling students have literacy challenges, so each program is focused on literacy across courses, but also has separate courses (ED 329, 349, 326, 346, 345, 347) to provide strong foundations in language acquisition theory, reading, and equity. Since 2003, when the Performance Assessment for California Teachers was introduced with an academic language component, clinical faculty have engaged in an annual update on the research and discourse about academic language so that they can expose candidates to current views on this dynamic concept in their lesson planning.	Program does not prepare special education teachers.
University of	1.Each credential candidate takes ED425 Principles of Teaching Exceptional	Our program does not prepare special education teachers.

Program name	Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
California, Los Angeles	Individuals. This course is required to meet the California teaching credential special needs learners standard. The course is intended to provide students with a survey of characteristics and related educational needs of elementary school students with disabilities of various kinds. In this course students develop an understanding of the main types of student exceptionalities, with an emphasis on the role that teachers will play in teaching students with special learning and behavioral needs in the general education setting. The course provides students with a knowledge base of the various disabilities and exceptionalities and how to accommodate them in order to foster an equitable, productive educational experience for all learners. Included in the schedule of topics are opportunities for candidates to understand the IEP process and make connections between IEP goals, accommodations and instructional modifications (See ED425 syllabus). When approved by the school district and/or school site, candidates have opportunities to sit in on IEP meetings. 2.All credential candidates take foundation, methods and fieldwork courses specifically geared towards preparing them to meet the needs of limited English proficient students. Foundational courses provide teacher candidates with the theoretical frameworks and historical context to understand today's diverse students. These courses establish a theoretical foundation that challenges deficit thinking about students of color and promotes an asset model approach to understanding and working in urban schools. These courses help candidates examine the principles of educational equity and diversity. Methodology courses provide opportunities for candidates to learn content-specific teaching approaches and strategies that support English language development and academic language development among K-12 students, including Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD). Fieldwork courses provide candidates opportunities to learn and practice EL strategies withing the context of their student teaching and to debrief and reflect upon areas of improvement within a subject-specific cohort. Candidates who are fluent in	

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	Spanish may elect to take additional coursework in Language, Culture and Primary Language Methodology to earn a Bilingual Authorization. 3.All credential candidates create instructional unit and lesson plans that reflect modifications that meet the needs of English Learners and Special Education students. These units/plans become part of the Novice Year Portfolio, which is required signature assessment of the program.	
University of California, Riverside	UCR's SB2042 credential program meets all the program standards as required by the California Commission on Teacher Credentialing (CTC). The credential program assures that prospective teachers' training is closely linked with the needs of the school and the challenges new teachers face in the classroom by having the student teachers actively teach under a mentor for the entire school year in classrooms full of diverse learners. We equip them for this by training them on theory and practical instructional strategies for teaching English Learners, students with diverse cultural and economic backgrounds, and students with varied learning styles and ability levels. The student teachers then have many opportunities to put their university training into practice, respond to feedback from students and mentors, reflect, and improve. We emphasize the complexity of teaching in response to CA standards and education law by requiring lesson planning that explicitly addresses these requirements. This includes addressing the requirements of their students' Individualized Education Program (IEP) and academic language instruction that utilizes SDAIE strategies. Additionally, our program integrates the student teachers into the school community by requiring that they attend Back to School Night, faculty and department meetings, parent conferences, and some extra-curricular events. In addition to completing all research-based readings, lectures, and activities included in the academic courses for the respective programs, general education candidates must meet the CTC SB2042 program standards that they demonstrate in the student teaching fieldwork. Candidates complete reflections on students' backgrounds, interests, and developmental learning needs and collect and use multiple sources of information to assess student	UC Riverside's Education Specialist credential program meets all the program standards as required by the California Commission on Teacher Credentialing (CTC). The Education Specialist program is based on the integration of theory and practice and educates candidates in the characteristics of learners and issues related to curriculum and instruction, as well as the practical necessities of the classroom. Candidates study various means of adapting lesson and curriculum based on the different abilities of the individual students in the classroom. Coursework includes assignments that require development of Individualized Education Program (IEP) goals and opportunities are provided to communicate with parents and other professionals involved in implementing the IEP goals. The Education Specialist program also is required under the California Commission on Teacher Credentialing (CTC) standards to prepare Education Specialist candidates to teach English Learners. Candidates are introduced to California's new English Language Development Standards and the California English Language Development Test (CELDT) that generate proficiency levels, which informs their instructional differentiation. Coursework and fieldwork also require regular monitoring of progress, both academic and linguistic, through both informal and formal assessment. The candidates demonstrate understanding of communication development and differences and use strategies and techniques that are appropriate to the student's communication skill level.

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	learning. Candidates are also required to observe in a Special Education classroom, identify students in their assigned classrooms who have special needs, and report on a Student Study Team and/or IEP meeting, including the content of the IEP and the classroom teacher's responsibility in carrying out the IEP. California standards for teacher education programs require preparation to teach English learners. UCR candidates are introduced to California's English Language Development Standards and the California English Language Development Test (CELDT) that generate proficiency levels at various states of teacher preparation.	
University of California, San Diego	All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates. Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars. All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.	All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates. Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars. All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.
University of California, Santa Barbara	Candidates complete a series of readings, classroom activities, web activities and fieldwork assignments aimed at giving them a more in-depth. understanding of the practices of assessment related to special education in the regular classroom. For example, in ED 362, students read Turnbull, Turnbull, and Wehmeyer (2010) and each chapter focused on a particular disability presents in depth discussion of best assessment and evaluation practices. In the special education courses for elementary and secondary general education candidates (Elementary is ED362 and secondary is ED363),	The Special Education Credential Program is a yearlong program with extensive academic instruction in teaching student with Moderate/Severe Disabilities in a least restrictive school environment as possible. The program is competency based so students demonstrate proficiency in all skills required by Special Education teachers. The program provides 30 weeks of student teaching at 16 hours per week with weekly direct supervision, providing in-vivo coaching and modeling. The program includes competencies to review student cumulative files

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	candidates receive instruction and perform classroom assignments on conducting task analytic assessments, applied behavioral assessments (specifically as related to School-Wide Positive Behavior Supports), and curriculum-based assessment, specifically progress monitoring with curriculum-based measures (as related to Response-to-Intervention, or RTI, systems). In addition each candidate completes a comprehensive case study of a child with identified special education needs, including assessment results relevant to referral and placement, instructional design and evaluation. (See course syllabus for ED 362, including the case study assignment specific requirements). In the SST course in special education, a similar set of readings and assignments focus on assessment skills. For example, candidates are required to attend both a Student Study Team and IEP meeting, and to report on both specific assessment procedures and how these are woven into programmatic decisions for children. Candidates also complete a case study of a student with identified special education needs. The special issues attending second language acquisition and assessment of learning, including assessing the learning of children with disabilities, are taken up in the "ELD/SDAIE" and the "Culture, Language and Learning" courses. In these courses, candidates are taught how to use results from English Language assessments (CELDT) to plan appropriate instruction, as well as how to modify generic assessment strategies for appropriate use with English language learners, including those with disabilities (more on this below under teaching limited English Proficient Students). In all methods courses in TEP, students are required to plan adaptations to classroom assessments to make them appropriate for students with special education needs. The TEP Lesson Design Frame used in all course- and field- work requires candidates to note adaptations. This assures that the specialized assessment strategies, which are taught in ED 362 and ED 363 are applied in the context of each candidate's work in the general education classroom. Candidates in both SST and MST progress are taught to use a wide variety of special instructional materials, technologies and teaching methods to	particularly former IEP, to interview families prior to IEP meetings, to help develop IEP goals, and to participate in IEP meetings. The program provides full ELD/SDAIE preparation including strategies to work with limited English proficient students are integrated in course work and the methods classes including direct strategies with students who are English learners.

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	differentiate classroom experiences for students with a wide variety of special needs. As with other curriculum issues related to special education, our approach includes focused coursework, infusion of requirements and supports in all methods courses, and assigned field work experiences to provide candidates with a comprehensive introduction to both theory and practice of special education in the general classroom. In the special education courses, candidates complete an extensive set of readings that present a wide variety of instructional strategies and resources for various types of instructional needs. For example, in ED 362 "Introduction to Exceptional Children" candidates learn about the principles of direct instruction, cognitive behavior modification, strategy training, and a "core intervention model, " developed at UCSB that combines elements of direct instruction and "system of least prompt" strategies for adapting instruction to individual needs. Candidates all learn about existing and emerging assistive technologies to support inclusion of students with disabilities in general education activities. In both courses, students are required to extend and evaluate their understanding of specialized instructional materials, techniques and resources through developing and implementing instruction for a student with special needs in the context of a case study assignment. Finally, all candidates are expected to draw upon these resources (readings, class presentations, web resources) to design and implement lesson adaptations for students with special needs in the context of each and every one of TEP methods courses, and the fieldwork component of the program. This assures that concepts, techniques and specialized materials introduced in the special education coursework will actually be applied systematically and pervasively in the emerging practice of these regular class teachers. Candidates in TEP are required and supported to include systematic planning, implementation and evaluation of instructional designs and accommodations which insure that students with special needs, including both those with disabilities and students who are gifted and talented, can access and participate in the core academic curriculum of the classroom. The	

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	requirement that students develop these skills is embedded in the TEP Lesson Design Frame. A detailed examination of this lesson planning protocol shows that candidates are required to identify and plan for at least one specific student with special developmental needs (either a gifted/talented student or one with disabilities) for every lesson they teach while in the program. Supports to enable students to meet this rigorous requirement are embedded in all methods courses, as well as the courses focused on special education. For example, in the Reading and Language Arts course in MST (ED LA320) students are systematically taught a specific reading instructional strategy during each class session (see "Stories and Strategies" in syllabus for ED LA320). After each strategy is presented, candidates are put in small groups to discuss - - adaptations that could be used with that strategy for students with special needs. In SST, the course in Literacy (ED L321) also provides opportunities for candidates to plan accommodations for students with special needs in the context of secondary content courses,-as well as special developmental classes. Similar planning and evaluation strategies for students with special needs are embedded in every methods course in the program. In addition to these experiences, the focus courses on special education within MST (ED 362) and SST (ED 363) provide students with both general planning strategies (material on "Universal Design" are embedded in readings, Web resources, and Case Study Assignments) and specific ideas for adaptations and accommodations relative in insuring the students with widely heterogeneous abilities and needs have access to the core curriculum (e.g., Site Accommodation Assignment). TEP students begin to develop an understanding of the philosophical and theoretical rationale for social integration of children with disabilities in the Foundations of Teaching course (ED 268). In this course they read and discuss perspectives on disability as a socially constructed experience. The essence of this approach to understanding the sources of disability is recognition that, while many disabilities are associated with physical or mental "conditions", the problems people with disabilities experience in their lives are equally grounded	

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	in how other people respond to those conditions. In ED 268 TEP students consider the socio-cultural sources of those responses, and the ways in which children may learn to interpret and respond to human differences in the classroom. Perhaps most important, in ED 268 TEP students begin to explore and discuss the ways in which the well being and learning of the most vulnerable children in a public school classroom is inextricably tied to the well being of every child in the classroom. Practical strategies and tools for supporting the social integration of children with disabilities in the regular classroom are given special focus in the course in special education (ED 362 for MST, ED 363 for SST). In these courses, students read extensively about strategies for supporting the social inclusion of children with disabilities. For example, in ED362,-TEP students read and discuss Turnbull, Turnbull, & Wehmeyer (2010; especially chapter 2) on "Ensuring progress in the general education curriculum through universal design for learning and inclusion" as well as specific illustrations and recommendations for every category of disability in following chapters. Candidates also learn about how to build and implement school-wide positive behavioral support strategies in support of inclusion of all students with disabilities in general education activities. In ED 363, the entire text (Turnbull, et. al) is structured around the theme of inclusion. In addition, class session focus on strategies such as Circle of Friends, cooperative learning groups, social skills training and other approaches to promoting positive social relationships between children with disabilities and their nondisabled peers. Finally, practicum assignments from both special education coursework (see Case Study assignments for both ED 362 and ED 363) and practicum seminars require TEP students to plan lessons and other classroom experiences in consideration of the social integration of children with disabilities into both academic and non-academic activities. For example, in ED 370 students discuss and problem solve around specific classroom situations and challenges involving children with disabilities. They implement a variety of strategies to promote a general climate of respect and support for developmental	

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	differences among students, including class meetings, cooperative learning groups, and positive behavioral supports. For both General and Special Education teachers: Experiences specific to California's English Learner Population How to effectively teach English Learners is a hallmark of the program. First and foremost, all Candidates are placed in a Partner School. The partner school model insures that only schools with a diverse student body and with English Learners are sites for clinical experiences. Candidates' work with English Learners starts immediately with the beginning of their program in summer foundations courses (e.g. in "Language and Culture in Teaching and Learning", "Foundations of Teaching", "Development and Learning" and "Foundations of Academic Language") and continues throughout the entire academic year with a three-quarter course in "ELD/SDAIE Methods and Procedures". Embedded in both university coursework and in field experiences in the Partner Schools, are multiple opportunities for Multiple Subject (MST), Educational Specialist (ESC) and Single Subject (SST) credential candidates to learn purposes, goals, and content of the adopted instructional program(s) for the effective teaching and support of English Learners; and candidates understand the local and school organizational structures and resources designed to meet English Learner (EL) students' needs. In ED 360: ELD/SDAIE Methods and Procedures (MST and ESC) and ED 361: ELD/SDAIE Methods and Procedures (SST), credential candidates have a field assignment in which they investigate the EL programs at the school sites where they are placed. They interview school site and district personnel in order to determine (1) how many designated English Learners are at their school site, (2) how the English Learners are identified and (3) what services are provided for these students. They then schedule observations to determine which of the program models are being employed at the site (e.g., Content-Based ELD, push-in or pull-out ELD, Transitional Bilingual, Newcomer, etc.). Specifically, candidates investigate the demographics of the school site in regard to English Language learners, the English language proficiency levels of students, and the	

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

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	On-site Coordinators (school-based supervisors) and university supervisors work together to assist credential candidates to observe a variety of practices and programs, which they may not see otherwise. The fundamental concept is that a placement is at a school, not just in a specific classroom. For example, as might be expected, not every Partner School classroom includes the services of instructional aides, specialists and parent volunteers. On-site Coordinators are able to assist candidates to observe and discuss issues that arise related to management of support personnel, pull-out programs, and other specific practices that may not be used in their own classroom placement. Moreover, the clustering of student teachers at Partner Schools allows candidates opportunities to work in one another's field placement classrooms for the purpose of gaining experiences that may not be available in all classroom settings.	
University of California, Santa Cruz	The program prepares general education teachers to effectively teach students with disabilities and to teach limited English proficient students in the general education classroom setting. Course presentations, readings, videos and assignments support teacher candidates in developing the knowledge and skills required to effectively teach English language learners and special education students in the general education setting. Topics include: Students with disabilities •The role of the general education teacher in the IEA process. •Identification of students who need support with the SST process. •Teaching strategies to support students in general education setting. •Different types of learning disabilities(e.g. ADD, ADHD) and strategies to address them in the classroom. •Case study of a student with a learning disability (auditory or visual processing, etc.). •Working collaboratively with special education staff. Limited English Proficient Students •Identify levels of English language acquisition	N/A

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	•Understanding how English language learners are assessed from initial identification to redesignation. •Identify language demands in the Single Subject and Multiple Subject classroom. •Identify examples of academic English and strategies to teach it. •Identify and apply English language development strategies and how to scaffold language. •Plan, video tape and present group English learner strategy lesion. •Plan lesson using Sheltered Instructional Observational Protocol.	
University of LaVerne	Students are required to create a strategy list of 101 items adapting curriculum for students with disabilities, learn about 13 disabilities under IDEA, learn to adapt for each disability and create classroom activities, and directly observe a qualified teacher adapting or modifying instruction.	Students are required to take courses in curriculum, instruction, and assessment to prepare them to collect necessary data on student abilities to provide the most appropriate instructional practices for students. Students have multiple practicum experiences with general education, at risk, and special education students including a ten-week culminating field experience. In the culminating experience, students create a professional portfolio demonstrating their skills and knowledge in the field. Students are required to simulate, attend, and critique IEP meetings. Student must demonstrate their abilities to assess and teach reading skills as well as pass the RICA exam. Students are required to reflect on videos relating to adapting curriculum and instruction and are required to use the internet for further research on students with disabilities. In all classes, teaching and assessment accommodations are taught and practiced for students with limited English skills.
University of Phoenix - CA	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	Special Education is not an approved program in the state of California for the University of Phoenix.

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	course focuses on differentiated methods used for the identification, placement, assessment, and instruction of diverse populations. The program also includes two Structured English Immersion (SEI) courses: SEI/500, Structured English Immersion, and SEI/503, Advanced Structured English Immersion Methods. In these courses, teachers are introduced to the concept of and methods for instructing in a structured English immersion environment. They learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models.	
University of Redlands	The courses in our program are based upon Teacher 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.	The courses in our program are based upon the knowledge, skills, and abilities as outlined in the California Teacher Performance Expectations for the Education Specialist Teaching Credential. Teaching limited English proficient student effectively are embedded through the coursework in our program. Candidates must demonstrate that they meet the Teacher Performance Expectations through the submission of the Teacher Performance Expectation Portfolio at the end of their student teaching. As part of their program requirements, candidates receive specific training related to planning and participation as a member of individualized Education Program teams. They are also required to observe and take part in IEP meetings as part of their early fieldwork and student teaching experiences in the program.
University of San Diego	The USD teacher preparation program offers two foundational methods courses all of our candidates are required to take that specifically address students with disabilities and teaching students with limited English proficiency. The two courses are EDSP 389/589- Healthy Environments and Inclusive Education and EDUC 384C/584C- Methods of Teaching English Language and Academic Development and each is offered for 3 credit hours. Both courses include field experience components that specifically target working with students with disabilities. Additionally, Student Teaching placements into classrooms with special needs students provide IEP experience for students. These placements allow both general and special educator candidates with opportunities intentionally designed to engage all in	The department offers a California Commission on Teacher Credentialing (CTC) approved Preliminary Education Specialist Credential with Mild/Moderate Authorization. The approved credential includes English Learners and individuals classified as autism spectrum disorders students receiving services across the K-12 and education setting to age 22 with mild/moderate identified service needs. Our CEC SPA/NCATE (CAEP) recognition includes identification of seven key evidence-based assignments that are the criteria for ensuring a highly qualified level of teaching competency. The rubrics for these assignments are the CTC and NCATE (CAEP) approved criteria for biannual program and candidate review.

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	co-teaching classrooms. The program has also focused identification and application of technology as a learning and instructional support mechanism for K-12 students. Our teacher candidates learn to understand and work with grade appropriate Common Core Standards. Special education and general education candidates work collaboratively to design differentiated instruction and adaptive assessment based on IEP learning outcomes. The Performance Assessment of California Teachers (PACT) assessment that elementary and secondary teacher candidates must take for successful program completion requires students to include thorough adaptations for special education in their lesson development, implementation, and assessment. It is important to note that the department is currently working to transition from PACT to edTPA, with scheduled implementation for the 2014-2015 academic year. Faculty have been heavily invested in building an online MEd program that includes "UDL and Inclusive Education" as one of four areas of specialization, each with five specially designed courses. The UDL specialization is intentionally designed for both special educators wishing to increase their understanding of special needs students and for general educators who recognize the need to diversify their skill set in order to meet the needs of all the students in their classes. Building this program has afforded all of our faculty opportunities to strengthen our understanding of the special education field and update our knowledge of recent research and best practices. This knowledge will undoubtedly carry over into the credential programs. Courses taught in the UDL specialization include: Designing Learning Environments for All, Identifying and Responding to the Needs of Diverse Learners, Teaching Students on the Autism Spectrum, Co-Teaching: Collaborating in an Inclusive Environment, and Disability in Education Policy and Law.	As part of the credential program, candidates complete embedded signature assignments, which are designed and evaluated to ensure course and field based evidence-based demonstration of special educator competency in all CEC, NCATE (CAEP) and CTC standards for the profession. These include introduction to laws, legal mandates and IEP design and delivery in EDSP 389/589 (Healthy Environment & Inclusive Settings). In an effort to provide the expanded understanding and application of legal mandates and cultural/diversity learning needs including IEP/ITP design and delivery and legal case decisions, student must complete EDSP 379/579 (Cultural, Legal and Ethical Aspects), this course has been taught by a lawyer from the USD Law School who directs the law schools Family Services Clinic. Building on the introduction and law courses our methods courses (EDSP 375P/575P & EDUC 375P/575P) include assignments requiring direct application of IEP learning outcomes, and CTC English learner assessment and instruction techniques within both the course and aligned field placements. Other key areas include assessment, classification and IEP and ITP of individuals with mild/moderate disabilities and English learners related to participation as a member of individualized education program teams are learned and practiced in EDSP 370/570 Assessment in Special Education course and field aligned embedded signature assignments to ensure competency is being demonstrated following the completion of the course. In EDSP 371/571 Management of Behavior and Instruction candidates learn to identify, measure and create action plans to increase learning outcomes, self-management and self-determination skills for students with mild/moderate needs and diverse background needs including students who are English Learners. In the behavior class candidates develop an understanding of inappropriate behaviors and working with school psychologist and/or behavior intervention qualified professionals to apply the behavior intervention plan and functional behavior assessment process as delineated in CA Title V Education Code. Collaborating and communication skills ensuring active participation by

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		families across the life span IEP and ITP development occur across all courses. Specific approaches applicable to working with the diversity of families, cultural and primary language students bring to education settings is the focus of EDSP 373/573 Family Systems. The embedded assignment in this course requires a comprehensive case study based on a semester long interaction with a family of an individual with special needs. The family case study requires working with a specific family to ensure their active participation in the individual education program teams. In the case design candidates also focus on other school, home, community, transition and social situations where an individual with a special need requires assistance to comply with IDEA. As part of the approval of the mild/moderate credential and degree design a focus on embedding understanding and application of action research is threaded throughout all course and field experiences. Candidates use their action research skills to reflect and write their state required Individual Induction Plan as a culminating transition between preliminary education specialist credential and their future clear credential planning upon employment. The student teaching case study and their own midpoint and final point reflective pedagogy of practice essay requires applying action research skills through the use of clearly cited evidence-based practices, theoretical models and sharing of field based artifacts to demonstrate their competency as a highly qualified preliminary education specialist. As of fall 2013, all Special Education Masters and Credential candidates will now design, carry out and write a research report based on an action research project. This program revision now enables candidates to prepare a report and carry out the research design and preparing data analysis and conclusion. In the pre-fall 2013 model after completing student teaching special education candidates participated in an action research poster session demonstration of their use of action research. The revised requirement will allow them to develop the knowledge, skills, and dispositions needed to systematically investigate challenges and opportunities in their classrooms to ensure that they are responding to the needs of all students.

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		The revised program of study for MCC SPED requires students to complete both the multiple subject and the single subject literacy courses. Through the program revision process, department faculty opted to add the single subject literacy course based on faculty conviction that special education teachers need knowledge and practice competencies in both elementary and secondary reading, writing and literacy to effectively address the needs of at-risk learners. A significant focus of the SS literacy course (EDUC 534P) is an emphasis on developing academic language for all students that is appropriate to the discipline and responsive to the students. Special education candidates will also continue to take EDUC 584C the EL methods course as part of meeting their competency in working with English Learners. All SPED MCC candidates have two semesters of student teaching in addition to an extensive practicum in their first semester of the program. The two semesters of student teaching allows for placement in both an elementary, secondary and post-secondary to age 22 education sites to ensure that candidates are fully prepared to respond to the 5-22 service delivery requirement. Beginning in 2014-2015, students in the MCC SPED program will also be required to pass the edTPA assessment before successful completion of the credential program. Our 42-unit credential with master degree (41 including student teaching without the M.Ed. only course) is designed sequentially to build candidate competency in all areas of teaching students with special needs ages 5-22 as well as students with English Language Learner needs. The department is currently in the process of conducting a faculty search to bring in an additional tenure-line faculty member to support the preparation of all candidates to work with special needs students. The expansion of our faculty in this discipline represents the commitment of the program and allows us to bring in new expertise to supplement our current faculty best practice knowledge. This additional tenure-track faculty member will help support our and allow our MCC SPED program to continue to grow. We anticipate having the new faculty member join the department in preparation for the 2014-2015

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		academic year.
University of San Francisco	All candidates in the USF Teacher Education program participate in a course (Educational of Exceptional Children) designed to teach them to work effectively with students with disabilities. In this course, candidates learn about the levels of disabilities they will encounter in their classrooms, how to adapt/modify lessons, their role as general education teachers in the IEP process, and assessments 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 learn and apply effective ways to work with students with special needs, as they plan and deliver lessons and assessments that incorporate adaptations and modifications to meet student needs. To meet state and program requirements, during student teaching placements, all candidates are assigned classrooms with special needs students. The Teaching Performance Assessment (CalTPA/PACT) also requires candidates to focus on a student with special needs and demonstrate the ability to plan and deliver instruction and assessments to meet the needs of that focus student as part of the teaching performance assessment tasks. All candidates in the USF Teacher Education program participate in a course (Education of Bilingual Children) designed help them understand the experiences and to learn to plan and teach lessons that meet the needs of English Language learners in their classrooms. The course offers training in lessons 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 candidates continue to develop adaptations/modifications for English Language learners in subject-specific content areas. To meet state and program requirements, during student teaching placements, all candidates are assigned classrooms with English Language Learners. The Teaching Performance Assessment (CalTPA/PACT) also requires candidates to focus on an English Language learner and demonstrate the ability to plan	Our current Special Education program is an intern-only model. Details about the program appear in the separate Alternative IHE-based Program report.

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	and deliver instruction and assessments to meet the needs of that focus student as part of the teaching performance assessment tasks.	
University of Southern California	Course work completed before the practicum experience (EDUC 519, Human Differences and EDUC 501, Teaching English as a New Language), in methods concurrent with the practicum experience (EDUC 513AB, 556, 566, 541AB) and during the practicum experience (EDUC 568AB Practicum). Candidates participated in seminars, wrote assignments, participated in differentiated lesson planning to meet the needs of the learning differences listed above. These were clearly documented in syllabi and required to meet CA Teacher Performance Expectations, which also require clear documentation in this program. Candidates also completed the Performance Assessment for CA Teachers, which requires students to show evidence of the understandings above and evaluates this evidence using research based rubric.	We have developed an educational model that prepares teachers to effectively teach students with mild/moderate disabilities in the inclusive settings that many students are found. Our graduates meet this challenge because we prepare them to understand: 1. the learning, behavioral challenges of a more diverse student population; 2. the possible effects the addition of students with disabilities might have on students without disabilities; 3. the laws, responsibilities of teachers, ethics of working with children with disabilities; 4. The practical uses of student assessment; 5. the role of curriculum and how to implement curriculum changes to meet student needs; and 6. how establishing and maintaining collaborative relationships with other teachers, support providers, families, and community service providers can increase the effectiveness of intervention programs. All teacher candidates in the MAT have introductory experiences in their role as general education teachers in planning, implementing and evaluating Individualized Education Programs (IEPs) for students with disabilities. Students who complete the Special Education Credential are required to attend and participate in IEP meetings as they complete the credential work. During their course of study students completing the credential interview families, plan intervention strategies for students in curriculum, behavior, and evaluate IEPs of students with whom they work. Their effectiveness in this process is evaluated throughout the program using various formal and informal mechanisms. The preparation for working with students who manifest limited English proficiency is completed during the required coursework in the MAT. The SPED credential is a dual credential that is linked to the MAT. As such, there are requisite standards that are met based on experiences and knowledge gained in the MAT. To date, all students in the SPED credential have completed the MAT credential. Thus, they are the beneficiaries of the strong preparation in working with students who have limited English proficiency.

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		Further, students' foundation for meeting other standards required for the SPED credential in areas like reading instruction and literacy and instructional planning and pedagogy are completed in the MAT program. By linking the two programs program redundancy is all-but eliminated.
University of the Pacific	All general education candidates-Multiple Subject, Single Subject, and Education Specialist candidates- take a course in Teaching Exceptional Learners and in Teaching English Learners. The course in teaching exceptional learners includes information on IEPs and how school teams are typically organized. The responsibilities of the general education teacher at an IEP are presented and discussed. A simulation of an IEP typically occurs during this course. Candidates receive information on RTI. Candidates learn about differientiating instruction for students. The course on Teaching English Learners is a comprehensive course on SIOP and SDAIE and on needs of elementary children and needs of secondary children. Students learn about placement of English learners, based on state and district assessments.	Special Education candidates have specific coursework on curriculum and instruction, advanced programming, a survey of exceptional needs and disabilities, and teacher-family partnerships, for example. All candidates take a Teaching English Learners course. Also, all participate in one or more IEPs. All candidates receive intensive preparation to work effective with students with disabilities, to participate as a member of IEP teams, and to teach limited English proficient students. A course in Autism Spectrum Disorders is a mandatory course, as well.
Vanguard University	In EDUG 558, Preparing to Teach Special Populations, teacher candidates are prepared with basic knowledge, skills and strategies for teaching special populations, including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns to create a positive, inclusive climate of instruction for all special populations in the general classroom. Candidates also revisit issues related to how personal, family, school, community and environmental factors are realated to students' academic, physical, emotional and social well-being. Some of the major special population topics covered in EDUG 558 includes: 1)special education and the family, 2)special education terminology, 3)cultural and family perspectives, 4)education from early childhood to adult years, 5)state and federal laws, such as PL 94-142 and IDEA, 6)the IEP process, 7)SST process,	N/A

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	8)504 plans, 9)major categories of disabilities, 10) assessment, 11) referral, 12) instructional materials and technology, 13)differentiated teaching strategies, 14)access to core curriculum, and 15)social integration. For teacher candidates in our program, working with limited English proficient students is the norm, not the exception. Although knowledge, skills, and abilities to deliver comprehensive instruction to English learners are included in every module, five courses are especially designed to provide candidates with a deeper understanding of the issues related to language minority students. These courses are ANTH/ENGL 453, Language, Culture and Linguistics; EDUG 543/544, Language Acquisition; EDUG 545/546 Specially Designed Academic Instruction in English (SDAIE); EDUG 547/548, Metacongition and Reading Strategies; and EDUG 550/551 Literacy in the Content Areas. Field experiences and coursework throughout the program emphasize that classroom teachers must consider two types of English learners when designing instruction and programs. They must consider students in grades K through 12 who are literate in their own language. They must also consider the students in grades K through 12 who have limited prior academic experiences or limited literacy in their primary language. Since our candidates spend considerable time in classrooms with English learners, they immediately identify the need to assess their students, to monitor their progress, and to report their progress in meaningful ways to their parents and to the school community. Faculty instructors explain the purposes, the content, and the uses of the California English Language Development Testing (CELDT) and provide public domain samples for the candidates to use with their students so they can get a feel for administering	

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	the CELDT. Candidates learn a variety of methods to teach reading and writing to English learners. Candidates focus on how to plan multiple ways to develop oral language and speaking activities so that their English learners hear and develop the English sound system and lexicon and concurrently develop reading and writing. Beginning instruction in reading, phonemic awareness, concepts about print, vocabulary development, English phonology and initial language structures are stressed in the reading courses (EDUG 543/544 Language Acquisition, EDUG 547/548 Reading Strategies, and EDUG 550/551 Literacy Classrooms).	
Western Governors University - CA	In our goal to prepare exemplary candidates for the role of teachers, WGU provides within each program a series of activities, courses, and exposure to students with disabilities and their needs in the classroom as outlined in an IEP or student study team. Additionally, the needs of secondary language learners are addressed in all courses. Keeping in mind that all general education teachers may have students in their classrooms with both identified and non-identified disabilities that require accommodation, the Fundamentals of Educational Psychology course addresses content related to various dimensions of child development (e.g., cognitive, social, emotional, physical, cultural). This also includes learning theory and conditions of learning, the influences on learning, and the impact of various developmental influences on instruction. The Fundamentals of Diversity, Inclusion, and Exceptional Learners course addresses causes, symptoms, and challenges to learning caused by various exceptionalities; legal requirements for providing a free appropriate public education and implementing Individual Education Plans of exceptional students; and the special learning needs of English language learners. Graduates understand and are sensitive to differences in cultural values, norms and mores of the families of culturally diverse students, with a commitment to respecting these differences, and can recognize signs of emotional distress, child abuse, neglect, substance abuse, parental divorce,	The Bachelor of Arts in Special Education (K-12), Cross-Categorical Model, is an online, competency-based program that enables teacher candidates to earn a BA degree in Special Education (BASP), and leads to an initial dual licensure in Special Education (K-12) and Elementary Education (K-8) teaching certificate. Student teaching (called Demonstration Teaching at WGU) is an in-classroom teaching experience, with 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. 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. 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

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	homelessness, and hunger. Furthermore, they can address student language learning needs.	field-based experiences. The Foundations of Special Education 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. Collaboration and instructional planning coursework covers strategies for defining cooperative teaching, identifying key interpersonal skills, and how to get started participating in cooperative teaching. The course also covers several developmental aspects of the Individual Education Program (IEP) including: IEP Fundamentals, Initiating IEPs, Developing the Heart of IEPs, Completing IEPs, and assuring a Free Appropriate Public Education (FAPE). A dual focus is maintained on developing both legally correct and educationally useful IEPs. Finally, coursework in development and characteristics of learners with exceptional learning needs focuses on individuals with high-incidence disabilities including mild mental retardation, learning disabilities, ADHD, and behavioral disorders. Teachers are also introduced to the attributes of students from low incidence groups. The course begins with a discussion of the traditional categorical perspective and moves to the perspective of an alternative non-categorical framework. Social, cognitive, emotional, and other developmental aspects associated with children/youth identified with learning disabilities, behavior disorders, and mental retardation are covered by this course. Characteristics, special needs, and service delivery approaches are compared and contrasted as well. Addressing candidates' need for introduction, theory, and experience in the teaching of ELL students, WGU integrates within all its courses in the Foundations of Teaching Domain the components that meet the Cross-Cultural Language and Academic Development requirement. These include addressing ELL students as part of the classroom population. Candidates explore the creation of student accommodations, differentiated instruction, appropriate learning strategies, and other programs that support the learning needs of these special needs students.

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Westmont College	The Westmont Department of Education prepares all candidates to teach students with disabilities and students with limited English proficiency. effectively. All candidates, elementary and secondary, complete a specific course in each of these areas. The course for teaching students with disabilities is taught by an experienced local practitioner who holds a graduate degree in the field of school psychology. Among many other topics addressed, candidates are taught how to participate effectively as a member of individualized education program teams. Some—but not all—student teachers participate in actual team sessions as part of their full-time student teaching placement. All candidates demonstrate their preparedness to work with students with disabilities on the California Teaching Performance Assessment. Similarly, all candidates are prepared to work effectively with students with limited English proficiency. This is a major and pervasive theme in our program, unsurprising given the demographics of Santa Barbara-area schools, where over half the student body is classified Latino and significant numbers of students with limited English proficiency are present in all schools where candidates are assigned to student teach. All teacher candidates complete a course on theories and practices relevant to working with students for whom English is a Second Language. All methods courses incorporate additional input on this topic, and incorporate assessment measures related to working with students for whom English is Second Language. Among other evidence considered, all candidates demonstrate their preparedness to work with students with LEP on the California Teaching Performance Assessment.	N/A
Whittier College	All Whittier College elementary and secondary candidates must complete coursework in Working with Special Populations. Topics in these required courses include: State and Federal laws pertaining to exceptional population; referral and Individualized Education Program (IEP) processes; assessment of the learning and language abilities of special population students; issues of social integration of students with special needs; major categories of disabilities; differentiated teaching strategies; and appropriate instructional materials and technologies for working with special-needs students in general	Whittier College candidates for the Education Specialist Mild/Moderate Authorization complete both coursework and corresponding fieldwork in creating positive classroom management and behavior systems, assessment, and instructional practices that prepare them to effectively teach students with disabilities. In addition, the legalities associated with the IFSP/IEP/Transitional planning process are explored and candidates learn how to design instruction that is aligned with IEP goals and objectives and supports students' ability to access the core curriculum. All coursework in the program

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	education classrooms. In addition, all elementary and secondary candidates complete a comprehensive course dealing directly with teaching students who are English Language Proficient. This specialized course examines native and second language development in theory and as applied to multicultural/multilingual educational contexts; helping prospective teachers develop a sound understanding of first (L1) and second language (L2) processes. It focuses on the socio-cultural, historical, political nature of language learning in the classroom and how the education system addresses the needs of English Language (EL) learners. This knowledge and skills is also reinforced in all curriculum and pedagogy courses, and in student- teaching in the form of lesson planning. One key element of effective lesson planning is consistently adapting plans for English Language Learners.	requires that candidates conduct fieldwork in settings that prepare them to effectively teach English Learners and specific coursework prepares candidates to develop a sound understanding of first and second language processes and researched-based strategies for working with English Learners .
William Jessup University	Through coursework and field experience. With every lesson plan we require an adapted lesson for ELL students and students with special needs. We place all student teachers in Title I schools and in classrooms that have ELL and students with special needs. We host guest speakers who are experts in ELL and special need students.	We currently do not have an approved program to prepare special education teachers.

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
Antioch University	Los Angeles: The Antioch University Los Angeles education department offers two credentials; a multiple subject and an education specialist/mild-moderate. Our primary commitment is to prepare our pre-service teachers with skills and dispositions to prepare them to teach urban students who are often second language learners. The Biennial Report was submitted to the California Commission on Credentialing and represents our plans for all aspects of assessment. Santa Barbara: The Multiple Subject preparation program and Education Specialist program take a calendar year to complete. The students are admitted as a cohort and complete all their courses together. Students in the Antioch Santa Barbara teacher preparation programs (Multiple Subject and Education Specialist Mild/Moderate) are supported by small classes and seminars, and therefore are able to work closely with others in their cohort and with the faculty and staff in the program. Linkage between coursework and clinical practice is emphasized;
Azusa Pacific University	Azusa Pacific University (APU) is an evangelical Christian University located in the City of Azusa 35 miles east of Los Angeles. APU has been committed to "God First" and excellence in higher education for over 100 years. The University, through the School of Education, has been educating teachers in state-approved programs since 1963. The University currently offers a B.A. in Liberal Studies and an accelerated B.A. in Human Development, both of which prepare future multiple subject and special education teachers for CSET and the professional teacher education program. Six-approved undergraduate subject matter programs are offered as preparation for future highly qualified single subject teachers. Traditional and intern programs are offered in a convenient late afternoon/evening nine week term format for Multiple Subject, Single Subject, Special Education Mild/Moderate and Moderate/Severe teacher preparation. Teacher credentialing programs are offered on the Azusa Campus and seven regional centers located
Brandman University	A primary goal of our School of Education is to produce highly effective teachers for the challenges and demands of the classroom so that they are able to maximize student learning for success as contributing members in a global society. Brandman University is proud of our accomplishments over the past year, which include: •We were one of the few institutions to be proactive in realigning all of our curriculum so that our graduates are “Common Core Ready” upon graduation. •As one of the largest private university producers of teachers in the State of California, we not only have over 700 district partnerships, but have developed numerous lab schools, clinical supervision closely overseen and managed by Campus Clinical Coordinators, and expert university supervisors to ensure our students gain solid supervised experience in the field prior to graduation in response to the directive from the NCATE 2010 Blue Ribbon Report. We have graduates who are frequently Teachers of the Year in their local areas, an
California Baptist University	In December 2012 we submitted our Biennial Program Reports in compliance with the California's Commission on Teacher Credentialing standards. This report assesses student responses upon program completion and one year later. We also survey employers of our graduates. We update coursework continuously in compliance with new Commission on Teaching Credential standards. We meet university assessment expectations in compliance with regional accreditation.
California Lutheran University	The Graduate School of Education at California Lutheran University offers programs to prepare 'Reflective Principled Educators' in the context of the University's mission to 'educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.' Future teachers are prepared in the public schools of Ventura and Los Angeles Counties. The Professional Development School (PDS) has become the primary model of preparation during the methods semester for our general education candidates. The PDS, based on the medical school residency model, provides increased opportunities to connect theory to practice while simultaneously providing ongoing professional development to teacher candidates, veteran K-12 teachers, and university professors. Highly qualified (NCLB-compliant) teachers employed without full credentials in area private schools and portions of the Los Angeles Unified School District are served through evening and

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
California Polytechnic State University, San Luis Obispo	Effective July 2008, Multiple Subject and Single Subject candidates are required by the state of California to successfully complete a teacher performance assessment (TPA) in order to be recommended for their credential(s). Cal Poly candidates complete the PACT Teaching Event as this TPA. In addition, Cal Poly SS, MS, and Special Education programs report to the California State University Chancellor's Office, via the Improvement & Accountability Plan (IAP), program progress for special learners, English language learners, resources for at-risk students and families, and reading in content areas (SS only).
California State Polytechnic University, Pomona	Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for learning, leadership, and careers in a changing multicultural world. Cal Poly Pomona is a polytechnic university with the focus of "learn by doing." All educator preparation programs are at the post-baccalaureate level as prescribed by the State of California. The College of Education and Integrative Studies provides an interactive, inquiry-based environment incorporating a multi-disciplinary and interdisciplinary curriculum. Our graduates are prepared to address the complex issues that confront our communities by working toward building a creative and democratic society. The Department of Education prepares K-12 teachers seeking credentials in Multiple Subject (elementary education); Single Subject (secondary education); basic licensure with Cross-cultural, Language and Academic Development (CLAD) or Bilingual (Spanish and Asian Languages) Cross-cultural Language a
California State University, Channel Islands	CSUCI Mission Statement Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines though integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives. alifornia State University Channel Islands, the newest CSU campus prepares educators for careers in teaching elementary, secondary and special education students. All areas of study within the Education program at California State University Channel Islands are united in a single goal: to prepare future equators and educations learners to be facilitators of learning. Our shared purpose is to ensure that all of our graduates are well prepared to succeed by helping them to establish strong foundational knowledge, skills, and dispositional beliefs. To achieve this goal, educations faulty share the privileges and responsibiliti
California State University, Chico	In October 2009, CSU, Chico received a Teacher Quality Partnership Grant for Project Co-STARS (Collaboration for Student and Teacher Achievement in Rural Schools). This project includes two new programs: Integrated Teacher Education Core (ITEC), an undergraduate Liberal Studies and elementary or special education credential program, and the Rural Teacher Residency (RTR) program leading to an initial elementary or special education credential and a master's in education. Both of these programs will emphasize strong collaboration between the School of Education and the K-12 partner districts, as well as between general and special educators. Three cohorts of RTR residents have now completed the program. The first ITEC cohort will complete in Spring 2014.NOTE: Historically, we have always reported the total enrollment number as enrollees + completers. This year, we have been asked to report only the enrolled students, not the completers. S
California State University, Dominguez Hills	The credential programs at CSU Dominguez Hills offer a coursework and fieldwork sequence that is designed to effectively prepare candidates to teach all students, with an emphasis on urban school settings. The Multiple and Single Subject programs are organized into Phases (university semesters) that include courses and field experiences. Students may not move on to the next phase until all coursework and assessment requirements are met for each phase. Special Education transition points are linked to early fieldwork and final fieldwork and candidates' coursework and assessment requirements must be met before acceptance into fieldwork. Each Interns (Alternative Program) in Multiple Subject, Single Subject, and Special Education works full-time in a classroom as the teacher of record while taking courses toward his/her credential. All candidates are visited regularly by Support Providers, and are given further mentoring by onsite Administrators. All candidates have extensive opportunities to study and apply

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
California State University, East Bay	Our Unit and Program Assessment systems continue to function effectively - providing all our programs and our Unit with a data-based process for ongoing program improvement.
California State University, Fresno	The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This NCATE-accredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives. The Kremen School of Education and Human Development (KSOEHD) prepares highly competent educators and human development specialists, while providing professional support and leadership to the community, promoting applied research, and providing experiences and opportunities that will enable employed professionals to remain current in their fields. Students attend classes, study, and work in a state-of-the-art Education Building, which is a five-story facility that include
California State University, Los Angeles	The credential programs in the Charter College of Education (CCOE) at California State University, Los Angeles are closely aligned with the CCOE Conceptual Framework (http://www.calstatela.edu/academic/ccoe/docs/conceptual_framework.pdf). The mission highlights a strong commitment to ensuring that all students learn and a focus on collaboration to improve outcomes for students, especially those in urban settings. This important mission is reflected in course syllabi, the professional practice of faculty, and high expectations for all credential candidates. In Fall 2011, the CCOE underwent a joint, onsite accreditation visit by the California Commission on Teacher Credentialing (CCTC) and NCATE. The unit received full accreditation, as well as full approval for all credential programs.
California State University, Northridge	Core to the College mission is the belief that all students have the capacity for success and that it is our role to prepare educators who can support all types of learners. In this spirit, we have developed multiple pathways to meet the diverse needs of college of education students seeking to become teachers. The college has extensive partnerships with community schools and agencies to provide meaningful student teaching experiences supervised by faculty in the departments of Elementary Education, Secondary Education, and Special Education. The College prepares educators to serve the complex educational needs of the region and it enjoys the distinction of being one of the top preparers of teachers in California. Our graduates are well-educated, lifelong learners who are prepared to practice in an ever-changing, multicultural, diverse society. The faculty is committed to excellence in teaching, scholarship and service. The University meets high standards established by its accrediting agencies; California Co
California State University, Sacramento	All credential programs at Sacramento State, particularly those housed within the College of Education, honor our professional bond with the community. TEACHing for Change is the guiding principle, philosophy that informs the teaching, learning and services offered throughout the college. Five themes guide this philosophy of community engagement, as illustrated by the acronym TEACH: T = Transformative Leadership; Learning, E = Equity and Social Justice; A = Active Civic Engagement; C = Collaboration and Communication; H = Human Differences and Diversity (TEACHing for Change). As educators committed to equity and social justice, the promotion of positive social change through the use of transformative practices at P/K-20 levels as well as in community and civic institutions. Faculty and staff work to create a welcoming teaching, learning, and working environment - one that will enable our candidates to successfully acquire the knowledge, skills, and dispositions needed to serve and teach in urban, rural and s

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
California State University, San Bernardino	California State University San Bernardino, part of the California State University System, is a comprehensive public institution located 70 miles east of Los Angeles. CSUSB is an Hispanic Serving Institution and strives to have its university community represent the demographics of its region which encompasses 27,000 square miles. Nearly 15,000 CSUSB students are enrolled in bachelor's and master's degree programs in the Colleges of Arts and Letters, Business and Public administration, Social and Behavioral Sciences, Education, and Natural Sciences. The College of Education offers post-baccalaureate credentials and master's degrees, as well as a new education doctoral program in educational leadership which began September 2007. State-accredited by California's Commission on Teacher Credentialing and nationally accredited by the National Council for Accreditation of Teacher Education (CTC and NCATE continuing accreditation in 2009), the College of Education is dedicated to the development and support of wis
California State University, Stanislaus	The SSCP at CSU Stanislaus consists of a year-long student teaching experience for candidates. Student teacher candidates attend courses in the evening after a day of student teaching. In the first semester, students observe, assist, volunteer 66-service hours to the school site, and insert themselves in the school setting in any way acceptable to the school site and program. They are on campus 3 days per week, 3 periods per day, gradually building responsibility to co-teach one period during the first semester. Beginning day one of their second semester, students are the teacher of record for two periods per day, five days per week, with the third period acting as a co-teacher or assisting the Cooperating Teacher
CalState TEACH	The CalStateTEACH Program CalStateTEACH (http://calstateteach.net) is an online, site-supported teacher preparation program that is eco-sensitive and techno-inventive. An effective combination of candidate contact with faculty, on-site mentors and peers, as well as online independent learning has helped to establish and maintain CalStateTEACH as an extremely successful program. CalStateTEACH prepares creative, collaborative and reflective teachers who understand the important relationships among technology, content, and pedagogy. In 2010, the CalStateTEACH Program Faculty and Administration created its blueprint for transformation; incorporating 21st century knowledge and skills, research in cognition and brain function, and the revolutionary interface of the iPad. The program developed a new conceptual framework and launched a one-to-one mobile learning initiative dedicated to preparing tomorrow's teachers and reducing the digital divide across urban and rural California. The mobile initiative was gu
Chapman University	Chapman University in Orange County, California, founded in 1861, is a private university with seven schools and five colleges and enrolls more than 6,000 undergraduate, graduate and law students, about 4500 at the undergraduate level and more than half of whom are women. The university offers 46 undergraduate and 17 graduate areas of study. The students are served by over 600 faculty members and slightly more than half are full-time, yielding a student/faculty ratio of 14:1 with an average class size of 23. The university seeks overall to provide personalized education with a goal of preparing inquiring, ethical and productive global citizens. The College of Educational Studies (CES) prepares professionals to work as educators in K-12 schools, community settings and other service organizations. Students select one or more of the CES's 11 program options within the common framework of its vision, mission, values and principles. The CES, which has a staff of 48 (35 faculty), enrolls nearly 700 students eac
Claremont Graduate University	Claremont Graduate University Teacher Education Internship Program allows a student teaching option for candidates who are unable to find a job in these tough economic times in California. The student teaching or Residency Program is identical in terms of coursework and graduation requirements, other than the fact that they are not teachers of record but have been placed with a CGU Master Teacher. These Candidates have both a CGU Advisor and a Master Teacher to observe and assist them with their clinical experience. Candidates complete a minimum of 5 months of student teaching and are fully in charge of the class for a significant portion of the time. However, the longer time frame allows for significant modeling and collaborative teaching activities between the student teacher and master teacher. Teaching candidates in the residency program are offered a residency stipend to offset living expenses during the extended, unpaid residency teaching. While we are coming to believe that well-structured re

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
Dominican University of California	Dominican University of California has been providing quality programs for education professionals since 1924. The School of Education and Counseling Psychology develops educators committed to equity and excellence. Graduates are reflective professionals who demonstrate ethical purpose, apply best practices, and use intercultural knowledge to serve the needs of a diverse and global society. Teacher candidates benefit from small class size, personalized attention, and a supportive learning community. Candidates receive outstanding mentoring from faculty and site supervisors who are experienced classroom teachers. The School of Education and Counseling Psychology has a long history of collaboration in the surrounding Bay Area counties. Local schools in the service area are comprised of children from diverse backgrounds in inner city, suburban, and rural settings. The professional preparation program reflects the commitment to multidisciplinary and multicultural education. The professional preparatio
Fresno Pacific University	Fresno Pacific University's teacher preparation programs have developed an ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness. The assessment system includes quantitative analyses of teaching performance data, utilizing the California Teacher Performance Assessment and a standards-based student teaching assessment system. The program solicits employer feedback by inviting all employers to complete a survey when they attend the spring FPU Job Fair. The Survey was developed by the department Chair, Linda Hoff. The survey utilizes variables that pertain to employers' perception of how effectively FPU has prepared new teachers in key areas of teacher expertise (examples: Prepared teachers to teach English learners and exceptional learners, prepared students to use technology effectively). Findings from this survey are shared with community members and educational advisors who attend functions such as the FPU – District P
Hebrew Union College	Our program prepares teachers to work in Jewish day schools within the state of California.
Humboldt State University	The School of Education has served the local community, the North Coast region and the state of California through the preparation of teachers who share a deep commitment to social justice; progressive, research based approaches to educating the diverse student body of California schools; and an ethic of critical activism in support of the students, schools and the communities in which they serve. We are committed to high quality education of teachers and to keeping children and adolescents at the heart of our teaching. We believe our society needs teachers who are creative and independent thinkers, take on leadership roles in our profession, demonstrate academic excellence, and commit themselves to high ethical standards. We perceive our candidates not as passive recipients, but rather as active, life-long learners. We believe that literacy is the responsibility of every teacher and essential for life-long learning. Our goal for all of our candidates is that they will graduate from our program and b
Loyola Marymount University	In accordance with the Mission of Loyola Marymount University, the faculty, staff, and candidates of the School of Education strive to work collaboratively in a student-centered environment to be professionals who are empowered to: value and respect all individuals, promote cultural responsiveness and social justice, integrate theory and practice, develop moral, intellectual and responsible leaders, collaborate and share leadership across communities, and integrate technology in teaching and learning. Undergraduate and graduate candidates in the teacher preparation program are representative of the diversity in the Los Angeles area. These candidates teach in both public and private schools in neighborhoods that serve culturally, linguistically, and economically diverse students. Our undergraduate candidates pursue a teaching credential and Bachelor's degree at the same time. In 2010, the School of Education received continuing full accreditation by the National Council for the Accreditation of Teac

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
Mills College	The four teaching credential programs are consolidated into a single entity we call the Teachers for Tomorrow's Schools credential program. The Teachers for Tomorrow's Schools credential has several distinguishing features that are associated with its goals. First the program prepares both elementary and secondary teachers; it is our aim to provide candidates with a broad and solid foundation for their careers in education, whether secondary or elementary. We believe teachers must become teachers first and specialists second. Not only do teachers of different grade levels (including teachers of graduate students) share many dilemmas in common, they also share a profession in common. Within our profession, teachers of different grade levels and subject matters are connected in many ways. Naming those common dilemmas and connections is important to building a spirit of community and collegiality, which are important emphases of the Mills Program.
National Hispanic University	National Hispanic University's Teacher Education Department is a trimester system that offers classes in six-week modules. Students average 18 months to complete the program. Our program is accredited to provide CTEL certificate for teachers needing to add CLAD to their credential. In addition, the CTEL/CLAD required coursework is embedded in all credentials including special education. Autism is embedded in all Education Specialist Credential programs and has been since 2012-2013 academic year. Candidates can also be recommended for a bilingual authorization
National University	Kinesiology-27, Safety Studies-1, Environmental Studies-1, Construction Management-1, Social Work-3
Notre Dame de Namur University	Every student must do a semester of student teaching in low performing or low socio-economic site. NDNU provides on site mentors for Single subject students, for content area support.
Pacific Union College	Founded in 1882, Pacific Union College is a fully accredited private Seventh-day Adventist Christian liberal arts college nestled in the spectacular mountains of Napa Valley. PUC offers a comprehensive, liberal arts education to more than 1,500 students. PUC has been recognized for its diverse student population, strong retention, and high acceptance rates of its graduates into medical school, dental school and prestigious graduate programs. The college is committed to providing students with an exceptional undergraduate experience focused on outstanding academics and Christ-centered values of mission, service, and social justice. The teacher preparation program at Pacific Union College is accredited by the California Commission on Teacher Credentialing and the North American Division of Seventh-day Adventists Department of Education. It offers CA Preliminary and Clear Multiple Subject and Single Subject Teaching Credentials and Seventh-day Adventist Basic and Professional Elementary and Secondary Te
San Diego Christian College	San Diego Christian College (SDCC) is a private, liberal arts institution located east of San Diego, California. The Teacher Credential Program (TCP) has been in operation through SDCC's Department of Education since the 1970s. The TCP is a small program with approximately 20-40 program finishers per academic year. The Program offers both a Single Subject and a Multiple Subject credential offered in a postgraduate format. For more information about the college and the SDCC Teacher Credential Program, please visit www.sdcc.edu and click on the Teacher Credential Program button.
San Diego State University	Our programs are evaluated on an ongoing basis for NCATE and state accreditation. Our assessment plan includes steps for regularly collecting, aggregating and reviewing assessment and demographic data.
San Francisco State University	The Graduate College of Education at SF State is accredited by the California Commission on Teacher Credentialing (CTC).

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
Simpson University	The Simpson University School of Education equips men and women to teach in elementary and secondary education both in the United States and the world. The multiple and single subject credentialing programs provide credential preparation for multiple and single subject teaching in public, private, and international schools; produce individuals who can articulate a Christian worldview; and respond to the educational needs of California by preparing qualified educators. Accredited by the California Commission on Teacher Credentialing, our 5th year teacher credentialing program is typically completed within three semesters. Candidates may begin in fall, spring and summer semesters. Small class sizes and personal attention are the hallmarks of the Simpson University experience. Candidates are well served by full-time professors and exemplary practicing educator adjuncts. Simpson University credential graduates are well received by area administrators. Candidates are deeply prepared in curriculum, content s
Sonoma State University	Sonoma State University's educator preparation programs submit reports annually to the university provost that detail student learning outcomes, candidate performance and the uses the programs make of these data to improve the programs. The Performance Assessment of California Teachers is implemented will all multiple subject (elementary education) and single subject (secondary) candidates as mandated by state law; the special education program is voluntarily developing a parallel performance assessment to the PACT Teaching Event. This assessment is a cornerstone of linking credential candidate performance to student achievement. The educator preparation programs also participate in the annual survey of graduates and their employers/supervisors. These data inform the program faculties regarding the perceived effectiveness of the preparation programs in the context of each graduate's first year of teaching.
Stanford University	For more details about the Stanford Teacher Education Program, please visit the STEP website at http://gse-step.stanford.edu/. Accreditation reports are posted here under "About STEP."
Touro University	The Touro University Multiple Subject, Single Subject and Education Specialist Level I Mild/Moderate and Moderate/Severe programs for the 2009/2010 academic year were changed from a block model to a semester model with most courses now offered every semester. A course sequence was established that scaffolds courses within the program and provides the candidates with a more sequential, literacy driven curriculum that focus on all types of student learning. Starting the Summer Semester 2013, Touro University California's Graduate School of Education has started a new dual-teacher credential program that allows students to obtain an Education Specialist and Multiple Subject or Single Subject Credential simultaneously. These four (4) unique credential options will allow the students to be prepared for the needs of education in the 21st century. The program's course scope and sequence are designed to support student success and the development of dynamic teachers.
United States University	Please note: United States University was previously IAC and is under new ownership. The new web address will be http://www.usuniversity.edu Teacher candidates engage in research, discussion, and presentations that demonstrate their commitment to life-long learning. It is the philosophy of the program that teachers will implement strategies and techniques that provide access to the core curriculum for all children. Each course in the Teaching Credential Program has Student Learning Outcomes (SLOs) which are assessed through its Signature Assignment (SA). USU's objective is to focus on a clear understanding and use of Student Learning Outcomes (SLOs) by faculty, and a great weight has also been placed on communicating to students that an SLO is a skill a student develops during the course to later use and/or apply in other situations. Being aware of the SLOs makes it easier for students to 'know what they know' and give them a language to communicate what they know to others

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
University of California, Davis	A core principle of the University of California, Davis Teacher Education Program is to prepare highly qualified teachers who are advocates for equity in learning for all students. We offer a 5 quarter credential/MA program leading to the elementary credential or secondary credential in agriculture, English, mathematics, science, and social science. UC Davis continues to offer qualified candidates the option of enrolling in the bilingual program emphasis. Our programs are particularly effective in preparing our candidates to work with K-12 students who come from culturally and linguistically diverse communities. Coursework includes methods of teaching second language learners and developing academic literacy in all discipline areas. Collaborating K-12 teachers contribute to the programs by participating in the design of the curriculum, teaching some of the required courses, hosting student teachers; and participating in the screening and assessment of program applicants as funding allo
University of California, Irvine	Teacher education programs at the University of California, Irvine are fully accredited and approved through the California Commission on Teacher Credentialing. They are organized around the assumption that the single most important variable related to the improvement of schooling for all children is the quality of the teaching force. Our schools and teachers must be prepared to serve the needs of a highly diverse student population through practices that represent the very best theoretical and clinical perspectives. To be highly competent in such a context, teachers must be reflective and proactive practitioners, prepared to make educational decisions based upon the needs of the students they teach and informed by the knowledge and realities of classroom practice, subject matter standards, professional and ethical considerations. As proactive educators, teachers need to understand their own cultural and pedagogical references and develop sensitivity to the multicultural and multi linguistic context that
University of California, Los Angeles	The two year graduate program offers specialized urban teacher preparation in the form of a two-year intensive Master of Education (M.Ed.) program in teaching for social justice in urban communities. This work is guided by our mission to “provide high quality pre-service education and to radically improve urban schooling for California’s racially, culturally, and linguistically diverse children.” We substantiate our vision of educational change through teaching and learning that provide students the skills, dispositions, and insights they need to recognize and subvert social injustice across their academic and life trajectories. Thus, we advocate approaches to teaching and learning that recognize and value students’ assets, provide them multiple forms of participation, facilitate critical thinking, motivate them to learn, reveal high academic and personal expectations, and reflect culturally relevant pedagogies. In sum, TEP “strives to prepare teachers to have the commitment, capacity, and resilie
University of California, Santa Barbara	On February 1, 2012, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, assigned the status of Accreditation to the University of California, Santa Barbara and all of its credential programs. The accreditation report is available at: https://info.ctc.ca.gov/fmi/xsl/accreditation/accreditation_reports.html In addition, as per California accreditation requirements we submitted Biennial reports on assessment data for 2013. All reports were approved and appear below.

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
University of LaVerne	The University of La Verne Teacher Education Program is approved under the California SB2042 requirements. The university is now an NCATE accredited preparation program. Methodologies are integrated throughout to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. The university has submitted the required documentation for approval for the newly updated Bilingual authorization. Approval for the new Bilingual authorization is expected shortly. The program fosters prospective teachers' ability to: (1)create an environment that incorporates communication with students, (2)develops an appreciation for differences, (3)understand the basis for a healthy self-concept, and (4)develop self-awareness, all within the context of appropriate pedagogical skills. The Education Department mission statement supports this rationale: "The mission of the Education Department is to provide students with the knowledge, skills, and value orientation to becom
University of San Diego	The Department of Learning and Teaching at the University of San Diego offers a range of postgraduate programs. Undergraduates at the University of San Diego have the option of pursuing a credential while completing the baccalaureate degree. The department offers a Multiple Subject Credential (elementary), a Single Subject Credential (secondary) and an Education Specialist Credential designed for working with special education students. The School of Leadership and Education Sciences maintains numerous partnership agreements with local elementary and secondary schools in several school districts to help support the field experience opportunities for our candidates.
University of San Francisco	The University of San Francisco, the City's first institution of higher education, was founded by the Society of Jesus in 1855. The University's academic philosophy emphasizes enrichment of personal values, expression of personal responsibility, and lifelong learning. The USF School of Education links instruction, research, and service in a manner that reflects the intellectual, ethical, and service traditions of Jesuit education. Teacher credential programs within the School of Education recruit and prepare candidates for the preliminary multiple and single subject credentials as well as mild/moderate education specialist, school counseling, reading certificate, and school administrator credentials. Our programs emphasize preparation to serve children in multicultural and multilingual urban schools. Consistent with the mission of the University, our programs aim to develop educational leaders who work for justice for all people and who will shape a multicultural world with creative, generosity, and compa
University of the Pacific	The teacher education programs for Multiple and Single Subject recently were reviewed by our faculty, and changes in courses were made based on review of data from PACT, from alumni surveys, and from employer surveys. Courses are sequenced to achieve more continuity between courses. We have undergraduate students, so we have sequenced courses for the typical junior and senior year, and these sequenced courses are then available for the post-bachelor's degree student pursuing a credential or a credential and Master of Education or Master of Arts degree. The special education program was changed due to new California standards for the Education Specialist programs. All programs were successfully reviewed by NCATE and the California Commission on Teacher Credentialing in April 2011. "Full Approval" for accreditation was granted by both agencies. The faculty continue to review our program assessment plans and results from our PACT (Performance Assessment for California Teachers) content-area assessments and
Western Governors University - CA	WGU's teacher preparation programs are state approved in UT, are NCATE and NWCCU accredited, and have been nationally recognized by the SPAs associated with NCATE. Program descriptions can be found on the WGU web site at www.wgu.edu/degrees_and_programs. Additional information is available in the uploaded NCATE Board of Examiners Report, based on an April 2012 reaffirmation of accreditation site visit.
Whittier College	Included in the contextual information is the Whittier College Biennial Report see supporting files.

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

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

Institution	Provide any additional comments about or exceptions to the admission information provided.
Alliant International University	Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement. Application fee and faculty interview may be waived for applicants who are affiliated with partner organizations. Passing TFE scores are required at admission for Early Completion Option(ECO) intern candidates; TFE not required for Standard Intern candidates. ECO and Standard Intern candidates who will be teacher of record must have a job offer from the district to enroll in seminar and field supervision courses. However, a job offer is not required for admission to the program track.
Azusa Pacific University	The Internship track is for contracted teacher candidates who are employed full-time in a public school and who hold a CTC Intern Credential. A faculty advisor conducts a face-to-face admissions interview where each teacher candidate's professional dispositions are assessed. A commitment is signed by the teacher candidate to adhere to program expectations and dispositions. The teacher candidate completes a writing test scored on a four-point rubric. All candidates must meet the entrance requirement of a cumulative GPA of 3.0 for an unconditional admission to the program. Following completion of the admission process, the Program Directors and Department Chair review each candidate's advisory screening to recommend or decline the candidate to the Dean of the School of Education and Graduate Admissions Department. Candidates who are admitted under Provisional Status (cumulative GPA of 2.99 to 2.5) must follow the provisional requirements of the Department of Teacher Education.
Brandman University	Applicants must complete the formal application process, with all required documents including official (sealed) transcripts, a "Statement of Intent" and three recommendation forms. Admissions into a the Alternative Certification program requires the additional information. Multiple and Single Subject, and Education Specialist applicants with a GPA lower than a 2.5 may, under certain conditions, petition for admission consideration under an “exceptional admit” category. Applicants must have passed the CBEST and one of the approved graduate admissions examinations (GRE minimum score for Verbal and Quantitative sections is 450, Analytic Writing is 4.5. Miller Analogies Test: minimum scaled score of 403. Subject Matter Competency Examinations: successfully complete all subtests of the appropriate California Subject Examinations for Teachers (CSET). Exceptions are Foundational Level General Math where only subtests I and II are required and Foundational Level General Science where only subtest I and II are r
California Baptist University	Our education methods courses are course-listed which allows undergraduates to begin the program prior to graduation. Completion of the program can only occur at the graduate level.
California State Polytechnic University, Pomona	Students are conditionally admitted if the candidate is in progress of meeting one or more of the requirements or verifications are delayed. For example students can be conditionally admitted if they provide verification of registration for sections not yet passed, to meet state subject matter competency requirements. Exceptional admission occurs when teacher candidates do not meet the GPA requirements. Not more than 15% of exceptional admissions can be awarded to teacher candidates who do not meet the GPA requirements; exceptional admission is reserved for candidates who bring exceptional circumstances and qualifications to the program. Once students with conditional admission reach Clinical Practice, they are granted full admission, upon verification of missing requirements. If the requirements in place for conditional admission are not met, students are not granted full admission.
California State University, Dominguez Hills	All Intern candidates must complete a pre-service requirement consisting of coursework and early fieldwork.
California State University, Fresno	Exception to the Postgraduate admissions is our blended Liberal Studies program. Students complete our Multiple Subject (Elementary Education) credential program concurrently with their Liberal Studies major in their Junior and Senior years.

Institution	Provide any additional comments about or exceptions to the admission information provided.
California State University, Fullerton	Students must apply to the University before applying to the credential program.
California State University, Los Angeles	Our teacher education programs require a minimum GPA of 2.75 on the last 90 quarter units attempted.
California State University, Monterey Bay	Just a clarification that "undergraduate" students refer to the few students in the integrated/blended Liberal Studies-Multiple Subject program. This program began at CSUMB in 2008-09.
California State University, Northridge	Intern Coordinator Advisement required to apply to the Intern Program. Exceptional Admission may be used in the case of a lower GPA but a strong candidate overall. Exceptional admission does not exceed 15% of fully admitted to basic programs the prior year. Per Executive Order, the admission GPA is either a gpa of at least 2.67 in all baccalaureate and postbaccalaureate course work or a gpa of at least 2.75 in the last 60 units attempted.
California State University, San Bernardino	Candidates in our Liberal Studies/Integrated Track (undergraduates) must be at least a Junior status before they can be formally admitted into the initial teacher certification program (Multiple Subject). Postgraduate candidates are formally admitted into the initial teacher cerfication programs once they have met all program admission requirements. Additional program admission requirements may be found on the CSUSB College of Education/Program website at: http://coe.csusb.edu/programs/index.htm
California State University, Stanislaus	Prior to June 2012 the Education Specialist Credential Program was housed in the Department of Advanced Studies (www.csustan.edu/advstd/SpecialEd). This program is now located in the Department of Teacher Education along with the Multiple and Single Subject Credential Programs (www.csustan.edu/TeacherEd/).
CalState TEACH	We limit conditional admits to 15%. We do not accept undergraduates into the university intern (alternative program). University interns complete 160 hours of pre-service professional development before they are formally admitted into the university intern program and recommended for the intern credential to become the teacher of record in their public school classroom.

Institution	Provide any additional comments about or exceptions to the admission information provided.
Chapman University	Students applying to the Master of Arts in Teaching program must possess a 3.0 minimum cumulative GPA. If an applicant's GPA falls below a 3.0 students must submit one of the following test scores: - California Subject Examinations for Teachers(CSET)achieve a passing score on all Sections - Graduate Record Examination (GRE): achieve a minimum score on any two of the three sections: 146 Quantitative, 152 Verbal, and 4.5 Analytical Writing. - Miller Analogies Test: achieve a minimum scaled score of 404. Students applying to the Credential-only program must possess a 2.75 minimum cumulative GPA. If an applicant's GPA falls below 2.75 students must submit one of the following test scores: - California Subject Examinations for Teachers(CSET)achieve a passing score on all Sections - Graduate Record Examination (GRE): achieve a minimum score on any two of the three sections: 146 Quantitative, 152 Verbal, and 4.5 Analytical Writing. - Miller Analogies Test: achieve a minimum scaled score of 404
Claremont Graduate University	While undergraduate GPA is an important factor in the application process, we do not have a cut-off requirement. The admissions score is based on GPA, experience with youth,appropriate academic background to teach, essay, interview, on-site writing sample, and letters of recommendation with a maximum point value of 195. Candidates are reviewed holistically, and high overall application scores drive admissions and fellowships. Single subject applicants are particularly scrutinized for subject matter knowledge. In some instances, and candidate can be admitted provisionally if they have not yet passed content knowledge examinations but are strong otherwise.
Fortune School of Education (Project Pipline)	All applicants must complete and submit the required documentation at the designated application deadlines: March 1st for "Early Bird" applicants and April 1st for "Regular" applicants. If the candidate's application meets the minimum requirements, candidates are asked to interview. If accepted into Pre-Service during the interview process, candidates begin Pre-Service during the summer. Upon successful completion of Pre-Service and with the appropriate recommendations and required GPA, eligible candidates will be able to advance to the District Intern Program once they are able to obtain a teaching position as teacher of record in a classroom. The deadline to find a position is September 30th. If candidates are unable to find an appropriate teaching placement during this time frame, their files are placed in a pool of eligible District Intern candidates and must be renewed once per year to remain active. After a period of three academic years, Pre-Service Completers/District Intern Candidates may be required
Fresno Pacific University	Fresno Pacific admits a modest percentage of students who have met the minimal admission requirements, but are in the process of addressing all requirements. For example, occasionally students are admitted with “academic stipulations”; one example might be that the student had passed 2/3 of the required subject matter tests. In such cases, this requirement is monitored during the first semester of the program. Another example would be a student who is admitted “on academic probation”, indicating that he/she is admitted with less than the required GPA requirement (2.75 CUM; 3.0 major). In such cases, the student’s performance in coursework, as measured by course grade, is carefully monitored. For candidates applying to the internship program, additional requirements must be met including: demonstration of the ability to become a teacher of record in a classroom. This is evidenced by prior observation, and letters of recommendation from people who have observed the candidate in the classroom setting. Cand
High Tech High Communities	At HTH, employment decisions are made first. Once a person is hired to teach, then the credential office meets with the person to determine what steps they need to take to be credentialed for the assignment they are given. Hires who do not yet have a credential, complete the testing prerequisites then gain a CA Intern credential (good only at HTH) and are enrolled in the HTH Intern program. When an Intern successfully completes the two year program, HTH applies for a CA preliminary credential for the teacher.
Holy Names University	Students with an exceptional interview, relevant experience in education and personal statement may be admitted despite the minimum GPA requirement.

Institution	Provide any additional comments about or exceptions to the admission information provided.
La Sierra University	If a student is an undergraduate and has not completed all Liberal Studies Program requirements, he is allowed a variance in regard to the CSET exam. The CSET exam may be taken when the student completes the Liberal Studies coursework. This variance would also apply to secondary teacher education candidates.
Loyola Marymount University	Applicants who have been denied admissions based on GPA may appeal through the exceptions process upon recommendation of the program director or admissions coordinator. A student with a GPA below 2.8 and above 2.5 may submit a written petition for admission. Candidates accepted through exceptions process will be admitted on controlled admission status.
National University	Graduate Admission Exceptions: Students with an undergraduate grade point average of 2.0 to 2.49 may be accepted to National University on probation (instead of taking the above tests). Students who receive a grade below "B" during their first 4.5 quarter units while on probation are disqualified and must apply to the Committee on the Application of Standards to be considered for reinstatement. Undergraduate Admission Exceptions: The Internship program is for post-graduates only
Orange County Office of Education	Provisional acceptance may be granted to program for various outstanding requirements. All requirements must be met by end of credential introductory course and before the start of an intern position. Applicants may be put on hold until requirements are met.
Patten University	Strict adherence to the California CTC Internship Credential requirements.
Pepperdine University	The University Intern Program is available to all of the candidates enrolled in our traditional program who also meet the intern eligibility requirements. There are no additional admission requirements for the University Intern Program. To be eligible for the intern program, candidates must meet the requirements for traditional student teaching, complete 120 hours of pre-service education, and demonstrate subject area competence.
Point Loma Nazarene University	Master of Arts in Teaching (Multiple, Single, or Special Education Credentials) Exceptions Candidate Statement: In addition to all University admissions requirements, all applicants with a cumulative GPA between 2.25 and 2.99 must complete an exceptions letter which addresses the following: 1) Explanation of low cumulative GPA. 2) Work/Study habits gained that will lead to a higher cumulative GPA in the graduate education program. 3) Reason for pursuing graduate education. Applicants with cumulative GPA between 2.99 and 2.76 must complete all the following items: 1. Exceptions Candidate Statement (see prompts listed above) Applicants with cumulative GPA between 2.75 and 2.51 must complete all the following items: 1. Exceptions Candidate Statement (see prompts listed above) 2. Pass CBEST (or equivalent) 3. Pass the CSET exam in applicable subject area as required by CTC Applicants with cumulative GPA between 2.50 and below must complete all the following items:

Institution	Provide any additional comments about or exceptions to the admission information provided.
San Diego City Unified School District	Our program conditionally admits interns in to the program in the spring for pre-service, however they are not formally enrolled until they complete all pre-service work and receive a teaching position. Our program was inactive in 2012-2013
San Diego State University	Students m ay be admitted to some programs pr ior to passing CBEST. Th ey a re not a llowed to do the second semester of student teaching until they have passed the exam.
San Francisco State University	According to Executive Order 1077, department chairs may conditionally admit up to 15% of applicants who have not met all the admissions requirements if the candidate shows other strengths. All admissions requirements must be met by a stated deadline, however.
St. Mary's College of California	In all three credential programs the candidate must be offered employment as teacher of record in their authorization area to be considered to be an intern. State regulations mandate an intern complete at least 120 hours of instruction in the credential program prior to entering the K-12 classroom as an intern. Students who are missing elements of the required documentation for admissions are admitted conditionally until those documents are received. Students whose grade point average is between 2.5 and 3.0 are admitted conditionally and must attain a grade point average of 3.0 for the first semester of the program in order to stay in the program.
Stanislaus County Office of Education	If an intern teacher is hired by a school district and the intern does not meet the minimum required GPA, the district is requested to write a letter on behalf indicating the other factors that should be considered for entrance into the program.
Touro University	-Candidates can be admitted conditionally if undergraduate GPA does not meet Entrance Requirement. They must attain a 3.0 GPA/B grades in all their courses at the end of their first semester in order to continue in the program. -Candidates are not admitted to the intern program until the end of their first semester in the Credential Program and/or completion of the required 120 hours of course work. Also, in order to be admitted to the Intern Program candidates must also provide proof of subject matter competency/CSET, CBEST, US Constitution requirement, and verification from their school district that their contract is at least 60% in their subject matter area.
University of California, Berkeley	Students complete most program requirements as undergraduates, but are formally admitted to the intern credential program at the postgraduate level.
University of California, Los Angeles	ALSO SEE THIS LINK: https://www.uclaextension.edu/teachers/pages/specEd.aspx
University of California, Riverside	Candidates must meet the conditions of the university intern credential, which include passage of the basic skills and subject matter exams, Certificate of Clearance, and preservice requirements. The intern candidate must satisfy pre-service experience requirements of at least 120 hours in areas that include instruction of English Learners, Special Populations, Reading and Literacy, and Teaching Methodology. The candidates must also secure a teaching position with one of the school districts that have a partnership with the UCR Teacher Education.
University of California, San Diego	Single-subject graduate candidates may also serve as district interns; all other credential candidates complete a post-baccalaureate student teaching program.

Institution	Provide any additional comments about or exceptions to the admission information provided.
University of Phoenix - CA	Students in graduate degree programs who have less than the minimum 3.0 GPA upon admission will be admitted on a conditional basis. Under conditional admission, students will have the opportunity to take four (4) UPX courses and at the end of the 4th course, must have attained the required GPA for their degree program. If they have failed to meet this requirement, they will be disqualified for admission to the University.
University of San Francisco	We only admit students once per year, with applications due by March 1 for summer admittance. We require passing scores on CSET Multiple Subjects Test (all three subtests), passing score on either CBEST, CBEST Equivalent, or CSET Writing Proficiency Test, and a 2.75 GPA on Bachelor's coursework. We also require candidates to have a mild/moderate teaching position prior to continuing into the first fall of the program. Conditional admittance may be granted for lack of passing test scores, but only for the initial early summer courses (Multiple Subject Curriculum and Instruction: Early Literacy; Multiple Subject Curriculum and Instruction: Math, Science, P.E.; Teaching Diverse Groups). Conditional admittance may also be granted for those without a teaching position at the time of admittance. Occasionally conditional admittance is granted for those with lower than a 2.75 GPA if other factors, such as prior experience, indicate probable success in the program. Conditional admittance may be granted for tho
University of the Pacific	On a case-by-case basis, we will consider admitting a graduate-level student who has successful teaching experience, past-work experience, strong performance in undergraduate major, positive recommendations, and success in passing the Advancement to Candidacy to the internship option.
Whittier College	Undergraduates are formally admitted once they graduate and apply to the Whittier College teacher preparation program. They either apply to start or finish the credential program they started as an undergraduate. Although Whittier College does not formally admit undergraduates to the credential program undergraduates are allowed to start taking credential coursework in their junior and senior year of college. All other graduate students must be formally admitted before they start taking their credential coursework.

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Alliant International University	Transcript				Yes	Yes	
Alliant International University	Fingerprint				No	Yes	
Alliant International University	Background				No	No	
Alliant International University	Credits				No	Yes	
Alliant International University	GPA				Yes	Yes	
Alliant International University	ContentGPA				No	No	
Alliant International University	ProfessionalGPA				No	No	
Alliant International University	ACT				No	No	
Alliant International University	SAT				No	No	
Alliant International University	BasicSkills				Yes	Yes	
Alliant International University	SubjectArea				No	Yes	
Alliant International University	Recommendation				Yes	No	
Alliant International University	Essay				Yes	No	
Alliant International University	Interview				Yes	No	
Alliant International University	Other				Yes	Yes	Bachelor's Degree
Antioch University	Transcript						
Antioch University	Fingerprint						
Antioch University	Background						
Antioch University	Credits						
Antioch University	GPA						
Antioch University	ContentGPA						
Antioch University	ProfessionalGPA						
Antioch University	ACT						
Antioch University	SAT						
Antioch University	BasicSkills						
Antioch University	SubjectArea						
Antioch University	Recommendation						
Antioch University	Essay						
Antioch University	Interview						
Antioch University	Other						
Azusa Pacific University	Transcript				Yes	Yes	
Azusa Pacific University	Fingerprint				Yes	No	
Azusa Pacific University	Background				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Azusa Pacific University	Credits				No	Yes	
Azusa Pacific University	GPA				Yes	No	
Azusa Pacific University	ContentGPA				No	No	
Azusa Pacific University	ProfessionalGPA				No	Yes	
Azusa Pacific University	ACT				No	No	
Azusa Pacific University	SAT				No	No	
Azusa Pacific University	BasicSkills				No	Yes	
Azusa Pacific University	SubjectArea				No	Yes	
Azusa Pacific University	Recommendation				Yes	No	
Azusa Pacific University	Essay				Yes	No	
Azusa Pacific University	Interview				Yes	No	
Azusa Pacific University	Other				Yes	No	Candidate Disposition Statement
Bay Area School of Enterprise (REACH Institute)	Transcript				Yes	Yes	
Bay Area School of Enterprise (REACH Institute)	Fingerprint				Yes	No	
Bay Area School of Enterprise (REACH Institute)	Background				Yes	No	
Bay Area School of Enterprise (REACH Institute)	Credits				No	Yes	
Bay Area School of Enterprise (REACH Institute)	GPA				Yes	No	
Bay Area School of Enterprise (REACH Institute)	ContentGPA				No	No	
Bay Area School of Enterprise (REACH Institute)	ProfessionalGPA				No	No	
Bay Area School of Enterprise (REACH Institute)	ACT				No	No	
Bay Area School of Enterprise (REACH Institute)	SAT				No	No	
Bay Area School of Enterprise (REACH Institute)	BasicSkills				No	No	
Bay Area School of Enterprise (REACH Institute)	SubjectArea				Yes	Yes	
Bay Area School of Enterprise (REACH Institute)	Recommendation				Yes	No	
Bay Area School of Enterprise (REACH Institute)	Essay				Yes	No	
Bay Area School of Enterprise (REACH Institute)	Interview				No	No	
Bay Area School of Enterprise (REACH Institute)	Other				No	No	
Brandman University	Transcript				Yes	Yes	
Brandman University	Fingerprint				Yes	Yes	
Brandman University	Background				Yes	Yes	
Brandman University	Credits				Yes	Yes	
Brandman University	GPA				Yes	Yes	
Brandman University	ContentGPA				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Brandman University	ProfessionalGPA				Yes	Yes	
Brandman University	ACT				Yes	No	
Brandman University	SAT				No	No	
Brandman University	BasicSkills				Yes	Yes	
Brandman University	SubjectArea				Yes	Yes	
Brandman University	Recommendation				Yes	Yes	
Brandman University	Essay				Yes	Yes	
Brandman University	Interview				Yes	Yes	
Brandman University	Other						
California Baptist University	Transcript				Yes	Yes	
California Baptist University	Fingerprint				Yes	Yes	
California Baptist University	Background				Yes	Yes	
California Baptist University	Credits				Yes	Yes	
California Baptist University	GPA				Yes	Yes	
California Baptist University	ContentGPA				No	No	
California Baptist University	ProfessionalGPA				Yes	Yes	
California Baptist University	ACT				No	No	
California Baptist University	SAT				No	No	
California Baptist University	BasicSkills				No	Yes	
California Baptist University	SubjectArea				No	Yes	
California Baptist University	Recommendation				Yes	Yes	
California Baptist University	Essay				Yes	No	
California Baptist University	Interview				Yes	No	
California Baptist University	Other						
California Lutheran University	Transcript				Yes	No	
California Lutheran University	Fingerprint				Yes	No	
California Lutheran University	Background				Yes	No	
California Lutheran University	Credits				Yes	No	
California Lutheran University	GPA				Yes	No	
California Lutheran University	ContentGPA				Yes	No	
California Lutheran University	ProfessionalGPA				Yes	No	
California Lutheran University	ACT				No	No	
California Lutheran University	SAT				No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California Lutheran University	BasicSkills				Yes	No	
California Lutheran University	SubjectArea				Yes	No	
California Lutheran University	Recommendation				Yes	No	
California Lutheran University	Essay				Yes	No	
California Lutheran University	Interview				Yes	No	
California Lutheran University	Other						
California State Polytechnic University, Pomona	Transcript				Yes	Yes	
California State Polytechnic University, Pomona	Fingerprint				Yes	No	
California State Polytechnic University, Pomona	Background				Yes	No	
California State Polytechnic University, Pomona	Credits				Yes	Yes	
California State Polytechnic University, Pomona	GPA				Yes	Yes	
California State Polytechnic University, Pomona	ContentGPA				Yes	Yes	
California State Polytechnic University, Pomona	ProfessionalGPA				Yes	Yes	
California State Polytechnic University, Pomona	ACT				No	No	
California State Polytechnic University, Pomona	SAT				No	No	
California State Polytechnic University, Pomona	BasicSkills				Yes	No	
California State Polytechnic University, Pomona	SubjectArea				Yes	No	
California State Polytechnic University, Pomona	Recommendation				Yes	No	
California State Polytechnic University, Pomona	Essay				Yes	No	
California State Polytechnic University, Pomona	Interview				Yes	No	
California State Polytechnic University, Pomona	Other				No	Yes	CalTPA; Adult, Child & Infant CPR, US Constitution
California State University, Bakersfield	Transcript				Yes	Yes	
California State University, Bakersfield	Fingerprint				Yes	Yes	
California State University, Bakersfield	Background				Yes	Yes	
California State University, Bakersfield	Credits				Yes	Yes	
California State University, Bakersfield	GPA				Yes	Yes	
California State University, Bakersfield	ContentGPA				Yes	Yes	
California State University, Bakersfield	ProfessionalGPA				Yes	Yes	
California State University, Bakersfield	ACT				No	No	
California State University, Bakersfield	SAT				No	No	
California State University, Bakersfield	BasicSkills				Yes	Yes	
California State University, Bakersfield	SubjectArea				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Bakersfield	Recommendation				Yes	No	
California State University, Bakersfield	Essay				Yes	No	
California State University, Bakersfield	Interview				Yes	No	
California State University, Bakersfield	Other				No	No	
California State University, Channel Islands	Transcript				Yes	Yes	
California State University, Channel Islands	Fingerprint				Yes	No	
California State University, Channel Islands	Background				Yes	No	
California State University, Channel Islands	Credits				Yes	Yes	
California State University, Channel Islands	GPA				Yes	Yes	
California State University, Channel Islands	ContentGPA				Yes	Yes	
California State University, Channel Islands	ProfessionalGPA				Yes	Yes	
California State University, Channel Islands	ACT				No	No	
California State University, Channel Islands	SAT				No	No	
California State University, Channel Islands	BasicSkills				Yes	Yes	
California State University, Channel Islands	SubjectArea				Yes	Yes	
California State University, Channel Islands	Recommendation				Yes	No	
California State University, Channel Islands	Essay				Yes	No	
California State University, Channel Islands	Interview				Yes	No	
California State University, Channel Islands	Other				No	Yes	Exit appointment and credential request form
California State University, Chico	Transcript				Yes	Yes	
California State University, Chico	Fingerprint				Yes	Yes	
California State University, Chico	Background				Yes	Yes	
California State University, Chico	Credits				Yes	Yes	
California State University, Chico	GPA				Yes	Yes	
California State University, Chico	ContentGPA				Yes	Yes	
California State University, Chico	ProfessionalGPA				Yes	Yes	
California State University, Chico	ACT				No	No	
California State University, Chico	SAT				No	No	
California State University, Chico	BasicSkills				Yes	Yes	
California State University, Chico	SubjectArea				Yes	Yes	
California State University, Chico	Recommendation				Yes	Yes	
California State University, Chico	Essay				Yes	Yes	
California State University, Chico	Interview				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Chico	Other						
California State University, Dominguez Hills	Transcript				Yes	Yes	
California State University, Dominguez Hills	Fingerprint				Yes	Yes	
California State University, Dominguez Hills	Background				Yes	Yes	
California State University, Dominguez Hills	Credits				Yes	Yes	
California State University, Dominguez Hills	GPA				Yes	Yes	
California State University, Dominguez Hills	ContentGPA				No	No	
California State University, Dominguez Hills	ProfessionalGPA				Yes	Yes	
California State University, Dominguez Hills	ACT				No	No	
California State University, Dominguez Hills	SAT				No	No	
California State University, Dominguez Hills	BasicSkills				Yes	Yes	
California State University, Dominguez Hills	SubjectArea				Yes	Yes	
California State University, Dominguez Hills	Recommendation				Yes	Yes	
California State University, Dominguez Hills	Essay				No	No	
California State University, Dominguez Hills	Interview				No	No	
California State University, Dominguez Hills	Other						
California State University, East Bay	Transcript				Yes	Yes	
California State University, East Bay	Fingerprint				Yes	No	
California State University, East Bay	Background				No	No	
California State University, East Bay	Credits				No	No	
California State University, East Bay	GPA				Yes	No	
California State University, East Bay	ContentGPA				No	No	
California State University, East Bay	ProfessionalGPA				No	No	
California State University, East Bay	ACT				No	No	
California State University, East Bay	SAT				No	No	
California State University, East Bay	BasicSkills				No	No	
California State University, East Bay	SubjectArea				Yes	Yes	
California State University, East Bay	Recommendation				Yes	No	
California State University, East Bay	Essay				Yes	No	
California State University, East Bay	Interview				Yes	No	
California State University, East Bay	Other				No	Yes	Program Exit Survey
California State University, Fresno	Transcript				Yes	No	
California State University, Fresno	Fingerprint				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Fresno	Background				Yes	No	
California State University, Fresno	Credits				Yes	Yes	
California State University, Fresno	GPA				Yes	No	
California State University, Fresno	ContentGPA				No	No	
California State University, Fresno	ProfessionalGPA				No	Yes	
California State University, Fresno	ACT				No	No	
California State University, Fresno	SAT				No	No	
California State University, Fresno	BasicSkills				Yes	No	
California State University, Fresno	SubjectArea				Yes	No	
California State University, Fresno	Recommendation				Yes	No	
California State University, Fresno	Essay				Yes	No	
California State University, Fresno	Interview				Yes	No	
California State University, Fresno	Other						
California State University, Fullerton	Transcript				Yes	No	
California State University, Fullerton	Fingerprint				Yes	No	
California State University, Fullerton	Background				Yes	No	
California State University, Fullerton	Credits				Yes	Yes	
California State University, Fullerton	GPA				Yes	No	
California State University, Fullerton	ContentGPA				No	No	
California State University, Fullerton	ProfessionalGPA				No	No	
California State University, Fullerton	ACT				No	No	
California State University, Fullerton	SAT				No	No	
California State University, Fullerton	BasicSkills				Yes	No	
California State University, Fullerton	SubjectArea				Yes	No	
California State University, Fullerton	Recommendation				Yes	No	
California State University, Fullerton	Essay				Yes	No	
California State University, Fullerton	Interview				Yes	No	
California State University, Fullerton	Other				Yes	No	TB, English Prof, Prereq courses, CPR training, US Constitution
California State University, Long Beach	Transcript				Yes	Yes	
California State University, Long Beach	Fingerprint				Yes	Yes	
California State University, Long Beach	Background				Yes	Yes	
California State University, Long Beach	Credits				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Long Beach	GPA				Yes	Yes	
California State University, Long Beach	ContentGPA				No	No	
California State University, Long Beach	ProfessionalGPA				Yes	Yes	
California State University, Long Beach	ACT				No	No	
California State University, Long Beach	SAT				No	No	
California State University, Long Beach	BasicSkills				Yes	Yes	
California State University, Long Beach	SubjectArea				Yes	Yes	
California State University, Long Beach	Recommendation				Yes	No	
California State University, Long Beach	Essay				Yes	Yes	
California State University, Long Beach	Interview				Yes	No	
California State University, Long Beach	Other				No	No	
California State University, Los Angeles	Transcript				Yes	Yes	
California State University, Los Angeles	Fingerprint				Yes	Yes	
California State University, Los Angeles	Background				Yes	Yes	
California State University, Los Angeles	Credits				Yes	Yes	
California State University, Los Angeles	GPA				Yes	No	
California State University, Los Angeles	ContentGPA				No	No	
California State University, Los Angeles	ProfessionalGPA				No	Yes	
California State University, Los Angeles	ACT				No	No	
California State University, Los Angeles	SAT				No	No	
California State University, Los Angeles	BasicSkills				Yes	No	
California State University, Los Angeles	SubjectArea				Yes	No	
California State University, Los Angeles	Recommendation				Yes	No	
California State University, Los Angeles	Essay				Yes	No	
California State University, Los Angeles	Interview				Yes	No	
California State University, Los Angeles	Other				Yes	No	speech and writing proficiency, US Constitution, job offer from
California State University, Monterey Bay	Transcript	No	No		Yes	Yes	
California State University, Monterey Bay	Fingerprint	No	No		Yes	Yes	
California State University, Monterey Bay	Background	No	No		Yes	Yes	
California State University, Monterey Bay	Credits	No	No		Yes	Yes	
California State University, Monterey Bay	GPA	No	No		Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Monterey Bay	ContentGPA	No	No		Yes	Yes	
California State University, Monterey Bay	ProfessionalGPA	No	No		No	Yes	
California State University, Monterey Bay	ACT	No	No		No	No	
California State University, Monterey Bay	SAT	No	No		No	No	
California State University, Monterey Bay	BasicSkills	No	No		Yes	Yes	
California State University, Monterey Bay	SubjectArea	No	No		Yes	Yes	
California State University, Monterey Bay	Recommendation	No	No		Yes	Yes	
California State University, Monterey Bay	Essay	No	No		Yes	Yes	
California State University, Monterey Bay	Interview	No	No		Yes	Yes	
California State University, Monterey Bay	Other	No	No		No	Yes	PACT & RICA Scores reqd. for exit in some programs
California State University, Northridge	Transcript				Yes	No	
California State University, Northridge	Fingerprint				Yes	Yes	
California State University, Northridge	Background				Yes	Yes	
California State University, Northridge	Credits				Yes	Yes	
California State University, Northridge	GPA				Yes	Yes	
California State University, Northridge	ContentGPA				Yes	No	
California State University, Northridge	ProfessionalGPA				Yes	Yes	
California State University, Northridge	ACT				No	No	
California State University, Northridge	SAT				No	No	
California State University, Northridge	BasicSkills				Yes	Yes	
California State University, Northridge	SubjectArea				Yes	Yes	
California State University, Northridge	Recommendation				Yes	No	
California State University, Northridge	Essay				Yes	No	
California State University, Northridge	Interview				Yes	No	
California State University, Northridge	Other				No	Yes	Passage of PACT (MS and SS Programs), Passage of RICA (MS and SPED Programs)
California State University, Sacramento	Transcript				Yes	Yes	
California State University, Sacramento	Fingerprint				Yes	Yes	
California State University, Sacramento	Background				Yes	Yes	
California State University, Sacramento	Credits				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Sacramento	GPA				Yes	Yes	
California State University, Sacramento	ContentGPA				Yes	Yes	
California State University, Sacramento	ProfessionalGPA				Yes	Yes	
California State University, Sacramento	ACT				No	No	
California State University, Sacramento	SAT				No	No	
California State University, Sacramento	BasicSkills				Yes	Yes	
California State University, Sacramento	SubjectArea				Yes	Yes	
California State University, Sacramento	Recommendation				Yes	No	
California State University, Sacramento	Essay				Yes	No	
California State University, Sacramento	Interview				Yes	No	
California State University, Sacramento	Other				No	Yes	U.S. Constitution requirement & 120
California State University, San Bernardino	Transcript	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Fingerprint	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Background	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Credits	Yes	Yes		Yes	Yes	
California State University, San Bernardino	GPA	Yes	Yes		Yes	Yes	
California State University, San Bernardino	ContentGPA	Yes	Yes		Yes	Yes	
California State University, San Bernardino	ProfessionalGPA	Yes	Yes		Yes	Yes	
California State University, San Bernardino	ACT	No	No		No	No	
California State University, San Bernardino	SAT	No	No		No	No	
California State University, San Bernardino	BasicSkills	Yes	Yes		Yes	Yes	
California State University, San Bernardino	SubjectArea	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Recommendation	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Essay	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Interview	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Other						
California State University, San Marcos	Transcript				Yes	No	
California State University, San Marcos	Fingerprint				Yes	No	
California State University, San Marcos	Background				Yes	No	
California State University, San Marcos	Credits				Yes	Yes	
California State University, San Marcos	GPA				Yes	Yes	
California State University, San Marcos	ContentGPA				No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, San Marcos	ProfessionalGPA				No	Yes	
California State University, San Marcos	ACT				No	No	
California State University, San Marcos	SAT				No	No	
California State University, San Marcos	BasicSkills				Yes	No	
California State University, San Marcos	SubjectArea				Yes	No	
California State University, San Marcos	Recommendation				Yes	No	
California State University, San Marcos	Essay				Yes	No	
California State University, San Marcos	Interview				Yes	No	
California State University, San Marcos	Other				No	No	
California State University, Stanislaus	Transcript				Yes	No	
California State University, Stanislaus	Fingerprint				Yes	No	
California State University, Stanislaus	Background				Yes	No	
California State University, Stanislaus	Credits				Yes	Yes	
California State University, Stanislaus	GPA				Yes	Yes	
California State University, Stanislaus	ContentGPA				No	Yes	
California State University, Stanislaus	ProfessionalGPA				Yes	Yes	
California State University, Stanislaus	ACT				No	No	
California State University, Stanislaus	SAT				No	No	
California State University, Stanislaus	BasicSkills				Yes	Yes	
California State University, Stanislaus	SubjectArea				Yes	Yes	
California State University, Stanislaus	Recommendation				Yes	Yes	
California State University, Stanislaus	Essay				Yes	No	
California State University, Stanislaus	Interview				Yes	Yes	
California State University, Stanislaus	Other				No	Yes	RICA for ESCP & MSCP; TPA for MSCP & SSCP
CalState TEACH	Transcript				Yes	Yes	
CalState TEACH	Fingerprint				Yes	No	
CalState TEACH	Background				Yes	No	
CalState TEACH	Credits				No	Yes	
CalState TEACH	GPA				Yes	Yes	
CalState TEACH	ContentGPA				No	Yes	
CalState TEACH	ProfessionalGPA				No	Yes	
CalState TEACH	ACT				No	No	
CalState TEACH	SAT				No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
CalState TEACH	BasicSkills				Yes	Yes	
CalState TEACH	SubjectArea				Yes	Yes	
CalState TEACH	Recommendation				Yes	No	
CalState TEACH	Essay				Yes	No	
CalState TEACH	Interview				Yes	No	
CalState TEACH	Other				Yes	Yes	Contract from School District,TPA, RICA
Chapman University	Transcript				Yes	Yes	
Chapman University	Fingerprint				No	No	
Chapman University	Background				No	No	
Chapman University	Credits				No	Yes	
Chapman University	GPA				Yes	No	
Chapman University	ContentGPA				No	No	
Chapman University	ProfessionalGPA				No	Yes	
Chapman University	ACT				No	No	
Chapman University	SAT				No	No	
Chapman University	BasicSkills				No	No	
Chapman University	SubjectArea				Yes	Yes	
Chapman University	Recommendation				Yes	No	
Chapman University	Essay				Yes	No	
Chapman University	Interview				Yes	Yes	
Chapman University	Other				No	No	NA
Claremont Graduate University	Transcript				Yes	Yes	
Claremont Graduate University	Fingerprint				Yes	Yes	
Claremont Graduate University	Background				Yes	Yes	
Claremont Graduate University	Credits				Yes	Yes	
Claremont Graduate University	GPA				No	Yes	
Claremont Graduate University	ContentGPA				No	Yes	
Claremont Graduate University	ProfessionalGPA				No	Yes	
Claremont Graduate University	ACT				No	No	
Claremont Graduate University	SAT				No	No	
Claremont Graduate University	BasicSkills				Yes	Yes	
Claremont Graduate University	SubjectArea				Yes	Yes	
Claremont Graduate University	Recommendation				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Claremont Graduate University	Essay				Yes	Yes	
Claremont Graduate University	Interview				Yes	Yes	
Claremont Graduate University	Other				No	Yes	California Teaching Performance Assessment CA-TPA
Dominican University of California	Transcript				Yes	Yes	
Dominican University of California	Fingerprint				Yes	Yes	
Dominican University of California	Background				Yes	Yes	
Dominican University of California	Credits				Yes	Yes	
Dominican University of California	GPA				Yes	Yes	
Dominican University of California	ContentGPA				Yes	Yes	
Dominican University of California	ProfessionalGPA				No	Yes	
Dominican University of California	ACT				No	No	
Dominican University of California	SAT				No	No	
Dominican University of California	BasicSkills				Yes	Yes	
Dominican University of California	SubjectArea				Yes	Yes	
Dominican University of California	Recommendation				Yes	Yes	
Dominican University of California	Essay				Yes	Yes	
Dominican University of California	Interview				No	No	
Dominican University of California	Other				Yes	Yes	TB test, Job offer, BA degree
Fortune School of Education (Project Pipline)	Transcript				Yes	No	
Fortune School of Education (Project Pipline)	Fingerprint				Yes	No	
Fortune School of Education (Project Pipline)	Background				Yes	No	
Fortune School of Education (Project Pipline)	Credits				No	Yes	
Fortune School of Education (Project Pipline)	GPA				No	Yes	
Fortune School of Education (Project Pipline)	ContentGPA				No	Yes	
Fortune School of Education (Project Pipline)	ProfessionalGPA				No	Yes	
Fortune School of Education (Project Pipline)	ACT				No	No	
Fortune School of Education (Project Pipline)	SAT				No	No	
Fortune School of Education (Project Pipline)	BasicSkills				Yes	No	
Fortune School of Education (Project Pipline)	SubjectArea				Yes	No	
Fortune School of Education (Project Pipline)	Recommendation				Yes	Yes	
Fortune School of Education (Project Pipline)	Essay				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Fortune School of Education (Project Pipline)	Interview				Yes	No	
Fortune School of Education (Project Pipline)	Other				Yes	Yes	Demo Lessons (Required for ECO entry); Exit Portfolios (Required for Ed Specialist Exit)
Fresno Pacific University	Transcript				Yes	Yes	
Fresno Pacific University	Fingerprint				Yes	No	
Fresno Pacific University	Background				Yes	No	
Fresno Pacific University	Credits				No	Yes	
Fresno Pacific University	GPA				Yes	Yes	
Fresno Pacific University	ContentGPA				No	No	
Fresno Pacific University	ProfessionalGPA				No	Yes	
Fresno Pacific University	ACT				No	No	
Fresno Pacific University	SAT				No	No	
Fresno Pacific University	BasicSkills				Yes	No	
Fresno Pacific University	SubjectArea				Yes	Yes	
Fresno Pacific University	Recommendation				Yes	No	
Fresno Pacific University	Essay				Yes	No	
Fresno Pacific University	Interview				Yes	Yes	
Fresno Pacific University	Other				Yes	No	Current Negative TB Test
High Tech High Communities	Transcript				Yes	Yes	
High Tech High Communities	Fingerprint				Yes	Yes	
High Tech High Communities	Background				Yes	Yes	
High Tech High Communities	Credits				No	Yes	
High Tech High Communities	GPA				No	No	
High Tech High Communities	ContentGPA				No	No	
High Tech High Communities	ProfessionalGPA				No	No	
High Tech High Communities	ACT				No	No	
High Tech High Communities	SAT				No	No	
High Tech High Communities	BasicSkills				Yes	Yes	
High Tech High Communities	SubjectArea				Yes	Yes	
High Tech High Communities	Recommendation				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
High Tech High Communities	Essay				Yes	Yes	
High Tech High Communities	Interview				Yes	Yes	
High Tech High Communities	Other				Yes	Yes	US Constitution Exam or coursework
Holy Names University	Transcript				Yes	Yes	
Holy Names University	Fingerprint				No	No	
Holy Names University	Background				No	No	
Holy Names University	Credits				No	Yes	
Holy Names University	GPA				Yes	Yes	
Holy Names University	ContentGPA				No	No	
Holy Names University	ProfessionalGPA				No	No	
Holy Names University	ACT				No	No	
Holy Names University	SAT				No	No	
Holy Names University	BasicSkills				No	Yes	
Holy Names University	SubjectArea				No	Yes	
Holy Names University	Recommendation				Yes	No	
Holy Names University	Essay				Yes	No	
Holy Names University	Interview				Yes	No	
Holy Names University	Other				No	No	
Humboldt State University	Transcript				Yes	No	
Humboldt State University	Fingerprint				Yes	No	
Humboldt State University	Background				Yes	No	
Humboldt State University	Credits				Yes	Yes	
Humboldt State University	GPA				Yes	Yes	
Humboldt State University	ContentGPA				Yes	No	
Humboldt State University	ProfessionalGPA				No	Yes	
Humboldt State University	ACT				No	No	
Humboldt State University	SAT				No	No	
Humboldt State University	BasicSkills				Yes	No	
Humboldt State University	SubjectArea				Yes	No	
Humboldt State University	Recommendation				Yes	No	
Humboldt State University	Essay				Yes	No	
Humboldt State University	Interview				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Humboldt State University	Other				No	Yes	Performance Assessment
La Sierra University	Transcript	Yes	Yes		Yes	Yes	
La Sierra University	Fingerprint	Yes	Yes		Yes	Yes	
La Sierra University	Background	Yes	Yes		Yes	Yes	
La Sierra University	Credits	Yes	Yes		Yes	Yes	
La Sierra University	GPA	Yes	Yes		Yes	Yes	
La Sierra University	ContentGPA	Yes	Yes		Yes	Yes	
La Sierra University	ProfessionalGPA	Yes	Yes		Yes	Yes	
La Sierra University	ACT	No	No		No	No	
La Sierra University	SAT	No	No		No	No	
La Sierra University	BasicSkills	Yes	Yes		Yes	Yes	
La Sierra University	SubjectArea	Yes	Yes		Yes	Yes	
La Sierra University	Recommendation	Yes	No		Yes	No	
La Sierra University	Essay	Yes	No		Yes	No	
La Sierra University	Interview	Yes	No		Yes	No	
La Sierra University	Other						
Los Angeles Unified School District	Transcript				Yes	No	
Los Angeles Unified School District	Fingerprint				Yes	No	
Los Angeles Unified School District	Background				Yes	No	
Los Angeles Unified School District	Credits				No	No	
Los Angeles Unified School District	GPA				Yes	No	
Los Angeles Unified School District	ContentGPA				Yes	No	
Los Angeles Unified School District	ProfessionalGPA				No	Yes	
Los Angeles Unified School District	ACT				No	No	
Los Angeles Unified School District	SAT				No	No	
Los Angeles Unified School District	BasicSkills				Yes	No	
Los Angeles Unified School District	SubjectArea				Yes	No	
Los Angeles Unified School District	Recommendation				Yes	Yes	
Los Angeles Unified School District	Essay				Yes	No	
Los Angeles Unified School District	Interview				Yes	No	
Los Angeles Unified School District	Other						
Loyola Marymount University	Transcript				Yes	Yes	
Loyola Marymount University	Fingerprint				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Loyola Marymount University	Background				Yes	No	
Loyola Marymount University	Credits				Yes	Yes	
Loyola Marymount University	GPA				Yes	Yes	
Loyola Marymount University	ContentGPA				No	No	
Loyola Marymount University	ProfessionalGPA				No	Yes	
Loyola Marymount University	ACT				No	No	
Loyola Marymount University	SAT				No	No	
Loyola Marymount University	BasicSkills				Yes	No	
Loyola Marymount University	SubjectArea				Yes	No	
Loyola Marymount University	Recommendation				Yes	No	
Loyola Marymount University	Essay				Yes	No	
Loyola Marymount University	Interview				Yes	Yes	
Loyola Marymount University	Other				Yes	No	TB
Mount St. Mary's College	Transcript				Yes	Yes	
Mount St. Mary's College	Fingerprint				Yes	Yes	
Mount St. Mary's College	Background				Yes	Yes	
Mount St. Mary's College	Credits				Yes	Yes	
Mount St. Mary's College	GPA				Yes	Yes	
Mount St. Mary's College	ContentGPA				Yes	Yes	
Mount St. Mary's College	ProfessionalGPA				Yes	Yes	
Mount St. Mary's College	ACT				No	No	
Mount St. Mary's College	SAT				No	No	
Mount St. Mary's College	BasicSkills				Yes	Yes	
Mount St. Mary's College	SubjectArea				Yes	Yes	
Mount St. Mary's College	Recommendation				Yes	No	
Mount St. Mary's College	Essay				Yes	No	
Mount St. Mary's College	Interview				Yes	No	
Mount St. Mary's College	Other						
National Hispanic University	Transcript				Yes	Yes	
National Hispanic University	Fingerprint				Yes	Yes	
National Hispanic University	Background				No	No	
National Hispanic University	Credits				Yes	Yes	
National Hispanic University	GPA				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
National Hispanic University	ContentGPA				No	No	
National Hispanic University	ProfessionalGPA				No	No	
National Hispanic University	ACT				No	No	
National Hispanic University	SAT				No	No	
National Hispanic University	BasicSkills				Yes	Yes	
National Hispanic University	SubjectArea				Yes	Yes	
National Hispanic University	Recommendation				Yes	No	
National Hispanic University	Essay				Yes	No	
National Hispanic University	Interview				No	Yes	
National Hispanic University	Other						
National University	Transcript				Yes	No	
National University	Fingerprint				Yes	No	
National University	Background				Yes	No	
National University	Credits				No	Yes	
National University	GPA				Yes	Yes	
National University	ContentGPA				Yes	Yes	
National University	ProfessionalGPA				No	No	
National University	ACT				No	No	
National University	SAT				No	No	
National University	BasicSkills				No	Yes	
National University	SubjectArea				No	Yes	
National University	Recommendation				No	No	
National University	Essay				No	No	
National University	Interview				Yes	No	
National University	Other						
Notre Dame de Namur University	Transcript				Yes	Yes	
Notre Dame de Namur University	Fingerprint				No	Yes	
Notre Dame de Namur University	Background				No	Yes	
Notre Dame de Namur University	Credits				No	Yes	
Notre Dame de Namur University	GPA				Yes	Yes	
Notre Dame de Namur University	ContentGPA				No	No	
Notre Dame de Namur University	ProfessionalGPA				No	Yes	
Notre Dame de Namur University	ACT				No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Notre Dame de Namur University	SAT				No	No	
Notre Dame de Namur University	BasicSkills				No	Yes	
Notre Dame de Namur University	SubjectArea				No	Yes	
Notre Dame de Namur University	Recommendation				Yes	Yes	
Notre Dame de Namur University	Essay				Yes	No	
Notre Dame de Namur University	Interview				Yes	No	
Notre Dame de Namur University	Other						
Orange County Office of Education	Transcript				Yes	No	
Orange County Office of Education	Fingerprint				Yes	No	
Orange County Office of Education	Background				Yes	No	
Orange County Office of Education	Credits				Yes	Yes	
Orange County Office of Education	GPA				Yes	Yes	
Orange County Office of Education	ContentGPA				No	No	
Orange County Office of Education	ProfessionalGPA				No	Yes	
Orange County Office of Education	ACT				No	No	
Orange County Office of Education	SAT				No	No	
Orange County Office of Education	BasicSkills				Yes	No	
Orange County Office of Education	SubjectArea				Yes	No	
Orange County Office of Education	Recommendation				Yes	No	
Orange County Office of Education	Essay				Yes	No	
Orange County Office of Education	Interview				Yes	No	
Orange County Office of Education	Other				No	No	
Pacific Oaks College	Transcript	Yes	No		Yes	No	
Pacific Oaks College	Fingerprint	Yes	No		Yes	No	
Pacific Oaks College	Background	Yes	No		Yes	No	
Pacific Oaks College	Credits	Yes	Yes		Yes	Yes	
Pacific Oaks College	GPA	No	Yes		Yes	Yes	
Pacific Oaks College	ContentGPA	No	Yes		No	Yes	
Pacific Oaks College	ProfessionalGPA	No	Yes		No	Yes	
Pacific Oaks College	ACT	No	No		No	No	
Pacific Oaks College	SAT	No	No		No	No	
Pacific Oaks College	BasicSkills	Yes	No		Yes	No	
Pacific Oaks College	SubjectArea	No	Yes		No	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Pacific Oaks College	Recommendation	Yes	No		Yes	No	
Pacific Oaks College	Essay	Yes	No		Yes	No	
Pacific Oaks College	Interview	No	No		No	No	
Pacific Oaks College	Other						
Patten University	Transcript				Yes	Yes	
Patten University	Fingerprint				Yes	Yes	
Patten University	Background				Yes	Yes	
Patten University	Credits				Yes	Yes	
Patten University	GPA				Yes	Yes	
Patten University	ContentGPA				No	Yes	
Patten University	ProfessionalGPA				No	Yes	
Patten University	ACT				No	No	
Patten University	SAT				No	No	
Patten University	BasicSkills				Yes	Yes	
Patten University	SubjectArea				No	No	
Patten University	Recommendation				Yes	Yes	
Patten University	Essay				Yes	Yes	
Patten University	Interview				Yes	Yes	
Patten University	Other				Yes	Yes	Passing scores on CBEST,CSET
Pepperdine University	Transcript	No	Yes		Yes	Yes	
Pepperdine University	Fingerprint	Yes	Yes		Yes	Yes	
Pepperdine University	Background	Yes	Yes		Yes	Yes	
Pepperdine University	Credits	Yes	Yes		Yes	Yes	
Pepperdine University	GPA	Yes	Yes		Yes	Yes	
Pepperdine University	ContentGPA	Yes	Yes		Yes	Yes	
Pepperdine University	ProfessionalGPA	Yes	Yes		Yes	Yes	
Pepperdine University	ACT	No	No		No	No	
Pepperdine University	SAT	No	No		No	No	
Pepperdine University	BasicSkills	No	Yes		Yes	Yes	
Pepperdine University	SubjectArea	No	Yes		No	Yes	
Pepperdine University	Recommendation	Yes	Yes		Yes	Yes	
Pepperdine University	Essay	Yes	No		Yes	No	
Pepperdine University	Interview	No	No		No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Pepperdine University	Other	No	No		No	No	
Point Loma Nazarene University	Transcript				Yes	Yes	
Point Loma Nazarene University	Fingerprint				Yes	No	
Point Loma Nazarene University	Background				No	No	
Point Loma Nazarene University	Credits				No	Yes	
Point Loma Nazarene University	GPA				Yes	Yes	
Point Loma Nazarene University	ContentGPA				No	No	
Point Loma Nazarene University	ProfessionalGPA				No	No	
Point Loma Nazarene University	ACT				No	No	
Point Loma Nazarene University	SAT				No	No	
Point Loma Nazarene University	BasicSkills				No	Yes	
Point Loma Nazarene University	SubjectArea				No	Yes	
Point Loma Nazarene University	Recommendation				Yes	No	
Point Loma Nazarene University	Essay				Yes	No	
Point Loma Nazarene University	Interview				Yes	Yes	
Point Loma Nazarene University	Other						
San Diego City Unified School District	Transcript						
San Diego City Unified School District	Fingerprint						
San Diego City Unified School District	Background						
San Diego City Unified School District	Credits						
San Diego City Unified School District	GPA						
San Diego City Unified School District	ContentGPA						
San Diego City Unified School District	ProfessionalGPA						
San Diego City Unified School District	ACT						
San Diego City Unified School District	SAT						
San Diego City Unified School District	BasicSkills						
San Diego City Unified School District	SubjectArea						
San Diego City Unified School District	Recommendation						
San Diego City Unified School District	Essay						
San Diego City Unified School District	Interview						
San Diego City Unified School District	Other						Entry MBCLAD-LOTTE /subtest III, Exit RICA
San Diego State University	Transcript				Yes	Yes	
San Diego State University	Fingerprint				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
San Diego State University	Background				Yes	Yes	
San Diego State University	Credits				No	Yes	
San Diego State University	GPA				Yes	Yes	
San Diego State University	ContentGPA				No	No	
San Diego State University	ProfessionalGPA				Yes	Yes	
San Diego State University	ACT				No	No	
San Diego State University	SAT				No	No	
San Diego State University	BasicSkills				Yes	Yes	
San Diego State University	SubjectArea				Yes	Yes	
San Diego State University	Recommendation				Yes	No	
San Diego State University	Essay				Yes	No	
San Diego State University	Interview				No	No	
San Diego State University	Other				No	No	
San Francisco State University	Transcript				Yes	No	
San Francisco State University	Fingerprint				Yes	No	
San Francisco State University	Background				Yes	No	
San Francisco State University	Credits				Yes	Yes	
San Francisco State University	GPA				Yes	Yes	
San Francisco State University	ContentGPA				No	No	
San Francisco State University	ProfessionalGPA				No	Yes	
San Francisco State University	ACT				No	No	
San Francisco State University	SAT				No	No	
San Francisco State University	BasicSkills				Yes	No	
San Francisco State University	SubjectArea				Yes	No	
San Francisco State University	Recommendation				Yes	No	
San Francisco State University	Essay				Yes	No	
San Francisco State University	Interview				Yes	No	
San Francisco State University	Other				Yes	Yes	Must be employed by a public school district
San Joaquin County Office of Education - Project IMPACT	Transcript				Yes	Yes	
San Joaquin County Office of Education - Project IMPACT	Fingerprint				No	Yes	
San Joaquin County Office of Education - Project IMPACT	Background				No	Yes	
San Joaquin County Office of Education - Project IMPACT	Credits				Yes	Yes	
San Joaquin County Office of Education - Project IMPACT	GPA				No	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
San Joaquin County Office of Education - Project IMPACT	ContentGPA				No	Yes	
San Joaquin County Office of Education - Project IMPACT	ProfessionalGPA				No	Yes	
San Joaquin County Office of Education - Project IMPACT	ACT				No	No	
San Joaquin County Office of Education - Project IMPACT	SAT				No	No	
San Joaquin County Office of Education - Project IMPACT	BasicSkills				No	Yes	
San Joaquin County Office of Education - Project IMPACT	SubjectArea				No	Yes	
San Joaquin County Office of Education - Project IMPACT	Recommendation				No	No	
San Joaquin County Office of Education - Project IMPACT	Essay				No	No	
San Joaquin County Office of Education - Project IMPACT	Interview				No	No	
San Joaquin County Office of Education - Project IMPACT	Other						
San Jose State University	Transcript				Yes	Yes	
San Jose State University	Fingerprint				Yes	No	
San Jose State University	Background				Yes	No	
San Jose State University	Credits				Yes	Yes	
San Jose State University	GPA				Yes	Yes	
San Jose State University	ContentGPA				Yes	Yes	
San Jose State University	ProfessionalGPA				No	No	
San Jose State University	ACT				No	No	
San Jose State University	SAT				No	No	
San Jose State University	BasicSkills				Yes	No	
San Jose State University	SubjectArea				Yes	Yes	
San Jose State University	Recommendation				Yes	Yes	
San Jose State University	Essay				Yes	No	
San Jose State University	Interview				Yes	Yes	
San Jose State University	Other						
Sonoma State University	Transcript				Yes	Yes	
Sonoma State University	Fingerprint				Yes	Yes	
Sonoma State University	Background				Yes	Yes	
Sonoma State University	Credits				Yes	Yes	
Sonoma State University	GPA				Yes	Yes	
Sonoma State University	ContentGPA				Yes	Yes	
Sonoma State University	ProfessionalGPA				Yes	Yes	
Sonoma State University	ACT				No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Sonoma State University	SAT				No	No	
Sonoma State University	BasicSkills				Yes	Yes	
Sonoma State University	SubjectArea				Yes	Yes	
Sonoma State University	Recommendation				Yes	No	
Sonoma State University	Essay				Yes	No	
Sonoma State University	Interview				Yes	No	
Sonoma State University	Other						
St. Mary's College of California	Transcript				Yes	No	
St. Mary's College of California	Fingerprint				Yes	No	
St. Mary's College of California	Background				Yes	Yes	
St. Mary's College of California	Credits				No	Yes	
St. Mary's College of California	GPA				Yes	Yes	
St. Mary's College of California	ContentGPA				No	No	
St. Mary's College of California	ProfessionalGPA				No	Yes	
St. Mary's College of California	ACT				No	No	
St. Mary's College of California	SAT				No	No	
St. Mary's College of California	BasicSkills				No	Yes	
St. Mary's College of California	SubjectArea				No	Yes	
St. Mary's College of California	Recommendation				Yes	No	
St. Mary's College of California	Essay				Yes	No	
St. Mary's College of California	Interview				Yes	No	
St. Mary's College of California	Other				No	No	
Stanislaus County Office of Education	Transcript				Yes	Yes	
Stanislaus County Office of Education	Fingerprint				No	No	
Stanislaus County Office of Education	Background				No	No	
Stanislaus County Office of Education	Credits				Yes	Yes	
Stanislaus County Office of Education	GPA				Yes	Yes	
Stanislaus County Office of Education	ContentGPA				No	No	
Stanislaus County Office of Education	ProfessionalGPA				No	Yes	
Stanislaus County Office of Education	ACT				No	No	
Stanislaus County Office of Education	SAT				No	No	
Stanislaus County Office of Education	BasicSkills				Yes	No	
Stanislaus County Office of Education	SubjectArea				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Stanislaus County Office of Education	Recommendation				No	No	
Stanislaus County Office of Education	Essay				Yes	No	
Stanislaus County Office of Education	Interview				No	No	
Stanislaus County Office of Education	Other						
Touro University	Transcript				Yes	Yes	
Touro University	Fingerprint				Yes	Yes	
Touro University	Background				Yes	Yes	
Touro University	Credits				No	Yes	
Touro University	GPA				Yes	Yes	
Touro University	ContentGPA				Yes	Yes	
Touro University	ProfessionalGPA				Yes	Yes	
Touro University	ACT				No	No	
Touro University	SAT				No	No	
Touro University	BasicSkills				Yes	Yes	
Touro University	SubjectArea				Yes	Yes	
Touro University	Recommendation				Yes	No	
Touro University	Essay				Yes	Yes	
Touro University	Interview				Yes	Yes	
Touro University	Other				No	Yes	Reading Instruction Competence Assessment
University of California, Berkeley	Transcript				Yes	Yes	
University of California, Berkeley	Fingerprint				Yes	No	
University of California, Berkeley	Background				Yes	No	
University of California, Berkeley	Credits				Yes	Yes	
University of California, Berkeley	GPA				Yes	Yes	
University of California, Berkeley	ContentGPA				No	No	
University of California, Berkeley	ProfessionalGPA				No	No	
University of California, Berkeley	ACT				No	No	
University of California, Berkeley	SAT				No	No	
University of California, Berkeley	BasicSkills				Yes	No	
University of California, Berkeley	SubjectArea				Yes	No	
University of California, Berkeley	Recommendation				Yes	No	
University of California, Berkeley	Essay				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Berkeley	Interview				No	No	
University of California, Berkeley	Other						
University of California, Los Angeles	Transcript				Yes	Yes	
University of California, Los Angeles	Fingerprint				Yes	No	
University of California, Los Angeles	Background				Yes	No	
University of California, Los Angeles	Credits				No	Yes	
University of California, Los Angeles	GPA				Yes	Yes	
University of California, Los Angeles	ContentGPA				No	Yes	
University of California, Los Angeles	ProfessionalGPA				No	Yes	
University of California, Los Angeles	ACT				No	No	
University of California, Los Angeles	SAT				No	No	
University of California, Los Angeles	BasicSkills				Yes	No	
University of California, Los Angeles	SubjectArea				Yes	No	
University of California, Los Angeles	Recommendation				Yes	Yes	
University of California, Los Angeles	Essay				Yes	No	
University of California, Los Angeles	Interview				Yes	No	
University of California, Los Angeles	Other				Yes	No	U.S. Constitution requirement
University of California, Riverside	Transcript				Yes	Yes	
University of California, Riverside	Fingerprint				Yes	No	
University of California, Riverside	Background				Yes	No	
University of California, Riverside	Credits				Yes	Yes	
University of California, Riverside	GPA				Yes	Yes	
University of California, Riverside	ContentGPA				No	No	
University of California, Riverside	ProfessionalGPA				Yes	Yes	
University of California, Riverside	ACT				No	No	
University of California, Riverside	SAT				No	No	
University of California, Riverside	BasicSkills				Yes	No	
University of California, Riverside	SubjectArea				Yes	Yes	
University of California, Riverside	Recommendation				Yes	Yes	
University of California, Riverside	Essay				Yes	No	
University of California, Riverside	Interview				Yes	Yes	
University of California, Riverside	Other				No	No	
University of California, San Diego	Transcript				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, San Diego	Fingerprint				Yes	No	
University of California, San Diego	Background				Yes	No	
University of California, San Diego	Credits				Yes	Yes	
University of California, San Diego	GPA				Yes	Yes	
University of California, San Diego	ContentGPA				Yes	Yes	
University of California, San Diego	ProfessionalGPA				Yes	Yes	
University of California, San Diego	ACT				No	No	
University of California, San Diego	SAT				No	No	
University of California, San Diego	BasicSkills				Yes	No	
University of California, San Diego	SubjectArea				Yes	No	
University of California, San Diego	Recommendation				Yes	No	
University of California, San Diego	Essay				Yes	No	
University of California, San Diego	Interview				No	No	
University of California, San Diego	Other				Yes	Yes	TPA, 2nd language acquisition, U.S. Constitution, TB test, GRE
University of LaVerne	Transcript				Yes	No	
University of LaVerne	Fingerprint				Yes	Yes	
University of LaVerne	Background				No	No	
University of LaVerne	Credits				Yes	Yes	
University of LaVerne	GPA				Yes	Yes	
University of LaVerne	ContentGPA				Yes	Yes	
University of LaVerne	ProfessionalGPA				Yes	Yes	
University of LaVerne	ACT				No	No	
University of LaVerne	SAT				No	No	
University of LaVerne	BasicSkills				No	Yes	
University of LaVerne	SubjectArea				No	Yes	
University of LaVerne	Recommendation				Yes	No	
University of LaVerne	Essay				Yes	No	
University of LaVerne	Interview				Yes	No	
University of LaVerne	Other						
University of Phoenix - CA	Transcript	No	No		Yes	No	
University of Phoenix - CA	Fingerprint	No	Yes		Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of Phoenix - CA	Background	No	Yes		Yes	No	
University of Phoenix - CA	Credits	No	No		Yes	Yes	
University of Phoenix - CA	GPA	No	Yes		Yes	Yes	
University of Phoenix - CA	ContentGPA	No	Yes		No	Yes	
University of Phoenix - CA	ProfessionalGPA	No	Yes		No	Yes	
University of Phoenix - CA	ACT	No	No		No	No	
University of Phoenix - CA	SAT	No	No		No	No	
University of Phoenix - CA	BasicSkills	Yes	No		Yes	No	
University of Phoenix - CA	SubjectArea	No	Yes		No	Yes	
University of Phoenix - CA	Recommendation	No	No		No	No	
University of Phoenix - CA	Essay	No	No		No	No	
University of Phoenix - CA	Interview	No	No		No	No	
University of Phoenix - CA	Other	No	No		No	No	
University of Redlands	Transcript	No	No		Yes	Yes	
University of Redlands	Fingerprint	No	No		Yes	Yes	
University of Redlands	Background	No	No		Yes	Yes	
University of Redlands	Credits	No	No		Yes	Yes	
University of Redlands	GPA	No	No		Yes	Yes	
University of Redlands	ContentGPA	No	No		Yes	Yes	
University of Redlands	ProfessionalGPA	No	No		Yes	Yes	
University of Redlands	ACT	No	No		No	No	
University of Redlands	SAT	No	No		No	No	
University of Redlands	BasicSkills	No	No		Yes	Yes	
University of Redlands	SubjectArea	No	No		Yes	Yes	
University of Redlands	Recommendation	No	No		Yes	Yes	
University of Redlands	Essay	No	No		Yes	Yes	
University of Redlands	Interview	No	No		Yes	Yes	
University of Redlands	Other	No	No		No	No	
University of San Francisco	Transcript				Yes	No	
University of San Francisco	Fingerprint				No	Yes	
University of San Francisco	Background				No	Yes	
University of San Francisco	Credits				No	Yes	
University of San Francisco	GPA				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of San Francisco	ContentGPA				Yes	Yes	
University of San Francisco	ProfessionalGPA				Yes	Yes	
University of San Francisco	ACT				No	No	
University of San Francisco	SAT				No	No	
University of San Francisco	BasicSkills				Yes	No	
University of San Francisco	SubjectArea				Yes	No	
University of San Francisco	Recommendation				Yes	No	
University of San Francisco	Essay				Yes	No	
University of San Francisco	Interview				Yes	No	
University of San Francisco	Other				Yes	No	Resume
University of the Pacific	Transcript	Yes	Yes		Yes	Yes	
University of the Pacific	Fingerprint	Yes	Yes		Yes	Yes	
University of the Pacific	Background	Yes	Yes		Yes	Yes	
University of the Pacific	Credits	Yes	Yes		Yes	Yes	
University of the Pacific	GPA	Yes	Yes		Yes	Yes	
University of the Pacific	ContentGPA	Yes	No		Yes	Yes	
University of the Pacific	ProfessionalGPA	Yes	Yes		Yes	Yes	
University of the Pacific	ACT	No	No		No	No	
University of the Pacific	SAT	No	No		No	No	
University of the Pacific	BasicSkills	Yes	Yes		Yes	Yes	
University of the Pacific	SubjectArea	Yes	Yes		No	Yes	
University of the Pacific	Recommendation	Yes	Yes		Yes	Yes	
University of the Pacific	Essay	Yes	Yes		Yes	Yes	
University of the Pacific	Interview	Yes	Yes		Yes	Yes	
University of the Pacific	Other						
Whittier College	Transcript				Yes	Yes	
Whittier College	Fingerprint				Yes	Yes	
Whittier College	Background				Yes	Yes	
Whittier College	Credits				Yes	Yes	
Whittier College	GPA				Yes	Yes	
Whittier College	ContentGPA				Yes	Yes	
Whittier College	ProfessionalGPA				Yes	Yes	
Whittier College	ACT				No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s).		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Whittier College	SAT				No	No	
Whittier College	BasicSkills				Yes	Yes	
Whittier College	SubjectArea				Yes	Yes	
Whittier College	Recommendation				Yes	Yes	
Whittier College	Essay				Yes	Yes	
Whittier College	Interview				Yes	Yes	
Whittier College	Other						

Institution	Undergraduate Program					Postgraduate Program				
	Are there initial teacher certification programs at the undergraduate level?	Minimum GPA required for admission into the program	Minimum GPA required for completing the program	Median GPA of individuals accepted into the program in AY 2012-13	Median GPA of individuals completing the program in AY 2012-13	Are there initial teacher certification programs at the postgraduate level?	Minimum GPA required for admission into the program	Minimum GPA required for completing the program	Median GPA of individuals accepted into the program in AY 2012-13	Median GPA of individuals completing the program in AY 2012-13
Alliant International University	No					Yes	2.5	3	2.98	3.92
Antioch University	No					No				
Azusa Pacific University	No					Yes	3		3.06	3.975
Bay Area School of Enterprise (REACH Institute)	No					Yes	2.75		3.5	
Brandman University	No					Yes	2.75	3	3.2	3.56
California Baptist University	No					Yes	2.75	2.75	3.56	3.56
California Lutheran University	No					Yes	2.7	3	3.8	3.8
California State Polytechnic University, Pomona	No					Yes	2.67	3	3.1	3.7
California State University, Bakersfield	No					Yes	2.67	3	3.22	3.7
California State University, Channel Islands	No					Yes	2.67	3	3.23	3.29
California State University, Chico	No					Yes	2.67	3	3.199	3.761
California State University, Dominguez Hills	No					Yes	2.67	3	3.2	3.78
California State University, East Bay	No					Yes	2.67		3.27	3.92
California State University, Fresno	No					Yes	2.75	3	3.2	3.79
California State University, Fullerton	No					Yes	2.75		3.15	4
California State University, Long Beach	No					Yes	2.67	3	3.28	3.8
California State University, Los Angeles	No					Yes	2.75		3.44	3.58
California State University, Monterey Bay	No					Yes	2.67	3	3.26	3.33
California State University, Northridge	No					Yes	2.67	3	3.1	3.57
California State University, Sacramento	No					Yes	2.67	3	3.24	3.86
California State University, San Bernardino	Yes	2.67	3	3	4	Yes	2.67	3	3.2	4
California State University, San Marcos	No					Yes	2.67	3		3.39
California State University, Stanislaus	No					Yes	2.67	3	3.28	3.9
CalState TEACH	No					Yes	2.75	3	2.99	3.57
Chapman University	No					Yes	2.75	3	3.29	3
Claremont Graduate University	No					Yes		3	3.19	3.91
Dominican University of California	No					Yes	3	3	3.16	3
Fortune School of Education (Project Pipline)	No					Yes		3		3.9
Fresno Pacific University	No					Yes	3	3	3.07	3.79
High Tech High Communities	No					Yes			3.2	4
Holy Names University	No					Yes	2.6	3	3.1	3.9
Humboldt State University	No					Yes	2.67	3		

Institution	Undergraduate Program					Postgraduate Program				
	Are there initial teacher certification programs at the undergraduate level?	Minimum GPA required for admission into the program	Minimum GPA required for completing the program	Median GPA of individuals accepted into the program in AY 2012-13	Median GPA of individuals completing the program in AY 2012-13	Are there initial teacher certification programs at the postgraduate level?	Minimum GPA required for admission into the program	Minimum GPA required for completing the program	Median GPA of individuals accepted into the program in AY 2012-13	Median GPA of individuals completing the program in AY 2012-13
La Sierra University	Yes	2.75	3	2.75	3.5	Yes	2.75	3	2.75	3.5
Los Angeles Unified School District	No					Yes	3		3.09	2.85
Loyola Marymount University	No					Yes	2.8	3	3.4	3.93
Mount St. Mary's College	No					Yes	2.5	3	4	3.951
National Hispanic University	No					Yes	3	3	3.18	3.96
National University	No					Yes	3	3	2.91	3.8
Notre Dame de Namur University	No					Yes	2.5	3	3.2	3.72
Orange County Office of Education	No					Yes	2.75	3	3.54	3.92
Pacific Oaks College	Yes	3	3	3.2	4.0	Yes	3	3	3.16	4
Patten University	No					Yes	2.5	3		
Pepperdine University	Yes	2.5	2.5	3.64	3.5	Yes	3	3	3.24	3.86
Point Loma Nazarene University	No					Yes	3	3	3.24	3.75
San Diego City Unified School District	No					No				
San Diego State University	No					Yes	2.67	3	2.87	3.7
San Francisco State University	No					Yes	2.67	3	3.39	3.82
San Joaquin County Office of Education - Project IMPACT	No					Yes		3	2.808	3.8
San Jose State University	No					Yes	2.75	3	3.19	3.92
Sonoma State University	No					Yes	2.67	3	3.45	3.52
St. Mary's College of California	No					Yes	2.7	3	3.14	3.92
Stanislaus County Office of Education	No					Yes	2	3	3.1	3
Touro University	No					Yes	3	3	3.2	3
University of California, Berkeley	No					Yes	2	2	3.27	3.28
University of California, Los Angeles	No					Yes	3	3	3.48	3.74
University of California, Riverside	No					Yes	3	3	3.458	3.853
University of California, San Diego	No					Yes	3	3	3.37	3.95
University of LaVerne	No					Yes	2.75	3	3.2	3.2
University of Phoenix - CA	Yes		2.5		3.73	Yes	2.5	3	2.81	3.87
University of Redlands	No					Yes	3	3	3.1	4
University of San Francisco	No					Yes	2.75	3	3.39	3.93
University of the Pacific	Yes	2.5	2.5	3.2	3.2	Yes	3	3	3.5	3.5
Whittier College	No					Yes	2.8	3	3.2	

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

Institution	Total Enrollment	Male	Female	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Hawaiian or Other Pacific Islander	White	Two or more races
Alliant International University	37	18	19	1	1	4	6	0	15	2
Antioch University	0	0	0	0	0	0	0	0	0	0
Azusa Pacific University	73	32	41	29	0	2	5	0	27	1
Bay Area School of Enterprise (REACH Institute)	23	8	15	2	0	2	2	1	14	2
Brandman University	140	44	96	22	1	2	4	0	54	0
California Baptist University	14	3	11	2	0	2	0	0	10	0
California Lutheran University	1	1	0	0	0	0	0	0	1	0
California State Polytechnic University, Pomona	7	3	4	5	0	0	1	0	0	1
California State University, Bakersfield	37	8	29	5	0	0	2	1	24	3
California State University, Channel Islands	8	1	7	2	0	0	0	0	6	0
California State University, Chico	8	1	7	0	0	0	0	0	8	0
California State University, Dominguez Hills	92	29	63	31	1	5	14	1	21	1
California State University, East Bay	6	3	3	0	0	0	3	0	2	0
California State University, Fresno	9	4	5	3	0	1	2	0	2	1
California State University, Fullerton	5	0	5	4	0	0	0	0	1	0
California State University, Long Beach	18	2	16	2	0	0	1	1	10	3
California State University, Los Angeles	13	4	9	10	0	0	0	0	1	1
California State University, Monterey Bay	30	8	22	7	0	0	0	0	16	4
California State University, Northridge	25	5	20	6	0	1	1	0	16	0
California State University, Sacramento	29	12	27	2	0	1	3	1	10	0
California State University, San Bernardino	31	7	24	4	0	1	2	0	8	0
California State University, San Marcos	1	0	1	0	0	0	0	0	1	0
California State University, Stanislaus	14	3	11	5	0	1	0	1	5	0
CalState TEACH	79	16	63	23	6	3	11	1	46	41
Chapman University	3	2	1	2	0	0	0	0	1	0
Claremont Graduate University	45	12	33	15	0	5	4	0	10	4
Dominican University of California	3	1	2	0	0	1	0	0	2	0
Fortune School of Education (Project Pipline)	64	33	31	8	1	4	9	2	34	6
Fresno Pacific University	24	3	21	3	1	0	1	0	19	0
High Tech High Communities	25	9	16	6	0	1	1	1	21	1
Holy Names University	21	7	14	2	0	1	9	0	4	1
Humboldt State University	0	0	0	0	0	0	0	0	0	0
La Sierra University	0	0	0	0	0	0	0	0	0	0

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

Institution	Total Enrollment	Male	Female	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Hawaiian or Other Pacific Islander	White	Two or more races
Los Angeles Unified School District	4	2	2	0	0	0	0	0	4	0
Loyola Marymount University	160	41	119	40	0	20	17	0	57	11
Mount St. Mary's College	3	0	3	1	0	0	1	0	1	0
National Hispanic University	52	23	29	26	1	0	2	1	19	1
National University	62	30	31	5	0	4	5	0	29	11
Notre Dame de Namur University	58	20	38	9	0	7	0	1	23	12
Orange County Office of Education	6	0	6	2	0	0	0	0	4	0
Pacific Oaks College	2	0	2	1	0	0	0	0	1	0
Patten University	0	0	0	0	0	0	0	0	0	0
Pepperdine University	1	1	0	0	0	0	0	0	1	0
Point Loma Nazarene University	2	0	2	1	0	0	0	0	1	0
San Diego City Unified School District	0	0	0	0	0	0	0	0	0	0
San Diego State University	1	0	1	1	0	0	0	0	0	0
San Francisco State University	83	23	58	12	0	9	4	0	49	3
San Joaquin County Office of Education - Project IMPACT	397	125	272	83	1	13	24	10	220	0
San Jose State University	23	6	7	2	0	2	1	0	16	2
Sonoma State University	5	1	4	0	0	1	0	0	1	0
St. Mary's College of California	0	0	0	0	0	0	0	0	0	0
Stanislaus County Office of Education	18	7	11	6	0	1	1	0	10	0
Touro University	22	5	17	5	0	3	3	2	9	0
University of California, Berkeley	0	0	0	0	0	0	0	0	0	0
University of California, Los Angeles	57	14	43	0	0	0	0	0	0	0
University of California, Riverside	0	0	0	0	0	0	0	0	0	0
University of California, San Diego	4	1	3	0	0	0	0	0	3	1
University of LaVerne	17	9	8	7	0	0	1	0	7	0
University of Phoenix - CA	5	2	3	2	0	0	0	0	3	0
University of Redlands	11	3	8	3	0	0	0	0	6	2
University of San Francisco	24	3	21	2	0	3	1	0	18	0
University of the Pacific	2	1	1	2	0	0	0	0	0	0
Whittier College	0	0	0	0	0	0	0	0	0	0
State Summary	**1904**	**596**	**1305**	**411**	**13**	**100**	**141**	**24**	**871**	**115**

Provide the following information about supervised clinical experience in 2012-13						
Institution	**Average number of clock hours supervised clinical experience required prior to student teaching**	**Average number of clock hours required for student teaching**	**Average number of clock hours required for mentoring/ induction support**	**Number of FTE faculty supervising clinical experience during this Academic Year**	**Number of adjunct faculty supervising clinical experience during this Academic Year (IHE and PreK-12 staff)**	**Number of students in supervised clinical experience during this Acdemic Year**
Alliant International University	120		975	0	20	45
Antioch University			125	0	0	0
Azusa Pacific University	60		144	14	20	124
Bay Area School of Enterprise (REACH Institute)	45	760	34	5	0	68
Brandman University	120	480	50	1	41	78
California Baptist University	123	420	40	8	10	18
California Lutheran University		120	32	1	5	10
California State Polytechnic University, Pomona	45	800	40	0	10	28
California State University, Bakersfield	150	400	30	6	23	20
California State University, Channel Islands	48	430	18	0	1	8
California State University, Chico	200	600	192	0	1.4	36
California State University, Dominguez Hills			57	6	16	48
California State University, East Bay	120	576	26	2	12	25
California State University, Fresno	45	1400		1.01	0.82	22
California State University, Fullerton	155	413	25	3	10	26
California State University, Long Beach	87.5	584		5	7	14
California State University, Los Angeles	109	318	31.5	5	43	41
California State University, Monterey Bay	50	592	6	11	9	30
California State University, Northridge	97	486	20	8	35	50
California State University, Sacramento	50	550	50	4	14	24
California State University, San Bernardino	190	700	30	1	30	76
California State University, San Marcos	70	320		0	1	1
California State University, Stanislaus	120		29	6	1	6
CalState TEACH	160	1640	240	4	40	79
Chapman University	115		15	0	7	13
Claremont Graduate University	80	770		0	9	67
Dominican University of California	160	1260	35	1	7	27
Fortune School of Education (Project Pipline)		70	3	1	17	104
Fresno Pacific University	120	450		4	6	18
High Tech High Communities	120	1080	100	5	20	47
Holy Names University	45	140	12	0	6	7
Humboldt State University	45	836	40	0	0	0

Provide the following information about supervised clinical experience in 2012-13						
Institution	**Average number of clock hours supervised clinical experience required prior to student teaching**	**Average number of clock hours required for student teaching**	**Average number of clock hours required for mentoring/ induction support**	**Number of FTE faculty supervising clinical experience during this Academic Year**	**Number of adjunct faculty supervising clinical experience during this Academic Year (IHE and PreK-12 staff)**	**Number of students in supervised clinical experience during this Acdemic Year**
La Sierra University	100	800		1	1	1
Los Angeles Unified School District	60	1080	80	0	7	7
Loyola Marymount University			266	0	238	270
Mount St. Mary's College	30	1440	30	4	7	5
National Hispanic University	135	480	72	3	4	36
National University	30		640	13	116	116
Notre Dame de Namur University	40	500	32	0.5	3	52
Orange County Office of Education	120			0	7	12
Pacific Oaks College	75	300		1	1	2
Patten University	100	640	80	0	1	3
Pepperdine University	120	640		1	0	1
Point Loma Nazarene University	60	480	80	3	31	18
San Diego City Unified School District				0	0	0
San Diego State University			16	0	3	0
San Francisco State University	229	303		9	76	76
San Joaquin County Office of Education - Project IMPACT	160	2000	150	0	98	397
San Jose State University	68	420	114.5	6	16	86
Sonoma State University	168	525	318	9.67	37	12
St. Mary's College of California	48	306	25	0	4	14
Stanislaus County Office of Education	20	105	40	2	4	18
Touro University	405	450	120	5	34	32
University of California, Berkeley	100		156	0.5	1	3
University of California, Los Angeles				0	0	0
University of California, Riverside	120	900	50	1	5	5
University of California, San Diego	120	900	240	2	0	4
University of LaVerne	300	135		0	2	2
University of Phoenix - CA	100	600		0	1	5
University of Redlands	75	720		7	25	23
University of San Francisco		1050	114	2	12	24
University of the Pacific	148	1280		2	0	6
Whittier College	125	480	50	1	5	0

Institution	*Provide any additional information about or decsriptions of the supervised clinical experiences*
Alliant International University	This number includes the program completers who were in supervised clinical experience during the 2012-13 academic year.
Azusa Pacific University	Candidates hired in a teaching position in either a public or private school setting will enroll in Track-B. Single Subject teachers must have a teaching assignment at least 18-20 hours per week with a minimum of 2 periods in their approved subject area. Multiple Subject teachers must have a teaching position in a self-contained setting. This includes elementary school and some middle school assignments. Middle school assignments need to include a core assignment teaching the same group of students at least two different core subjects. Education Specialist must be in an appropriate assignment according to their program authorization for the full 18-week term.
Bay Area School of Enterprise (REACH Institute)	Reach is an alternative certification program. Supervised clinical experience prior to student teaching is interpreted as required field experience, as part of pre-service, prior to earning an intern credential and beginning the job-embedded clinical experience that is the heart of the program. Number of clock hours is interpreted as the average number of hours for full time intern teachers. Mentoring/induction is the amount of time, on average, that each candidate is directly supervised in the classroom by a faculty member.
Brandman University	Candidates in the internship program must complete 120 hours of pre service coursework prior to beginning their internship. Early field experiences that are part of pre service coursework involve classroom observations and individual and/or small group work with students. Internships must be in public schools. As part of the district internship agreement the district provides a support provider (mentor) for the intern candidate and Clinical Coordinators at each campus assign a University Supervisor. Candidates in the internship program enroll in Supported Teaching and a University supervisor observes candidates a minimum of four times during each term and completes a formative and summative evaluation of candidate performance.
California Lutheran University	We have a number of part-time adjunct faculty who supervise the clinical experience; the number indicated is based on credit hours accrued at the ratio of 3 students to one credit hour. Each candidate is receives eight visits during a 15-week semester. The candidate is formally observed five times during methods coursework and six times during the full-time student teaching placement.
California State University, Channel Islands	Field experience is embedded into all phases of the teacher preparation program at CSU Channel Islands. We begin in prerequisite courses where we require that all prospective candidates must participate in a field experiences that focuses on observing and guiding behavior in classrooms. Students attend local schools for one day per week during which they assist the classroom teacher and complete specific assignments designed to sharpen their observation skills and to begin to take on tasks associated with managing student behavior in the classroom with such activities as running small groups and centers. Some of the observational activities focus on the entire classroom environment and how it assists students learning and other activities focus on specific types of learners such as students who are English learners or have special needs. Field experience is about 20% of the prerequisite program. During each of two semesters of the credential program, teacher preparation candidates work in classrooms
California State University, Dominguez Hills	Interns are teachers of record in their own classrooms, and are supervised by university supervisors, district support providers as well as their onsite administrators. They enroll in a fieldwork seminar during each semester of their Intern teaching.

Institution	*Provide any additional information about or decsriptions of the supervised clinical experiences*
California State University, East Bay	Supervised clinical experiences take place for the duration of three out of four quarters; the first quarter is in one setting and the second and third quarters are at a different grade level in one setting. For candidates in the alternative program, they are considered the 'teacher of record', thus they remain in their classroom for the school year, other than one additional alternate placement in a different grade level than their regular classroom.
California State University, Monterey Bay	All students participate as interns and complete the # of hours in the Intern pathway.
California State University, Northridge	The above data refer to candidates who are already teaching full-time for school districts under the provision that they concurrently complete a preliminary credential program. Due in part to No Child Left Behind and in part to the economy, the enrollments in this program have decreased significantly. There is a minimum of 20 hours per semester of mentoring/induction support.
California State University, Stanislaus	Includes EDSE 4550 Practicum with Exceptional Children for the ESCP. SSCP only allows credential students to become interns their second semester. The clinical model used by the SSCP involves cooperating teachers in the field observing the student teacher during the first semester and university supervisors combined with school site mentors supervising the intern the second semester.
CalState TEACH	Our alternative candidates complete 160 hours of pre-service development and clinical experience before they become the teacher of record in their classroom. For the remainder of the program they are full-time teachers supported by K-12 site mentors and supervised by CalStateTEACH faculty. Every intern has a dedicated site mentor who spends approximately 80 hours per term (15 weeks) supporting the intern.
Claremont Graduate University	In this alternative program, the supervised clinical experience is a full-year of internship teaching. The Intern is the teacher of record and has an on-site mentor in addition to a CGU Faculty Associate who visits the intern a minimum 15 times during the year and also teaches classes for the interns on 10 Saturdays each semester.
Fortune School of Education (Project Pipline)	District Interns received ongoing support and supervision from Fortune School of Education field supervisors, faculty, and staff. Supervisors observe classroom lessons as well as provide direction for in-class support and assistance.
High Tech High Communities	We are a District Intern program. Our students are employed full-time as teachers and simultaneously complete their teacher preparation program and supervised clinical experience. Additionally, our District Interns conduct external observations of hard to staff or under performing schools to ensure an exposure to a range of educational settings.
National Hispanic University	All supervisors receive training and Inservice a minimum of three times a year in order to maintain their skill set. Additionally, when problems arise or areas need to be reviewed, the Chair and Practicum Coordinator meets individually with the supervisor.
Notre Dame de Namur University	NDNU university supervisors make a minimum of 6 visits to every student teacher if necessary. Every candidate does a semester of student teaching in a low performing school or a low socio-economic area.

Institution	*Provide any additional information about or decsriptions of the supervised clinical experiences*
Orange County Office of Education	Our program is based on an alternative certification model. Thus, our students are teachers of record in a classroom as an "intern" and not considered student teachers. They provided supports via a practicum supervisor, on site leadership, and a peer mentor. All of these supports are managed through the program.
Pacific Oaks College	Candidates take three 1-unit practicum courses (requiring 25 hours in a classroom per course) prior to taking a 15-week student teaching placement.
Patten University	For Alternative certification, aka:California Intern Teacher, the CTC approved University program called for 640 hours of Intern Practicum with supervision from University Supervisors, and K-12 District support providers.
Pepperdine University	Each Intern is also supported by a Site Collaborating Coach, to provide input and mentoring within the school.
Point Loma Nazarene University	Due to the unique teaching situation for interns, Clinical Practice requirements are designed specifically to ensure a high quality learning experience that will promote lifelong practitioner knowledge as well as add value to the intern's daily classroom instruction. The intern must meet the same requirements as traditional candidates with the following exceptions: The intern candidate may complete all Clinical Practice requirements in the classroom for which he/she is the teacher of record. The district will provide a seasoned practitioner to serve the intern throughout the Clinical Practice experience. A university supervisor with experience and credentials commensurate with the area of credentialing that the candidate is seeking will be provided by the university. Throughout the 8-week experience in Phase I and the 8-week experience in Phase II, the university supervisor will visit the candidate a minimum of four (4) times for a minimum of 1/2 hour each visit.
San Diego City Unified School District	We did not have clock hours prior to student teaching due to the fact that our program is inactive and we did not enroll new candidates into pre-service.
San Diego State University	Teaching in the alternate program are teaching full-time in classrooms and therefor there are no student teaching requirements.
San Francisco State University	The "number of adjunct faculty includes cooperating teachers, per Title II instructions.
San Jose State University	The Multiple Subject program went on hiatus this year so the above averages reflect only the Single Subject and Special Education programs. Special Education has no required supervised clinical experience prior to student teaching. Single Subject has no full-time equivalent faculty supervising clinical experience.
Sonoma State University	Duplicate of Traditional Program.
St. Mary's College of California	In California, the alternative route (University Internships) requires that the candidate be employed as a teacher of record. At the KSOE the candidate will serve as teacher of record, supported by a KSOE supervisor and a district mentor, for a minimum of a full semester.

Institution	*Provide any additional information about or decsriptions of the supervised clinical experiences*
Stanislaus County Office of Education	Since we are an alternative certification program, candidates do not participate in traditional student teaching. All candidates are considered the teacher of record for a K-12 special education classroom either full or part time. As such, both the employer and the program are responsible for overseeing the candidate throughout the clinical experience. The employing school district is responsible for evaluating the intern candidate according to established district policy. Program assigned practicum supervisors evaluate the candidate's classroom practice a minimum of 23 times throughout the candidate's two year program according to established program standards. Candidates earn 7 semester units of credit for practicum which is equivalent to 15 hours per unit.
Touro University	The adjunct faculty are not considered full time at Touro University California, Graduate School of Education, they work a total of 45 to 90 hours per semester
University of California, Los Angeles	BOXES ABOVE WERE MARKED "0" because this is an alternative certification program -- an intern program --and there is not a student teaching component. Upon completion of a required preservice, an intern assumes the position of teacher of record in his/her classroom.
University of California, Riverside	For the intern program, candidates earn additional credit for the intern teaching practicum as they are the "teacher of record". Candidates generally complete all required coursework in three quarters that include support trend observation by a university supervisor and support/feedback by a school site mentor/supervisor. Approximately, 375 hours of intern practicum are completed each quarter. UCR interns continue with regular coursework until the end of the program.
University of California, San Diego	Interns served as teacher of record in secondary math, science, or English classrooms. Each intern was assigned a support provider by the district in addition to the university supervisor.
University of the Pacific	These data apply only to our interns (N=6).We had three interns in the Education Specialist, Mild-Moderate Disabilities or Moderate/Severe Disabilities program. We had two students in single subject credential internships, and one student in a multiple subject internship. The number of clock hours for internship is based on two semesters of 640 hours per semester, summing to 1280 hours for two semesters.
Whittier College	We had no intern student teachers in 2012-2013

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
Alliant International University	Subject	Education - General	9
Alliant International University	Subject	Teacher Education - Biology	1
Alliant International University	Subject	Teacher Education - Chemistry	1
Alliant International University	Subject	Teacher Education - English/Language Arts	1
Alliant International University	Subject	Teacher Education - Mathematics	2
Alliant International University	Subject	Teacher Education - Physical Education and Coaching	1
Alliant International University	Subject	Teacher Education - Science Teacher Education/General Science	2
Alliant International University	Subject	Teacher Education - Social Science	3
Alliant International University	Subject	Teacher Education - Special Education	6
Azusa Pacific University	Subject	Education - General	2
Azusa Pacific University	Subject	Teacher Education - Biology	2
Azusa Pacific University	Subject	Teacher Education - Earth Science	1
Azusa Pacific University	Subject	Teacher Education - Elementary Education	2
Azusa Pacific University	Subject	Teacher Education - English/Language Arts	1
Azusa Pacific University	Subject	Teacher Education - Foreign Language	2
Azusa Pacific University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	15
Azusa Pacific University	Subject	Teacher Education - Mathematics	3
Azusa Pacific University	Subject	Teacher Education - Multiple Levels	2
Azusa Pacific University	Subject	Teacher Education - Music	3
Azusa Pacific University	Subject	Teacher Education - Physical Education and Coaching	1
Azusa Pacific University	Subject	Teacher Education - Science Teacher Education/General Science	3
Azusa Pacific University	Subject	Teacher Education - Secondary Education	13
Azusa Pacific University	Subject	Teacher Education - Spanish	1
Azusa Pacific University	Subject	Teacher Education - Special Education	32
Bay Area School of Enterprise (REACH Institute)	Subject	Education - General	30
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Biology	2
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - English/Language Arts	2
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Health	1
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Mathematics	6
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Physics	1
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Social Science	1
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Spanish	2
Brandman University	Subject	Education - General	88

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
Brandman University	Subject	Teacher Education - Art	4
Brandman University	Subject	Teacher Education - Biology	2
Brandman University	Subject	Teacher Education - Chemistry	2
Brandman University	Subject	Teacher Education - Earth Science	1
Brandman University	Subject	Teacher Education - Elementary Education	15
Brandman University	Subject	Teacher Education - English/Language Arts	11
Brandman University	Subject	Teacher Education - Health	3
Brandman University	Subject	Teacher Education - Mathematics	9
Brandman University	Subject	Teacher Education - Music	3
Brandman University	Subject	Teacher Education - Physical Education and Coaching	1
Brandman University	Subject	Teacher Education - Science Teacher Education/General Science	2
Brandman University	Subject	Teacher Education - Secondary Education	40
Brandman University	Subject	Teacher Education - Social Science	6
Brandman University	Subject	Teacher Education - Spanish	6
Brandman University	Subject	Teacher Education - Special Education	85
California Baptist University	Subject	Education - General	4
California Lutheran University	Subject	Teacher Education - Special Education	9
California State Polytechnic University, Pomona	Subject	Teacher Education - Biology	2
California State Polytechnic University, Pomona	Subject	Teacher Education - Chemistry	1
California State Polytechnic University, Pomona	Subject	Teacher Education - Elementary Education	1
California State Polytechnic University, Pomona	Subject	Teacher Education - Mathematics	1
California State Polytechnic University, Pomona	Subject	Teacher Education - Special Education	10
California State University, Bakersfield	Subject	Teacher Education - Biology	1
California State University, Bakersfield	Subject	Teacher Education - Earth Science	1
California State University, Bakersfield	Subject	Teacher Education - Elementary Education	3
California State University, Bakersfield	Subject	Teacher Education - English/Language Arts	1
California State University, Bakersfield	Subject	Teacher Education - Mathematics	4
California State University, Bakersfield	Subject	Teacher Education - Special Education	12
California State University, Channel Islands	Subject	Teacher Education - Special Education	8
California State University, Chico	Subject	Teacher Education - Agriculture	3
California State University, Chico	Subject	Teacher Education - Art	1
California State University, Chico	Subject	Teacher Education - Elementary Education	1
California State University, Chico	Subject	Teacher Education - English/Language Arts	1

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
California State University, Chico	Subject	Teacher Education - Mathematics	1
California State University, Chico	Subject	Teacher Education - Secondary Education	7
California State University, Chico	Subject	Teacher Education - Social Science	1
California State University, Chico	Subject	Teacher Education - Special Education	20
California State University, Dominguez Hills	Subject	Education - General	1
California State University, Dominguez Hills	Subject	Teacher Education - Biology	3
California State University, Dominguez Hills	Subject	Teacher Education - Chemistry	1
California State University, Dominguez Hills	Subject	Teacher Education - Mathematics	12
California State University, Dominguez Hills	Subject	Teacher Education - Music	2
California State University, Dominguez Hills	Subject	Teacher Education - Physical Education and Coaching	3
California State University, Dominguez Hills	Subject	Teacher Education - Science Teacher Education/General Science	2
California State University, Dominguez Hills	Subject	Teacher Education - Special Education	19
California State University, East Bay	Subject	Education - General	13
California State University, East Bay	Subject	Teacher Education - Art	1
California State University, East Bay	Subject	Teacher Education - Biology	1
California State University, East Bay	Subject	Teacher Education - Chemistry	1
California State University, East Bay	Subject	Teacher Education - English as a Second Language	25
California State University, East Bay	Subject	Teacher Education - Foreign Language	1
California State University, East Bay	Subject	Teacher Education - Mathematics	7
California State University, East Bay	Subject	Teacher Education - Physical Education and Coaching	8
California State University, East Bay	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, East Bay	Subject	Teacher Education - Secondary Education	23
California State University, East Bay	Subject	Teacher Education - Social Science	2
California State University, East Bay	Subject	Teacher Education - Spanish	1
California State University, East Bay	Subject	Teacher Education - Special Education	12
California State University, Fresno	Subject	Teacher Education - Biology	3
California State University, Fresno	Subject	Teacher Education - English/Language Arts	2
California State University, Fresno	Subject	Teacher Education - Mathematics	10
California State University, Fresno	Subject	Teacher Education - Music	2
California State University, Fresno	Subject	Teacher Education - Physical Education and Coaching	1
California State University, Fresno	Subject	Teacher Education - Physics	1
California State University, Fresno	Subject	Teacher Education - Spanish	1
California State University, Fresno	Subject	Teacher Education - Special Education	15

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
California State University, Fullerton	Subject	Teacher Education - Art	1
California State University, Fullerton	Subject	Teacher Education - Biology	3
California State University, Fullerton	Subject	Teacher Education - Early Childhood Education	5
California State University, Fullerton	Subject	Teacher Education - Secondary Education	4
California State University, Fullerton	Subject	Teacher Education - Special Education	13
California State University, Long Beach	Subject	Teacher Education - Art	1
California State University, Long Beach	Subject	Teacher Education - Chemistry	2
California State University, Long Beach	Subject	Teacher Education - French	1
California State University, Long Beach	Subject	Teacher Education - Special Education	2
California State University, Los Angeles	Subject	Teacher Education - English/Language Arts	1
California State University, Los Angeles	Subject	Teacher Education - Mathematics	2
California State University, Los Angeles	Subject	Teacher Education - Multiple Levels	28
California State University, Los Angeles	Subject	Teacher Education - Spanish	1
California State University, Los Angeles	Subject	Teacher Education - Special Education	24
California State University, Monterey Bay	Subject	Teacher Education - Elementary Education	1
California State University, Monterey Bay	Subject	Teacher Education - English/Language Arts	3
California State University, Monterey Bay	Subject	Teacher Education - Foreign Language	1
California State University, Monterey Bay	Subject	Teacher Education - Mathematics	3
California State University, Monterey Bay	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Monterey Bay	Subject	Teacher Education - Special Education	14
California State University, Northridge	Subject	Teacher Education - Biology	1
California State University, Northridge	Subject	Teacher Education - Elementary Education	1
California State University, Northridge	Subject	Teacher Education - Foreign Language	1
California State University, Northridge	Subject	Teacher Education - Mathematics	2
California State University, Northridge	Subject	Teacher Education - Physical Education and Coaching	1
California State University, Northridge	Subject	Teacher Education - Physics	2
California State University, Northridge	Subject	Teacher Education - Science Teacher Education/General Science	2
California State University, Northridge	Subject	Teacher Education - Secondary Education	9
California State University, Northridge	Subject	Teacher Education - Spanish	1
California State University, Northridge	Subject	Teacher Education - Special Education	16
California State University, Sacramento	Subject	Teacher Education - Special Education	27
California State University, San Bernardino	Subject	Teacher Education - Art	1
California State University, San Bernardino	Subject	Teacher Education - Early Childhood Education	4

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
California State University, San Bernardino	Subject	Teacher Education - Earth Science	1
California State University, San Bernardino	Subject	Teacher Education - Elementary Education	11
California State University, San Bernardino	Subject	Teacher Education - Mathematics	4
California State University, San Bernardino	Subject	Teacher Education - Physical Education and Coaching	1
California State University, Stanislaus	Subject	Teacher Education - Chemistry	1
California State University, Stanislaus	Subject	Teacher Education - Elementary Education	2
California State University, Stanislaus	Subject	Teacher Education - English/Language Arts	1
California State University, Stanislaus	Subject	Teacher Education - Mathematics	5
California State University, Stanislaus	Subject	Teacher Education - Physics	1
California State University, Stanislaus	Subject	Teacher Education - Secondary Education	9
California State University, Stanislaus	Subject	Teacher Education - Social Science	1
California State University, Stanislaus	Subject	Teacher Education - Special Education	4
CalState TEACH	Subject	Teacher Education - Elementary Education	36
Chapman University	Subject	Teacher Education - Special Education	7
Claremont Graduate University	Subject	Education - General	13
Claremont Graduate University	Subject	Teacher Education - Biology	2
Claremont Graduate University	Subject	Teacher Education - Elementary Education	1
Claremont Graduate University	Subject	Teacher Education - English/Language Arts	3
Claremont Graduate University	Subject	Teacher Education - Mathematics	2
Claremont Graduate University	Subject	Teacher Education - Science Teacher Education/General Science	1
Claremont Graduate University	Subject	Teacher Education - Secondary Education	9
Claremont Graduate University	Subject	Teacher Education - Spanish	2
Claremont Graduate University	Subject	Teacher Education - Special Education	13
Dominican University of California	Subject	Teacher Education - Elementary Education	5
Dominican University of California	Subject	Teacher Education - Secondary Education	2
Dominican University of California	Subject	Teacher Education - Social Science	2
Fortune School of Education (Project Pipline)	Subject	Education - Other	1
Fortune School of Education (Project Pipline)	Subject	Teacher Education - Biology	4
Fortune School of Education (Project Pipline)	Subject	Teacher Education - Earth Science	1
Fortune School of Education (Project Pipline)	Subject	Teacher Education - Elementary Education	7
Fortune School of Education (Project Pipline)	Subject	Teacher Education - English/Language Arts	2
Fortune School of Education (Project Pipline)	Subject	Teacher Education - Foreign Language	4
Fortune School of Education (Project Pipline)	Subject	Teacher Education - Mathematics	6

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
Fortune School of Education (Project Pipline)	Subject	Teacher Education - Multiple Levels	7
Fortune School of Education (Project Pipline)	Subject	Teacher Education - Physical Education and Coaching	1
Fortune School of Education (Project Pipline)	Subject	Teacher Education - Physics	1
Fortune School of Education (Project Pipline)	Subject	Teacher Education - Science Teacher Education/General Science	1
Fortune School of Education (Project Pipline)	Subject	Teacher Education - Spanish	3
Fortune School of Education (Project Pipline)	Subject	Teacher Education - Special Education	14
Fresno Pacific University	Subject	Teacher Education - Special Education	19
High Tech High Communities	Subject	Teacher Education - Art	1
High Tech High Communities	Subject	Teacher Education - Biology	1
High Tech High Communities	Subject	Teacher Education - Elementary Education	3
High Tech High Communities	Subject	Teacher Education - English/Language Arts	4
High Tech High Communities	Subject	Teacher Education - Mathematics	7
High Tech High Communities	Subject	Teacher Education - Physics	1
High Tech High Communities	Subject	Teacher Education - Science Teacher Education/General Science	1
High Tech High Communities	Subject	Teacher Education - Social Science	2
High Tech High Communities	Subject	Teacher Education - Special Education	2
Holy Names University	Subject	Teacher Education - Biology	1
Holy Names University	Subject	Teacher Education - Elementary Education	3
Holy Names University	Subject	Teacher Education - English/Language Arts	1
Holy Names University	Subject	Teacher Education - Mathematics	2
Holy Names University	Subject	Teacher Education - Physical Education and Coaching	2
Holy Names University	Subject	Teacher Education - Special Education	4
La Sierra University	Subject	Teacher Education - Secondary Education	1
La Sierra University	Subject	Teacher Education - Social Science	1
La Sierra University	Subject	Teacher Education- History	1
Los Angeles Unified School District	Subject	Teacher Education - Biology	1
Los Angeles Unified School District	Subject	Teacher Education - Chemistry	1
Los Angeles Unified School District	Subject	Teacher Education - Physics	1
Loyola Marymount University	Subject	Education - General	87
Loyola Marymount University	Subject	Teacher Education - Biology	36
Loyola Marymount University	Subject	Teacher Education - Chemistry	20
Loyola Marymount University	Subject	Teacher Education - English/Language Arts	24
Loyola Marymount University	Subject	Teacher Education - Mathematics	37

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
Loyola Marymount University	Subject	Teacher Education - Physics	5
Loyola Marymount University	Subject	Teacher Education - Science Teacher Education/General Science	64
Loyola Marymount University	Subject	Teacher Education - Secondary Education	219
Loyola Marymount University	Subject	Teacher Education - Social Science	5
Loyola Marymount University	Subject	Teacher Education - Spanish	5
Loyola Marymount University	Subject	Teacher Education - Special Education	3
Mount St. Mary's College	Subject	Teacher Education - Physical Education and Coaching	1
Mount St. Mary's College	Subject	Teacher Education - Special Education	2
National Hispanic University	Subject	Teacher Education - Elementary Education	3
National Hispanic University	Subject	Teacher Education - English/Language Arts	1
National Hispanic University	Subject	Teacher Education - Foreign Language	2
National Hispanic University	Subject	Teacher Education - Social Science	1
National Hispanic University	Subject	Teacher Education - Special Education	4
National University	Subject	Teacher Education - Biology	4
National University	Subject	Teacher Education - Business	1
National University	Subject	Teacher Education - Elementary Education	4
National University	Subject	Teacher Education - English/Language Arts	7
National University	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	1
National University	Subject	Teacher Education - Foreign Language	5
National University	Subject	Teacher Education - Health	2
National University	Subject	Teacher Education - Mathematics	10
National University	Subject	Teacher Education - Music	2
National University	Subject	Teacher Education - Physical Education and Coaching	11
National University	Subject	Teacher Education - Science Teacher Education/General Science	1
National University	Subject	Teacher Education - Secondary Education	50
National University	Subject	Teacher Education - Social Science	3
National University	Subject	Teacher Education - Spanish	5
National University	Subject	Teacher Education - Special Education	68
National University	Subject	Teacher Education - Technical Education	2
Notre Dame de Namur University	Subject	Teacher Education - Special Education	24
Orange County Office of Education	Subject	Teacher Education - Special Education	25
Pacific Oaks College	Subject	Education - General	1
Pacific Oaks College	Subject	Teacher Education - Special Education	1

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
Patten University	Subject	Teacher Education - Mathematics	1
Patten University	Subject	Teacher Education - Multiple Levels	1
Patten University	Subject	Teacher Education - Science Teacher Education/General Science	1
Pepperdine University	Subject	Teacher Education - Music	1
Point Loma Nazarene University	Subject	Education - General	14
Point Loma Nazarene University	Subject	Teacher Education - Art	1
Point Loma Nazarene University	Subject	Teacher Education - Mathematics	4
Point Loma Nazarene University	Subject	Teacher Education - Science Teacher Education/General Science	1
San Diego State University	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	2
San Diego State University	Subject	Teacher Education - Biology	1
San Diego State University	Subject	Teacher Education - English as a Second Language	7
San Diego State University	Subject	Teacher Education - English/Language Arts	1
San Diego State University	Subject	Teacher Education - Mathematics	3
San Diego State University	Subject	Teacher Education - Physical Education and Coaching	1
San Diego State University	Subject	Teacher Education - Special Education	2
San Francisco State University	Subject	Education - General	36
San Francisco State University	Subject	Teacher Education - Early Childhood Education	7
San Francisco State University	Subject	Teacher Education - Elementary Education	6
San Francisco State University	Subject	Teacher Education - Multiple Levels	44
San Francisco State University	Subject	Teacher Education - Physical Education and Coaching	1
San Francisco State University	Subject	Teacher Education - Secondary Education	1
San Francisco State University	Subject	Teacher Education - Special Education	37
San Joaquin County Office of Education - Project IMPACT	Subject	Education - General	10
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Agriculture	1
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Art	1
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Biology	3
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Business	1
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Early Childhood Education	16
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - English/Language Arts	6
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Mathematics	7
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Music	2
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Physical Education and Coaching	1
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Secondary Education	26

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Social Science	2
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Special Education	166
San Jose State University	Subject	Education - Other	1
San Jose State University	Subject	Teacher Education - Biology	4
San Jose State University	Subject	Teacher Education - Chemistry	3
San Jose State University	Subject	Teacher Education - English/Language Arts	5
San Jose State University	Subject	Teacher Education - Foreign Language	4
San Jose State University	Subject	Teacher Education - Mathematics	10
San Jose State University	Subject	Teacher Education - Multiple Levels	9
San Jose State University	Subject	Teacher Education - Music	2
San Jose State University	Subject	Teacher Education - Secondary Education	31
San Jose State University	Subject	Teacher Education - Social Science	4
San Jose State University	Subject	Teacher Education - Spanish	3
San Jose State University	Subject	Teacher Education - Special Education	9
Sonoma State University	Subject	Teacher Education - Music	1
Sonoma State University	Subject	Teacher Education - Science Teacher Education/General Science	1
Sonoma State University	Subject	Teacher Education - Spanish	1
Sonoma State University	Subject	Teacher Education - Special Education	9
St. Mary's College of California	Subject	Teacher Education - Elementary Education	1
St. Mary's College of California	Subject	Teacher Education - Foreign Language	1
St. Mary's College of California	Subject	Teacher Education - Social Science	1
St. Mary's College of California	Subject	Teacher Education - Special Education	12
Stanislaus County Office of Education	Subject	Teacher Education - Special Education	8
Touro University	Subject	Teacher Education - Biology	2
Touro University	Subject	Teacher Education - Elementary Education	3
Touro University	Subject	Teacher Education - Physical Education and Coaching	2
Touro University	Subject	Teacher Education - Social Science	2
Touro University	Subject	Teacher Education - Special Education	9
University of California, Berkeley	Subject	Teacher Education - Biology	1
University of California, Berkeley	Subject	Teacher Education - Mathematics	2
University of California, Berkeley	Subject	Teacher Education - Secondary Education	3
University of California, Los Angeles	Subject	Teacher Education - Elementary Education	2
University of California, Los Angeles	Subject	Teacher Education - English/Language Arts	1

Provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	# Prepared
University of California, Los Angeles	Subject	Teacher Education - Social Science	2
University of California, Los Angeles	Subject	Teacher Education - Special Education	31
University of California, Riverside	Subject	Teacher Education - Biology	1
University of California, Riverside	Subject	Teacher Education - Special Education	4
University of California, San Diego	Subject	Teacher Education - Chemistry	2
University of California, San Diego	Subject	Teacher Education - Earth Science	1
University of California, San Diego	Subject	Teacher Education - Mathematics	1
University of California, San Diego	Subject	Teacher Education - Physics	2
University of LaVerne	Subject	Teacher Education - Biology	1
University of LaVerne	Subject	Teacher Education - Earth Science	1
University of LaVerne	Subject	Teacher Education - Elementary Education	2
University of LaVerne	Subject	Teacher Education - Mathematics	1
University of LaVerne	Subject	Teacher Education - Special Education	3
University of Phoenix - CA	Subject	Teacher Education - Elementary Education	2
University of Phoenix - CA	Subject	Teacher Education - Mathematics	2
University of Phoenix - CA	Subject	Teacher Education - Social Science	1
University of Redlands	Subject	Education - General	2
University of Redlands	Subject	Teacher Education - Art	1
University of Redlands	Subject	Teacher Education - Biology	2
University of Redlands	Subject	Teacher Education - Business	1
University of Redlands	Subject	Teacher Education - English/Language Arts	2
University of Redlands	Subject	Teacher Education - Mathematics	3
University of Redlands	Subject	Teacher Education - Science Teacher Education/General Science	1
University of Redlands	Subject	Teacher Education - Secondary Education	10
University of Redlands	Subject	Teacher Education - Special Education	2
University of San Francisco	Subject	Teacher Education - Special Education	11
University of the Pacific	Subject	Teacher Education - Biology	1
University of the Pacific	Subject	Teacher Education - Elementary Education	1
University of the Pacific	Subject	Teacher Education - Mathematics	1
University of the Pacific	Subject	Teacher Education - Special Education	3

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
Alliant International University	Major	Biology	2
Alliant International University	Major	Business/Business Administration/Accounting	1
Alliant International University	Major	Chemistry	1
Alliant International University	Major	Communication or Journalism	1
Alliant International University	Major	Economics	1
Alliant International University	Major	English Language/Literature	2
Alliant International University	Major	Foreign Languages	1
Alliant International University	Major	History	3
Alliant International University	Major	Mathematics and Statistics	1
Alliant International University	Major	Other	3
Alliant International University	Major	Philosophy and Religious Studies	1
Alliant International University	Major	Physics	1
Alliant International University	Major	Political Science and Government	1
Alliant International University	Major	Psychology	1
Alliant International University	Major	Sociology	4
Alliant International University	Major	Visual and Performing Arts	1
Azusa Pacific University	Major	Biology	1
Azusa Pacific University	Major	Business/Business Administration/Accounting	3
Azusa Pacific University	Major	Communication or Journalism	3
Azusa Pacific University	Major	English Language/Literature	1
Azusa Pacific University	Major	Family and Consumer Sciences/Human Sciences	3
Azusa Pacific University	Major	History	4
Azusa Pacific University	Major	Liberal Arts/Humanities	13
Azusa Pacific University	Major	Philosophy and Religious Studies	3
Azusa Pacific University	Major	Political Science and Government	2
Azusa Pacific University	Major	Psychology	8
Azusa Pacific University	Major	Sociology	3
Brandman University	Major	Anthropology	1
Brandman University	Major	Biology	1
Brandman University	Major	Business/Business Administration/Accounting	7
Brandman University	Major	Chemistry	1
Brandman University	Major	Communication or Journalism	4
Brandman University	Major	Education - General	1
Brandman University	Major	Engineering	1
Brandman University	Major	English Language/Literature	3
Brandman University	Major	Family and Consumer Sciences/Human Sciences	5
Brandman University	Major	Geological and Earth Sciences/Geosciences	3

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
Brandman University	Major	History	4
Brandman University	Major	Liberal Arts/Humanities	31
Brandman University	Major	Mathematics and Statistics	3
Brandman University	Major	Other	1
Brandman University	Major	Philosophy and Religious Studies	2
Brandman University	Major	Political Science and Government	4
Brandman University	Major	Psychology	10
Brandman University	Major	Social Sciences	12
Brandman University	Major	Sociology	5
Brandman University	Major	Teacher Education - Early Childhood Education	7
Brandman University	Major	Teacher Education - Spanish	1
Brandman University	Major	Visual and Performing Arts	7
California Baptist University	Major	Liberal Arts/Humanities	4
California Lutheran University	Major	Business/Business Administration/Accounting	1
California Lutheran University	Major	Computer and Information Sciences	1
California Lutheran University	Major	Family and Consumer Sciences/Human Sciences	2
California Lutheran University	Major	Liberal Arts/Humanities	2
California Lutheran University	Major	Psychology	2
California Lutheran University	Major	Visual and Performing Arts	1
California State Polytechnic University, Pomona	Major	Biology	3
California State Polytechnic University, Pomona	Major	Computer and Information Sciences	1
California State Polytechnic University, Pomona	Major	English Language/Literature	1
California State Polytechnic University, Pomona	Major	Family and Consumer Sciences/Human Sciences	3
California State Polytechnic University, Pomona	Major	Liberal Arts/Humanities	6
California State Polytechnic University, Pomona	Major	Sociology	1
California State University, Bakersfield	Major	Biology	1
California State University, Bakersfield	Major	Business/Business Administration/Accounting	2
California State University, Bakersfield	Major	English Language/Literature	1
California State University, Bakersfield	Major	Family and Consumer Sciences/Human Sciences	2
California State University, Bakersfield	Major	Foreign Languages	1
California State University, Bakersfield	Major	Liberal Arts/Humanities	9
California State University, Bakersfield	Major	Other	1
California State University, Bakersfield	Major	Political Science and Government	1
California State University, Bakersfield	Major	Psychology	1
California State University, Bakersfield	Major	Sociology	1
California State University, Channel Islands	Major	Liberal Arts/Humanities	3
California State University, Channel Islands	Major	Mathematics and Statistics	1

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, Channel Islands	Major	Other	3
California State University, Channel Islands	Major	Teacher Education - Elementary Education	1
California State University, Chico	Major	Agriculture	1
California State University, Chico	Major	Biology	1
California State University, Chico	Major	Communication or Journalism	2
California State University, Chico	Major	Economics	1
California State University, Chico	Major	English Language/Literature	1
California State University, Chico	Major	History	2
California State University, Chico	Major	Liberal Arts/Humanities	7
California State University, Chico	Major	Other	1
California State University, Chico	Major	Sociology	3
California State University, Chico	Major	Teacher Education - Agriculture	2
California State University, Chico	Major	Teacher Education - Elementary Education	4
California State University, Chico	Major	Teacher Education - Family and Consumer Sciences/Home Economics	2
California State University, Chico	Major	Teacher Education - Secondary Education	2
California State University, Chico	Major	Visual and Performing Arts	1
California State University, Dominguez Hills	Major	Anthropology	1
California State University, Dominguez Hills	Major	Biology	3
California State University, Dominguez Hills	Major	Liberal Arts/Humanities	9
California State University, Dominguez Hills	Major	Mathematics and Statistics	1
California State University, Dominguez Hills	Major	Other	1
California State University, Dominguez Hills	Major	Teacher Education - Mathematics	4
California State University, Dominguez Hills	Major	Teacher Education - Music	1
California State University, Dominguez Hills	Major	Teacher Education - Physical Education and Coaching	1
California State University, Dominguez Hills	Major	Visual and Performing Arts	2
California State University, East Bay	Major	Anthropology	1
California State University, East Bay	Major	Biology	1
California State University, East Bay	Major	Business/Business Administration/Accounting	3
California State University, East Bay	Major	Chemistry	1
California State University, East Bay	Major	Communication or Journalism	1
California State University, East Bay	Major	Computer and Information Sciences	1
California State University, East Bay	Major	English Language/Literature	1
California State University, East Bay	Major	Family and Consumer Sciences/Human Sciences	5
California State University, East Bay	Major	Foreign Languages	2
California State University, East Bay	Major	History	1
California State University, East Bay	Major	Liberal Arts/Humanities	19
California State University, East Bay	Major	Mathematics and Statistics	3

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, East Bay	Major	Other	6
California State University, East Bay	Major	Physical Sciences	1
California State University, East Bay	Major	Psychology	4
California State University, East Bay	Major	Social Sciences	5
California State University, East Bay	Major	Sociology	1
California State University, East Bay	Major	Visual and Performing Arts	4
California State University, Fullerton	Major	Biology	2
California State University, Fullerton	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Fullerton	Major	Geological and Earth Sciences/Geosciences	1
California State University, Fullerton	Major	History	1
California State University, Fullerton	Major	Liberal Arts/Humanities	3
California State University, Fullerton	Major	Other	6
California State University, Fullerton	Major	Psychology	1
California State University, Fullerton	Major	Visual and Performing Arts	1
California State University, Long Beach	Major	Biology	2
California State University, Long Beach	Major	Communication or Journalism	1
California State University, Long Beach	Major	Foreign Languages	1
California State University, Long Beach	Major	Teacher Education - English/Language Arts	1
California State University, Long Beach	Major	Visual and Performing Arts	1
California State University, Los Angeles	Major	Chemistry	1
California State University, Los Angeles	Major	Communication or Journalism	1
California State University, Los Angeles	Major	English Language/Literature	2
California State University, Los Angeles	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Los Angeles	Major	Foreign Languages	3
California State University, Los Angeles	Major	Liberal Arts/Humanities	3
California State University, Los Angeles	Major	Mathematics and Statistics	1
California State University, Los Angeles	Major	Other	2
California State University, Los Angeles	Major	Philosophy and Religious Studies	1
California State University, Los Angeles	Major	Psychology	3
California State University, Los Angeles	Major	Sociology	2
California State University, Los Angeles	Major	Teacher Education - Elementary Education	6
California State University, Los Angeles	Major	Teacher Education - Music	2
California State University, Monterey Bay	Major	Communication or Journalism	2
California State University, Monterey Bay	Major	English Language/Literature	3
California State University, Monterey Bay	Major	Foreign Languages	3
California State University, Monterey Bay	Major	Geological and Earth Sciences/Geosciences	1
California State University, Monterey Bay	Major	History	2

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, Monterey Bay	Major	Mathematics and Statistics	2
California State University, Monterey Bay	Major	Physical Sciences	1
California State University, Monterey Bay	Major	Psychology	2
California State University, Monterey Bay	Major	Teacher Education - Agriculture	1
California State University, Monterey Bay	Major	Teacher Education - Elementary Education	3
California State University, Monterey Bay	Major	Teacher Education - Music	1
California State University, Northridge	Major	Biology	1
California State University, Northridge	Major	Business/Business Administration/Accounting	1
California State University, Northridge	Major	Chemistry	2
California State University, Northridge	Major	English Language/Literature	2
California State University, Northridge	Major	Family and Consumer Sciences/Human Sciences	3
California State University, Northridge	Major	Foreign Languages	2
California State University, Northridge	Major	Geological and Earth Sciences/Geosciences	1
California State University, Northridge	Major	History	2
California State University, Northridge	Major	Liberal Arts/Humanities	5
California State University, Northridge	Major	Psychology	1
California State University, Northridge	Major	Sociology	1
California State University, Northridge	Major	Visual and Performing Arts	2
California State University, Sacramento	Major	Biology	1
California State University, Sacramento	Major	Communication or Journalism	2
California State University, Sacramento	Major	Family and Consumer Sciences/Human Sciences	4
California State University, Sacramento	Major	Liberal Arts/Humanities	7
California State University, Sacramento	Major	Other	1
California State University, Sacramento	Major	Philosophy and Religious Studies	1
California State University, Sacramento	Major	Psychology	6
California State University, Sacramento	Major	Social Sciences	1
California State University, Sacramento	Major	Sociology	6
California State University, San Bernardino	Major	Anthropology	1
California State University, San Bernardino	Major	English Language/Literature	2
California State University, San Bernardino	Major	Geography and Cartography	1
California State University, San Bernardino	Major	History	1
California State University, San Bernardino	Major	Liberal Arts/Humanities	8
California State University, San Bernardino	Major	Mathematics and Statistics	3
California State University, San Bernardino	Major	Other	1
California State University, San Bernardino	Major	Psychology	5
California State University, Stanislaus	Major	Biology	1
California State University, Stanislaus	Major	English Language/Literature	1

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Institution	Record Type	Undergraduate Academic Major	# Prepared
California State University, Stanislaus	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Stanislaus	Major	Liberal Arts/Humanities	4
California State University, Stanislaus	Major	Mathematics and Statistics	4
California State University, Stanislaus	Major	Physics	2
California State University, Stanislaus	Major	Psychology	1
California State University, Stanislaus	Major	Social Sciences	1
California State University, Stanislaus	Major	Visual and Performing Arts	1
CalState TEACH	Major	Biology	2
CalState TEACH	Major	Business/Business Administration/Accounting	2
CalState TEACH	Major	Communication or Journalism	2
CalState TEACH	Major	English Language/Literature	1
CalState TEACH	Major	Liberal Arts/Humanities	10
CalState TEACH	Major	Other	13
CalState TEACH	Major	Political Science and Government	1
CalState TEACH	Major	Psychology	1
CalState TEACH	Major	Social Sciences	1
CalState TEACH	Major	Teacher Education - Physical Education and Coaching	2
CalState TEACH	Major	Visual and Performing Arts	2
Chapman University	Major	Communication or Journalism	1
Chapman University	Major	Family and Consumer Sciences/Human Sciences	1
Chapman University	Major	Liberal Arts/Humanities	3
Chapman University	Major	Teacher Education - Psychology	2
Claremont Graduate University	Major	Anthropology	1
Claremont Graduate University	Major	Business/Business Administration/Accounting	3
Claremont Graduate University	Major	Communication or Journalism	2
Claremont Graduate University	Major	English Language/Literature	3
Claremont Graduate University	Major	Foreign Languages	2
Claremont Graduate University	Major	Geography and Cartography	1
Claremont Graduate University	Major	Liberal Arts/Humanities	5
Claremont Graduate University	Major	Mathematics and Statistics	1
Claremont Graduate University	Major	Physical Sciences	2
Claremont Graduate University	Major	Political Science and Government	1
Claremont Graduate University	Major	Psychology	2
Dominican University of California	Major	Communication or Journalism	1
Dominican University of California	Major	Education - General	1
Dominican University of California	Major	Foreign Languages	1
Dominican University of California	Major	History	2

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
Dominican University of California	Major	Liberal Arts/Humanities	1
Dominican University of California	Major	Teacher Education - Elementary Education	1
Fortune School of Education (Project Pipline)	Major	Anthropology	1
Fortune School of Education (Project Pipline)	Major	Biology	1
Fortune School of Education (Project Pipline)	Major	Business/Business Administration/Accounting	3
Fortune School of Education (Project Pipline)	Major	Chemistry	1
Fortune School of Education (Project Pipline)	Major	Communication or Journalism	2
Fortune School of Education (Project Pipline)	Major	Economics	2
Fortune School of Education (Project Pipline)	Major	Education - General	1
Fortune School of Education (Project Pipline)	Major	Engineering	2
Fortune School of Education (Project Pipline)	Major	English Language/Literature	4
Fortune School of Education (Project Pipline)	Major	Foreign Languages	2
Fortune School of Education (Project Pipline)	Major	Geological and Earth Sciences/Geosciences	1
Fortune School of Education (Project Pipline)	Major	History	4
Fortune School of Education (Project Pipline)	Major	Mathematics and Statistics	2
Fortune School of Education (Project Pipline)	Major	Other	5
Fortune School of Education (Project Pipline)	Major	Political Science and Government	3
Fortune School of Education (Project Pipline)	Major	Psychology	3
Fortune School of Education (Project Pipline)	Major	Teacher Education - Elementary Education	1
Fortune School of Education (Project Pipline)	Major	Visual and Performing Arts	2
Fresno Pacific University	Major	Liberal Arts/Humanities	12
Fresno Pacific University	Major	Psychology	3
Fresno Pacific University	Major	Teacher Education - Early Childhood Education	3
High Tech High Communities	Major	Biology	1
High Tech High Communities	Major	Engineering	4
High Tech High Communities	Major	English Language/Literature	5
High Tech High Communities	Major	History	3
High Tech High Communities	Major	Liberal Arts/Humanities	1
High Tech High Communities	Major	Mathematics and Statistics	3
High Tech High Communities	Major	Other	1
High Tech High Communities	Major	Psychology	1
High Tech High Communities	Major	Visual and Performing Arts	3
Holy Names University	Major	Anthropology	1
Holy Names University	Major	Communication or Journalism	1
Holy Names University	Major	English Language/Literature	1
Holy Names University	Major	Liberal Arts/Humanities	1
Holy Names University	Major	Mathematics and Statistics	1

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
Holy Names University	Major	Other	4
Holy Names University	Major	Political Science and Government	1
Holy Names University	Major	Psychology	3
Holy Names University	Major	Sociology	1
Holy Names University	Major	Teacher Education - Mathematics	1
La Sierra University	Major	History	1
Los Angeles Unified School District	Major	Biology	2
Los Angeles Unified School District	Major	Other	1
Loyola Marymount University	Major	Anthropology	3
Loyola Marymount University	Major	Biology	46
Loyola Marymount University	Major	Business/Business Administration/Accounting	11
Loyola Marymount University	Major	Chemistry	3
Loyola Marymount University	Major	Communication or Journalism	8
Loyola Marymount University	Major	Economics	11
Loyola Marymount University	Major	Education - General	1
Loyola Marymount University	Major	Engineering	7
Loyola Marymount University	Major	English Language/Literature	14
Loyola Marymount University	Major	Family and Consumer Sciences/Human Sciences	5
Loyola Marymount University	Major	Foreign Languages	1
Loyola Marymount University	Major	Geography and Cartography	1
Loyola Marymount University	Major	Geological and Earth Sciences/Geosciences	2
Loyola Marymount University	Major	Liberal Arts/Humanities	11
Loyola Marymount University	Major	Mathematics and Statistics	5
Loyola Marymount University	Major	Other	1
Loyola Marymount University	Major	Physics	2
Loyola Marymount University	Major	Political Science and Government	33
Loyola Marymount University	Major	Psychology	21
Loyola Marymount University	Major	Social Sciences	26
Loyola Marymount University	Major	Sociology	8
Loyola Marymount University	Major	Visual and Performing Arts	3
Mount St. Mary’s College	Major	English Language/Literature	1
Mount St. Mary’s College	Major	Other	1
Mount St. Mary’s College	Major	Political Science and Government	1
National Hispanic University	Major	Business/Business Administration/Accounting	1
National Hispanic University	Major	English Language/Literature	1
National Hispanic University	Major	Foreign Languages	2
National Hispanic University	Major	Liberal Arts/Humanities	1

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
National Hispanic University	Major	Mathematics and Statistics	1
National Hispanic University	Major	Other	3
National Hispanic University	Major	Social Sciences	1
National Hispanic University	Major	Sociology	1
National University	Major	Biology	4
National University	Major	Business/Business Administration/Accounting	5
National University	Major	Chemistry	1
National University	Major	Communication or Journalism	7
National University	Major	Computer and Information Sciences	1
National University	Major	Economics	1
National University	Major	Engineering	1
National University	Major	English Language/Literature	9
National University	Major	Family and Consumer Sciences/Human Sciences	1
National University	Major	Foreign Languages	3
National University	Major	History	9
National University	Major	Liberal Arts/Humanities	29
National University	Major	Other	5
National University	Major	Philosophy and Religious Studies	1
National University	Major	Political Science and Government	3
National University	Major	Psychology	12
National University	Major	Social Sciences	1
National University	Major	Sociology	10
National University	Major	Teacher Education - Business	1
National University	Major	Teacher Education - Early Childhood Education	2
National University	Major	Teacher Education - Elementary Education	1
National University	Major	Teacher Education - English/Language Arts	1
National University	Major	Teacher Education - Health	1
National University	Major	Teacher Education - Mathematics	2
National University	Major	Teacher Education - Music	4
National University	Major	Teacher Education - Physical Education and Coaching	8
National University	Major	Visual and Performing Arts	1
Pacific Oaks College	Major	Education - General	1
Pacific Oaks College	Major	Teacher Education - Special Education	1
Patten University	Major	Mathematics and Statistics	1
Patten University	Major	Other	1
Patten University	Major	Psychology	1
Pepperdine University	Major	Teacher Education - Music	1

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
Point Loma Nazarene University	Major	Philosophy and Religious Studies	1
San Diego State University	Major	Family and Consumer Sciences/Human Sciences	1
San Francisco State University	Major	Biology	2
San Francisco State University	Major	Communication or Journalism	3
San Francisco State University	Major	Computer and Information Sciences	1
San Francisco State University	Major	English Language/Literature	2
San Francisco State University	Major	Family and Consumer Sciences/Human Sciences	2
San Francisco State University	Major	Foreign Languages	1
San Francisco State University	Major	History	2
San Francisco State University	Major	Liberal Arts/Humanities	9
San Francisco State University	Major	Other	4
San Francisco State University	Major	Political Science and Government	4
San Francisco State University	Major	Psychology	5
San Francisco State University	Major	Sociology	3
San Francisco State University	Major	Visual and Performing Arts	5
San Jose State University	Major	Biology	4
San Jose State University	Major	Business/Business Administration/Accounting	1
San Jose State University	Major	Chemistry	1
San Jose State University	Major	Communication or Journalism	1
San Jose State University	Major	Education - General	2
San Jose State University	Major	Engineering	5
San Jose State University	Major	English Language/Literature	3
San Jose State University	Major	Family and Consumer Sciences/Human Sciences	1
San Jose State University	Major	Foreign Languages	3
San Jose State University	Major	History	1
San Jose State University	Major	Liberal Arts/Humanities	3
San Jose State University	Major	Mathematics and Statistics	3
San Jose State University	Major	Political Science and Government	2
San Jose State University	Major	Psychology	4
San Jose State University	Major	Social Sciences	2
San Jose State University	Major	Sociology	2
San Jose State University	Major	Teacher Education - English/Language Arts	1
San Jose State University	Major	Teacher Education - Music	1
San Jose State University	Major	Visual and Performing Arts	2
Sonoma State University	Major	Chemistry	1
Sonoma State University	Major	Communication or Journalism	2
Sonoma State University	Major	Family and Consumer Sciences/Human Sciences	1

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
Sonoma State University	Major	Foreign Languages	1
Sonoma State University	Major	Other	2
Sonoma State University	Major	Political Science and Government	1
Sonoma State University	Major	Psychology	3
Sonoma State University	Major	Visual and Performing Arts	1
St. Mary's College of California	Major	Biology	1
St. Mary's College of California	Major	Business/Business Administration/Accounting	1
St. Mary's College of California	Major	Communication or Journalism	1
St. Mary's College of California	Major	Liberal Arts/Humanities	2
St. Mary's College of California	Major	Psychology	1
St. Mary's College of California	Major	Social Sciences	1
Stanislaus County Office of Education	Major	Business/Business Administration/Accounting	1
Stanislaus County Office of Education	Major	Education - General	2
Stanislaus County Office of Education	Major	Social Sciences	4
Stanislaus County Office of Education	Major	Sociology	1
Touro University	Major	Biology	2
Touro University	Major	Computer and Information Sciences	2
Touro University	Major	Education - General	1
Touro University	Major	Liberal Arts/Humanities	9
Touro University	Major	Psychology	2
Touro University	Major	Social Sciences	2
University of California, Berkeley	Major	Mathematics and Statistics	2
University of California, Berkeley	Major	Other	1
University of California, Riverside	Major	Biology	1
University of California, Riverside	Major	Foreign Languages	1
University of California, Riverside	Major	History	1
University of California, Riverside	Major	Liberal Arts/Humanities	1
University of California, Riverside	Major	Psychology	1
University of California, Riverside	Major	Sociology	1
University of California, San Diego	Major	Chemistry	2
University of California, San Diego	Major	Engineering	1
University of California, San Diego	Major	English Language/Literature	1
University of California, San Diego	Major	Political Science and Government	1
University of LaVerne	Major	Biology	1
University of LaVerne	Major	Business/Business Administration/Accounting	1
University of LaVerne	Major	Liberal Arts/Humanities	4
University of LaVerne	Major	Psychology	2

Provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic Major" refers to the major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	# Prepared
University of Phoenix - CA	Major	Teacher Education - Elementary Education	2
University of Phoenix - CA	Major	Teacher Education - Secondary Education	3
University of Redlands	Major	Biology	1
University of Redlands	Major	Business/Business Administration/Accounting	2
University of Redlands	Major	Liberal Arts/Humanities	2
University of Redlands	Major	Mathematics and Statistics	1
University of Redlands	Major	Other	1
University of Redlands	Major	Teacher Education - Art	1
University of Redlands	Major	Teacher Education - Biology	2
University of Redlands	Major	Teacher Education - Business	1
University of Redlands	Major	Teacher Education - English/Language Arts	1
University of Redlands	Major	Teacher Education - Mathematics	1
University of Redlands	Major	Teacher Education - Music	1
University of Redlands	Major	Teacher Education - Psychology	1
University of Redlands	Major	Teacher Education - Special Education	1
University of San Francisco	Major	Communication or Journalism	1
University of San Francisco	Major	Economics	1
University of San Francisco	Major	English Language/Literature	2
University of San Francisco	Major	Foreign Languages	1
University of San Francisco	Major	Liberal Arts/Humanities	1
University of San Francisco	Major	Philosophy and Religious Studies	2
University of San Francisco	Major	Psychology	2
University of San Francisco	Major	Social Sciences	1
University of San Francisco	Major	Sociology	1
University of the Pacific	Major	Biology	1
University of the Pacific	Major	Communication or Journalism	1
University of the Pacific	Major	Engineering	1
University of the Pacific	Major	Liberal Arts/Humanities	2
University of the Pacific	Major	Sociology	1

Provide the total number of teacher preparation program completers in each of the following years: 2010-11, 2011-12, 2012-13				
Institution	**Program Type**	**Program Completers, 2012-13**	**Program Completers, 2011-12**	**Program Completers, 2010-11**
Alliant International University	Alternative, IHE-based	26	48	48
Antioch University	Alternative, IHE-based	0	0	0
Azusa Pacific University	Alternative, IHE-based	47	43	71
Bay Area School of Enterprise (REACH Institute)	Alternative, not IHE-based	45	24	14
Brandman University	Alternative, IHE-based	50	92	165
California Baptist University	Alternative, IHE-based	4	12	14
California Lutheran University	Alternative, IHE-based	9	0	6
California State Polytechnic University, Pomona	Alternative, IHE-based	15	14	28
California State University, Bakersfield	Alternative, IHE-based	20	16	20
California State University, Channel Islands	Alternative, IHE-based	0	1	2
California State University, Chico	Alternative, IHE-based	28	11	14
California State University, Dominguez Hills	Alternative, IHE-based	43	63	62
California State University, East Bay	Alternative, IHE-based	37	28	28
California State University, Fresno	Alternative, IHE-based	35	17	24
California State University, Fullerton	Alternative, IHE-based	17	15	30
California State University, Long Beach	Alternative, IHE-based	6	13	24
California State University, Los Angeles	Alternative, IHE-based	28	36	41
California State University, Monterey Bay	Alternative, IHE-based	23	122	159
California State University, Northridge	Alternative, IHE-based	26	22	40
California State University, Sacramento	Alternative, IHE-based	27	12	30
California State University, San Bernardino	Alternative, IHE-based	22	24	60
California State University, San Marcos	Alternative, IHE-based	0	1	2
California State University, Stanislaus	Alternative, IHE-based	15	7	12
CalState TEACH	Alternative, IHE-based	36	35	42
Chapman University	Alternative, IHE-based	7	3	5
Claremont Graduate University	Alternative, IHE-based	23	24	40
Dominican University of California	Alternative, IHE-based	7	10	8
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	40	45	96
Fresno Pacific University	Alternative, IHE-based	20	24	19
High Tech High Communities	Alternative, not IHE-based	22	23	16
Holy Names University	Alternative, IHE-based	12	8	19
Humboldt State University	Alternative, IHE-based	0	5	9
La Sierra University	Alternative, IHE-based	1	0	3

Provide the total number of teacher preparation program completers in each of the following years: 2010-11, 2011-12, 2012-13				
Institution	**Program Type**	**Program Completers, 2012-13**	**Program Completers, 2011-12**	**Program Completers, 2010-11**
Los Angeles Unified School District	Alternative, not IHE-based	3	25	40
Loyola Marymount University	Alternative, IHE-based	222	262	249
Mount St. Mary's College	Alternative, IHE-based	3	4	4
National Hispanic University	Alternative, IHE-based	11	4	14
National University	Alternative, IHE-based	122	165	274
Notre Dame de Namur University	Alternative, IHE-based	24	9	13
Orange County Office of Education	Alternative, not IHE-based	25	0	29
Pacific Oaks College	Alternative, IHE-based	1	1	0
Patten University	Alternative, IHE-based	3	3	3
Pepperdine University	Alternative, IHE-based	1	2	5
Point Loma Nazarene University	Alternative, IHE-based	20	13	20
San Diego City Unified School District	Alternative, not IHE-based	0	0	15
San Diego State University	Alternative, IHE-based	7	7	7
San Francisco State University	Alternative, IHE-based	44	52	61
San Joaquin County Office of Education - Project IMPACT	Alternative, not IHE-based	202	178	245
San Jose State University	Alternative, IHE-based	41	33	38
Sonoma State University	Alternative, IHE-based	12	9	11
St. Mary's College of California	Alternative, IHE-based	7	9	9
Stanislaus County Office of Education	Alternative, not IHE-based	8	2	15
Touro University	Alternative, IHE-based	18	18	51
University of California, Berkeley	Alternative, IHE-based	3	0	0
University of California, Los Angeles	Alternative, IHE-based	36	10	8
University of California, Riverside	Alternative, IHE-based	5	5	14
University of California, San Diego	Alternative, IHE-based	4	9	4
University of LaVerne	Alternative, IHE-based	8	10	19
University of Phoenix - CA	Alternative, IHE-based	5	7	13
University of Redlands	Alternative, IHE-based	12	7	14
University of San Francisco	Alternative, IHE-based	11	17	18
University of the Pacific	Alternative, IHE-based	4	1	1
Whittier College	Alternative, IHE-based	0	3	3
	State Total	**1,553**	**1,663**	**2,348**

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Alliant International University	Math	2012-13	Yes	40	No			Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Math	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Math	2014-15	Yes	40				Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Antioch University	Math	2012-13	No					
Antioch University	Math	2013-14	No					
Antioch University	Math	2014-15	No					
Azusa Pacific University	Math	2012-13	Yes	3	Yes			
Azusa Pacific University	Math	2013-14	Yes	3				
Azusa Pacific University	Math	2014-15	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Bay Area School of Enterprise (REACH Institute)	Math	2012-13	Yes	6	Yes			
Bay Area School of Enterprise (REACH Institute)	Math	2013-14	Yes	5				
Bay Area School of Enterprise (REACH Institute)	Math	2014-15	Yes	5				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Brandman University	Math	2012-13	Yes	20	No		Although we didn't meet our goal this year for new students obtaining math credentials the number of candidates in our multiple subject program who are coming back and adding authorizations in math have increased. We continue to increase our outreach efforts at local community colleges. We are also focusing on recruiting candidates who recently obtained bachelor's degrees in math from surrounding institutions, were recently employed in math-related professions, or recently retired from math-related professions who may have an interest in obtaining a single subject credential in math. The job market plays a key role in which credential a prospective teacher pursues. The number of math teaching positions should continue to increase in the coming years as the economy and job market in California	Given the job market during 2012-2013 the goal of adding 20 students was set high and although we added 6 new students to our program we did not meet our goal.

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Brandman University	Math	2013-14	Yes	30				Districts are beginning to report anticipated teacher shortages in upcoming years. We are hoping this translates into increased enrollments.
Brandman University	Math	2014-15	Yes	20				As teachers retire and the economy improves there will be more opportunities for employment especially in math.
California Baptist University	Math	2012-13	Yes	0	Yes			The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of math candidates enrolled in our traditional program.

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California Baptist University	Math	2013-14	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of math candidates enrolled in our traditional program.

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California Baptist University	Math	2014-15	Yes	0				The criteria for internships in California were changed effective January 1, 2014 by the California Teaching Commission. CBU sent a proposal projecting how the university and a school district would plan to implement the new criteria and it was approved in November of 2013. CBU is currently in the process of reaching agreements with local school districts to support the new criteria through MOU's. When the MOU's are approved by both parties, CBU will be able to provide intern eligibility letters to candidate who are intern eligible.

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California Lutheran University	Math	2012-13	Yes	5	Yes	We continue to develop working relationships with the Math department and support the professor assigned to mentor Math majors who are interested in teaching. We are strengthening support for Education faculty who are visible in the Math community providing advisement opportunities. The CLU Math department has made Education courses part of their major requirement thus uniting the	Continue outreach to veteran Math teachers for professional development which includes Math Circle workshops for Math teachers from 5-12 grades.	We were fortunate to have 10 candidates in single subject Math enroll in foundation courses. We anticipate for most of these candidates to complete their supervised clinical field practice this school year.
California Lutheran University	Math	2013-14	Yes	2				See above
California Lutheran University	Math	2014-15	Yes	2				See above

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California State Polytechnic University, Pomona	Math	2012-13	Yes	1	Yes			We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.
California State Polytechnic University, Pomona	Math	2013-14	Yes	0				We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.
California State Polytechnic University, Pomona	Math	2014-15	Yes	0				
California State University, Bakersfield	Math	2012-13	Yes	5	No	-Kern County Superintendent of Schools T5 Recruitment Events		

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California State University, Bakersfield	Math	2013-14	Yes	5				
California State University, Bakersfield	Math	2014-15	Yes	5				
California State University, Channel Islands	Math	2012-13	Yes	1	No			We currently have 13 math students seeking a credential, there is a potential for at least one students to seek a position as an intern
California State University, Channel Islands	Math	2013-14	Yes	1				Due to the addition requirements on district intern numbers are expected to be reduced
California State University, Channel Islands	Math	2014-15	Yes	1				

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California State University, Chico	Math	2012-13	Yes	2	Yes	Began enrolling in the new blended mathematics program. Increased scholarships for math candidates in the areas of both recruitment and retention through Noyce Scholarships and MISTI monies. Applied for and received an augmented Noyce Scholarship to provide additional assistance for candidates. Awarded STEM grants to support recruitment and retention of candidates in	We realized that we need to ramp up recruitment efforts around the new blended program. Low student enrollment impacts our ability to offer newly approved, specially designed blended math courses.	The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.
California State University, Chico	Math	2013-14	Yes	4				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.
California State University, Chico	Math	2014-15	Yes	4				We predict an increase in the demand for interns in areas of critical need.

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California State University, Dominguez Hills	Math	2012-13	Yes	13	No		Increase the number of information presentations to Liberal Studies undergraduate majors about the math programs available in the College of Education, including Transition to Teaching, Math and Science Teacher Initiative, and NOYCE. In addition, we will continue to contact and recruit local high school and community college students. Information about the new on-line math and science state-wide preparation program that will begin in 2014 will be disseminated.	
California State University, Dominguez Hills	Math	2013-14	Yes	10				
California State University, Dominguez Hills	Math	2014-15	Yes	11				

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California State University, East Bay	Math	2012-13	Yes	35	No		In 2012-13 there were 7 math interns and 25 math student teachers for a total of 32. Missing the prospective math teacher target by 3 candidates. Recruiting Multiple Subject candidates to add their Foundational Math Authorization is a possible strategy to increase the number of math completers.	
California State University, East Bay	Math	2013-14	Yes	10				
California State University, East Bay	Math	2014-15	Yes	10				The number of interns will decrease in the 2014-15 year. The California Commission on Teacher Credentialing has new intern requirements (189 hours of supervision), which will financially impact the number of interns CSUEB can support.
California State University, Fresno	Math	2012-13	Yes	10	Yes			

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California State University, Fresno	Math	2013-14	Yes	10				
California State University, Fresno	Math	2014-15	Yes	10				

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California State University, Fullerton	Math	2012-13	Yes	1	Yes	Strategies for mathematics candidate recruitment and support include: •scholarships •distribution of brochures throughout campus •articulation with undergraduate programs that are math-rich to promote mathematics teaching as a career option •websites for mathematics and foundational-level mathematics credential programs •web-based video about mathematics teaching •community college outreach presentations •outreach in Intro to Teaching courses about job opportunities for teachers of mathematics and science •mentoring and support for students from underrepresented populations in the mathematics major who plan to enter teaching •involvement of local	We have learned that it is critical to reach out to students both at community colleges as they are still deciding upon career pathways and at our own IHE in mathematics- and science-rich majors who are early in their program of study to generate interest in teaching. This is followed up with opportunities to get involved with local mathematics and science education activities and scholarship opportunities for juniors/seniors planning to enter the credential programs. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a wide audience. Our websites, videos, and blog attract large numbers of visitors and cost little to maintain.	We saw a small decline in the number of math credentials (57 to 54) due primarily to the effects of the economic recession on the job market for teachers in our local region.

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California State University, Fullerton	Math	2013-14	Yes	2				Due to the state of the current economy in California, many districts continue to have furlough days for teachers and have not yet rehired teachers that lost positions in recent years.
California State University, Fullerton	Math	2014-15	Yes	2				
California State University, Long Beach	Math	2012-13	No					
California State University, Long Beach	Math	2013-14	No					
California State University, Long Beach	Math	2014-15	No					
California State University, Los Angeles	Math	2012-13	Yes	1	Yes	A variety of activities including: online media postings, campus information sessions and attendance at career fairs were used to recruit high quality candidates into shortage areas.		The demand for intern credential candidates has decreased due to workforce demands.

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California State University, Los Angeles	Math	2013-14	Yes	1				
California State University, Los Angeles	Math	2014-15	No					Due to low enrollment and workforce demands, the intern pathway for math will be suspended.
California State University, Monterey Bay	Math	2012-13	Yes	2	Yes			
California State University, Monterey Bay	Math	2013-14	Yes	2				
California State University, Monterey Bay	Math	2014-15	Yes	2				

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California State University, Northridge	Math	2012-13	Yes	2	Yes			We do not set goals for recruiting math & science teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of changes to intern programs. Therefore school districts determine how many prospective teachers are eligible in each subject area.
California State University, Northridge	Math	2013-14	Yes	2				We do not set goals for recruiting math & science teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of changes to intern programs. Therefore school districts determine how many prospective teachers are eligible in each subject area.

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California State University, Northridge	Math	2014-15	Yes	1				Enrollment in Intern Programs has substantially decreased due to the number of positions available for interns and with recent changes to intern programs requirements local school districts might not be incline to hire interns
California State University, Sacramento	Math	2012-13	No		Not applicable			The College of Education does not currently offer a Multiple or Single Subject internship program in Math.
California State University, Sacramento	Math	2013-14	No					The College of Education does not currently offer a Multiple or Single Subject internship program in Math.
California State University, Sacramento	Math	2014-15	No					The College of Education does not currently offer a Multiple or Single Subject internship program in Math.

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California State University, San Bernardino	Math	2012-13	Yes	20	No		We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. We are working more closely with the Liberal Arts program to encourage their students to pursue a teaching credential with CSUSB instead of transferring to another institution. We are also working to liaison more closely with the school districts we serve.	

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California State University, San Bernardino	Math	2013-14	Yes	15				We did meet our target for mathematics teachers in Fall 2013. We are continuing to improve our recruitment and marketing strategies. We have incorporated AVID and Co-teaching models. We have revised and updated our partnerships with the local school districts to aid in matching students to school sites. Additionally, starting Summer 2014, we are moving our timing of fieldwork/supervision courses to align with local school district calendars. As a result, students will now be intern eligible earlier in the program as a result of the reconfigured calendar.
California State University, San Bernardino	Math	2014-15	Yes	15				
California State University, San Marcos	Math	2012-13	No					

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California State University, San Marcos	Math	2013-14	No					
California State University, San Marcos	Math	2014-15	No					

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California State University, Stanislaus	Math	2012-13	Yes	1	Yes	Increase the number of Foundation Level Credentials awarded in mathematics through comprehensive outreach, recruitment and support efforts including, but not limited to, providing FLC information to undergraduate and credential teacher candidates, credentialed Alumni and Multiple and Single Subject Credential Holders. Fund ten $1,000 Future Math Teacher Scholarships. Recipients will complete 50 hours of early field work in area schools/tutoring programs and participate in the CSU Stanislaus Future Math and Science Teachers Club. Offer an Introductory Authorization in Mathematics to Liberal Studies Majors with a Mathematics Concentration. Liberal studies will advertise about authorization opportunities and support students towards completion of		The need for the local school districts to hire interns has dropped dramatically the past several years.

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California State University, Stanislaus	Math	2013-14	Yes	1				Revised our internship program's preservice and support/supervision components to meet Commission-adopted preconditions and program standards which went into effect January 1, 2014.
California State University, Stanislaus	Math	2014-15	Yes	1				
CalState TEACH	Math	2012-13	No					
CalState TEACH	Math	2013-14	No					
CalState TEACH	Math	2014-15	No					
Chapman University	Math	2012-13	No					
Chapman University	Math	2013-14	No					
Chapman University	Math	2014-15	No					
Claremont Graduate University	Math	2012-13	Yes	20	No			
Claremont Graduate University	Math	2013-14	Yes	15				

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Claremont Graduate University	Math	2014-15	Yes	17				
Dominican University of California	Math	2012-13	No		Not applicable			
Dominican University of California	Math	2013-14	Yes	1				
Dominican University of California	Math	2014-15	Yes	1				

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

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Fortune School of Education (Project Pipline)	Math	2013-14	Yes	3				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a

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Fortune School of Education (Project Pipline)	Math	2014-15	Yes	3				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a

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Fresno Pacific University	Math	2012-13	Yes	0	Yes			Discussions with program directors revealed that the number of math majors was low and that attempts were being made within the School of Natural Sciences to pursue grant funding to increase STEM education on campus.

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Fresno Pacific University	Math	2013-14	Yes	1				Fresno Pacific University has entered into a partnership with the University of California - Merced to train math and science students who are currently in their STEM program. As part of the partnership agreement, students receive transfer credit for courses completed as part of their education minor and a 3-unit tuition waiver. Although there were no mathematics teachers in the first year of the partnership, mathematics candidates are expected for the 2014-2015 school year. The mathematics candidates that were projected to complete in 2013-2014 extended their programs by transferring to internship credentials.

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Fresno Pacific University	Math	2014-15	Yes	0				There is evidence of an increase in the number of mathematics applicants for 2014-2015. A number of these are located in the Merced Center as a result of the partnership with University of California – Merced. Mathematics applicants have also increased at the Fresno and Visalia locations. However, some of these applicants could not complete in 2014-2015 if they are transitioned to internship after meeting the intern pre-service requirements. This is a possibility due to the numerous conversations between program directors and local school district administrators about the need for mathematics teachers.
High Tech High Communities	Math	2012-13	Yes	5	Yes			
High Tech High Communities	Math	2013-14	Yes	7				

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High Tech High Communities	Math	2014-15	Yes	7				
Holy Names University	Math	2012-13	Yes	5	No	Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Hold webinar which faculty constructed, describing our Credential Programs.	Continue building pathways from Undergraduate majors (Math) to Teacher Education programs Teacher Education and Undergraduate faculty have met with K-12 high school (academies) with focus on Math in high schools. Emphasis mathematics as a shortage area during monthly university Information Sessions. Continue to spread awareness of Teacher Apprenticeship Program, which includes shortage subject areas like mathematics.	
Holy Names University	Math	2013-14	Yes	5				
Holy Names University	Math	2014-15	Yes	2				

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Humboldt State University	Math	2012-13	No					
Humboldt State University	Math	2013-14	No					
Humboldt State University	Math	2014-15	Yes	1				
La Sierra University	Math	2012-13	No					
La Sierra University	Math	2013-14	No					
La Sierra University	Math	2014-15	No					
Los Angeles Unified School District	Math	2012-13	No					
Los Angeles Unified School District	Math	2013-14	No					
Los Angeles Unified School District	Math	2014-15	Yes	1				Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area.

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Loyola Marymount University	Math	2012-13	Yes	8	Yes	Reached out to undergraduate math majors through their departments; publicized our partnership with Teach For America (TFA); visited numerous graduate school fairs; worked with TFA and other external partners to identify potential candidates.	Continue to: make contact with local undergraduate math department chairs to identify prospective teachers; continue to publicize our innovative math program and partnerships with local schools; contact local school districts to identify current teachers in need of a credential; identify ways to identify career changers who might be interested in math education; identify new areas for TFA partnerships.	N/A
Loyola Marymount University	Math	2013-14	Yes	8				N/A
Loyola Marymount University	Math	2014-15	Yes	10				N/A
Mount St. Mary's College	Math	2012-13	No		Not applicable			
Mount St. Mary's College	Math	2013-14	No					
Mount St. Mary's College	Math	2014-15	No					

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National Hispanic University	Math	2012-13	Yes	5	No		Recruitment and subject matter preparation	
National Hispanic University	Math	2013-14	Yes	2				
National Hispanic University	Math	2014-15	Yes	2				
National University	Math	2012-13	Yes	15	No			2.1 Our overall enrollment of Teacher Education Interns has substantially decreased in the last three years due to an oversupply of fully credentialed teachers without jobs. By law, no intern can be hired in place of a fully credentialed teacher, and thus, our enrollment has decreased. 2.2 Offers of public school employment for our interns have continued to increase in conventional and non-conventional charter schools as opposed to traditional public schools in the area of mathematics.

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National University	Math	2013-14	Yes	15				2013/2014 may experience an increase in intern enrollment pending teacher retirements and implementation of Class Size Reduction (CSR) as per Governor Brown's Local Control Funding Formula proposed legislation in April 2013. Internship Credentials will be issued for candidates seeking Single Subject Mathematics Credential as the demand continues.
National University	Math	2014-15	Yes	17				
Notre Dame de Namur University	Math	2012-13	No		Not applicable			
Notre Dame de Namur University	Math	2013-14	No					
Notre Dame de Namur University	Math	2014-15	No					

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Orange County Office of Education	Math	2012-13	No					
Orange County Office of Education	Math	2013-14	No					
Orange County Office of Education	Math	2014-15	No					
Pacific Oaks College	Math	2012-13	No		Not applicable			
Pacific Oaks College	Math	2013-14	No					
Pacific Oaks College	Math	2014-15	No					
Patten University	Math	2012-13	Yes	6	No	Advertised program by mailings to schools and districts. Information Nights on Campus and attended District Fairs	Need an additional person to help with recruitment.	
Patten University	Math	2013-14	Yes	5				
Patten University	Math	2014-15	Yes	5				
Pepperdine University	Math	2012-13	No		Not applicable			
Pepperdine University	Math	2013-14	No					

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Pepperdine University	Math	2014-15	No					
Point Loma Nazarene University	Math	2012-13	Yes	1	No	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	
Point Loma Nazarene University	Math	2013-14	Yes	1				
Point Loma Nazarene University	Math	2014-15	Yes	1				
San Diego City Unified School District	Math	2012-13	No					Our Program is currently inactive.
San Diego City Unified School District	Math	2013-14	No					We are currently inactive but we are anticipating reactivating in 2014-2015.
San Diego City Unified School District	Math	2014-15	No					We are currently inactive.
San Diego State University	Math	2012-13	No					

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
San Diego State University	Math	2013-14	No					The Alternative Teacher Preparation programs are designed for areas with teacher shortages when an emergency teaching credential is needed. There are no goals to increase these programs.
San Diego State University	Math	2014-15	No					
San Francisco State University	Math	2012-13	Yes	4	Yes	The math teachers were prepared in Elementary Education.		
San Francisco State University	Math	2013-14	Yes	4				
San Francisco State University	Math	2014-15	Yes	4				
San Joaquin County Office of Education - Project IMPACT	Math	2012-13	Yes	5	Yes	Informing candidates of the high need areas.	Speaking with districts to make them aware of available credentials offered including high need areas.	

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
San Joaquin County Office of Education - Project IMPACT	Math	2013-14	Yes	5				
San Joaquin County Office of Education - Project IMPACT	Math	2014-15	Yes	5				
San Jose State University	Math	2012-13	Yes	0	Yes			No goals for the intern program because interns are determined by the districts availability.
San Jose State University	Math	2013-14	Yes	0				No goals for the intern program because interns are determined by the districts availability.
San Jose State University	Math	2014-15	Yes	0				No goals for the intern program because interns are determined by the districts availability.
Sonoma State University	Math	2012-13	Yes	40	No			The majority through the Traditional Program.
Sonoma State University	Math	2013-14	Yes	40				The majority through the Traditional Program.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Sonoma State University	Math	2014-15	Yes	0				The majority through the Traditional Program.
St. Mary's College of California	Math	2012-13	No		Not applicable			Since participation in any KSOE alternative intern program is dependent on the candidate being independently hired by a district, it is not reasonable to set specific achievement goals for the alternative programs. The traditional program goal is the combined goal for both the traditional and alternative programs.
St. Mary's College of California	Math	2013-14	No					
St. Mary's College of California	Math	2014-15	No					
Stanislaus County Office of Education	Math	2012-13	No					
Stanislaus County Office of Education	Math	2013-14	No					

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Stanislaus County Office of Education	Math	2014-15	No					

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

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Touro University	Math	2013-14	Yes	5				
Touro University	Math	2014-15	Yes	5				
University of California, Berkeley	Math	2012-13	Yes	10	Yes	Recruitment, website information.	Given continuing budget constraints, we aimed for a slight increase - a combined (Math & Science) enrollment of 22, which was exceeded by 4. We enrolled 15 students in Math and 11 in Science, for a total of 26. It is difficult to achieve an even number of students split between Math and Science.	
University of California, Berkeley	Math	2013-14	Yes	12				
University of California, Berkeley	Math	2014-15	Yes	13				
University of California, Los Angeles	Math	2012-13	Yes	10	Yes	We work with EnCorps, Troops to Teachers, and other organizations to recruit retired STEM professionals to the classroom.		We work with EnCorps, Troops to Teachers, and other organizations to recruit retired STEM professionals to the classroom.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, Los Angeles	Math	2013-14	Yes	10				We work with EnCorps, Troops to Teachers, and other organizations to recruit retired STEM professionals to the classroom.
University of California, Los Angeles	Math	2014-15	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, Riverside	Math	2012-13	Yes	0	Yes	The Teacher Education has continued its cooperation with CalTeach, Science & Math Initiative (SMI), and has worked to increase scholarship opportunities for math students. Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. Information session for the Minor in Education and Teacher Education programs are now presented bi-monthly. Teacher Education continue to cooperate and works closely with the University of California Cal Teach Science & Math Initiative (SMI) and is currently offering a significant scholarship offered on a competitive basis to science	Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. We have obtained funding through state and federal grants, including the UCR Math/Science Initiative grant, and the Noyce Scholars grant. Our University of California Cal Teach Science & Math Initiative (SMI) program continues preparing excellent high school math and science teachers. In collaboration with SMI, the UCR Teacher Education Program continues to develop close partnerships with County offices of education and school districts to increase mutual awareness of needs (hiring and curricular) between UCR and	The impact of the economic downturn in California may have played a part in the lower number of math candidates, and this trend has been noted across the State by the California Commission on Teacher Credentialing (CTC).

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, Riverside	Math	2013-14	Yes	5				The Teacher Education program has experienced a change in administration and has hired a new Assistant Director of Teacher Education and Admissions Advisor. The new administrators continue to develop close relationships with county offices of education and school districts in Southern California. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its local and regional communities. Our new Assistant Director of Teacher Education continues to work with Development and the Financial Aid office to secure additional scholarships and grant opportunities for math candidates. Due to close partnerships with our local county offices, our 2013-14 candidates received intensive training for the new: Common Core (Mathematics and English-Language Arts), Next Generation

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University of California, Riverside	Math	2014-15	Yes	0				The Teacher Education program has increased its marketing and recruitment in the region. Several scholarships specifically for recruiting new candidates have been identified and information distributed to all interested and eligible potential candidates. The economic downturn in California seems to have peaked and interest in becoming a teacher is on the upswing. With the new funding formula and accountability plan for California schools, many more positions are opening up across the Inland Valley region, which, in turn, helps in recruitment of new candidates.
University of California, San Diego	Math	2012-13	Yes	3	Yes			
University of California, San Diego	Math	2013-14	Yes	3				
University of California, San Diego	Math	2014-15	Yes	6				

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University of LaVerne	Math	2012-13	Yes	4	No			
University of LaVerne	Math	2013-14	Yes	4				
University of LaVerne	Math	2014-15	Yes	4				
University of Phoenix - CA	Math	2012-13	Yes	2	Yes			
University of Phoenix - CA	Math	2013-14	No					
University of Phoenix - CA	Math	2014-15	No					
University of Redlands	Math	2012-13	No					
University of Redlands	Math	2013-14	No					
University of Redlands	Math	2014-15	No					
University of San Francisco	Math	2012-13	No					
University of San Francisco	Math	2013-14	No					
University of San Francisco	Math	2014-15	No					

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University of the Pacific	Math	2012-13	Yes	1	Yes	Our program was able to place a candidate from the twelve month Master of Arts and single subject program into a foundational mathematics internship. We cooperate with the Mathematics Department in providing information to mathematics majors about teaching as a career choice. We have attracted candidates to our twelve month Master of Arts and single subject program.	We have cooperated with the County Office of Education, the local community college, and our Mathematics Department to support a group of high school seniors who were recruited to become mathematics teachers. After completing two years of college courses at the community college, students were accepted to continue in a bachelor's degree program to major or minor in mathematics. Students can either qualify for the credential program offered here at the university or for the credential program at the County Office of Education.	We have one intern in Foundational Mathematics during 2012-13. We had three mathematics candidates in student teaching.
University of the Pacific	Math	2013-14	Yes	0				Our program did not have any candidate in an internship during 2013-14.If an internship were offered to any of our post-bachelor's degree candidates by an area school district, we could have had one or more mathematics interns.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of the Pacific	Math	2014-15	Yes	1				If an internship were offered to any of our post-bachelor's degree candidates by an area school district, we could have had one or more mathematics interns.
Whittier College	Math	2012-13	No		Not applicable			work with math professors in the undergraduate program to identiy students interested in becoming Mathematics teachers. HHMI-funded (Howard Hughes Medical Institute)SMART Program (SMART = Science and Math in Research and Teaching) This program takes juniors/seniors interested in teaching and provides them with opportunities to conduct independent research in math/science field and extensive work with practicing high school math/science teachers.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Whittier College	Math	2013-14	Yes	3				Whittier College credential students all complete the traditional program and they only become alternative based if they are hired on an intern credential for the student teaching component. Consequently we do not have many intern teachers. This year we only had 3 Education Specialist interns.
Whittier College	Math	2014-15	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Alliant International University	Science	2012-13	Yes	40	No			Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Science	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Science	2014-15	Yes	40				Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Antioch University	Science	2012-13	No					
Antioch University	Science	2013-14	No					
Antioch University	Science	2014-15	No					
Azusa Pacific University	Science	2012-13	Yes	3	Yes			
Azusa Pacific University	Science	2013-14	Yes	3				
Azusa Pacific University	Science	2014-15	Yes	3				
Bay Area School of Enterprise (REACH Institute)	Science	2012-13	Yes	3	Yes			

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Bay Area School of Enterprise (REACH Institute)	Science	2013-14	Yes	5				
Bay Area School of Enterprise (REACH Institute)	Science	2014-15	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Brandman University	Science	2012-13	Yes	20	No		Although we didn't meet our goal this year for new students obtaining science credentials the number of candidates in our multiple subject program who are coming back and adding authorizations in science have increased. We continue to increase our outreach efforts at local community colleges. We are also focusing on recruiting candidates that recently obtained bachelor's degrees in science from surrounding institutions, were recently employed in science-related professions, or recently retired from science-related professions who may have an interest in obtaining a single subject credential in science. The job market plays a key role in which credential a prospective teacher pursues. The number of science teaching positions should continue to increase in the coming years as the economy	Given the job market during 2012-2013 the goal of adding 20 students was set high and although we added 6 new students to our program we did not meet our goal.

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Brandman University	Science	2013-14	Yes	20				Districts are beginning to report anticipated teacher shortages in upcoming years. We are hoping this translates into increased enrollments.
Brandman University	Science	2014-15	Yes	20				As teachers retire and the economy improves there will be more opportunities for employment especially in science
California Baptist University	Science	2012-13	Yes	0	Yes			The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential
California Baptist University	Science	2013-14	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential

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California Baptist University	Science	2014-15	Yes	0				The criteria for internships in California were changed effective January 1, 2014 by the California Teaching Commission. CBU sent a proposal projecting how the university and a school district would plan to implement the new criteria and it was approved in November of 2013. CBU is currently in the process of reaching agreements with
California Lutheran University	Science	2012-13	Yes	3	Yes	We continue to improve our relationship with the Science departments. Discussions have been held regarding creating a single subject Science program. we also work with CLU faculty to support future teachers.	We have brought a consultant on board to help us build a STEM program.	See above
California Lutheran University	Science	2013-14	Yes	3				See above
California Lutheran University	Science	2014-15	Yes	3				See above

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State Polytechnic University, Pomona	Science	2012-13	Yes	3	Yes			We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.
California State Polytechnic University, Pomona	Science	2013-14	Yes	1				We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.
California State Polytechnic University, Pomona	Science	2014-15	Yes	0				

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California State University, Bakersfield	Science	2012-13	Yes	1	Yes	-Kern County Superintendent of Schools T5 Recruitment Events -Noyce Fellowship Partnership with our Natural Sciences, Mathematics, and Engineering Department -Information Sessions		
California State University, Bakersfield	Science	2013-14	Yes	1				
California State University, Bakersfield	Science	2014-15	Yes	1				
California State University, Channel Islands	Science	2012-13	No		Not applicable			
California State University, Channel Islands	Science	2013-14	Yes	0				Unsure the numbers are extremely low in science at this time
California State University, Channel Islands	Science	2014-15	No					

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California State University, Chico	Science	2012-13	Yes	2	No	Recruited through undergraduate science clubs and organizations Continued advising for the new BA in Life Sciences with a track for teachers and the new BA of Arts in Natural Sciences designed to attract majors in Liberal Studies to add a foundational level science credential. Increased scholarships for science candidates in the areas of both recruitment and retention through Noyce Scholarships and MISTI monies. Awarded STEM grants to support recruitment and retention of candidates in	Improve advisement and advertisement for the new programs.	The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.
California State University, Chico	Science	2013-14	Yes	2				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.
California State University, Chico	Science	2014-15	Yes	4				We predict an increase in the demand for interns in areas of critical need.

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California State University, Dominguez Hills	Science	2012-13	Yes	9	No		We will focus on recruitment of science majors on campus and other institutions, advise students who are Liberal Studies majors with Science Options, hold information sessions and utilize printed and website information.	Recruiting science majors into a teacher preparation program has traditionally been challenging due to the many career options they have. The new on-line teacher preparation program will be introduced to these majors at information sessions and in classroom information sessions.
California State University, Dominguez Hills	Science	2013-14	Yes	10				
California State University, Dominguez Hills	Science	2014-15	Yes	6				
California State University, East Bay	Science	2012-13	Yes	35	No		Offering the Foundational Level Science authorization to multiple subject candidates/completers is a possible strategy to increase the number of science completers.	In 2012-13 there were only 4 science interns. The science BA or BS at our university is not a waiver program. Science candidates drop out of the program before they student teacher when they do not pass CSET for subject matter.

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California State University, East Bay	Science	2013-14	Yes	35				
California State University, East Bay	Science	2014-15	Yes	10				The number of interns will decrease in the 2014-15 year. The California Commission on Teacher Credentialing has new intern requirements (189 hours of supervision), which will financially impact the number of interns CSUEB can support.
California State University, Fresno	Science	2012-13	Yes	4	Yes			
California State University, Fresno	Science	2013-14	Yes	5				
California State University, Fresno	Science	2014-15	Yes	5				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Fullerton	Science	2012-13	Yes	5	Yes	Strategies for science candidate recruitment and support include: •scholarships •distribution of brochures throughout campus •articulation with undergraduate programs that are science-rich to promote science teaching as a career option •web-based video about science teaching •community college outreach presentations •outreach in Intro to Teaching and Careers in Chemistry courses about job opportunities for teachers of mathematics and science •summer internships with local informal science centers •An updated brochure on the Single Subject Credential Program was published this year. The CSUF Single Subject Credential Program is evolving in ways that we hope will support many of	We have learned that it is critical to reach out to students both at community colleges as they are still deciding upon career pathways and at our own IHE in mathematics- and science-rich majors who are early in their program of study to generate interest in teaching (the major in geoscience and the minor in natural science). The science credential moved from the College of Natural Science and Mathematics to the College of Education in 2012. However, the single subject credential advisor meets with the undergraduate science advisor on a regular basis to coordinate recruitment and advisement efforts. This is followed up with opportunities to get involved with local mathematics and science education activities and scholarship opportunities for juniors/seniors planning to enter the credential	We saw a small decline in the number of science credentials (30 to 26) due primarily to the effects of the economic recession on the job market for teachers in our local region.

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California State University, Fullerton	Science	2013-14	Yes	2				Due to the state of the current economy in California, many districts continue to have furlough days for teachers and have not yet rehired teachers that lost positions in recent years.
California State University, Fullerton	Science	2014-15	Yes	2				
California State University, Long Beach	Science	2012-13	No		Not applicable			
California State University, Long Beach	Science	2013-14	No					
California State University, Long Beach	Science	2014-15	No					
California State University, Los Angeles	Science	2012-13	Yes	1	No	A variety of activities including: online media postings, campus information sessions and attendance at career fairs were used to recruit high quality candidates into shortage areas.		The demand for intern credential candidates has decreased due to workforce demands.

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California State University, Los Angeles	Science	2013-14	Yes	1				
California State University, Los Angeles	Science	2014-15	No					Due to low enrollment and workforce demands, the intern pathway for science will be suspended.
California State University, Monterey Bay	Science	2012-13	Yes	1	Yes			
California State University, Monterey Bay	Science	2013-14	Yes	1				
California State University, Monterey Bay	Science	2014-15	Yes	1				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Northridge	Science	2012-13	Yes	15	No			We do not set goals for recruiting math & science teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of state changes to intern programs. Therefore school districts determine how many prospective teachers are eligible in each subject area.
California State University, Northridge	Science	2013-14	Yes	16				We do not set goals for recruiting math & science teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of state changes to intern programs. Therefore school districts determine how many prospective teachers are eligible in each subject area.

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California State University, Northridge	Science	2014-15	Yes	2				Enrollment in Intern Programs has substantially decreased due to the number of positions available for interns and with recent changes to intern programs requirements local school districts might not be incline to hire interns.
California State University, Sacramento	Science	2012-13	No		Not applicable			The College of Education does not currently offer a Multiple or Single Subject internship program in Science.
California State University, Sacramento	Science	2013-14	No					The College of Education does not currently offer a Multiple or Single Subject internship program in Science.
California State University, Sacramento	Science	2014-15	No					The College of Education does not currently offer a Multiple or Single Subject internship program in Science.

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California State University, San Bernardino	Science	2012-13	Yes	10	No		We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. We are working more closely with the Liberal Arts program to encourage their students to pursue a teaching credential with CSUSB instead of transferring to another institution. We are also working to liaison more closely with the school districts we serve.	

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California State University, San Bernardino	Science	2013-14	Yes	10				We did not meet our target for Fall 2013 for science teachers. We are continuing to improve our recruitment and marketing strategies. We are continuing to improve our recruitment and marketing strategies. We have incorporated AVID and Co-teaching models. We have revised and updated our partnerships with the local school districts to aid in matching students to school sites. Additionally, starting Summer 2014, we are moving our timing of fieldwork/supervision courses to align with local school district calendars. As a result, students will now be intern eligible earlier in the program as a result of the reconfigured calendar.
California State University, San Bernardino	Science	2014-15	Yes	10				
California State University, San Marcos	Science	2012-13	No					

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California State University, San Marcos	Science	2013-14	No					
California State University, San Marcos	Science	2014-15	No					

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California State University, Stanislaus	Science	2012-13	Yes	1	Yes	Increase the number of Foundation Level Credentials awarded in science through comprehensive outreach, recruitment and support efforts including, but not limited to, providing FLC information to undergraduate and credential teacher candidates, credentialed Alumni and Multiple and Single Subject Credential Holders. Fund ten $1,000 Future Science Teacher Scholarships. Recipients will complete 50 hours of early field work in area schools/tutoring programs and participate in the CSU Stanislaus Future Math and Science Teacher Club. Secondary Science Teacher will serve as mentor/advisor for Future Math and Science Teacher Club whose purpose is to develop a professional learning community (PLC) of pre-service math and science teachers.		The need for the local school districts to hire interns has dropped dramatically the past several years.

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California State University, Stanislaus	Science	2013-14	Yes	1				Revised our internship program's preservice and support/supervision components to meet Commission-adopted preconditions and program standards which went into effect January 1, 2014.
California State University, Stanislaus	Science	2014-15	Yes	1				
CalState TEACH	Science	2012-13	No					
CalState TEACH	Science	2013-14	No					
CalState TEACH	Science	2014-15	No					
Chapman University	Science	2012-13	No					
Chapman University	Science	2013-14	No					
Chapman University	Science	2014-15	No					
Claremont Graduate University	Science	2012-13	Yes	10	Yes			We received one NSF Noyce grant last year that has helped us increase our Science numbers in 12/13 and we have another Noyce grant pending that would assist us in significantly increasing our Science candidates in 13/14 if we

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Claremont Graduate University	Science	2013-14	Yes	12				
Claremont Graduate University	Science	2014-15	Yes	14				
Dominican University of California	Science	2012-13	No					
Dominican University of California	Science	2013-14	No					
Dominican University of California	Science	2014-15	Yes	1				

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

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Fortune School of Education (Project Pipline)	Science	2013-14	Yes	3				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To

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Fortune School of Education (Project Pipline)	Science	2014-15	Yes	3				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To

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Fresno Pacific University	Science	2012-13	Yes	0	Yes			The number of candidates admitted to the internship program for science will be dictated by the job availability in the Central Valley.
Fresno Pacific University	Science	2013-14	Yes	0				The number of candidates admitted to the internship program for science will be dictated by the job availability in the Central Valley.
Fresno Pacific University	Science	2014-15	Yes	0				The number of candidates admitted to the internship program for science will be dictated by the job availability in the Central Valley.
High Tech High Communities	Science	2012-13	Yes	5	No			
High Tech High Communities	Science	2013-14	Yes	3				
High Tech High Communities	Science	2014-15	Yes	5				

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Holy Names University	Science	2012-13	Yes	5	No	Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Hold webinar which faculty constructed, describing our Credential Programs.	Continue building pathways from Undergraduate majors (Science) to Teacher Education programs Teacher Education and Undergraduate faculty have met with K-12 high school (academies) with focus on science in high schools. Emphasis science as a shortage area during monthly university Information Sessions. Continue to spread awareness of Teacher Apprenticeship Program, which includes shortage subject areas like science. Revise and improve current University website, Education	
Holy Names University	Science	2013-14	Yes	5				
Holy Names University	Science	2014-15	Yes	2				
Humboldt State University	Science	2012-13	No					
Humboldt State University	Science	2013-14	No					
Humboldt State University	Science	2014-15	No					

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La Sierra University	Science	2012-13	No					
La Sierra University	Science	2013-14	No					
La Sierra University	Science	2014-15	No					
Los Angeles Unified School District	Science	2012-13	Yes	1	Yes	Monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information		Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area.
Los Angeles Unified School District	Science	2013-14	Yes	1				Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area.
Los Angeles Unified School District	Science	2014-15	Yes	1				Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area.

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Loyola Marymount University	Science	2012-13	Yes	15	Yes	Reached out to undergraduate science majors through their departments; publicized our partnership with Teach For America (TFA); hosted info sessions to identify high school science teachers in need of credentials; visited numerous graduate school fairs; hosted information sessions here on campus.	Continue to: investigate publications tailored for those employed in the sciences; continue to publicize our innovative science program and partnerships with local schools; continue outreach to local charter schools and other external partners; identify ways to identify career changers who might be interested in science education; identify new areas	N/A
Loyola Marymount University	Science	2013-14	Yes	15				N/A
Loyola Marymount University	Science	2014-15	Yes	15				N/A
Mount St. Mary's College	Science	2012-13	No		Not applicable			
Mount St. Mary's College	Science	2013-14	No					
Mount St. Mary's College	Science	2014-15	No					
National Hispanic University	Science	2012-13	Yes	3	No		CSET preparation and recruitment efforts would have helped the university to meet the goals.	

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National Hispanic University	Science	2013-14	Yes	3				
National Hispanic University	Science	2014-15	Yes	2				

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National University	Science	2012-13	Yes	8	Yes			Target engineers as Late Entrants into Teaching Profession in private and public industries and corporations to promote an effective bridge for career change. Provide information on subject matter competence or waivers, transcript services, orientation in their place of work and connect them to our university system. 4.2. Target Science Majors in 4-year institutions for a post-graduate, viable way to obtain a Science teaching credential to teach. 4.3. Target female Science Majors in 2- year and 4-year institutions for a post-graduate, viable way to obtain a Science teaching credential to teach. 4.4. Target Minority Science Majors in 2- year and 4-year institutions for a post-

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National University	Science	2013-14	Yes	10				2013/2014 may experience an increase in intern enrollment pending teacher retirements and implementation of Class Size Reduction (CSR) as per Governor Brown's Local Control Funding Formula proposed legislation in April 2013.
National University	Science	2014-15	Yes	12				
Notre Dame de Namur University	Science	2012-13	No		Not applicable			
Notre Dame de Namur University	Science	2013-14	No					
Notre Dame de Namur University	Science	2014-15	No					
Orange County Office of Education	Science	2012-13	No					
Orange County Office of Education	Science	2013-14	No					
Orange County Office of Education	Science	2014-15	No					
Pacific Oaks College	Science	2012-13	No		Not applicable			

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Pacific Oaks College	Science	2013-14	No					
Pacific Oaks College	Science	2014-15	No					
Patten University	Science	2012-13	No					
Patten University	Science	2013-14	Yes	5				
Pepperdine University	Science	2012-13	No					
Pepperdine University	Science	2013-14	No					
Pepperdine University	Science	2014-15	No					
Point Loma Nazarene University	Science	2012-13	Yes	1	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.	
Point Loma Nazarene University	Science	2013-14	Yes	1				
Point Loma Nazarene University	Science	2014-15	Yes	1				
San Diego City Unified School District	Science	2012-13	No					

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San Diego City Unified School District	Science	2013-14	No					Our Program is currently inactive.
San Diego City Unified School District	Science	2014-15	No					Our Program is currently inactive.
San Diego State University	Science	2012-13	No					
San Diego State University	Science	2013-14	No					The Alternative Teacher Preparation programs are designed for areas with teacher shortages when an emergency teaching credential is needed. There are no goals to increase these programs.
San Diego State University	Science	2014-15	No					
San Francisco State University	Science	2012-13	No					
San Francisco State University	Science	2013-14	No					We hope to prepare more science teachers even though this is an alternative program and the single-subject credential program enrolls eligible students hired by the districts as full-time teachers of record.

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San Francisco State University	Science	2014-15	Yes	4				
San Joaquin County Office of Education - Project IMPACT	Science	2012-13	Yes	5	No	Advisement to new candidates include information about areas of need.	Continue to inform students of areas of need.	
San Joaquin County Office of Education - Project IMPACT	Science	2013-14	Yes	5				
San Joaquin County Office of Education - Project IMPACT	Science	2014-15	Yes	5				
San Jose State University	Science	2012-13	Yes	0	Yes			No goals for the intern program because interns are determined by the districts availability.
San Jose State University	Science	2013-14	Yes	0				No goals for the intern program because interns are determined by the districts availability.
San Jose State University	Science	2014-15	Yes	0				No goals for the intern program because interns are determined by the districts availability.
Sonoma State University	Science	2012-13	Yes	32	No			The majority go through the Traditional Program.

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Sonoma State University	Science	2013-14	Yes	54				See Traditional Program.
Sonoma State University	Science	2014-15	Yes	0				The majority go through the Traditional Program.
St. Mary's College of California	Science	2012-13	No		Not applicable			Since participation in any KSOE alternative intern program is dependent on the candidate being independently hired by a district, it is not reasonable to set specific achievement goals for the alternative programs. The traditional program goal is the combined goal for both the traditional and alternative programs.
St. Mary's College of California	Science	2013-14	No					
St. Mary's College of California	Science	2014-15	No					
Stanislaus County Office of Education	Science	2012-13	No					
Stanislaus County Office of Education	Science	2013-14	No					

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Stanislaus County Office of Education	Science	2014-15	No					

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Touro University	Science	2012-13	Yes	5	No	Single subject science candidates undertake an intensive study of the state adopted Common Core State Standards in the curriculum and instruction courses, EDU 775: Curriculum and Instruction: Secondary Methods I and EDU 777:Curriculum and Instruction: Secondary Methods II, through a series of observations in 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 principle within science and across disciplines throughout the curriculum and instruction classes. Candidates learn the	All science credential candidates need specific instruction both life and physical science curriculum strategies along with instruction on incorporating literacy in the content area of science.	
Touro University	Science	2013-14	Yes	5				

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Touro University	Science	2014-15	Yes	5				
University of California, Berkeley	Science	2012-13	Yes	12	Yes	Recruitment, website information.	Given continuing budget constraints, we aimed for a slight increase - a combined (Math & Science) enrollment of 22, which was exceeded by 4. We enrolled 15 students in Math and 11 in Science, for a total of 26. It is difficult to achieve an even number of students split between Math and Science.	
University of California, Berkeley	Science	2013-14	Yes	12				
University of California, Berkeley	Science	2014-15	Yes	13				
University of California, Los Angeles	Science	2012-13	Yes	5	Yes	We work with EnCorps, Troops to Teachers, and other organizations to recruit retired STEM professionals to the classroom.		We work with EnCorps, Troops to Teachers, and other organizations to recruit retired STEM professionals to the classroom.
University of California, Los Angeles	Science	2013-14	Yes	5				We work with EnCorps, Troops to Teachers, and other organizations to recruit retired STEM professionals to the classroom.

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University of California, Los Angeles	Science	2014-15	Yes	10				We work with EnCorps, Troops to Teachers, and other organizations to recruit retired STEM professionals to the classroom. Also, we will be aggressively marketing to attract more teachers.

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University of California, Riverside	Science	2012-13	Yes	0	Yes	The Teacher Education has continued its cooperation with CalTeach, Science & Math Initiative (SMI), and has worked to increase scholarship opportunities for science students. Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. Information session for the Minor in Education and Teacher Education programs are now presented bi-monthly. Teacher Education continue to cooperate and works closely with the University of California Cal Teach Science & Math Initiative (SMI) and is currently offering a significant scholarship offered on a competitive basis to science	Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. We have obtained funding through state and federal grants, including the UCR Math/Science Initiative grant, and the Noyce Scholars grant. Our University of California Cal Teach Science & Math Initiative (SMI) program continues preparing excellent high school math and science teachers. In collaboration with SMI, the UCR Teacher Education Program continues to develop close partnerships with County offices of education and school districts to increase mutual awareness of needs (hiring and curricular) between UCR and	The impact of the economic downturn in California may have played a part in the lower number of science candidates, and this trend has been noted across the State by the California Commission on Teacher Credentialing (CTC).

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University of California, Riverside	Science	2013-14	Yes	0				The Teacher Education program has experienced a change in administration and has hired a new Assistant Director of Teacher Education and Admissions Advisor. The new administrators continue to develop close relationships with county offices of education and school districts in Southern California. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its local and regional communities. Our new Assistant Director of Teacher Education continues to work with Development and the Financial Aid office to secure additional scholarships and grant opportunities for math candidates. Due to close partnerships with our local county offices, our 2013-14 candidates received intensive training for

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University of California, Riverside	Science	2014-15	Yes	0				The Teacher Education program has increased its marketing and recruitment in the region. Several scholarships specifically for recruiting new candidates have been identified and information distributed to all interested and eligible potential candidates. The economic downturn in California seems to have peaked and interest in becoming a teacher is on the upswing. With the new funding formula and accountability plan for California schools, many more positions are opening up across the Inland Valley region, which, in turn, helps in recruitment of new candidates.
University of California, San Diego	Science	2012-13	Yes	3	No			
University of California, San Diego	Science	2013-14	Yes	3				
University of California, San Diego	Science	2014-15	Yes	3				

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University of LaVerne	Science	2012-13	Yes	3	No			
University of LaVerne	Science	2013-14	Yes	3				
University of LaVerne	Science	2014-15	Yes	3				
University of Phoenix - CA	Science	2012-13	No					
University of Phoenix - CA	Science	2013-14	No					
University of Phoenix - CA	Science	2014-15	No					
University of Redlands	Science	2012-13	No		Not applicable			
University of Redlands	Science	2013-14	No					
University of Redlands	Science	2014-15	No					
University of San Francisco	Science	2012-13	No					
University of San Francisco	Science	2013-14	No					
University of San Francisco	Science	2014-15	No					

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University of the Pacific	Science	2012-13	Yes	1	Yes	Our program was able to place one student into an internship for teaching biology and general science. The student was enrolled in our Master of Arts and single subject program.	We maintain contact with area Human Resources Offices and public charter schools. We will continue to assist area schools with internship placements for qualified candidates who are able to be teachers of record in their employment.	We had 4 science candidates student teaching in our traditional program in the 2012-13 academic year. Students were graduate students from our Master's degree and single subject program. We had one science intern during 2012-13
University of the Pacific	Science	2013-14	Yes	1				We have one science intern in 2013-14. The Master's degree and credential program continues to be advertised at our School of Education web site. The Master's degree and credential program has been attractive to students from the Stockton area with bachelor's degrees in science fields. Our number of interns in science fields depends on openings for a full-time internship from an area school district.
University of the Pacific	Science	2014-15	Yes	1				We support students for either student teaching or internship. Our internship placements depend on area schools hiring a candidate for a paid position as the teacher of record.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Whittier College	Science	2012-13	No		Not applicable			
Whittier College	Science	2013-14	Yes	3				Whittier College credential students all complete the traditional program and they only become alternative based if they are hired on an intern credential for the student teaching component. Consequently we do not have many intern teachers. This year we only had 3 Education Specialist interns.
Whittier College	Science	2014-15	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Alliant International University	SpecEd	2012-13	Yes	40	No			Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	SpecEd	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	SpecEd	2014-15	Yes	40				Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Antioch University	SpecEd	2012-13	No					
Antioch University	SpecEd	2013-14	Yes	1				
Antioch University	SpecEd	2014-15	Yes	1				
Azusa Pacific University	SpecEd	2012-13	Yes	3	Yes			More interactions with school administrators and mentors at school districts allows the program to respond to district needs making our candidates more marketable
Azusa Pacific University	SpecEd	2013-14	Yes	3				
Azusa Pacific University	SpecEd	2014-15	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Bay Area School of Enterprise (REACH Institute)	SpecEd	2012-13	No					
Bay Area School of Enterprise (REACH Institute)	SpecEd	2013-14	No					
Bay Area School of Enterprise (REACH Institute)	SpecEd	2014-15	No					

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Brandman University	SpecEd	2012-13	Yes	40	No			We hope to add another return to our previous goal of 40 students. Although this goal may seem low, the field of education is still in a state of flux from the recent budget crisis. Due to the economic crisis, retirements seem to be occurring at a slower pace than anticipated, resulting in fewer job openings. However, districts are beginning to report anticipated teacher shortages in upcoming years. However, this will take some time to translate into increased enrollments.
Brandman University	SpecEd	2013-14	Yes	40				We are keeping our goal steady, as continued economic difficulties may hinder teacher retirements, and thus limiting the number of job openings for newly credentialed teachers.
Brandman University	SpecEd	2014-15	Yes	40				We are keeping our goal steady, as continued economic difficulties may hinder teacher retirements, and thus limiting the number of job openings for newly credentialed teachers.

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California Baptist University	SpecEd	2012-13	Yes	0	Yes			The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of special education candidates enrolled in our traditional program.
California Baptist University	SpecEd	2013-14	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of special education candidates enrolled in our traditional program.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California Baptist University	SpecEd	2014-15	Yes	0				The criteria for internships in California were changed effective January 1, 2014 by the California Teaching Commission. CBU sent a proposal projecting how the university and a school district would plan to implement the new criteria and it was approved in November of 2013. CBU is currently in the process of reaching agreements with local school districts to support the new criteria through MOU's. When the MOU's are approved by both parties, CBU will be able to provide intern eligibility letters to candidate who are intern eligible.

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California Lutheran University	SpecEd	2012-13	Yes	12	Yes	The Graduate School of Education continues to use the Federal Grant that funded tuition for 12 students in the Deaf and Hard of Hearing program. In addition, administration has worked closely with the Marketing and Graduate Admissions departments on increasing enrollment in the areas of need.	A new Marketing committee has been formed to develop strategies to recruit candidates in all Education Specialist programs.	In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this time.
California Lutheran University	SpecEd	2013-14	Yes	12				See above.
California Lutheran University	SpecEd	2014-15	Yes	12				See above
California State Polytechnic University, Pomona	SpecEd	2012-13	Yes	10	Yes			We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State Polytechnic University, Pomona	SpecEd	2013-14	Yes	4				We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.
California State Polytechnic University, Pomona	SpecEd	2014-15	Yes	2				
California State University, Bakersfield	SpecEd	2012-13	Yes	10	Yes	-Offering quarterly information sessions -Attending local school district recruitment or job fair activities -Developing newly organized website and flyers -Providing high quality test preparation for the CSET and RICA (by the Graduate Student Center and the Extended Univ.)		
California State University, Bakersfield	SpecEd	2013-14	Yes	15				

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California State University, Bakersfield	SpecEd	2014-15	Yes	15				
California State University, Channel Islands	SpecEd	2012-13	Yes	3	Yes	There was a need for SPED teachers in our community		Currently have 2 Intern students Have additional 7 students seeking a second credential
California State University, Channel Islands	SpecEd	2013-14	Yes	3				We hope to maintain at least 3 Interns, we anticipate having many new students seeking a second credential
California State University, Channel Islands	SpecEd	2014-15	No					

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California State University, Chico	SpecEd	2012-13	Yes	5	Yes	We exceeded our goal by 4. We continued to recruit candidates into TQP grant-funded programs focusing on increasing special education candidate numbers (RTR, ITEC, Concurrent and Next Steps). We were awarded grants to support recruitment and retention of candidates earning credentials for moderate/severe special education settings. We used technology to provide access to all courses for distance learners in our region. We developed a minor in special education for undergraduate education majors to provide a pipeline into the education specialist programs	We need to increase the number and quality of our special education school placements and recruit additional cooperating teachers. In addition, we need better advertisement and advisement strategies campus-wide to promote the Next Steps Program that recruits single subject candidates from majors across campus to earn credentials in their content area majors and special education.	The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.
California State University, Chico	SpecEd	2013-14	Yes	5				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.

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California State University, Chico	SpecEd	2014-15	Yes	5				The rationale for this modest goal is the temporary admission hiatus for special education interns due to program redesign resulting from a lack of external funding support.
California State University, Dominguez Hills	SpecEd	2012-13	Yes	21	No		Information sessions regarding the Internship program will be offered on a regular basis through out the year.	As in many Educator Preparation Programs in California, the Education Specialist programs at our institution have declines in enrollment over the past few years as the need for Education Specialists decreased. Opportunities for Intern positions in schools have been strongly impacted, which in turn has impacted enrollment in our Intern program.
California State University, Dominguez Hills	SpecEd	2013-14	Yes	20				
California State University, Dominguez Hills	SpecEd	2014-15	Yes	18				

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California State University, East Bay	SpecEd	2012-13	Yes	10	Yes	Candidates earn two concurrent credentials: Multiple Subject and Educational Specialist Mild/Moderate or Moderate/Severe. Candidates may be interns while in their second year of study, after completing the coursework and field practicum for the Multiple Subject Credential. The demand for Educational Specialists is strong in our region, and our candidates are well prepared for being an intern.		
California State University, East Bay	SpecEd	2013-14	Yes	10				

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California State University, East Bay	SpecEd	2014-15	Yes	7				The number of interns will decrease in the 2014-15 year. The California Commission on Teacher Credentialing has new intern requirements (189 hours of supervision), which will financially impact the number of interns CSUEB can support. However, the Educational Specialist Program will receive the highest priority for our campus due to the demand for the credential.
California State University, Fresno	SpecEd	2012-13	Yes	5	Yes			
California State University, Fresno	SpecEd	2013-14	Yes	5				
California State University, Fresno	SpecEd	2014-15	Yes	5				

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California State University, Fullerton	SpecEd	2012-13	Yes	10	Yes	•New student organizations for early childhood special education and autism with collaboration from numerous departments across campus – undergraduate students were involved in workshops, webinars, community activities, and social groups to encourage interest and activism in the fields of early childhood special education and autism •Recruitment at local conferences and school districts through the I:DREEAM, AIMS, and STAR grants which support new early childhood, mild/moderate, and moderate/severe teachers as well as recruitment through the Intern program for all three program areas (early childhood, mild/moderate, and moderate/severe) •Improved, user-friendly website •Coordinator-model of support where students meet the candidates at the admissions interview, follow up with emails and phone calls, advise the students throughout the program, and meet with them in	By following an organized tracking system with an assessment coordinator, students in each program are being coded correctly. This means that the program coordinators can monitor their progress throughout the program and support them along the way. Program coordinators also attend advisement sessions at the Center for Careers in Teaching to encourage undergraduates from diverse majors to consider early childhood special education. Several faculty presented at the Road to Teaching conference as well as the SCTA conference to recruit new special education candidates. The program will continue to respond to student inquiries in a timely manner, attend future teachers' events, and hold department events that allow prospective teachers to ask questions and spend time with faculty.	

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California State University, Fullerton	SpecEd	2013-14	Yes	9				
California State University, Fullerton	SpecEd	2014-15	Yes	10				
California State University, Long Beach	SpecEd	2012-13	Yes	10	Yes	We recommended 7 candidates for Intern credentials in 2012-13. We made the recommendation only when candidates had job offers from local districts.		
California State University, Long Beach	SpecEd	2013-14	Yes	9				
California State University, Long Beach	SpecEd	2014-15	Yes	10				
California State University, Los Angeles	SpecEd	2012-13	Yes	10	Yes		A graduate-level student service professional was added to the staff in 2013 and she has supported the recruitment of special education interns through career fairs, district meetings, and statewide intern meetings.	There are more students enrolling in the special education alternative pathway, but they are not reported here because they are pursuing this area as a second credential.

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California State University, Los Angeles	SpecEd	2013-14	Yes	13				The 2013 California adopted a local control funding formula that has eliminated the support for alternative certification of special education teachers. The college is working to refocus some resources to support ongoing success of the alternative pathway in special education.
California State University, Los Angeles	SpecEd	2014-15	Yes	13				
California State University, Monterey Bay	SpecEd	2012-13	Yes	2	Yes			
California State University, Monterey Bay	SpecEd	2013-14	Yes	2				
California State University, Monterey Bay	SpecEd	2014-15	Yes	2				

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California State University, Northridge	SpecEd	2012-13	Yes	120	No			We do not set goals for recruiting education specialist teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of state changes to the intern programs. Therefore school districts determine how many prospective teachers are eligible in each credential area.
California State University, Northridge	SpecEd	2013-14	Yes	16				We do not set goals for recruiting education specialist teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for Interns as a result of recent changes to intern programs. Therefore school districts determine how many prospective teachers are eligible in each credential area.

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California State University, Northridge	SpecEd	2014-15	Yes	10				Enrollment in Intern Programs has substantially decreased due to the number of positions available for interns and with recent changes to intern programs requirements local school districts might not be incline to hire interns. Majority of candidates in our Education Specialist Programs are holders of a Multiple Subject or Single subject Credential.
California State University, Sacramento	SpecEd	2012-13	Yes	0	Yes			The goals for Special Education programs are the same as those set for programs identified as Traditional. However the program admits students based on district hiring and recommendations made for candidate admissions into internship program.
California State University, Sacramento	SpecEd	2013-14	Yes	10				The goals for Special Education programs are the same as those set for programs identified as Traditional. Admissions will be made based on district hiring and recommendations made for internship status.

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California State University, Sacramento	SpecEd	2014-15	Yes	15				The goals for Special Education are the same as those established for programs identified as Traditional. However given that the district anticipates needing to hire special education interns, admissions will be made if candidates meet established University guidelines for admissions.
California State University, San Bernardino	SpecEd	2012-13	Yes	150	Yes	We have successfully maintained enrollment in the Special Education programs at CSUSB. The Special Education programs have developed a route for Multiple Subjects credential completers to enter into the Special Education program.		

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California State University, San Bernardino	SpecEd	2013-14	Yes	150				We did not meet our target for Fall 2013 for Special Education teachers. We are continuing to improve our recruitment and marketing strategies. We have revised and updated our partnerships with the local school districts to aid in matching students to school sites. Additionally, starting Summer 2014, we are moving our timing of fieldwork/supervision courses to align with local school district calendars. As a result, students will now be intern eligible earlier in the program as a result of the reconfigured calendar.
California State University, San Bernardino	SpecEd	2014-15	Yes	150				
California State University, San Marcos	SpecEd	2012-13	No					

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California State University, San Marcos	SpecEd	2013-14	No					
California State University, San Marcos	SpecEd	2014-15	No					
California State University, Stanislaus	SpecEd	2012-13	Yes	1	Yes			Continued the recruitment efforts on and off campus to targeted audiences. Advertised the ASD added authorization option which began Fall 2012. The need for the local school districts to hire interns has dropped dramatically the past several years.
California State University, Stanislaus	SpecEd	2013-14	Yes	1				Revised our internship program's preservice and support/supervision components to meet Commission-adopted preconditions and program standards which went into effect January 1, 2014.
California State University, Stanislaus	SpecEd	2014-15	Yes	1				
CalState TEACH	SpecEd	2012-13	No					

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CalState TEACH	SpecEd	2013-14	No					
CalState TEACH	SpecEd	2014-15	No					
Chapman University	SpecEd	2012-13	Yes	3	Yes			
Chapman University	SpecEd	2013-14	Yes	3				
Chapman University	SpecEd	2014-15	Yes	3				
Claremont Graduate University	SpecEd	2012-13	Yes	20	Yes			
Claremont Graduate University	SpecEd	2013-14	Yes	20				
Claremont Graduate University	SpecEd	2014-15	Yes	22				
Dominican University of California	SpecEd	2012-13	No		Not applicable			
Dominican University of California	SpecEd	2013-14	No					
Dominican University of California	SpecEd	2014-15	Yes	1				

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

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

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Fresno Pacific University	SpecEd	2012-13	Yes	5	Yes	The Division of Special Education at Fresno Pacific University met on a recurring basis with the university's program representative teams across all three campuses (Bakersfield, Fresno, and Visalia) to direct recruitment efforts and reinforce representatives' abilities to discuss admission requirements, as well as to address any concerns with the communication of program options and obstacles toward full admission. Program directors host inquiries from potential candidates and support the admissions process to ensure full participation in teacher preparation programs. The division identified the Merced Regional Center of Fresno Pacific University as a viable venue to extend the program's service region and serve and recruit more potential teacher candidates. Representatives of the division began attending district- and community-based gatherings to inform the community of the program options. The advisory	The division seeks ongoing understanding of effective recruitment strategies including but not limited to a dialogue with at least one local school district to capitalize on training provided to Transition to Teach participants by the district and to be credited by the division. Program directors undertake ongoing presentations to potential candidates (e.g. the students in degree completion programs at Fresno Pacific University). A collaboration with Fresno Pacific University's degree completion program is underway to provide early preparation for candidates interested in participating in the division's preparation programs.	Recruitment efforts are underway for a program director to oversee student progress in the education specialist teacher preparation programs to start at the Merced Regional Center of Fresno Pacific University in the fall 2014 semester.

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Fresno Pacific University	SpecEd	2013-14	Yes	20				
Fresno Pacific University	SpecEd	2014-15	Yes	20				The division will benefit from the university's efforts to become eligible for the TEACH grant program. The program at the Merced Regional Center of Fresno Pacific University will benefit from ongoing dialogue with the University of California, Merced for the purposes of directing students into teaching careers from a baccalaureate program. The division chair has initiated dialogue with district representatives in the Merced area in order to facilitate increased visibility, awareness of the division's program options, and identification of effective recruitment routes.
High Tech High Communities	SpecEd	2012-13	Yes	5	No			
High Tech High Communities	SpecEd	2013-14	Yes	2				

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High Tech High Communities	SpecEd	2014-15	Yes	5				
Holy Names University	SpecEd	2012-13	Yes	10	No	Continued collaboration with our Special Education Community Advisory Council. Collaborate with Teacher Apprentice Program to identify secondary candidates for dual certification	Emphasize Special Education as a shortage area during monthly university Information Sessions.	
Holy Names University	SpecEd	2013-14	Yes	10				
Holy Names University	SpecEd	2014-15	Yes	5				
Humboldt State University	SpecEd	2012-13	No		Not applicable			
Humboldt State University	SpecEd	2013-14	No					
Humboldt State University	SpecEd	2014-15	No					
La Sierra University	SpecEd	2012-13	No					
La Sierra University	SpecEd	2013-14	No					
La Sierra University	SpecEd	2014-15	No					

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Los Angeles Unified School District	SpecEd	2012-13	No					
Los Angeles Unified School District	SpecEd	2013-14	Yes	1				Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area. Additionally, many of our special education interns are teachers that were affected by reduction-in-force. Thus, these teachers already hold general education credentials and are not pursuing initial certification. During the 2012-13 year, although the program did not have any special education teachers pursuing initial certification, teachers who already had general education credentials did participate in pursuing their special education credentials through the District Intern Program.

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Los Angeles Unified School District	SpecEd	2014-15	Yes	1				Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area. Additionally, many of our special education interns are teachers that were affected by reduction-in-force. Thus, these teachers already hold general education credentials and are not pursuing initial certification. During the 2012-13 year, although the program did not have any special education teachers pursuing initial certification, teachers who already had general education credentials did participate in pursuing their special education credentials through the District Intern Program.

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Loyola Marymount University	SpecEd	2012-13	Yes	17	Yes	Hosted info sessions for those interested in special education; attended graduate school fairs; coordinated efforts with the special education program to facilitate the process for students who want to transition from traditional education to special education; maintained our strong partnership with Teach For America (TFA) to identify prospective special education teachers.	Continue to: improve relationships with local charter schools to identify candidates in this high need area; find ways to speak directly to undergraduate students in special education classes; place ads in relevant magazines and educator newsletters.	New state rules concerning instructional support for Special Education teachers may impact enrollment and placements.
Loyola Marymount University	SpecEd	2013-14	Yes	17				N/A
Loyola Marymount University	SpecEd	2014-15	Yes	17				Changing state regulations regarding interns may impact our recruiting and enrollment in special education.

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Mount St. Mary's College	SpecEd	2012-13	Yes	0	Yes	The Deaf and Hard of Hearing program has added four new Intern students to the online program. We have improved the pathway for Education Specialists to teach students with special needs. It is important to note that our interns are in the same courses as our traditional candidates. The only difference is that the interns are working as the teachers of record and are supervised throughout their credential program. The university hired college supervisors directly observe and support the candidates in their own classrooms. Specifically, the college supervisors provide direct feedback on how candidates demonstrate their competency in the areas of instruction, content knowledge, classroom management, assessments, and how they ensure that all students are learning. The preparation in the credential coursework to meet students' needs is the same	We have revised our program to include general education and education specialist students in the same courses in order to a) increase the number of general education teachers who can work more effectively with special needs students and b) to attract more Education Specialist teachers by offering a program that better supports the challenges they face in the classroom. We also continue to monitor students' progress on Cal-TPE #4 (making content accessible for students with special needs), Cal-TPAs (adaptations for diverse learners) and supervised teaching to ensure that the skills learned in our classroom are being demonstrated and generalized in their classrooms. In addition, our candidates report to us informally that they have found this effort of special education integration to be extremely useful and meaningful. This task will be examined this coming year to	Also advised students who were seeking employment and informed them of openings in area of mild/moderate disabilities. University Internship program is available if needed but not our program focus.

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Mount St. Mary's College	SpecEd	2013-14	Yes	5				An additional four students were included in our new deaf and hard of hearing program and one mild/moderate student became an intern
Mount St. Mary's College	SpecEd	2014-15	Yes	0				All DHH students will be on site versus in the field.
National Hispanic University	SpecEd	2012-13	Yes	10	No		Students struggled with RICA. Additional preparation session will be added.	
National Hispanic University	SpecEd	2013-14	Yes	10				
National Hispanic University	SpecEd	2014-15	Yes	5				
National University	SpecEd	2012-13	Yes	20	Yes			Due to the economic downturn in California, the number of teacher candidate decreased but with additional funding planned for the next fiscal year, more candidates are enrolling each month

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National University	SpecEd	2013-14	Yes	35				a. The Department of Special Education is continually revising and updating courses, key assignments, and projects to ensure our candidates are highly qualified. b. Program Annual Review Data is used to inform practice and improve programs.
National University	SpecEd	2014-15	Yes	38				
Notre Dame de Namur University	SpecEd	2012-13	Yes	7	Yes			
Notre Dame de Namur University	SpecEd	2013-14	Yes	1				The ability of students to secure internships is based on market conditions, which cannot be predicted.
Notre Dame de Namur University	SpecEd	2014-15	Yes	1				

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Orange County Office of Education	SpecEd	2012-13	Yes	10	No	We had 6 enrollments and continued the program. Those students will complete on June 30, 2014.	We are reaching out to the districts and attending IHE and district job fairs.	We are working diligently to contact districts regularly to inform them about our intern program, and how we may provide supports for any available positions they may have. We were able to enroll 6 full time interns.
Orange County Office of Education	SpecEd	2013-14	Yes	10				We did not meet our minimum enrollment for prospective teachers, therefore, there was no new enrollment for the 2013-2014 school year.
Orange County Office of Education	SpecEd	2014-15	No					
Pacific Oaks College	SpecEd	2012-13	Yes	1	Yes			
Pacific Oaks College	SpecEd	2013-14	Yes	1				
Pacific Oaks College	SpecEd	2014-15	Yes	10				
Patten University	SpecEd	2012-13	No					
Patten University	SpecEd	2013-14	No					
Patten University	SpecEd	2014-15	No					
Pepperdine University	SpecEd	2012-13	No					

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Pepperdine University	SpecEd	2013-14	No					
Pepperdine University	SpecEd	2014-15	No					
Point Loma Nazarene University	SpecEd	2012-13	Yes	13	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	
Point Loma Nazarene University	SpecEd	2013-14	Yes	14				
Point Loma Nazarene University	SpecEd	2014-15	Yes	15				
San Diego City Unified School District	SpecEd	2012-13	No					
San Diego City Unified School District	SpecEd	2013-14	No					Our Program is currently inactive.
San Diego City Unified School District	SpecEd	2014-15	No					Our Program is currently inactive but we are anticipating reactivating in 2014-2015.
San Diego State University	SpecEd	2012-13	No					

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San Diego State University	SpecEd	2013-14	No					The Alternative Teacher Preparation programs are designed for areas with teacher shortages when an emergency teaching credential is needed. There are no goals to increase these programs.
San Diego State University	SpecEd	2014-15	No					
San Francisco State University	SpecEd	2012-13	Yes	45	Yes			
San Francisco State University	SpecEd	2013-14	Yes	45				
San Francisco State University	SpecEd	2014-15	Yes	45				
San Joaquin County Office of Education - Project IMPACT	SpecEd	2012-13	Yes	10	Yes	Informing students of areas of need.	Continue educating perspective students in areas of need.	

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San Joaquin County Office of Education - Project IMPACT	SpecEd	2013-14	Yes	10				
San Joaquin County Office of Education - Project IMPACT	SpecEd	2014-15	Yes	10				
San Jose State University	SpecEd	2012-13	Yes	35	Yes	Presentations in undergraduate classes and in community meetings.		Individuals in the Special Ed. program are admitted to the traditional program and once they are offered employment, they are moved in to the Intern program.
San Jose State University	SpecEd	2013-14	Yes	30				Individuals are admitted to the traditional program and once they are offered employment, they apply to the Intern program.
San Jose State University	SpecEd	2014-15	Yes	30				Individuals are admitted to the traditional program and once they are offered employment, they apply to the Intern program.
Sonoma State University	SpecEd	2012-13	Yes	20	No			The majority through the Traditional Program.
Sonoma State University	SpecEd	2013-14	Yes	20				The majority through the Traditional Program.

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Sonoma State University	SpecEd	2014-15	Yes	14				The majority through the Traditional Program.
St. Mary's College of California	SpecEd	2012-13	No		Not applicable			Since participation in any KSOE alternative intern program is dependent on the candidate being independently hired by a district, it is not reasonable to set specific achievement goals for the alternative programs. The traditional program goal is the combined goal for both the traditional and alternative programs.
St. Mary's College of California	SpecEd	2013-14	No					
St. Mary's College of California	SpecEd	2014-15	No					
Stanislaus County Office of Education	SpecEd	2012-13	No		Not applicable			
Stanislaus County Office of Education	SpecEd	2013-14	No					
Stanislaus County Office of Education	SpecEd	2014-15	No					

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Touro University	SpecEd	2012-13	Yes	25	No	By creating a program that meets the needs of Education in the 21st Century. Dual credentials, technology, and more time in a real life setting for our candidates. Ever changing and improving the quality of our overall programs, Education Specialist, Multiple Subject and Single Subject.	By offering a broad range of courses to fill the needs of the Education Specialist. In the Summer Semester 2013 Touro University CA, Graduate School of Education started a dual Teacher Credential Program that allows a student to obtain an Education Specialist and a Multiple Subject or Single Subject credentials simultaneously. This is meeting the needs of the state and districts changing structures for the Special Education programs.	
Touro University	SpecEd	2013-14	Yes	25				
Touro University	SpecEd	2014-15	Yes	20				
University of California, Berkeley	SpecEd	2012-13	No					
University of California, Berkeley	SpecEd	2013-14	No					
University of California, Berkeley	SpecEd	2014-15	No					

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University of California, Los Angeles	SpecEd	2012-13	Yes	10	Yes	Attended conferences, and district meetings to recruit for teachers.	Will be attending more meetings and conferences to recruit for SPED teachers.	The majority of our SPED interns already held a MS or SS credential and were adding the SPED.
University of California, Los Angeles	SpecEd	2013-14	Yes	15				We are still accepting applications for 2013-14. We typically recieve most of our applications in late May or early June.
University of California, Los Angeles	SpecEd	2014-15	Yes	15				

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University of California, Riverside	SpecEd	2012-13	Yes	0	Yes	Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. The Minor includes three elective courses providing an introduction to special education. Recruitment for teacher education continue with the Minor in Education and regional recruitment fairs. The UCR Teacher Education Program continues to develop close partnerships with County offices of education and school districts to increase mutual awareness of needs (hiring and curricular) between UCR and its education community.		The Teacher Education program has increased its marketing and recruitment in the region. Several scholarships specifically for recruiting new candidates have been identified and information distributed to all interested and eligible potential candidates.

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University of California, Riverside	SpecEd	2013-14	Yes	0				The Teacher Education program has experienced a change in administration and has hired a new Assistant Director of Teacher Education and Admissions Advisor. The new administrators continue to develop close relationships with county offices of education and school districts in Southern California. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its education community. Our Minor in Education has added a fourth elective course focusing on Special Education. The Minor continues to grow and helps promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. Information session for the Minor in Education and Teacher Education

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University of California, Riverside	SpecEd	2014-15	Yes	0				The Graduate School of Education re-designed its Education Specialist credential programs. Candidates will now have the opportunity of completing a Masters in Education with a Special Education Emphasis while simultaneously earning one or two credentials (mild/moderate and/or moderate/severe) over 5 academic quarters. Candidates will now have the option of selecting a program from 6 new tracks that can will completed in 5 academic quarters or less. Summer scholarships are available to all M.Ed./ Education Specialist candidates. Recruitment for teacher education begins with our Minor in Education and continues with regional recruitment fairs. The UCR Minor in Education serves as a pipeline into our UCR Teacher credential programs. With early undergraduate advising/guidance, candidates have an opportunity to experience fieldwork and

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University of California, San Diego	SpecEd	2012-13	No					
University of California, San Diego	SpecEd	2013-14	No					
University of California, San Diego	SpecEd	2014-15	No					
University of LaVerne	SpecEd	2012-13	Yes	10	No			
University of LaVerne	SpecEd	2013-14	Yes	8				
University of LaVerne	SpecEd	2014-15	Yes	8				
University of Phoenix - CA	SpecEd	2012-13	No					
University of Phoenix - CA	SpecEd	2013-14	No					
University of Phoenix - CA	SpecEd	2014-15	No					
University of Redlands	SpecEd	2012-13	Yes	5	Yes			
University of Redlands	SpecEd	2013-14	Yes	5				
University of Redlands	SpecEd	2014-15	Yes	8				

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University of San Francisco	SpecEd	2012-13	Yes	16	No	Thirteen candidates started the program but only eleven teachers completed the program in 2012-2013. The strategies used to add these prospective teachers to special education included designing our program in modules that spiral throughout the Mild/Moderate program coursework, providing fieldwork supervision and advising that aids candidates in developing the necessary skills to be effective teachers, and offering faculty mentoring and support. The program is designed to meet candidate needs. In the summer before intern employment, we teach the beginning competencies in order to prepare candidates for fall employment. Then, in fall, we teach the competencies that they need first on the job. More advanced competencies are added as our candidates gain experience. Everything taught in class is applied on the job, then revisited again in class, and then refined on the job, again and again. This	Two steps that we are taking to improve our goal of adding prospective teachers to special education are working with school district personnel to identify paraprofessionals, classroom aides, and school staff who might be potential candidates for our program. We also plan to work with program graduates to engage them in helping with our recruiting efforts.	The deadline for passing CSET examination scores demonstrating subject matter competency was a gatekeeper that prohibited some admitted applicants from joining the program. Some school district hiring was late, which affected the timeline/deadline for applicants to secure intern jobs in order to be in the program.

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University of San Francisco	SpecEd	2013-14	Yes	15				
University of San Francisco	SpecEd	2014-15	Yes	15				
University of the Pacific	SpecEd	2012-13	Yes	1	Yes	Candidates in our Education Specialist programs who are well-qualified many seek paid internships with area school districts. Candidates in an internship position are appointed as the teacher of record. Candidates typically complete credential coursework prior to student teaching or internship. Our program had one intern in the Education Specialist Program who completed, and two interns who will complete in 2013-14.	Our programs will explain internship requirements to candidates who hold the bachelor's degree and have all state required examinations passed and have shown academic and pedagogical knowledge at high levels in the programs' coursework.	Two candidates started internship in spring 2013, and they are completing in the 2013-14 school year. We have candidates earning a Multiple subject (elementary) and an education specialist (special education) credential concurrently.Many are student teaching. We have graduates of our re-entry adult bachelor's degree program who may be able to secure internships in area districts after they become "intern eligible."
University of the Pacific	SpecEd	2013-14	Yes	3				We have three special education interns in the 2013-14 school year.
University of the Pacific	SpecEd	2014-15	Yes	2				We estimate that we could have 2 or more interns in special education during the 2014-15 school year.

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Whittier College	SpecEd	2012-13	No		Not applicable			In fall of 2012 we hired our director or our ES credential program. Interest in the program has increased and many of out Multiple Subject credentialed teachers have come back to add a Mild/Moderate ES credential.
Whittier College	SpecEd	2013-14	No					
Whittier College	SpecEd	2014-15	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Alliant International University	LEP	2012-13	Yes	40	No			Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	LEP	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	LEP	2014-15	Yes	40				Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Antioch University	LEP	2012-13	No					
Antioch University	LEP	2013-14	Yes	1				
Antioch University	LEP	2014-15	Yes	1				
Azusa Pacific University	LEP	2012-13	Yes	0	Yes			Our programs prepare candidates for the English Language Learners Authorization per CTC regulations.
Azusa Pacific University	LEP	2013-14	Yes	0				
Azusa Pacific University	LEP	2014-15	Yes	0				

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Bay Area School of Enterprise (REACH Institute)	LEP	2012-13	Yes	47	Yes			
Bay Area School of Enterprise (REACH Institute)	LEP	2013-14	Yes	44				
Bay Area School of Enterprise (REACH Institute)	LEP	2014-15	Yes	45				
Brandman University	LEP	2012-13	Yes	25	No			Although our program saw a decline in enrollments, our attention to the needs of English Language Learners did not change
Brandman University	LEP	2013-14	Yes	25				Due to the continued budget crisis in the state, we do not anticipate a large influx of candidates into the teacher education program for another year or so. Although we are starting to see a higher rate of retirements in the districts we serve, this has not yet translated into increased enrollments for

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Brandman University	LEP	2014-15	Yes	25				Due to the continued budget crisis in the state, we do not anticipate a large influx of candidates into the teacher education program for another year or so. Although we are starting to see a higher rate of retirements in the districts we serve, this has not yet translated into increased enrollments for
California Baptist University	LEP	2012-13	Yes	0	Yes			The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of candidates enrolled in our traditional program.

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California Baptist University	LEP	2013-14	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of candidates enrolled in our traditional program.

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California Baptist University	LEP	2014-15	Yes	0				The criteria for internships in California were changed effective January 1, 2014 by the California Teaching Commission. CBU sent a proposal projecting how the university and a school district would plan to implement the new criteria and it was approved in November of 2013. CBU is currently in the process of reaching agreements with local school districts to support the new criteria through MOU's. When the MOU's are approved by both parties, CBU will be able to provide intern eligibility letters to candidate who are intern eligible.
California Lutheran University	LEP	2012-13	Yes	4	Yes	Due to the California teaching credential regulations, course work to teach limited English proficient students is embedded in the program. All of our candidates, upon graduation, are eligible to teach English Learners.		In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this

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California Lutheran University	LEP	2013-14	Yes	10				See above
California Lutheran University	LEP	2014-15	Yes	10				See above
California State Polytechnic University, Pomona	LEP	2012-13	Yes	15	Yes			Instruction in the teaching of Limited English Proficient (LEP) students is a state requirement in California for all credential candidates regardless of program.
California State Polytechnic University, Pomona	LEP	2013-14	Yes	5				Instruction in the teaching of Limited English Proficient (LEP) students is a state requirement in California for all credential candidates regardless of program.
California State Polytechnic University, Pomona	LEP	2014-15	Yes	2				
California State University, Bakersfield	LEP	2012-13	Yes	40	No			
California State University, Bakersfield	LEP	2013-14	Yes	30				

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California State University, Bakersfield	LEP	2014-15	Yes	30				
California State University, Channel Islands	LEP	2012-13	Yes	3	Yes			This number reflects number of admitted students currently enrolled
California State University, Channel Islands	LEP	2013-14	Yes	3				We anticipate having a minimum of 3 Intern students
California State University, Channel Islands	LEP	2014-15	No					

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California State University, Chico	LEP	2012-13	Yes	10	Yes	All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program. Our enrollment is currently growing at a rate of 20% per year.	After five years of declining enrollment for all students across teacher education programs in California, we are experiencing growing enrollment trends.	The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts. All interns are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program. Interns also receive 70 hours of pre-service preparation to teach English learners.
California State University, Chico	LEP	2013-14	Yes	10				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts. All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program. Interns also receive 70 hours of pre-service preparation to teach English learners.

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California State University, Chico	LEP	2014-15	Yes	10				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts. All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program. Interns also receive 70 hours of pre-service preparation to teach English learners.
California State University, Dominguez Hills	LEP	2012-13	Yes	60	No			Although all of our Interns are prepared to teach students with limited English proficiency, our overall enrollment goal was not met. Increased recruitment should to all programs will ensure that we meet our 2014-14AY target number of teachers.
California State University, Dominguez Hills	LEP	2013-14	Yes	60				

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California State University, Dominguez Hills	LEP	2014-15	Yes	20				
California State University, East Bay	LEP	2012-13	Yes	35	Yes	All candidates, whether they are interns or student teachers, complete coursework for teaching English Learners.		
California State University, East Bay	LEP	2013-14	Yes	35				
California State University, East Bay	LEP	2014-15	Yes	20				The new California Intern requirements will limit the number of interns in the field for our program.
California State University, Fresno	LEP	2012-13	Yes	35	Yes			All interns, regardless of subject area, are prepared to work with English learners.
California State University, Fresno	LEP	2013-14	Yes	35				
California State University, Fresno	LEP	2014-15	Yes	35				

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Fullerton	LEP	2012-13	Yes	15	Yes	Strategies used include the use of the California Teaching Performance Assessment (TPA) in our multiple subject (elementary) and single subject programs; community websites for faculty to share EL learning strategies/instructional ideas/resources; using full-time faculty with specific research and teaching expertise in the area of working with English Language Learners to teach diversity and EL courses; candidates interview an EL student to learn their perspectives and experiences and relate these to course readings and discussions; candidates demonstrate the use of specific sheltered instruction strategies; guest speakers with an expertise in working with EL students provide presentations; podcasts are used to support candidates' understanding; candidates are provided with online resources; prerequisite courses.	Each department uses data collected by our CSU Survey, as well as other sources, to continually identify ways to improve LEP instruction. CSU data show an increase in the percentage of employers who find our candidates well or adequately prepared to meet the instructional needs of English Language Learners.	All of our programs are English Learner certified.
California State University, Fullerton	LEP	2013-14	Yes	9				All of our programs are English Learner certified.

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California State University, Fullerton	LEP	2014-15	Yes	10				
California State University, Long Beach	LEP	2012-13	No					
California State University, Long Beach	LEP	2013-14	No					
California State University, Long Beach	LEP	2014-15	No					
California State University, Los Angeles	LEP	2012-13	Yes	10	Yes			
California State University, Los Angeles	LEP	2013-14	Yes	14				
California State University, Los Angeles	LEP	2014-15	Yes	15				
California State University, Monterey Bay	LEP	2012-13	Yes	2	Yes			

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, Monterey Bay	LEP	2013-14	Yes	2				
California State University, Monterey Bay	LEP	2014-15	Yes	2				
California State University, Northridge	LEP	2012-13	Yes	25	Yes			All teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.
California State University, Northridge	LEP	2013-14	Yes	18				All teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.
California State University, Northridge	LEP	2014-15	Yes	0				All teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.

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California State University, Sacramento	LEP	2012-13	Yes	27	Yes	Per the California State Law, all candidates seeking credentials in state are required to be LE Proficient through coursework and Teaching Performance Expectations (TPE's) and as assessed through the Performance Assessment for California Teachers.		
California State University, Sacramento	LEP	2013-14	Yes	10				The College of Education anticipates adding 10 candidates into the Special Education Internship class must be able to provide instruction of limited English Proficient Students.
California State University, Sacramento	LEP	2014-15	Yes	15				All candidates enrolled in the program shall be prepared to effectively instruct limited English proficient students through program coursework.
California State University, San Bernardino	LEP	2012-13	No					
California State University, San Bernardino	LEP	2013-14	No					

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California State University, San Bernardino	LEP	2014-15	No					
California State University, San Marcos	LEP	2012-13	Yes	0	Yes			State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
California State University, San Marcos	LEP	2013-14	No					State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."
California State University, San Marcos	LEP	2014-15	No					

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California State University, Stanislaus	LEP	2012-13	Yes	3	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. All of our teaching credential programs are designed to prepare candidates to meet the English Learner requirement. Many plans for modifying our credential preparation programs were made in response to Appendix A Transition plan for addressing revised standards related to teaching ELs. Strategies used in MSCP: 1) Introducing new ELD standards and proficiency level descriptors; and 2) Lesson plans in all methods courses will address the three levels of ELs and how instruction will differ for each level (emerging, expanding, and bridging, as well as life long learning).	Collect rubric scores on EL adaptations in lesson plans and TPAs. Use this data to determine areas of weakness. Provide students with more examples. Faculty continue to participate in program development opportunities to help them to provide current and research based instruction for ELs.	

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California State University, Stanislaus	LEP	2013-14	Yes	3				Revised our internship program's preservice and support/supervision components to meet Commission-adopted preconditions and program standards which went into effect January 1, 2014.
California State University, Stanislaus	LEP	2014-15	Yes	3				
CalState TEACH	LEP	2012-13	Yes	35	Yes			
CalState TEACH	LEP	2013-14	Yes	35				
CalState TEACH	LEP	2014-15	Yes	35				
Chapman University	LEP	2012-13	No					
Chapman University	LEP	2013-14	No					
Chapman University	LEP	2014-15	No					

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Claremont Graduate University	LEP	2012-13	Yes	50	No		Re-organize recruiting to increase enrollments. A Part-Time Recruiter devoted solely to Teacher Education has been hired, and in cooperation with the CGU recruitment office we will seek to achieve our new goal. Old goals were partly based on the assumption that numbers would return to pre-recession levels which has not happened.	
Claremont Graduate University	LEP	2013-14	Yes	40				
Claremont Graduate University	LEP	2014-15	Yes	45				
Dominican University of California	LEP	2012-13	Yes	5	Yes			
Dominican University of California	LEP	2013-14	Yes	5				
Dominican University of California	LEP	2014-15	Yes	5				

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

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

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Fortune School of Education (Project Pipline)	LEP	2014-15	Yes	30				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. All District Interns enrolled in the Fortune School of Education District Intern Program, no matter which subject area, receive training and instruction focused on limited English proficient students. They begin in Pre-Service with 30 hours of direct instruction and continue learning how to instruct limited English proficient students as it is embedded throughout the program. When it comes to recruiting for and enrolling students in our

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Fresno Pacific University	LEP	2012-13	Yes	30	Yes	The demographics of the central valley impact FPU's candidates' opportunities to put into practice the research-based strategies they learn in coursework. Practically all schools where candidates complete their clinical practice serve a highly diverse student population. All candidates teach in classes wherein English Learners are present; in some cases they are the majority group. Field-based assignments such as "Shadowing projects", case studies, and specific practice in utilizing SDAIE strategies provide opportunities for our candidates to develop a toolkit of effective strategies to meet the needs of English learners.		The English Learner Authorization is embedded in the general education teacher preparation as well as the preparation program for special education.
Fresno Pacific University	LEP	2013-14	Yes	30				The English Learner Authorization is embedded in the general education teacher preparation as well as the preparation program for special education.

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Fresno Pacific University	LEP	2014-15	Yes	30				In the central valley, we have seen a remarkable shift in the job market for teachers. Our enrollments have been increasing significantly for two years. This growth in our capacity to prepare teachers to meet the needs of all students, particularly English learners, provides us with the opportunity to prepare more teachers in 2014-15.
High Tech High Communities	LEP	2012-13	Yes	25	Yes			
High Tech High Communities	LEP	2013-14	Yes	25				
High Tech High Communities	LEP	2014-15	Yes	25				
Holy Names University	LEP	2012-13	Yes	150	Yes	Students in all Credential programs have a strong component of learning to teach English learners in all coursework.	Faculty meetings have focused on strengthening of this component of all coursework. (Sample topics include academic language, English Development standards, primary language development (bilingual education).	

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Holy Names University	LEP	2013-14	Yes	150				
Holy Names University	LEP	2014-15	Yes	30				
Humboldt State University	LEP	2012-13	No					
Humboldt State University	LEP	2013-14	No					
Humboldt State University	LEP	2014-15	No					
La Sierra University	LEP	2012-13	No					
La Sierra University	LEP	2013-14	No					
La Sierra University	LEP	2014-15	No					
Los Angeles Unified School District	LEP	2012-13	Yes	1	Yes			Candidates that pursue any teacher certification through the District Intern Program are equipped with a credential that authorizes instruction of Limited English Proficient students.
Los Angeles Unified School District	LEP	2013-14	Yes	1				Candidates that pursue any teacher certification through the District Intern Program are equipped with a credential that authorizes instruction of Limited English Proficient students.

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Los Angeles Unified School District	LEP	2014-15	Yes	1				Candidates that pursue any teacher certification through the District Intern Program are equipped with a credential that authorizes instruction of Limited English Proficient students.
Loyola Marymount University	LEP	2012-13	Yes	4	Yes	Hosted information sessions for undergraduate students; attended numerous graduate school fairs; attended 2 California Forum for Diversity in Graduate Education forums; identified current multiple and single subject credential holders who are interested in adding the bilingual authorization; identified teachers at independent Chinese language schools; increased recruiting budgets for the Chinese Bilingual program.	Continue to: publicize the Chinese bilingual program in the local Chinese communities; find ways to speak to foreign language clubs at local undergraduate schools; improve relationships with local charter schools to identify candidates in this area.	New state rules concerning instructional support for ELL teachers may impact enrollment and placements.
Loyola Marymount University	LEP	2013-14	Yes	4				N/A
Loyola Marymount University	LEP	2014-15	Yes	4				Changing state regulations concerning the ELL Authorization may impact our recruiting and enrollment.

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Mount St. Mary's College	LEP	2012-13	Yes	1	Yes	Every candidate in our program is trained to work with limited English proficient students, and field work is done in local urban schools with English language learners.		This year we redesigned our program to add an emphasis on Responsive and Inclusive Teaching. We enhanced our previous prerequisite course: EDU 253 into the new EDU 207: Teaching English Learners. Every candidate in our program takes this course and we embed strategies for teaching English language learner's throughout our program. The objectives of EDU 207 are: • Candidates will learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. • Candidates will be introduced to pedagogical theories, principles, and practices for English Language Development leading to comprehensive literacy in English. • Candidates will learn how to effectively use materials,

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Mount St. Mary's College	LEP	2013-14	Yes	1				We will continue to regularly monitor teacher candidates' performance on TPE 7: teaching English learners throughout our coursework and on the California Teacher Performance Assessment (TPA) and Final Reports of Supervised Teaching as part of our ongoing assessment of student learning outcomes. We continue to enhance our instructional strategies to meet candidates' needs. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.
Mount St. Mary's College	LEP	2014-15	Yes	1				University Internship program is available if needed but not our program focus.
National Hispanic University	LEP	2012-13	Yes	10	Yes			
National Hispanic University	LEP	2013-14	Yes	10				
National Hispanic University	LEP	2014-15	Yes	5				

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National University	LEP	2012-13	Yes	180	No			Our overall enrollment of Teacher Education Interns has substantially decreased in the last three years due to an over supply of fully credentialed teachers without jobs. By law, no interns can be hired in place of a fully credentialed teacher, and thus, our enrollment has decreased. Offers of public school employment for our interns have continued to increase in conventional and non-conventional charter schools as opposed to traditional public schools.

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National University	LEP	2013-14	Yes	125				2013/2014 may experience a strong increase in intern enrollment pending teacher retirements and implementation of Class Size Reduction (CSR) as per Governor Brown's Local Control Funding Formula proposed legislation in April 2013. Internship Credentials will be issued for candidates seeking Multiple Subject and Single Subject Credentials as the demand continues. We foresee an increase of alternative route certifications for World Language/English Language Development (WL/ELD) interns which is a newly created credential to serve English Language Learners in 9-12 grades.
National University	LEP	2014-15	Yes	130				
Notre Dame de Namur University	LEP	2012-13	Yes	0	Yes	All of our students are prepared in instruction of limited English proficient students.		
Notre Dame de Namur University	LEP	2013-14	Yes	0				

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Notre Dame de Namur University	LEP	2014-15	Yes	0				
Orange County Office of Education	LEP	2012-13	Yes	25	Yes	EL standards were embedded into all coursework.		
Orange County Office of Education	LEP	2013-14	Yes	6				
Orange County Office of Education	LEP	2014-15	No					
Pacific Oaks College	LEP	2012-13	Yes	1	Yes			
Pacific Oaks College	LEP	2013-14	Yes	1				
Pacific Oaks College	LEP	2014-15	Yes	10				
Patten University	LEP	2012-13	Yes	6	No	Information nights. Mailings to schools and districts. Attended some district fairs where we shared about our credential programs.	Need an additional person to help with recruitment.	
Patten University	LEP	2013-14	Yes	10				
Patten University	LEP	2014-15	Yes	5				
Pepperdine University	LEP	2012-13	Yes	1	Yes			

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Pepperdine University	LEP	2013-14	Yes	0				
Pepperdine University	LEP	2014-15	No					
Point Loma Nazarene University	LEP	2012-13	Yes	12	Yes	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 all teaching sites. Increase recruiting efforts in local LEAs.	
Point Loma Nazarene University	LEP	2013-14	Yes	14				
Point Loma Nazarene University	LEP	2014-15	Yes	15				
San Diego City Unified School District	LEP	2012-13	No					
San Diego City Unified School District	LEP	2013-14	No					Our Program is currently inactive.
San Diego City Unified School District	LEP	2014-15	No					Our Program is currently inactive.
San Diego State University	LEP	2012-13	No					

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San Diego State University	LEP	2013-14	No					The Alternative Teacher Preparation programs are designed for areas with teacher shortages when an emergency teaching credential is needed. There are no goals to increase these programs.
San Diego State University	LEP	2014-15	No					
San Francisco State University	LEP	2012-13	Yes	75	No			The program does not recruit students but enrolls eligible students hired by local districts.
San Francisco State University	LEP	2013-14	Yes	35				
San Francisco State University	LEP	2014-15	Yes	35				
San Joaquin County Office of Education - Project IMPACT	LEP	2012-13	Yes	50	Yes	Recruitment strategies include program information to area districts. We meet with district personnel to share our program information and we keep our website up to date.	We continue to inform people in our area through networking and information meetings.	
San Joaquin County Office of Education - Project IMPACT	LEP	2013-14	Yes	50				

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San Joaquin County Office of Education - Project IMPACT	LEP	2014-15	Yes	50				
San Jose State University	LEP	2012-13	Yes	45	Yes			All candidates in our teacher credential must meet the state standards for teaching English learners. Thus, all candidates finishing our programs are recommended for their credential which certifies them to work with an English Language Learners student population. No goals for the Single Subject intern program because interns are determined by the districts availability.

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
San Jose State University	LEP	2013-14	Yes	45				All candidates in our teacher credential must meet the state standards for teaching English learners. Thus, all candidates finishing our programs are recommended for their credential which certifies them to work with an English Language Learners student population. No goals for the Single Subject intern program because interns are determined by the districts availability. For the Special Education program individuals are admitted to the traditional program and once they are offered employment, they apply to the Intern program. These numbers only represent the Single Subject and the Special Education credential program.

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
San Jose State University	LEP	2014-15	Yes	45				All candidates in our teacher credential must meet the state standards for teaching English learners. Thus, all candidates finishing our programs are recommended for their credential which certifies them to work with an English Language Learners student population. No goals for the Single Subject intern program because interns are determined by the districts availability. For the Special Education program individuals are admitted to the traditional program and once they are offered employment, they apply to the Intern program. These numbers only represent the Single Subject and the Special Education credential program.
Sonoma State University	LEP	2012-13	Yes	20	No			The majority go through the Traditional Program.
Sonoma State University	LEP	2013-14	Yes	20				The majority go through the Traditional Program.

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Sonoma State University	LEP	2014-15	Yes	17				The majority go through the Traditional Program.
St. Mary's College of California	LEP	2012-13	No		Not applicable			Since participation in any KSOE alternative intern program is dependent on the candidate being independently hired by a district, it is not reasonable to set specific achievement goals for the alternative programs. The traditional program goal is the combined goal for both the traditional and alternative programs. It should be noted that all completers, whether in the traditional or the alternative program, will be prepared to teaching limited English proficient students.
St. Mary's College of California	LEP	2013-14	No					
St. Mary's College of California	LEP	2014-15	No					
Stanislaus County Office of Education	LEP	2012-13	No					

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Stanislaus County Office of Education	LEP	2013-14	No					
Stanislaus County Office of Education	LEP	2014-15	No					

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Touro University	LEP	2012-13	Yes	20	Yes	At Touro University California, Graduate School of Education Teacher preparation program, candidates learn the purpose, goals and content of the adopted instructional program for the effective teaching and supporting English Learners and candidates understand the local and school organizational structures and resources designed to meet English Learners students' needs.	Candidates have sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional program for the effective teaching support of English Learners. Candidates record their observed lessons in the basic lesson format before discussing in seminar the local and school organizational structures and resources designed to meet English Learner students' needs. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a)English Language Development leading to comprehensive literacy in English; and (b) for development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English	
Touro University	LEP	2013-14	Yes	20				

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
Touro University	LEP	2014-15	Yes	30				
University of California, Berkeley	LEP	2012-13	Yes	62	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. Given continuing budget constraints, we aimed for a slight increase - an enrollment of 62, which was exceeded by 5.	
University of California, Berkeley	LEP	2013-14	Yes	64				
University of California, Berkeley	LEP	2014-15	Yes	66				
University of California, Los Angeles	LEP	2012-13	Yes	25	Yes			
University of California, Los Angeles	LEP	2013-14	Yes	30				
University of California, Los Angeles	LEP	2014-15	Yes	35				

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, Riverside	LEP	2012-13	Yes	0	Yes	The Graduate School of Education has experienced a change in administration and has hired a new Assistant Director of Teacher Education and Admissions Advisor. The new Administrators continue to develop close relationships with County offices of education and school districts in Southern California. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its local and regional communities. Information sessions for the Minor in Education and Teacher Education programs are now presented bi-monthly. Our new Assistant Director of Teacher Education continues to work with Development and the Financial Aid office to secure additional scholarships and grant opportunities for students pursuing a bilingual authorization.		

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University of California, Riverside	LEP	2013-14	Yes	0				The Teacher Education program has recently revised its recruitment program and strategies to respond to the needs of the local and regional communities. Recruitment for teacher education begins with our Minor in Education and continues with regional recruitment fairs. The UCR Minor in Education serves as a pipeline into our UCR Teacher credential programs. With early undergraduate advising/guidance, candidates have an opportunity to experience fieldwork and coursework that will help them meet intern eligibility requirements. The Teacher Education program has hired a new Assistant Director of Teacher Education and Admissions Advisor. The new administrators continue to develop close relationships with county offices of education and school districts in Southern

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, Riverside	LEP	2014-15	Yes	0				All UC Riverside program completers are prepared to instruct limited English proficient students. Our Minor in Education continues to grow and helps promote early experiences in the field of education within our undergraduate community. The Minor includes electives to train candidates in deliver instruction and services to English learners; some courses include opportunity of fieldwork. Recruitment for teacher education continues with the Minor in Education and regional recruitment fairs. The UCR Teacher Education Program continues to develop close partnerships with County offices of education and school districts to increase mutual awareness of needs (hiring and curricular) between UCR and its education community. The economic downturn in California seems to have peaked

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of California, San Diego	LEP	2012-13	Yes	0	Yes			
University of California, San Diego	LEP	2013-14	Yes	0				
University of California, San Diego	LEP	2014-15	Yes	0				
University of LaVerne	LEP	2012-13	No					
University of LaVerne	LEP	2013-14	No					
University of LaVerne	LEP	2014-15	Yes	4				
University of Phoenix - CA	LEP	2012-13	No					
University of Phoenix - CA	LEP	2013-14	No					
University of Phoenix - CA	LEP	2014-15	No					
University of Redlands	LEP	2012-13	No					
University of Redlands	LEP	2013-14	No					
University of Redlands	LEP	2014-15	No					

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below:
University of San Francisco	LEP	2012-13	Yes	16	No	Thirteen candidates started the program but only eleven teachers completed the program in 2012-2013. In the state of California, due to the diverse nature of our classrooms and the number of languages, other than English, spoken by our K-12 students, all teaching credential programs are required to prepare candidates to teach limited English proficient students. This preparation requires specific course work, including 160 hours of intensive preparation (including at least 40 hours of instruction focused on teaching English Language learners) prior to candidates assuming their role as interns/teach of record in the classroom and ongoing coursework and support/supervision through out the 2-year internship. Thus in all our recruiting and admissions materials, meetings, and contact with potential candidates, we emphasize this requirement.	We recruit candidates through a range of methods and media. We advertise in print, on radio, and electronic media (websites, emails, etc.). We hold Information (recruiting) Meetings throughout the year where prospective candidates can meet faculty and be provided with information about K-12 education in California, with a focus on the Mild/Moderate student population, and what is required to teach these students in terms of knowledge and skills (including the requirements related to teaching the full range of English Language learners), California Commission on Teacher Credentialing (CTC) requirements for recommendation for a credential, and specific information about our credential program: requirements for admission, an in-depth overview of the program sequence and courses, requirements for program completion and credential recommendation. Faculty and staff also meet with	

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University of San Francisco	LEP	2013-14	Yes	15				
University of San Francisco	LEP	2014-15	Yes	15				
University of the Pacific	LEP	2012-13	Yes	6	Yes	Successful passage of EDUC 163, Teaching English Learners, as well as all credential program courses. Please note that our interns are not separated from our traditional program when they complete courses in Teaching English Learners, as well as other multiple subject, single subject, and Education Specialist (Special Education) coursework. Our traditional program included 285 students.	In summer 2013, our program faculty reviewed all courses in our credential programs to respond to the California Commission on Teacher Credentialing new requirements for preparation for Teaching English Learners, to augment exiting requirements and to improve existing courses. Also, between January to May 2014, our program submitted required documentation for selected standards to help support interns in pre-internship, particularly for teaching English learners.	Our program completers all have English Language Development authorization included with earning a multiple subject (elementary), single subject (secondary), and education specialist credentials.
University of the Pacific	LEP	2013-14	Yes	7				Our program completers all have English Language Development authorization included with earning a multiple subject (elementary), single subject (secondary), and education specialist (special education) credentials.

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University of the Pacific	LEP	2014-15	Yes	5				All students in our traditional and internship categories within our multiple subject (elementary), single subject (credential in a specific content area normally for grades 7-12), and Education Specialist (special education) credentials must complete required coursework and program assessments for instruction of limited English proficient students.
Whittier College	LEP	2012-13	No		Not applicable			
Whittier College	LEP	2013-14	No					
Whittier College	LEP	2014-15	Yes	2				

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective general education teachers are prepared to effectively teach in urban and rural schools, as applicable.
Alliant International University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Antioch University	Yes	Yes	Yes	No	No	No	No
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Bay Area School of Enterprise (REACH Institute)	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Brandman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, East Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Fresno	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective general education teachers are prepared to effectively teach in urban and rural schools, as applicable.
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Chapman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fortune School of Education (Project Pipline)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
High Tech High Communities	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
La Sierra University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Los Angeles Unified School District	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Loyola Marymount University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mount St. Mary's College	Yes	Yes	Yes	Yes	Yes	Yes	Yes
National Hispanic University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
National University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Orange County Office of Education	Yes	Yes	Yes	No	No	No	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Patten University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Pepperdine University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Point Loma Nazarene University	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective general education teachers are prepared to effectively teach in urban and rural schools, as applicable.
San Diego City Unified School District	1	1	Yes	Yes	Yes	Yes	Yes
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Francisco State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Joaquin County Office of Education - Project IMPACT	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Jose State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	No	Yes	Yes	Yes	Yes
Stanislaus County Office of Education	Yes	Yes	Yes	No	No	No	No
Touro University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Berkeley	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
University of California, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Riverside	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of LaVerne	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of Phoenix - CA	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
University of Redlands	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
University of San Francisco	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Whittier College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
Alliant International University	Alliant's teacher education program includes intensive summative seminars that, in collaboration with fieldwork, address these areas throughout the program. A unique facet of the program pairs experienced local practitioners with candidates as field supervisors, utilizing the expertise of experienced teachers and their knowledge of the area to provide close one-on-one supervision during field placement. Additionally, classroom topics specifically address each of the areas described above. For example, instruction on teaching English language learners explores explicit and systematic English Language Development (ELD) instruction best practices. Seminar and coursework instruction topics are closely matched to the needs of today's teachers and students in their focus on geographic, socio-economic and learning diversity. Most intern teachers are in high-needs districts and therefore can apply this instruction directly to the classroom. Finally, the California TPAs target these areas. Candidates who perform below proficiency are coached in identified areas of need to improve their proficiency.
Antioch University	We only prepare Education Specialist candidates in our intern program.
Azusa Pacific University	The teacher education programs provide candidates with opportunities to learn ways in handling many different situations. Azusa Pacific University, located in Los Angeles County in Southern California provides many practical opportunities for our candidates to experience urban schools, limited English proficient students, provide instruction to children from low-income families and children with a variety of disabilities. The University has NCATE accreditation, and the Department of Teacher Education's preparation programs, are aligned to the NCATE diversity standard. In order for candidates to qualify for an intern credential, they must complete pre-service hours based on effective teaching strategies for culturally and linguistically diverse students. The syllabi include program diversity goals. The department collaborate with the school districts to prepare teacher candidates to address the specific needs of all students. The credential programs ensure that all part-time and full-time course instructors are experienced practitioners in school districts and that all instructors and mentors assist candidates with the instructional decisions faced in the classroom. Candidates participate in fieldwork experiences and clinical practice in school districts providing the opportunity to examine instructional issues while participating in on-site field-based experiences. During coursework and clinical practice, candidates demonstrate their ability to plan and design academic learning experiences for students.
Bay Area School of Enterprise (REACH Institute)	Reach is a unique program that partners with schools to provide teacher development and credentialing through experiential learning processes (relevant and applied seminars, job embedded practicums, field coaching, and online collaboration). Reach partner schools are diverse and serve high need students. In the rare circumstances where a teacher's assignment does not include sufficient students with special needs or English language learners, Reach makes arrangements for the participant to gain that experience (there has never been a circumstance where a Reach participant has not had access to low-income or urban students).
Brandman University	Most Brandman University campuses have an education Advisory Council composed of members of local education agencies. The council provides input to the campus on the needs of local education agencies and this input helps guide decisions about teacher training. As an example of our responsiveness to a local need we were approached by several districts that expressed a need to obtain authorization for special education teachers in autism. We responded by providing courses to local districts through our extended education program. A cohort model was utilized in several districts to provide courses in the time frame that met their requirements. Districts also approached us about offering English learner certification and we provided California Teachers of English Learners (CTEL) coursework through our extended education to meet their needs. Many of the instructors in the education program are practitioners in local school districts who help candidates explore the instructional decisions they may face in the classroom. Candidates participate in fieldwork experiences and student teach in local school districts so they are able to examine instructional issues while participating in these field-based experiences. Each campus also participates in local education advisory boards as well as various outreach efforts such as teacher job fairs, college and career fairs, BTSA advisory boards, Chambers of commerce education advisory committees, and other district committees. From these meetings, we learn what needs districts and the local communities have.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	At the twice-yearly meetings, input from committee members is generated regarding community and district needs. This information informs program development and offerings for each campus, and for the university as a whole. For example, from the advisory boards, we learned that local districts desired programs for the autism authorization and early childhood special education. Programs were written to meet this need. All credential candidates, general education and special education, take coursework that prepares them to teach in the core academic subjects. In addition, all credential candidates receive training in providing instruction for children with disabilities. Candidates take EDUU 511 Collaboration for Inclusive Schools which prepares candidates to address the needs of students with disabilities. The course addresses disabilities, strategies for working with students and with families as well as the legal aspects of special education. The course involves extensive fieldwork. Core content courses also incorporate strategies for universal access as a part of lesson and unit planning. Strategies for meeting the needs of limited English proficient students are embedded into all credential courses. Candidates work one-on-one with an English learner in their literacy courses to gain experience assessing student performance and developing appropriate instructional interventions based on student need. All our credential courses were updated in Fall of 2013 to include relevant information about the Common Core State Standards. Faculty are in a process of continuously updating courses as new information becomes available about the Common Core.
CalState TEACH	To ensure that CalState TEACH prepares teachers to meet the needs of local educational agencies and school partners the program consults with its stakeholders at its advisory board meetings, attends monthly meetings at regionally specific County Offices of Education, participates in Beginning Teacher Support and Assessment (Induction)/IHE Collaborative by region, and consults regularly with the Directors and Assistant Superintendents of Human Resources. These collaborations ensure that the program is aware of local staffing trends, curriculum initiatives, and other needs of the schools. CalState TEACH provides a standards based teacher preparation program utilizing as its frameworks the California Standards for the Teaching Profession, the California Academic Content Standards, and the California Curriculum Frameworks. Candidates study specific modules on content pedagogy, use an academic content standards based lesson and unit planner, and demonstrate their teaching proficiency in the eight content areas of the elementary curriculum in supervised clinical practice and the four core content areas in the California Teacher Performance Assessment. CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching English Learners and special populations in a general education classroom in a spiraling, reiterative curriculum. Their readings in Echevarria and Graves (Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities), Herrell and Jordan (Fifty Strategies for Teaching English Language Learners) and Lewis and Doorlag (Teaching Special Students in General Education Classrooms) and thirteen electronic IRIS modules (http://iris.peabody.vanderbilt.edu/index.html)containing print materials, streaming video, and activities form the foundation of their understandings. The focus of these studies is three-fold: 1) to promote the concept that educating English Learners and special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for English Learners and special populations in the general classroom. The importance of students' family and cultural backgrounds is emphasized throughout the program and specifically explored in a number of activities. As candidates begin to look at learner characteristics to guide instruction, they complete an IRIS module focused on culturally responsive teaching, linguistic needs that can affect instruction, and supportive ways to encourage family members and the community to become more involved in school matters. To understand the impact of poverty on schooling and the nature of urban and rural schools, several activities engage candidates in an exploration of the community so they understand the context in which their students live and can make connections between their backgrounds and the curriculum. Candidates also explore strategies such as oral history as ways to engage and validate the experiences and expertise families can contribute to effective instruction.
California Baptist University	Once per semester each program holds an advisory meeting. Participants include full-time faculty, adjunct faculty, master teachers, employers,student candidates and professionals from other institutions. Program data and course content is reviewed to analyze candidate preparation for assisting and teaching students who are English learners, have special needs,are from low income families and from both rural and urban settings. Faculty adapt instruction and

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	assignments in methods courses based on the guidance and suggestions of the advisory committee.
California Lutheran University	During the past five years, the Department of Teacher Education has focused on purposeful placement of our candidates in two professional development school (PDS) partnerships. Schools which were approached to become PDSs were chosen specifically because of their diverse student population, strong collaborative culture, and administrative and teacher leadership. In addition, the PDS veteran teachers on those campuses serve as adjuncts as well as evaluators for the Teacher Performance Assessments (TPAs).
California State Polytechnic University, Pomona	Successful strategies are embedded in our curriculum. Teacher candidates in the Multiple and Single Subjects credential programs are required to take EDS 403 - Introduction to Special Education as part of their preliminary credential course requirements. Courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. Teacher candidates in the Education Specialist Program (special education) take course in the core content areas with the same subject matter content as those in the Multiple Subject program (Elementary Education). This ensures the depth and breadth of subject matter knowledge appropriate for the elementary school. Teacher candidate aspiring to earn a special education credential designed for secondary schools must also meet subject matter competence in the same manner as other secondary education candidates. They can pass the state subject matter exam in the area (CSET) or take coursework in a subject matter waiver program. All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings, as well as legal mandates regarding English learners. TED 407 has been moved to the pre-requisite category. This change is in direct response to the data that revealed a need to provide a strong foundation for embedding pedagogy with strategies for differentiated instruction for English Learners, at-risk students, and students with special needs. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies.
California State University, Bakersfield	Candidates are placed at the local school districts that are widely diverse. This diversity includes low SES, rural, linguistic, racial and ethnic minorities, as well as students with disabilities.
California State University, Channel Islands	All programs include a core set of prerequisite courses that emphasize students who are English learners, students with disabilities and students from the rural and urban areas in our county. Fieldwork and student teaching is associated with every semester of the credential program including prerequisite semester. Fieldwork and student teaching competencies are integrated with coursework throughout the programs. Academic language and universal design are emphasized in lesson planning for all programs and candidates are expected to implement the principles in their planning.
California State University, Chico	In California, we have a seven-year accreditation cycle, with heavy oversight from our regulating body, the California Commission on Teacher Credentialing. All initial credential programs and various pathways are required to respond to state standards for teacher preparation programs. In addition, programs complete biennial reports demonstrating candidate outcomes on various key assessments aligned with teacher performance expectations that include the above assurances. Based on data, our programs regularly set and revise goals for continuous improvement in collaboration with public school partner and various stakeholders.
California	CSUDH maintains close partnerships with local districts and schools. Members of our Advisory groups give us feedback and insight into our programs. Employer

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
State University, Dominguez Hills	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	As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting. The most successful strategies we employ in meeting the assurances is to stay well-connected to our school partners through district partnership programs in high-need districts and by holding regular meetings with our advisory councils which consist of members from school, community, and university partners.
California State University, Fresno	Providing interns with additional professional development beyond their required coursework on topics such as: *Classroom Management *The Culture of Poverty *Working With At Risk Students *Strategies for Improving Student Behavior *Legal Issues for Teachers *Professional Ethics for Teachers These topics are covered in intensive seminars held 6 times each year. Also, providing university supervision during their internship period much like provided in our traditional preparation programs.
California State University, Fullerton	We have close partnerships with our local educational agencies (LEA), helping us to identify how we can best prepare our prospective teachers to meet student needs. In these partnerships we not only provide development for our teacher candidates we are providing professional development for the in-service teachers that we are working with in areas such as technology, co-teaching, art and science. Furthermore, we hold classes on campus and have our students involved in school activities so that they can better understand a variety of populations and their 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	Serving Local District Needs: -The School and District Partners Meeting consists of K-12 administrators, teachers, community members, and CSULB faculty and administrators. Partners provide advice to the credential programs on issues such as new program directions, student teaching, alignment of pre-service and induction, mandates from the Commission on Teacher Credentialing; Common Core, and strengthening school-university relationships. -During the application stage and through the programs, candidates are advised about current job opportunities in the local area, regionally, and across the nation. They are informed about ways to expand their marketability through authorizations, special education, and alternative work settings -We have very strong partnerships with our local school districts and place students strategically when they complete their final coursework. -As candidates progress from course to course, their fieldwork assignments are aligned with the course content, and candidates gain first-hand knowledge and

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	experience teaching the subjects typically found in today's multicultural, urban classrooms. Education Specialist Credential Program: -All education specialist candidates take reading and mathematics coursework with Multiple Subject and/or Single Subject candidates. Multiple Subject and Single Subject Credential Programs: -For early fieldwork in urban and diverse settings, candidates participate in Service Experiences for Re-Vitalizing Education (SERVE), which places university students in local K-8 classrooms. The SERVE program places students in settings with large numbers of English learners. This allows students to apply the concepts they are learning about differentiation, language acquisition, and child development. -The UTEACH year-long school-site program prepares 60 candidates each year to work in urban classrooms with English learners, and with students from low-income families. -Faculty in each program are revising syllabi and fieldwork assignments to incorporate Common Core strategies and standards.
California State University, Los Angeles	The Charter College of Education (CCOE) at California State University, Los Angeles (CSULA) is committed to producing educators with the knowledge, skills, and disposition necessary to facilitate the closing of a persistent achievement gap in urban schools. The Core Values of the CCOE are illustrated in its Conceptual Framework and are integral parts of the coursework in the credential programs. Specific attention is given to educational equity, professionalism, collaboration, and reflective practice. Credential programs provide a sequence of coursework and supervised clinical fieldwork experiences that particularly prepares teacher candidates to work with students from low-income families, students who are English Language (EL) learners, and students with disabilities. All elementary and secondary education candidates complete a course specifically addressing the needs of students with disabilities. All special education candidates complete general education methodology coursework and supervised clinical experiences with students with and without disabilities. Candidates from both general and special education in the intern (alternative) programs receive additional support in the form of on-campus seminars, quarterly meetings, and school-site support to interns who are considered teachers of record.
California State University, Monterey Bay	Compliance with the above assurances is met by State and National accreditations.
California State University, Northridge	All teacher preparation programs at CSUN are designed to meet state standards. CSUN candidates have a broad range of experiences in the areas above. Additionally faculty are recognized leaders in the field.
California State University, Sacramento	The needs of local educational agencies and schools (in particular, urban schools serving low-income, culturally and linguistically diverse students) are identified and communicated to Sacramento State, College of Education through regular meetings of the Capital Region Teacher Preparation Network, which is a formally sanctioned collaborative organization governed by a signed Memorandum of Understanding. Participating Network members include all area school districts, county offices and universities; we all agree to: share Network activities, staff development, and learning throughout local programs; share program information such as written criteria, roles and responsibilities, selection process, etc. to assure alignment; share knowledge and understanding of credential requirements as well as professional development practices for teacher preparation for the preliminary and professional credentials; examine content delivery systems and alternatives to satisfy teacher candidate and participating teacher professional growth and development; participate in mutual program evaluation and sharing of data to provide for continuous program improvement and enhancement and share program information in order to develop a clear

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	understanding of each agency's program and client expectation. In order to meet other assurances listed above, all special education credential students enroll in individual methodology courses (2 unit lecture; 1 unit field experience) in each core academic area. All general education students are required to successfully complete a course that addresses special needs students and a course that addresses the needs of limited English proficient students, in addition to having the knowledge, skills and dispositions necessary for working with special needs students and limited English proficient students embedded in all methodology courses, field experiences and student teaching evaluation assessments.
California State University, San Bernardino	NOTE: training to provide instruction to children from low-income families and how to effectively teach in urban and rural schools is not specifically covered in course curriculum; however, supervision experiences in our diverse and vast service area addresses these issues. Additionally, these issues may also be addressed through coursework (i.e., Family, Culture & School). CSUSB's successful strategies in meeting these assurances include: supervision experiences (including guidance and feedback); and, the Teaching Performance Assessment (TPA) which requires adaptation of instruction for special education students and English Language Learner students.
California State University, San Marcos	Instructional faculty are closely connected and engaged in research and service to the local public schools which allows them to sustain their skills and knowledge base regarding the educational success of all students. Furthermore, we are recognized as highly effective in the preparation of teachers to work with English learners. The curriculum is built around a foundational credential class with best practices regarding language acquisition and literacy acquisition integrated into all credential classes.
California State University, Stanislaus	Continued collaboration with surrounding districts through individual meetings with site administrators and instructors; participation in professional development with local county offices of education and school districts on EL Standards; attend professional development events on the Common Core; Community forum "Team Learn" (CSU/District Administrators) meet once each semester to discuss district needs and program modifications to address needs; and feedback from employer and graduate surveys.
Chapman University	All teachers take specially designed courses in the areas of providing instruction to students with disabilities including a 15 hour fieldwork component in low income and urban schools. Similarly, they take specially designed course focused on students with limited English proficiency including a 15 hour fieldwork component in low income and urban schools. In addition we have recently added a new course to the preparation of special educators addressing instruction in state approved core academic standards. Further, an emphasis on working with English language learners and students with disabilities is a persistent theme in all courses for elementary, secondary and special educators.
Claremont Graduate University	We work closely with our advisory council to ensure our program meets the needs of our surrounding districts. We have significantly increased our enrollment numbers in mathematics and special education through targeted fellowships to meet surrounding needs. We have been less successful recruiting additional science candidates and have recently submitted two NSF grants to target and recruit more science candidates through larger fellowships and stipends. The CGU TEIP has been preparing all candidates to work with low-income, diverse populations, including English Learners since 1992. Not only do we equip our candidates with successful research-based strategies, we also help them develop positive attitudes relating to students' potential and their own ability, as teachers, to impact student performance. Our graduates know that if they work hard, plan instruction based on student needs, and use performance data to modify their instruction, they can make a difference in each student's life. As a close-knit cohort program, our general education and education specialist candidates take methods courses side by side. This strengthens the general education candidates' exposure to strategies utilized to work with students with special needs as well as education specialist candidates' ability to provide strong core content instruction. We have also increased content coverage and content specific pedagogy in all 3 core phases of the program, Pre-Intern, Intern, and Post-Internship. Most recently, we replaced a more general educational theory course (Teaching/Learning Process IV) with an advanced content and pedagogy course. As the final credential course taken in the program, our intent was to focus on learning theory as it specifically relates to each core content area. For

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	example, our advanced content and pedagogy course in science will be co-taught by Claremont Colleges STEM and Education faculty to help students reflect on their pedagogical practice in light of content specific learning theory, their previous years internship teaching, and their own analysis of their strengths and weaknesses based on the California Teaching Performance Expectations. We have several successful strategies to ensure our candidates are well prepared to address the needs of their students. Candidates complete a modified ethnographic narrative project throughout their program to examine how differentiated instruction for struggling learners, based on knowing students academic and personal history, can make a difference in academic achievement. This project significantly impacts candidates' attitudes and academic expectations for diverse learners. Candidates are required to select five students to study in their first year of teaching including at least one EL student and one student with special needs. They analyze the students' academic background, interview the students, interview the parents, and then implement modified instructional plans to increase academic achievement. Results are analyzed in the final semester of teaching and the experience is reflected upon as it impacts their own philosophy of teaching. All candidates also take ED314: Differentiated Instruction for Meeting the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups, English learners and students with special needs.
Dominican University of California	The School of Education and Counseling Psychology uses assessment data and the California Commission on Teacher Credentialing (CCTC) accreditation process to measure success. The primary assessment data come from two sources. The first is the Teacher Performance Assessment data. Data from Teacher Performance Assessment and the related Teacher Performance Expectations (TPE's) are obtained and analyzed for program strengths and weaknesses. Making adaptations was identified for the most recent review based on assessment data. As a result, the lesson plan format used by teacher candidates was changed to include specific sections on second language learning and children with special needs. The result was a higher score by teacher candidates on their TPA tasks related to this topic. In addition, the School of Education has joined a number of private universities and colleges using the Center for Teacher Quality (CTQ) to gather information about the program from Dominican credential completers. When compared to our peer institutions, these data have confirmed that we are doing a good job in preparing candidates to work with students of diverse family backgrounds both sociologically and economically including ESL and students with special needs. The percent of credential completers hired within one year of completion exceeds the percent of the other private universities using the Center for Teacher Quality data. The Committee on Accreditation Board of Institutional Reviewers commended our Blended Liberal Studies Program for the strong connection between the students' core academic subjects and the liberal studies seminars in relating content and pedagogy. In addition, the Ukiah program was supported by the Board of Institutional Reviewers for its quality and commitment to meeting the needs of rural schools in Mendocino and Lake Counties. Dominican completers are in demand for teaching positions. One-third of all new first and second year teachers in Marin County are Dominican credential completers.
Fortune School of Education (Project Pipline)	Fortune School of Education provides an intense 160 hour Pre-Service Program prior to candidates being eligible for the district intern credential. This Pre-Service is designed to prepare teachers for assignments in hard-to-staff schools. The majority of the school districts and charter schools where our interns are hired are considered high-poverty, high-minority schools. As a part of our school vision, we are training our candidates to meet the challenges of urban schools and developing students to their fullest potential. We begin this professional development in our Pre-Service program with courses in classroom management, teaching special populations of students, reading instruction, and teaching English language learners. These topics are continued throughout the teacher education program along with effective curriculum and instruction training appropriate for new teachers.
Fresno Pacific	Exemplary strategies: Special education candidates are prepared to meet core academic subjects through their Curriculum & Technology course. Four Curriculum & Technology

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
University	courses are offered, each credential specific. In addition, special education candidates must successfully complete three general education courses in the core academic areas, Language & Literature 1, Language and Literature 2, and Mathematics. Special education candidates are also exposed to and receive mentoring in a variety of urban and rural school settings. Through initial observations, initial student teaching, and final practicum placements, candidates are provided mentoring and guidance in addressing the unique needs of students in urban and rural settings.
High Tech High Communities	1. On site, similarly credentialed and trained Mentors provide day to day supervision for Education Specialist teachers. 2. Daily one hour long morning meetings at which all faculty, including Interns, meet to discuss teaching issues. 3. Each Intern must pass a Teaching Performance Assessment to graduate from the Teacher Preparation (Intern Program) and gain a preliminary CA credential. 4. Veteran teachers share best practices. 5. Video tape analysis of teaching with cohorts, instructors, and mentors.
Holy Names University	Our programs are accredited by the California Commission on Teacher Credentialing. We address specific program requirements in all the above areas. We provide extensive documentation and evidence for meeting the above assurances. Community Advisory Council meets regular times twice a year Regular Intern Seminars are held. Supervisors are in contact with Seminar Instructors. Seminar Instructors, Supervisors, and Full-time Faculty all supervise in the field and are well acquainted with challenges in the field. Special Education teachers, in both Multiple and Single Subject, must take courses in Core Subjects in general education programs. Specific courses designated for this specific purpose, in addition, all other coursework supports providing instruction There is a specific course that provides Theory and Practice in Second Language Acquisition. In addition, all other coursework supports providing instruction for English Learners. Assignment and field work are included. Our mission of the university is aligned with the mission of the Education Department which is preparation for Urban schools. Values and strategies are in every course.
Humboldt State University	Graduates of the credential programs are prepared to meet the needs of the local region and the state of California. Candidates receive extensive training in teaching the state adopted curriculum, the California assessment system and overall issues related to student academic achievement. The teacher preparation program is develops the knowledge, skills and disposition that enable candidates to make effective instructional decisions including (a) knowing and understanding the subjects of the curriculum at grade level(s); (b) organizing and managing a class or a group of pupils for instructional activities; (c) organizing and managing student behavior and provide a productive and supportive classroom environment; (d) preparing lesson plans and making prior arrangements for class activities; (e) using an effective mix of teaching strategies and instructional activities; (f) meeting the instructional needs of students who are English learners; (g) meeting the instructional needs of students from diverse cultural backgrounds; (h) meeting the instructional needs of students with special learning needs; (i) communicating effectively with the parents or guardians of students; (j) maintaining positive rapport and fostering students' motivation and excitement; (k) thinking about problems that occur in teaching and try out various solutions; (l) understanding child development, human learning and the purposes of schools; understanding how personal, family and community conditions may affect learning; (m) learning about students' interests and motivations, and how to teach accordingly; (n) getting students involved in engaging activities and to sustain on-task behavior; (o) using computer-based applications to help students learn curriculum subjects; (p) using computer-based technology in class activities and to keep class records; (q) monitoring student progress by using formal and informal assessment methods; (r) assessing pupil progress by analyzing a variety of evidence including test scores; (s) assisting individual students in areas of their instructional needs in reading/math; (t) adjusting teaching strategies so all k-12 students have chances to understand and learn; (u) adhering to principles of educational equity in the teaching of all students; (v) using class time efficiently by relying on daily routines and planned transitions; and (w) knowing about resources in the school and community for at-risk students/families.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	General education teachers are prepared to teach students with disabilities and candidates to (a) know and understand federal and state laws that govern special education; (b) assess students' interest and abilities using multiple assessment procedures; (c) adapt curriculum to meet the learning needs of students with disabilities; (d) use individual and group assessment information in planning appropriate lessons; (e) plan instructional activities in integrated settings for students with disabilities; (f) use teaching strategies validated by research as effective; (g) use positive behavioral support techniques; (h) monitor outcomes and modify instruction based on k-12 student accomplishments; (i) develop student assessments that indicate progress toward IEP objectives; (j) conduct educational assessments as defined in students' assessment plans; (k) work with other teachers in inclusive school environments; and (l) collaborate with para-educators in meeting students' instructional needs. Credential programs prepare teachers to promote educational equity and encourage multicultural understanding. This is accomplished in the context of providing English Learners with English language development and equitable access to a quality education. Candidates participate in learning activities designed to assist prospective teachers in developing effective instructional and assessment practices for English learners. In the development of lesson/unit plans, candidates are asked to relate core curriculum to students' background and interests. The core curriculum is adapted to meet the linguistic needs of k-12 students. In addition, candidates present teaching strategies that encourage students who are English Learners in the development of cognitive skills such as analytical thinking, evaluating, problem solving, and reaching sound conclusions based on data. Coursework is designed to promote cultural and linguistic sensitivity. Candidates develop lesson and unit plans that include specific modifications for English learner students, students with different intelligences and learning styles, at-risk students, low-income students and students with contrasting abilities and disabilities. The purpose of this coursework is for candidates to acquire skills necessary to deliver the content material using methods that reflect contemporary thought in teaching content area subjects to today's diverse student population. All models and strategies are examined with special consideration of the needs of all students, including women; students from diverse cultural and linguistic backgrounds; students from low-income families, at risk students, students with disabilities; gifted and talented students; and lesbian, gay, bisexual and transgender students. During student teaching at the school sites, University supervisors formally assess candidates in regard to their planning and use of appropriate strategies as they deliver instruction. University supervisors look for congruence between the objectives the candidates outline and the sequence of instruction. They also assess the effectiveness of the lessons in terms of the level of student engagement and involvement, the diversity of strategies utilized, the lack of bias in materials, and the utilization of activities that engage students of varied learning styles and modalities. Candidates use current theory on second language development to develop lessons/units that incorporate effective instructional strategies for English-language learners. This activity includes the objective of promoting educational equity and encouraging multicultural understanding. Candidates review standards for English language learners and adapt core curriculum to students' diverse linguistic abilities. Candidates are prepared to provide instruction to students from rural and urban schools. Coursework and fieldwork includes the observation and analysis of the psychological, economic, and cognitive factors that affect student motivation and learning. A specific assignment that relates to this goal is the development of an interview with a student and his/her parents. The purpose of this interview is to determine attitudes to school and learning English. Concomitantly, the candidate assesses the student's relationship with his/her own culture and the U.S. macroculture. Candidates also create a student/school profile. They focus on a specific student and gather information from the student and the student's family. The purpose of this assignment is to consider how best to meet the affective and cognitive needs of the student. Through school records, observations, and interviews, candidates write a 2-3 page profile of the selected student's linguistic and academic needs. University supervisors, in conducting clinical supervision with candidates, focus on the candidates' abilities to create an inclusive classroom that fosters the success of the diverse students in their classrooms. Observations focus on candidates' competence and abilities in teaching linguistically diverse students. Diversity is also more broadly defined to include information on how well candidates succeed in creating a classroom that encourages participation and success

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	of students from socioeconomic, cultural, and ethnic backgrounds, as well as students with disabilities. University supervisors and mentor teachers evaluate the candidates formatively and summatively in regard to their abilities (a) to present material in a manner which challenges diverse interests; (b) ensure all students have equal access to the curriculum; (c) promote students' self-esteem, mutual respect, and involvement among students of varied backgrounds; (d) exhibit and encourage respect for human diversity and individuality; (e) model behaviors that demonstrate and promote cultural and linguistic sensitivity; and (f) understand prejudice and implement strategies to prevent and/or reduce it.
La Sierra University	Dr. Pamela Ramsey is the instructor for our coursework in special education. She is a practicing special educator in a local school district. Pamela has edited a book on special education in the regular classroom. This book is filled with sample special education forms, lists, and strategies to support the classroom teacher. Each candidate is required to purchase this text and to use it during the course sessions. Feedback from candidates has been highly positive--often referred to as a treasure trove and "must have" manual for the practicing teacher.
Los Angeles Unified School District	The existence of the District Intern Program is predicated on the demands of current District needs. Recruitment and hiring for the District Intern Program is driven by data reflecting shortages in the subject areas of math, science, and special education. The District Intern Program prepares teachers, both general education and special education for teaching of all students, including special populations such as students with disabilities, behavior plans, students with limited English proficiency, and gifted and talented students in the general education classroom. Each District Intern teacher learns how to differentiate instruction to ensure that all students have access to the core curriculum, including children who are disadvantaged and from low-income families. Teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team. Finally, District Intern teachers receive training specific to District initiatives, policies and procedures in regards to our urban school district.
Loyola Marymount University	Candidates receive training in the above through course work, field experiences, clinical practice, and professional development.
Mount St. Mary's College	Our program meets the above assurances through a variety of means. One of our foundations courses requires students to do fieldwork in local schools and consider the needs of that community and school. They complete a textbook inquiry wherein they examine a State adopted textbook and its correlation to the common standards to ensure that they understand not only the standards, but also the expectations and needs of local agencies and what instructional decisions they will face when they enter the classroom. Our programs use a standardized lesson plan that they practice using throughout the program and the Teacher Performance Expectations, adopted by the State, anchor all of our coursework. Our candidates in Special Education take many courses in our General Education program, and we recently augmented our General Education coursework to include additional focus on exceptional children. We now offer a Certificate in Responsive and Inclusive Teaching for general education candidates to recognize the increased preparation they receive in meeting the needs of exceptional students. Due to the requirements of our SB2042 program, as well as the recently approved revised TPE's, we offer substantial training in regards to working with limited English proficient students throughout our coursework. Fieldwork placements and coursework is designed to support candidates' abilities to work with a diverse student body, an essential focus for us since our candidates teach primarily in urban Los Angeles.
National Hispanic University	1. All lesson plans required in methods courses ask students to differentiate for English learners, special needs, and GATE students. 2. All general education candidates must complete a course on inclusion. 3. Special education candidates demonstrate understanding and skill with incorporation of core academic subject areas throughout three of the required special education courses. 4. NHU special education candidates are required to demonstrate preparedness of core subjects through a required university designed performance assessment.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	5 Supervisors and full time faculty observe and visit schools serviced by the university in order to have a clear picture of the needs of the schools.
National University	In each of the past 13 years, National University has prepared more credentialed teachers than any other single institution of higher education in the state of California, according to the Commission on Teacher Credentialing. National University is committed to accessibility and features locations throughout San Diego County. Regional campuses are also located in Costa Mesa, Sacramento, Redding, San Jose, Stockton, Fresno, Bakersfield, Ontario, San Bernardino, Los Angeles, Oxnard, Woodland Hills and Twenty-nine Palms, as well as Henderson, Nevada. National University provides online options for most credential courses. Our online courses are interactive with tools to support individual learning styles including: e-mail, links between candidate, professor, and classmates, lectures, readings, presentations, evaluations, quizzes, and exams. These tools also combine to create a strong sense of community within online classes. All candidates completing our commission-approved teacher preparation programs are responsible for meeting competency in 13 Teacher Performance Expectations (TPEs) across Six Domains of Professional Teaching. These TPEs prepare candidates in the areas of differentiated and responsive instruction for students identified as English Learners, Special Needs or from Low Income Families. Additionally, prospective general education teachers complete the California Teaching Performance Assessment (TPA). TPA TASKS 1-4 require that our candidates show competence in designing and providing specific modifications made in instruction and assessment for a special needs learner and an English learner in addition to the rest of the class. Passing rates on the TPA tasks indicate that National University teacher candidates understand how to provide instruction to the learners noted in the assurances. Faculty working in the regional campuses throughout the state understands the specific needs of their region. As the curriculum is designed or revised, faculty from throughout the state as well as those representing special needs areas (English learners, and special education) are involved. Prospective general education teachers complete the California Teaching Performance Assessment (TPA). The four tasks of the TPA ask for specific modifications made in curriculum and assessment for a special needs learner and an English learner in addition to the rest of the class. Passing rates on the TPA tasks indicate that National University teacher candidates understand how to provide instruction to the learners noted in the assurances.
Notre Dame de Namur University	Working closely with schools. Specific special education course in general education programs. New Director in Special Education EDU 4107 Teaching English language lerners in both programs
Orange County Office of Education	The most successful strategies include the fact that the instructors are practitioners with advanced degrees who present evidenced-based research of best practice that is applicable in current classrooms. The interns have the opportunity to apply the coursework in their own teaching assignments. Reflections are made on the application of coursework to their teaching situation, with their instructor, with members of the cohort, with practicum supervisors and with advisors. We continue in our process of evaluating the relevance and rigor of our courses to ensure high quality integration of evidence-based practices throughout our coursework. As a Special Education Intern program, we do not accept candidates seeking to secure a gen ed credential.
Pacific Oaks College	Our program currently contracts with approximately 25 local school districts. Within these districts, we have identified a number of schools that we have deemed as being sound philosophical matches, with varying demographics, in which our students can complete their fieldwork. Students are required to complete their four fieldwork placements in schools that meet the following criteria: public school settings (three placements must be in public schools) schools that serve English Learners (at least one placement), students with special needs(at least one placement), Low Academic Performance Index (API) scores(at least one placement), Title I schools, etc.
Patten University	Recruitment and acceptance of diverse candidates committed to teach in their local schools.Diverse faculty with experience and expertise in the inner-city schools. Curriculum enhanced for ELL, Special needs, Classroom Management coursework, and TPA tasks.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
Pepperdine University	Our faculty representative learns about the needs of Local Education Agencies through the LA Regional network meetings. As a result, interns receive information about response to intervention, professional learning communities, and Beginning Teacher Support and Assessment/Induction in their final term of student teaching. The assurances listed above are met through all of the coursework students are required to complete.
Point Loma Nazarene University	Inclusion of LEAs During the 2012-2013, the School of Education (SoE) interviewed various Local Education Agencies (LEAs) through site based Advisory Councils. At each of the SoE's four teaching locations, members of the Advisory Council are members of LEAs. These stakeholders provided specific input regarding program need, context for instruction and proposed effective program design to best serve self identified needs. Providing General Education Teachers with Training to Service (SWD) In order to equip general education teaching candidates with the requisite skills for providing service to students with disabilities (SWD), the SoE revised the sequence of coursework for these candidates and added a requirement that they must take EDU 602 Foundations of Special Education.
San Diego City Unified School District	Pre service activities Intern course work Intern Support Provider credentials Professional development
San Diego State University	The intern program is designed specifically to fill teaching positions in districts where there are not enough credentialed teachers to fill the needed positions. Students are required to meet the same standards as students in the traditional program.
San Francisco State University	Interns are placed in separate cohorts in credential programs whenever possible because they have more experience than pre-service teachers with regard to working with special needs, low-income and LEP students. Most interns are employed teachers in urban schools with high needs students. Several faculty in general education and special education co-teach courses to share and build upon their knowledge about teaching special needs and limited English proficient students. Credential candidates are regularly placed in urban districts in classrooms with LEP, special needs and low income students. Faculty in all departments undertake research (funded and unfunded), community-based training or dissemination projects and/or participate on advisory boards in the largest local urban school districts; the districts' needs are well-known and faculty infuse them into credential candidate curricula.
San Joaquin County Office of Education - Project IMPACT	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.
San Jose State	Candidates in the Single and Multiple Subject programs take coursework in Special Education, taught by our Special Education Faculty. In the Single Subject program 98% of candidates spend one or both semesters of student teaching in schools characterized by economic, linguistic and/or racial ethnic diversity

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
University	partnerships in high need districts.
Sonoma State University	Elementary/Multiple Subjects: The program addresses the needs of all students. Special populations of students and their needs are addressed throughout the program. Specifically, the needs of limited English proficient students are met through the course EDMS 411: Teaching Second Language Learners and in EDMS 470: Multicultural Pedagogy. In addition, EDMS 463: Reading for Young Students and EDMS 464: Teaching Reading to the Older and Struggling Students, include strategies for limited English proficient students. In the field component of the program student populations reflect the growing need for teaching skills addressing the needs of children from low-income families. Courses and supervision are designed to meet the needs of students who qualify under special education guidelines, learners of English, or those who are low-income. The multiple subject field components is based on a strong collaborative model with mentor teachers and university supervisors addressing immediate and local school needs. Secondary/Single Subject: The program has close ties with local and state agencies where graduates are likely to be hired. Forty-five hours of experience in an educational setting is an admissions requirement and students are placed in local classrooms for observation and student teaching experiences. A Community Advisory Board is comprised of teachers and administrators who advise our program on needs from the school sites which is fed back to instructors who adjust their curricula to meet the needs of the site and to help inform candidates of the need new teachers are facing in the classroom. Newly credentialed teachers are invited to participate in panel discussions and are asked to give individual presentations in program courses about issues they face in the field. All students take EDSS433: Teaching Adolescents With Special Needs. This introductory course presents theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the education al and social needs of secondary-aged students with disabilities as well as gifted and talented students. Our program coursework focuses on issues related to developmental needs of students from all socioeconomic backgrounds, races and ethnic groups. Our approach to instruction focuses on English language learner strategies, collaborative instruction for all classrooms, and issues related to teaching in underprivileged and low socioeconomic settings. Our field placements are in schools that are in low socioeconomic settings.
St. Mary's College of California	Single Subject – in addition to PACT coursework, candidates are required to experience part of their student teaching placement in a Title 1 type of school. Education Specialists receive specific training in coursework which requires a fieldwork placement. Multiple Subject – Coursework is provided concurrent with the first student teaching placement on teaching children with disabilities and children who are English learners. Coursework is provided concurrent with the second student teaching placement that focuses on teaching children from urban, rural and low-income families. All coursework and field placement support focuses on the needs of the learner, the school and on learning how to make appropriate instructional decisions, as does the PACT Teaching Performance Assessment (distributed among 5 courses). Finally, the second student teaching placement takes place in a low performing or hard-to-staff school in a classroom with at least 25% English learners.
Stanislaus County Office of Education	Network regularly with school district human resource directors. Provide training for peer coaches to mentor interns. Provide 160 hours of pre-service training to intern teachers prior to teaching. Prepare intern teachers through coursework and practicum supervision to address core content standards. The program does not prepare general education teachers.
Touro University	The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the Graduate School of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout the duration of the program. To teach effectively in general education and specialized settings demands that Education Specialist candidates exiting the preparation program are able to select, synthesize and prioritize knowledge, skills, and behaviors learned in their coursework and field experiences. Novice Education Specialists who struggle in the beginning of their careers typically are unprepared to bring coherence between and among the many ideas, legal responsibilities and strategies they have learned in their preparation programs and to integrate those elements into a unified professional practice. The program at Touro addresses this challenge in several ways. First, candidates take three classes at the beginning of the program that directly address these issues (EDU 770, Educational Psychology & Classroom Management; EDU 771, Teaching Diverse Learners; and EDU 772, Elementary Literacy & Planning Instruction). Second, coursework has assignments that are specifically focused on skill building that help to bring coherence to these issues. For example, in SEPS 791 (Positive Behavior Supports), candidates are exposed to the principles and ideas of Applied Behavior Analysis and classroom management. Then there are three assignments (conducting direct observation, conducting a functional assessment, and developing a positive behavior support plan) that provide candidates skills in applying these ideas and principles in an applied classroom setting. In a further effort to deal with the division between general education and special education teachers, teacher preparation candidates in all of the College of Education's programs take 15 units of coursework together (e.g., EDU 770 (Educational Psychology & Classroom Management), EDU 771 (Teaching Diverse Learners), EDU 772 (Elementary Literacy & Planning Instruction), EDU 718 (Inclusive School Environments for All Learners), and well as an elective from EDU 773 (Secondary Literacy & Planning Instruction), EDU 774 (Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts), EDU 775 (Curriculum & Instruction Methods 1: Secondary), EDU 776 (Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE), or EDU 778 (Advanced Elementary Literacy Instruction). To support the disposition and ability of Education Specialist/Mild-Moderate and Moderate Severe Preliminary candidates to view teaching as a holistic endeavor, rather than discrete actions unrelated to one another, the course sequence consists of courses taken together that covers the same content for all learners. EDU 770: Educational Psychology & Classroom Management 3 units EDU 771: Teaching Diverse Learners 3 units EDU 772: Elementary Literacy & Planning Instruction 3 units EDU 718: Inclusive School Environments for all Learners 3 units SEPS 791: Positive Behavior Supports 3 units SEPS 792: Assessment and the IEP Process 3 units In addition, the two courses focused on instructional methodology (SEPS 793: Instruction of Students with Mild/Moderate Disabilities and SEPS 794: Instruction of Students with Moderate/Severe Disabilities) sometimes combine their class sessions together. Each of the courses address essential understandings and skills required of an Education Specialist. While some courses are taken jointly by candidates for the Mild/Moderate and Moderate/Severe credentials, assignments and field experiences are often differentiated to target specific learning and competencies required by each credential. The courses serve as organizing structures to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations that require application and reflection-in-action. The design of the College of Education's teacher preparation programs completely integrates field experiences into every course and blurs the arbitrary

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	boundary between coursework and fieldwork, between theory and practice. Fieldwork requirements are tied into course assignments which are designed to be skill building activities that take place in the candidate's intern/student teaching placement. For example, in SEPS 791 (Positive Behavior Supports), the candidate completes a Data Collection Project, a Functional Analysis Project, and a Behavior Intervention Project where the skill development is developmental (e.g., students learn how to observe a challenging behavior, then how to complete a functional analysis, and then how to implement a positive behavior plan based upon the data collected). The importance of early and authentic field experiences cannot be overemphasized in Touro University - California College of Education's preparation program design; it is a defining characteristic of the program. As Yost, Sentner and Forlenza-Bailey (2000) suggest, fieldwork must be construed as more than simply the opportunity for candidates to apply what they have learned in their coursework. The field experiences must be accompanied by candidates' analyses of their own belief structures, most of which were formed and persist in a culture of traditional teaching practices. It can be difficult to break familiar patterns, embedded notion and conventions and the most deeply imbedded influences on teaching practice stem from earlier experiences as learners. Touro University – California's College of Education has a vision to change the culture of schools by changing the practice of the teachers who work within those schools so that historically underserved students, including students identified for special education services, have full and equal access to education opportunities. Field experiences tied into course assignments and are designed to give candidates the opportunity to uncover hidden assumptions and, with deliberation, begin making teaching decisions that are data driven and in becoming proactive rather than reactive teachers. Assignments are designed to be skill building and able to be implemented in the intern/student teaching placement of the candidate. Each of the courses includes dedicated time for the discussion and analysis of assignments completed as part of the field experiences, and candidates have ample time to reflect on personal understanding resulting from their clinical experiences. Candidates are supported through their field experiences by the guidance of their instructors(s), their supervisor, and the Program Chair. Starting the Summer Semester 2013, Touro University California's Graduate School of Education will start a new dual-techer credential program that allows student to obtain and Education Specialist and Multiple Subject or Single Subject Credential simultaneously. These four (4) unique credential options will allow the students to be prepared for the needs of education in the 21st Century. The programs Course scope and sequence are designed to support student success and the development of dynamic teachers. Additionally, Touro University CA, Graduate School of Education is one of the few local universities which offers the Education Specialist Moderate/Severe credential. A student who completes the dual-credential program will e able to pursue many employment opportunities and be very a very strong candidate for a variety of teaching positions. Each dual-credential program is a total of 46 semester units and provides students with two teaching credentials. Students can complete program as either a student teacher or as an IHE Intern.
University of California, Berkeley	Close adherence to State standards which require imbedding these elements throughout the curriculum, and include a culminating performance assessment. Small programs allow for close advising and supervision. Our programs expose students to a variety of student teaching experiences so that they can successfully handle different school and classroom settings.
University of California, Los Angeles	The UCLA Extension Education Department works closely with an Advisory Board comprised of educational stakeholders representing leadership from local employing schools, districts, CMOs, county office of education, SELPAs, and independent charter schools who relate the current trends and needs of their teachers and student populations. We also work with Teach for America and EnCorps to meet the needs of low-performing schools as well as teachers who require an alternative method of credentialing. The UCLA Extension Intern Credential programs focus on developing social justice educators throughout the state in both urban and rural low-performance schools. With this goal at the forefront of our program philosophy, our general education and special education teacher preparation curriculum is blended with a few content area specializations specific to multiple subject, single subject, and special education. It is our belief that all teachers are special education teachers in that many students do not have the benefit of receiving special services due to lack of resources. Further, our programs emphasize differentiated instruction, culturally-inclusive positive behavior support, and teacher advocacy.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
University of California, Riverside	UC Riverside is takes pride in its diversity. Our teacher preparation programs have been redesigned with the UCR Principles of Community to induce respectful, compassionate and well-prepared student teachers into our community. UC Riverside maintains relationships with school districts and county offices of education in our region and holds regularly scheduled meetings with our Community Advisory Committee. UCR Teacher Preparation Administrators and faculty attend county office of education meetings to learn the needs of our counties and districts. 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. Candidates bilingual in Spanish may elect to obtain clinical experience in dual-immersion and/or bilingual settings. Multiple subjects and Single Subject 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 California Commission on Teacher Credentialing (CTC).
University of California, San Diego	Partnerships with urban school districts; partnerships with professional development providers; intensive clinical practice in urban settings including large numbers of English learners; cohort approach for methods courses that include multiple-subject/education specialist candidates; clinical faculty who teach methods and supervise candidates are experienced K-12 teachers. All candidates complete PACT (Performance Assessment For California Teachers) which is aligned with California academic content standards as well as teaching performance expectations set by the state.
University of LaVerne	The University of La Verne provides two courses to teacher education students instructing them on strategies and techniques to work with limited English proficient students. The RICA exam is required for all Multiple Subjects teacher credential candidates.
University of Phoenix - CA	University of Phoenix's College of Education implements strategies at the program level, as well as at the course level, to successfully meet the assurances listed above. The College builds its programs on research conducted by its Academic Affairs staff and by campuses concerning state and national standards, current policies, and national/state/local trends, issues, and needs. College Academic Affairs staff are in continuous communication with state education officials, campus administrators, and faculty members to address the implications of policies, trends, and issues for new programs, or for revision of programs and courses. The College believes that it has professional accountability to its candidates and to the students whose lives they impact. Candidates learn from experienced practitioners who are knowledgeable about research, issues, and best practices in the field. In addition, the College is committed to preparing teachers for a diverse community of students. Candidates are supported in designing, implementing, and reflecting on effective instruction for all students. The College offers dedicated courses that address diverse learners, and threads instruction of diverse learners throughout its courses in content, assignments, and field experiences. In field experiences and in student teaching, selecting and teaching in varied demographic settings is emphasized. To ensure relevance and currency of its programs and courses, the College continuously gathers and analyzes program and course level data about candidates' educational experiences and utilizes the results for program re-design and revision, faculty development, and the mentoring and counseling of candidates. Data may be obtained from course-based assessments, field experience and clinical practice evaluations, grade point averages, professional/state-mandated examination scores, and candidate self-assessments. This assessment process encourages the development of innovative academic programs that provide candidates with the knowledge, skills, and dispositions needed to teach all learners.
University of Redlands	Our SB2042 program integrates the above assurances throughout all courses.
University of San Francisco	Our program has always worked closely with local school districts to establish a rapport by discussing the needs for appropriate special education teachers in various types of classes and grade levels. When we recruit new candidates, we learn about their backgrounds, prior experiences, and preferences for grade levels and types and levels of disabilities they wish to teach. We then try to match candidates with the most appropriate jobs. When interns are not meeting

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	the expectations of the job, we provide extra support through supervision and one-on-one instruction in the schools or help move the interns to more appropriate positions. We provide over 162 hours of pre-service 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. We also train our candidates to work in all grade levels, K-12, to apply grade level core content that meets state standards while using developmentally appropriate teaching methods, differentiated instruction, accommodations, and modifications as required to meet the needs of students with all types of mild to moderate disabilities. We teach how to use multi-sensory techniques, inquiry-based learning, research-based reading and math interventions, and curriculum-based assessments to assure student progress. Because our program is located in a very diverse, urban environment, all of our instructors have worked or continue to work as teachers or administrators in diverse, urban public schools. Over 90% of our interns obtain teaching jobs in diverse, urban public schools. We have developed a focus on teaching interns how best to meet the needs of these learners through instruction on social skills, tolerance, teamwork, anti-violence, life skills, vocational skills, working with families, and working with English Language Learners. We also teach social justice and how to meet the needs of multicultural students and those living in poverty.
University of the Pacific	All candidates take courses in teaching English Language Learners, Teaching Exceptional Learners, and teaching in urban and rural settings. We have revised the Teaching English Learners course to add more content in the area of "academic language" development. Field experiences prior to student teaching or internship give first-hand experiences in classrooms and opportunities to experience the curriculum. All special education candidates receive training in adapting core subjects in the curriculum for the general classroom. During January 2014-May 2014, our department submitted documentation to the California Commission on Teacher Credentialing regarding the preparation of potential intern candidates for teaching English language learners during pre-internship coursework.
Whittier College	Whittier College teacher candidates must complete coursework that is integrated with fieldwork experiences which address the above assurances and meet program standards identified by the California Commission on Teacher Credentialing. Some of our most successful strategies include: Whittier College teacher credentialing programs use local school districts and communities in the East Los Angeles County region for fieldwork placements. These communities are culturally and linguistically diverse giving our candidates multiple opportunities to connect theory and practice. One definite strength of our program is having situated learning settings in communities that are ethnically, socio-economically, and linguistically diverse. A second successful strategy is to recruit students, faculty and staff that are representative of our rich cultural environment. Future teachers take coursework with peers and from instructors who mirror the K-12 populations in local schools.

Provide the following information about the approval or accreditation of your teacher preparation program.							
Institution	**Is your teacher preparation program currently approved or accredited?**	**Accredited by state?**	**Accredited by NCATE?**	**Accredited by TEAC?**	**Accredited by other organization?**	**If yes, specify organization**	**Is your teacher preparation program currently under a designation as "low-performing" by the state?**
Alliant International University	Yes	Yes			Yes	WASC	No
Antioch University	Yes	Yes			Yes	HLC/NCA	No
Azusa Pacific University	Yes	Yes	Yes				No
Bay Area School of Enterprise (REACH Institute)	Yes	Yes					No
Brandman University	Yes	Yes			Yes	We continue to be CTC accredited and are also seeking national accreditation (CAEP-NCATE Legacy)	No
California Baptist University	Yes	Yes					No
California Lutheran University	Yes	Yes	Yes		Yes	WASC	No
California State Polytechnic University, Pomona	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
California State University, Bakersfield	Yes	Yes	Yes				No
California State University, Channel Islands	Yes	Yes					No
California State University, Chico	Yes	Yes	Yes				No
California State University, Dominguez Hills	Yes	Yes	Yes				No
California State University, East Bay	Yes	Yes	Yes				No
California State University, Fresno	Yes		Yes		Yes	CCTC	No
California State University, Fullerton	Yes	Yes	Yes				No
California State University, Long Beach	Yes	Yes	Yes				No
California State University, Los Angeles	Yes	Yes	Yes				No
California State University, Monterey Bay	Yes	Yes	Yes				No
California State University, Northridge	Yes	Yes	Yes				No
California State University, Sacramento	Yes	Yes			Yes	California Commission on Teacher Credentialing	No

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Institution	**Is your teacher preparation program currently approved or accredited?**	**Accredited by state?**	**Accredited by NCATE?**	**Accredited by TEAC?**	**Accredited by other organization?**	**If yes, specify organization**	**Is your teacher preparation program currently under a designation as "low-performing" by the state?**
California State University, San Bernardino	Yes	Yes	Yes				No
California State University, San Marcos	Yes	Yes	Yes				No
California State University, Stanislaus	Yes	Yes	Yes				No
CalState TEACH	Yes	Yes					No
Chapman University	Yes	Yes		Yes			No
Claremont Graduate University	Yes	Yes					No
Dominican University of California	Yes	Yes					No
Fortune School of Education (Project Pipline)	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
Fresno Pacific University	Yes	Yes			Yes	Western Association of Schools and Colleges	No
High Tech High Communities	Yes	Yes					No
Holy Names University	Yes	Yes					No
Humboldt State University	Yes	Yes					No
La Sierra University	Yes	Yes			Yes	WASC	No
Los Angeles Unified School District	Yes	Yes					No
Loyola Marymount University	Yes	Yes	Yes				No
Mount St. Mary's College	Yes	Yes			Yes	WASC	No
National Hispanic University	Yes	Yes				CCTC	No
National University	Yes	Yes			Yes	WASC, CTC	No
Notre Dame de Namur University	Yes	Yes			Yes	WASC	No
Orange County Office of Education	Yes	Yes					No
Pacific Oaks College	Yes	Yes					No
Patten University	Yes	Yes			Yes	WASC	No
Pepperdine University	Yes	Yes			Yes	WASC	No
Point Loma Nazarene University	Yes	Yes	Yes				No

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Institution	**Is your teacher preparation program currently approved or accredited?**	**Accredited by state?**	**Accredited by NCATE?**	**Accredited by TEAC?**	**Accredited by other organization?**	**If yes, specify organization**	**Is your teacher preparation program currently under a designation as "low-performing" by the state?**
San Diego City Unified School District	Yes	Yes					No
San Diego State University	Yes	Yes	Yes				No
San Francisco State University	Yes	Yes			Yes	WASC	No
San Joaquin County Office of Education - Project IMPACT	Yes	Yes					No
San Jose State University	Yes	Yes	Yes				No
Sonoma State University	Yes	Yes	Yes				No
St. Mary's College of California	Yes	Yes			Yes	WASC	No
Stanislaus County Office of Education	Yes	Yes					No
Touro University	Yes	Yes					No
University of California, Berkeley	Yes	Yes					No
University of California, Los Angeles	Yes	Yes					No
University of California, Riverside	Yes	Yes					No
University of California, San Diego	Yes	Yes					No
University of LaVerne	Yes	Yes	Yes				No
University of Phoenix - CA	Yes	Yes		Yes			No
University of Redlands	Yes	Yes					No
University of San Francisco	Yes	Yes					No
University of the Pacific	Yes	Yes	Yes				No
Whittier College	Yes	Yes					No

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing "yes" indicates that your teacher preparation program would be able to provide evidence upon request.				
	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**
Alliant International University	Yes	Yes	Yes	Yes
Antioch University	Yes	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes
Bay Area School of Enterprise (REACH Institute)	Yes	Yes	Yes	Yes
Brandman University	Yes	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	Yes	Yes	Yes	Yes
California State University, East Bay	Yes	Yes	Yes	Yes
California State University, Fresno	Yes	Yes	Yes	Yes
California State University, Fullerton	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes
California State University, Monterey Bay	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Yes	Yes
Chapman University	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes
Fortune School of Education (Project Pipline)	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes
High Tech High Communities	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes
La Sierra University	Yes	Yes	Yes	Yes
Los Angeles Unified School District	Yes	Yes	Yes	Yes

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Mount St. Mary's College	Yes	Yes	Yes	Yes
National Hispanic University	Yes	Yes	Yes	Yes
National University	Yes	Yes	Yes	Yes
Notre Dame de Namur University	Yes	Yes	Yes	Yes
Orange County Office of Education	Yes	Yes	Yes	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes
Patten University	Yes	Yes	Yes	Yes
Pepperdine University	Yes	Yes	Yes	Yes
Point Loma Nazarene University	Yes	Yes	Yes	Yes
San Diego City Unified School District	Yes	Yes	Yes	Yes
San Diego State University	Yes	Yes	Yes	Yes
San Francisco State University	Yes	Yes	Yes	Yes
San Joaquin County Office of Education - Project IMPACT	Yes	Yes	Yes	Yes
San Jose State University	Yes	Yes	Yes	Yes
Sonoma State University	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	Yes	Yes
Stanislaus County Office of Education	Yes	Yes	Yes	Yes
Touro University	Yes	Yes	Yes	Yes
University of California, Berkeley	Yes	Yes	Yes	Yes
University of California, Los Angeles	Yes	Yes	Yes	Yes
University of California, Riverside	Yes	Yes	Yes	Yes
University of California, San Diego	Yes	Yes	Yes	Yes
University of LaVerne	Yes	Yes	Yes	Yes
University of Phoenix - CA	Yes	Yes	Yes	Yes
University of Redlands	Yes	Yes	Yes	Yes
University of San Francisco	Yes	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes	Yes
Whittier College	Yes	Yes	Yes	Yes

Program name	**Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**
Alliant International University	Each teacher credential candidate is required to demonstrate proficiency in the integration of technology into the classroom prior to recommendation for an initial teaching credential. The university's course on Technology in the Curriculum has been designed to work in tandem with other courses in the Teacher Education program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts. Candidates are trained to be proficient in the software, multimedia tools and programs for classroom administration so that they can effectively integrate these components into student learning and effective management of the classroom. To assure understanding and the ability to successfully integrate technology, candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the candidate's teaching situation. Assignments in seminar courses also require that candidates explicitly show how to embed technology into the curriculum to support learning and achievement.
Antioch University	The Education Specialist Mild/Moderate candidates take TESE 519B Assistive Technology Applications. The candidates have already taken a technology course in their initial credential.
Azusa Pacific University	I.S.T.E technology standards are fully integrated with signature assignments described in each syllabus that address the California technology standards. The technology signature assignments are submitted online to TaskStream and are scored by trained and calibrated assessors. Additionally, instructors model technology best practices in the application of technology in the classroom. Teacher candidates are expected to use all fields of technology as well as a variety of hardware and software. Special Education programs expect candidates to use the Internet as a resource, online library, include video clips and power point presentations for assignments. Instructors utilize every source of technology for instructional presentations including digital projectors, iPads, iPods, digital learning (digital platforms), video clips, power point presentations, pod casts and digital textbooks. Guest speakers introduce candidates to assistive technologies available to students with special needs.
Bay Area School of Enterprise (REACH Institute)	Participants receive direct instruction on the use of technology for teacher learning and for use in curriculum and instruction during the required course sequence of the program. In addition to specific course content targeted in one semester, teachers receive support with integration and implementation of technology throughout the two-year program as needed with individualized coaching support from assigned coaches. This individualized coaching support may include activities such as: lesson/unit planning to integrate technology, the capture and analysis of video to improve teacher practice, the use of technology to collect and/or analyze assessment data, and support with accessing teacher development resources through technology. Participants also must use technology throughout the program as a necessary means of participation (email, internet use, online discussion forums, video observations, virtual coaching sessions, etc.).
Brandman University	Candidates in the credential programs take EDUU-551-Educational Applications of Computers. In this course candidates learn how to use technology to utilize interactive tools such as wikis, blogs, and threaded discussions. Candidates also learn how to integrate technology into lesson planning, develop multimedia presentations, and use databases and spreadsheets to gather and analyze data on student performance. In EDUU 511-Collaboration for Inclusive Schooling candidates learn about assistive technologies appropriate for students with special needs. Candidates examine and use WebQuests in EDUU 512- The Art and Craft of Teaching. Technology is also integrated into each of the core content courses of the credential programs. In the special education program candidates use computer based programs such as DIBELS and Chart Dog and learn how to use various software programs for analyzing the results from standardized assessments such as the Woodcock-Johnson assessment battery. Additionally, each course in the credential program, other than student teaching, is currently taught in a blended format or online format. Online courses represent all of the Multiple and Single Subject except for student teaching, where Special Education students can take the majority of their courses on line but not all. For the blended method, fifty percent of the class is taught face to face, and fifty percent of the class is taught online. Both delivery models for the courses provide candidates with an opportunity to use a variety of technology tools including

Program name	Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.
	threaded discussions, wikis, blogs, voice boards, videoconferencing and online tutorials.
CalState TEACH	Technology Best Practice The American Association of Colleges for Teacher Education (AACTE) honored CalStateTEACH with the 2014 AACTE Best Practice Award for the Innovative Use of Technology. The award honors programs that incorporate innovation beyond meeting national or state standards for program-wide educational technology integration. The AACTE Committee on Innovation and Technology, which reviews submissions for the award, selected CalStateTEACH for its ability to bridge the theory and practice of teacher education through the use of multiple technologies and to communicate the impact those technologies have had based on qualitative or quantitative research. Specifically, the committee noted that the CalStateTEACH program exhibits sustainable impact, system-wide change during a time of state budget cuts, a strong research basis, a social justice agenda to make learning accessible to all, robust integration of technology and low-cost sustainability. "The CalStateTEACH program is an outstanding example of broad-based effective integration of technology, pedagogy and content," said AACTE Innovation and Technology Committee Chair Dr. Mary Herring. "They are to be commended for stretching beyond the norm in teacher education to impact the learning of students across the state." In December 2012, CalStateTEACH was designated an Apple Distinguished Program for its innovative design and implementation of a one to one iPad mobile learning initiative. In November 2013, the designation was renewed for 2013-2015. The Apple distinguished program recognizes outstanding programs that demonstrate visionary leadership, innovative learning and teaching, compelling evidence of success, and exemplary learning environments. The CalStateTEACH Program includes different types of technologies and formatting to prepare candidates to teach a growing number of technology proficient students. CalStateTEACH students and faculty interact online in a custom learning management system (LMS) designed to foster rich communication, effective learning, and timely evaluation. System highlights include a flexible work folio system tied to dynamic curriculum, standards-based lesson/unit plan builder, and an observation tool for video or on-site faculty observations of candidate teaching. An advanced video annotation system allows students and faculty to comment and reflect on their teaching performance. The CalStateTEACH website is fully compatible with the iPad. CalStateTEACH uses both Facebook and Twitter. Using social media allows interaction with teacher candidates in alternative formats. Faculty and teacher candidates can share experiences and pictures to clarify and enhance the curriculum. Social media is also used as a means of communication between teacher candidates by sharing ideas, pictures, and links, developing 21st century classrooms. The iPad provides continuous access to the tools of teacher preparation and is the candidates' window to both personal and professional social networks. It has become the hub of CalStateTEACH instruction, in academic coursework, as well as, in the classrooms where candidates practice teaching and collaborate with school site mentors. Candidates read their e-Texts on the iPad, access the LMS through it, use productivity apps to create new content, create lessons, teach with it, record their lessons, and communicate with faculty on it. CalStateTEACH candidates utilize the iPad to present content to children and to support children in making and demonstrating content. The expectation of using personal mobile devices within the classroom invites innovation from teacher candidates. For instance, K-12 students do research in small groups on a historical figure and prepare an iPad video presentation of their research. Other candidates incorporate iPads into their lessons and introduce useful apps to their cooperating teachers while collaborating with them to integrate the iPad into their joint lessons. In reading, for example, candidates create media presentations that practice skill building, vocabulary development, fluency and comprehension. For all candidates, rural and urban, e-Supervision is a powerful tool for learning, whether it is synchronous using video conferencing software or asynchronous with recorded video. CalStateTEACH has provided innovative online tools to faculty and candidates: My Teaching Video ©, a video annotation tool, allows both

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	candidates and faculty to examine and comment on candidates' teaching performance. The Observation Event ©, a faculty and technology coordinator created e-Supervision software, streamlines the work of faculty and deepens the reflective process for candidates. CalStateTEACH faculty expand their skills and knowledge by attending relevant training, conferences and symposia. In addition, they come together for intensive professional development twice each year for sessions that promote creativity and innovative thinking while introducing and assessing the latest technologies. Faculty routinely collaborate with peers with new uses of technology, providing avenues for experimentation and reflection. Faculty share in leadership through the creation of iBooks and iTunes U courses, creating new models of educational technology integration that foster creative critical thinking, group problem solving and collaboration, and reinforce core and interdisciplinary content knowledge. CalStateTEACH's mobile initiative has earned support from rural and urban school partners, school districts and county offices of education, where teacher candidates gain clinical experience and practice teaching. Our partners are committed to, and excited about, the professional development the mobile initiative provides and the expertise teacher candidates bring to their schools.
California Baptist University	All alternative certificate candidates are required to successfully complete ETC 305: Educational Computing Level I and ETC 520: Educational Computing Level II. Course syllabi include the following: Integrating Technology Candidates are prepared to integrate the following technologies into curricula and instruction: - Cameras (e.g., digital, video, and document) - Operating system software (i.e., Windows, Mac OS, Linux) - Applications software (i.e., word processing, spreadsheets, database management, presentation software) - Computer managed instructional software (e.g., grade keeping, database queries, productivity software, etc.) - Computer assisted instructional software (e.g., assistive technology, electronic portfolios, etc.) - Types of educational software (i.e., drill and practice, tutorials, problem-solving software, simulations, microcomputer-based laboratories, multimedia applications, educational games) - Ethical issues (Privacy Invasion, Computing Inequities, Information Overload, Security: Hacking and Cracking, Computer Viruses, Student Internet Safety Issues, Netiquette Issues, Plagiarism & Copyright Issues) - Internet research skills (application of search engines, subject directories, meta search engines and Boolean logic) - Various technology tools (Web 2.0 applications, assistive technology, smart classrooms, collaboration tools) Collecting, Managing, & Analyzing Data to Assess Teaching/Learning Candidates are instructed in the use of computer applications such as spreadsheets and databases for the following tasks: - Designing format for data entry - Inputting data - Developing formulas and functions (spreadsheets) - Performing queries to filter comparison data (databases) - Creating summative reports for feedback purposes and to inform/modify instruction Universal Design Candidates are introduced to the concept of universal design through the following activities:

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	- Multimedia-based assistive technology projects - Discussion of ergonomics, classroom/lab configurations ensuring equal access
California Lutheran University	The use of technology as a teaching and as a management tool is integrated throughout the multiple and single subject coursework. Within the past few years, the majority of our candidates come to the program equipped with knowledge and ability to word process and use productivity tools such as Word, Excel, and PowerPoint. Candidates upload their course assignments on an electronic course management system (BlackBoard and TaskStream), which requires a working knowledge of word-processing, cutting /pasting, uploading, and linking skills. The Graduate School of Education uses TaskStream, an electronic depository for signature assignments, Teacher Performance Assessments (TPAs), and field evaluations. This permits the department to collect meaningful data which can be aggregated and analyzed to support decision-making. During the orientation to methods coursework, Multiple and Single Subject candidates receive information as to the uploading of their assignments to TaskStream. In order to do so, all candidates must be at the basic level of computer literacy and know how to: • Operate a computer • Find and use software applications such as Word • Access the Internet • Utilize email In the Special Education programs, all faculty and teacher candidates use Blackboard as their course management system. In the (elementary) English language skills and reading development course, Multiple Subject candidates research various Internet sites as possible resources for technology-related materials, such as those available on the site established by the American Library Association displaying literary award winners. In that same course, Multiple Subject candidates are required to include methods of evaluation as well as adaptations for Universal Access and intervention strategies, and a description of computer technology applications that are aligned with Reading/Language Arts standards that add value to student learning. In another course, elementary teacher candidates develop a lesson plan to integrate technology into the content area. The lesson plan must include learning goals for both content area and technology and must include an activity for the K-12 student to produce a digital artifact. In the secondary course covering the planning and methods for content standards, secondary teacher candidates learn basic methods of planning and instruction. Candidates are required to plan lessons for their student teaching with an emphasis on increased academic achievement in the secondary school that includes technology enhanced methods and strategies necessary to develop achievement in all learners. Teacher candidates in the (secondary) literacy and language course use technology to teach reading comprehension strategies and skills during fieldwork placement. Technology resources are used to assist students in the 7-12th grade access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. They incorporate into the lessons a variety of informational texts that include reference works, such as magazines, newspapers, and online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve. In the study of leadership theories, classroom management, discipline and lesson planning, Single Subject candidates explore classroom management strategies and legal decisions through Internet searches as well as identifying and developing a deeper understanding of universal access strategies. The candidates are required to create a database for resources as part of their teacher preparation and becoming a classroom teacher of record.
California	A prerequisite course in education technology prepares candidates with a common set of knowledge and skills to integrate the use of technology into teaching

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State Polytechnic University, Pomona	and learning. The course is designed to meet the ISTE standards in education technology with additional experiences in common tools used in the program. In addition to technology tools to improve teaching and learning directly with students, the prerequisite course and program coursework includes experiences in collecting and analyzing student data, becoming familiar with data collection systems in the region, and using the technology draw generalization and specific recommendations for improving instruction. Additional course tools include the use of Task Stream, the candidate and program assessment software, SMART boards, videoconferencing tools including Skype, Internet-based resources, as well as other teaching-specific tools found in our local school districts. All professional program courses have the appropriate use of technology embedded into the teaching of core concepts. Additionally, teacher candidates are expected to use technology as teaching and learning tool in their lesson planning and delivery. Technology is also used to manage instruction with teacher candidates and to provide experiences within courses on effective teaching and learning in online environments. Blackboard course management software is commonly used in local school districts as well as being the platform of choice in the university. The key to its use is both learning to use the tool--- and using the tool to learn. Credential programs are exploring better ways to use Educational Results Partnership (www.edresults.org), a meta database that contains demographic and achievement data from local schools presented in a variety of ways from the classroom level to the school, district, and county levels. Candidates look at aggregated student learning data, comparing low performing schools in the region, and map school profiles as methods to learn about improving school and student performance.
California State University, Bakersfield	Students and instructors use LiveText as a tool to submit and review course assignments. Instructors review assignments using a course rubric, from which information is tabulated to inform the teaching and learning process. This data management system allows us to collect and track data over an extended period of time. Additionally, technology is integrated throughout the program and used to enhance the delivery of the curriculum content. For example, students use online discussions, research databases, iPads for lesson recording and analysis, podcasts and vidcasts, presentation software, and more to enhance their learning. Their assignments often require the incorporation of technologies ranging from WebQuests to podcasting.
California State University, Channel Islands	Faculty members model teaching with technology through the use of Blackboard (a course management system that requires students to post discussions and papers electronically, streaming videos of lessons), electronic whiteboards, document cameras, and sets of i-Pads or laptops on carts in our School of Education classroom spaces. HD projector systems are utilized with Apple TV connections to demonstrate instructional approaches in certain lab spaces. Each program in the School of Education has set goals for improving the technological competence of candidates. Professional development is also being provided to faculty on a variety of technologies, software and applications that are available for their use in their instruction. I-Pads are used in student teaching placements for Co-Teaching, Educational Leadership MA program, and with University Field Supervisors. Our numbers in the co-teaching program have grown and therefore have increased the numbers of i-Pads in use in school classrooms. A grant was written to try to increase funding to purchase i-Pads for the traditional placements student teachers. CI faculty have increased the number of trainings and workshops offered on campus to incorporate technology in courses and classrooms. Universal design is being utilized as a key component of instructional planning and Google has funded a faculty project to help facilitate an expansion of its use. Teaching and learning with technology is incorporated throughout each program, however, the opportunities to practice in local schools varies greatly across the school districts with many low tech and some high tech. Our candidates complete a teacher performance assessment through which candidates must collect data, manage and analyze data about their teaching and use the data to reflect on the improvements that are needed in their teaching and the learning of the

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	students. The teacher performance lesson plans, videotape of lessons, data analysis, and reflections are all submitted electronically. We also rely on our school partners to prepare teachers to manage data (classroom data) via the specific data management systems that they have in place. Universal design is implemented in the lesson planning process and all programs incorporate the principles of universal design in lesson planning and instruction. We examine the effectiveness of teaching with technology across all programs by assessing candidates at the end of program annually on the California standards for integrating technology into teaching.
California State University, Chico	•Candidates' assignments (e.g. lesson plans, websites, analyses of student work) are evidence of effective use of technology in planning and delivering instruction, including the use of Blackboard Learn, Horizon Live, Smart Boards, clickers, Wikis, blogs, streaming video, podcasts, Skype, Second Life, Camtasia, iPads, swivel cams and document cameras. •Course syllabi include methods of instruction and assessment that integrate technology and model using technology for accessibility to the curriculum. •Field work evaluation rubrics have been revised to include appropriate use of technology as a teacher performance expectation. •Candidates engage in learning activities related to the analysis of standardized test data from sites such as EduSoft. •Candidates complete a teaching performance assessment in which they analyze data from teacher made assessments and use the results to inform ongoing instruction. • Each spring, all general education and special education programs in the School of Education collaboratively plan an assistive technology workshops that is required for all credential candidates. The workshop focuses on how teachers can support students with disabilities through using assistive, adaptive, and rehabilitative devices. Guest speakers are invited to demonstrate strategies, and candidates apply Universal Design for Learning principles as they discuss case studies that focus on access to learning for students with special needs. Candidate responses are documented with video and in writing. •To address assessment technology with candidates, we are working with the local districts to get access to data sets and systems to effectively prepare teachers to manage and analyze data for student learning. Assignments will be in place by fall 2014.
California State University, Dominguez Hills	Candidates are required to meet basic requirements for technology proficiency through coursework including TED 420 Computer Literacy for Teachers. In their methods coursework, they learn how to infuse technology into their lessons. In addition, they learn where to find data on state, district, and school-level performance on standardized tests. They practice using assessments in Reading/Language Arts, and use results to plan lessons. Candidates examine samples of district and school-level achievement data and incorporate these into signature assignments. In student teaching, they demonstrate their ability to integrate technology into their planning and instruction. Candidates are also using complex technology as they complete their coursework. Throughout the program, faculty and students use Blackboard as a method for communicating with candidates, posting and receiving assignments, and engaging students in dialogue. The program has also adopted TaskStream, an online system that allows candidates to create and submit assignments as part of the Performance Assessment for CA Teachers (PACT). Regarding Universal Design for Learning, all methods courses in each program follow similar templates for lesson planning, and these include prompts to plan for students with special needs and for those who are English learners. Candidates learn to apply multiple strategies to address the learning needs of all children in the classroom, including the use of realia and manipulatives, graphic organizers or representations, and small-group guided learning activities. A recently-awarded TTT grant will fund development of an online teacher preparation program, and we expect this to spur faculty engagement and candidate skill and capacity in new areas of technology.
California State	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

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University, East Bay	standards. The TPAs are submitted and monitored through the use of an online web portal for which all teaching credential candidates must hold a current subscription. All training and applicable materials are provided through the department.
California State University, Fresno	Interns are prepared to integrate technology through required coursework as well as through modeling the effective use of technology by faculty and supervising teachers. The required coursework in technology includes outcomes related to collecting, managing, and analyzing date to improve teaching and learning and to ultimately increase student achievement. Principles of universal design for learning are incorporated in both the required technology coursework as well as the required coursework in teaching students with special needs. As part of the CSU's Center for Teacher Quality, data is annually gathered by surveying graduates and their employers one year after completion. The data gathered from these surveys are used to analyze completers technology knowledge and skills, and are reviewed by faculty and used to make continual improvements in coursework and programs.
California State University, Fullerton	All programs integrate at least the following: (a) Powerpoint for instructor and student presentations; (b) Word for instructor and student documents; (c) LMS for all electronic communication and collaboration between the instructor and students; (d) Internet search and retrieval for research; (e) electronic citation machines; (f) electronic gradebook for assessment and assignments management; and (g) web-based student handbooks and lesson plan. Department of Special Education: The use of technology is incorporated throughout the education specialist credential program in all three program areas. The following are examples of specific assignments embedded within credential coursework: • SPED 433: Language Arts/Reading Instruction in Public Schools - students evaluate reading software • SPED 432: Mathematics and Science Curriculum and Instruction in Elementary Schools - students evaluate a piece of educational software and complete a website/software assignment where they examine modifications for English Learners and students with all types of disabilities • SPED 436: Literacy for Early Childhood Special Education - use a variety of interactive books and assistive technologies to teach emergent literacy to young children • SPED 482A and B: Curriculum and Methods for Individuals with Mild/Moderate and Moderate/Severe Disabilities - use of specific websites for IEP development and writing objectives • SPED 520: Assessment in Special Education - use of computer assisted scoring for standardized tests • SPED 504: Advanced Proficiency in Educational Technologies – use of a variety of assistive technologies to support students with disabilities Department of Secondary Education: The Department of Secondary Education requires that students have a level of technology skills and access to appropriate hardware, software, and infrastructure. In prerequisite and credential courses in the Single Subject Credential Program, teacher candidates are expected to: •Have ongoing reliable access to a computer with Internet connectivity for regular course assignments; •Use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices; •Perform basic troubleshooting and access appropriate avenues of technical support, including the University Help Desk. •Utilize current versions of MS Office (including Word, PowerPoint, Publisher, and Excel) to learn content and communicate with colleagues and faculty; •Maintain and access three times weekly a student email account; •Use Internet search and retrieval skills to complete assignments;

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

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	•Tools used for collection, including search engines such as Bing®, Google® and Yahoo®, and social bookmarking sites such as Diigo® and Delicious®, are primarily used to search, gather and store information and sources. •Tools used for communication, including blogs such as Edublogs® and Wordpress®, surveys such as Zoomerang® and SurveyMonkey® and audience response systems such as TurningTechnologies® and Quizdom®, are primarily used to facilitate the flow of information between teacher and student. •Tools for presentation, including presentation software such as Powerpoint® and Keynote®, online presentation tools such as Prezi®, Empressr®, Sliderocket®, Glogster®, and SlideShow®, interactive white boards such as Promethean® and Smart Board® and video sharing such as Youtube®, TeacherTube®, and Flickr®, are primarily used by the teacher or student to present new information or share learned knowledge. •Tools for collaboration, including wikis such as Wikispaces®, PBWiki® and Google Sites® and real time document suites such as Google Docs®, are primarily used for collective construction and display of new knowledge. •Tools for organization, including graphic organizers, charts, tables, graphs, and mindmaps such as Microsoft Office®, iWork®, Gliffy®, Popplet®, and Creately® and timelines such as Timetoast® and Dipity®, are primarily used to organize new information in meaningful ways and make connections to prior knowledge. •Tools for interaction, including various educational interactives such as Quizlet®, Pixton®, IBM's Many Eyes®, and Intel's Thinking with Technology® tools, are primarily used for critical-thinking, active engagement with content and application of knowledge. Grouping technology tools by purpose helps pre-service teachers plan with technology in mind. For example, when they learn how to effectively deliver new content, they learn how it can be done through various presentation technology tools. As they learn how to design activities to guide student learning, they learn about interactive technology tools that help accomplish this goal. Candidates also review the latest research on educational technology in the classroom and adapt lessons for English learners, special populations, GATE students, and struggling readers. All candidates who complete program prerequisite courses (EDSC 310, 320, 330 and 340) participate in online discussion forums throughout the semester using text based means through Moodle and software programs such as VoiceThread and Adobe Connect; candidates unitize Word Processing and PowerPoint, Prezi, and SlideRocket in the development of all assignments.
California State University, Long Beach	Evidence used to show that candidates are prepared to integrate technology: -CSU survey of one-year graduates and employers -Exit surveys -College of Education Student Success Survey 2013 Education Specialist Credential Program: -All students take an instructional technology course as a prerequisite. -Several of our courses include the specific use of assistive technology for students with disabilities. -In our assessment course as well as our methods course students are taught to use technology to collect, manage, and analyze data to improve teaching and learning. -All Education Specialist assessment and methods courses address the importance of Universal Design for Learning. Multiple Subject Credential Program: -Applications and understanding of computer technology are integrated into all core courses through classroom learning activities, assignments and fieldwork experiences. -Candidates evaluate technology resources (e.g., websites, software, online resources) for their effectiveness in enhancing reading instruction and observe and

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	reflect on the teacher's use of technology in reading and language arts instruction in the related pedagogy courses. -During the fieldwork experiences, candidates observe mathematics instruction including the use of technology in an elementary/middle school classroom or computer lab at a time when mathematics is addressed. Single Subject Credential Program: -Candidates take a co-requisite educational technology course in which they study in-depth how to use technology as a teaching and administrative tool, and how to bring issues of 21st century technology into the secondary classroom. -Applications and understanding of computer technology are integrated into all core courses through classroom learning activities, assignments and fieldwork experiences. -Through fieldwork, candidates in all programs have first-hand experience of the "digital divide" and have opportunities to discuss this issue in class as well as reflect upon it in their written assignments. -Signature assignments in courses throughout the program provide opportunities for students to demonstrate mastery of video cameras, smart boards, charts, data bases, graphs and the ability to use data to analyze student learning and teacher effectiveness. -Student teaching also provides opportunities for candidates to demonstrate mastery of Excel software to create databases, charts, and graphs to record and analyze student data.
California State University, Los Angeles	The Charter College of Education (CCOE) asks all candidates entering the elementary (multiple subject), secondary (single subject) and special education (education specialist) credential programs to verify a basic level of proficiency in technology. Once in the credential programs, candidates complete required coursework in the use of technology for educational purposes. Faculty model the use of technology for improving teaching and learning in their professional practices. In general education credential programs, all students are required to take and pass four (4) different performance assessments, California Teaching Performance Assessments (TPAs) that measure the application of their knowledge, skills and dispositions. Passage rates of the California TPAs are reviewed and analyzed for purposes of program improvement. Task Stream is used by students and faculty to upload student work samples and to track student progress. Candidates in special education are using annotated video to reflect on teaching performance. Faculty also model the effective use of technology in online and hybrid course offerings, including the use of Skype, blogs, podcasts, online threaded discussions and chats, and other related technologies. Intern candidates receive additional support from on-site support providers while they are teachers of record in their classrooms. Interns (alternative pathway) and faculty in special education use an online tracking system to record and monitor their onsite support activities. The California State University (CSU) Center for Teacher Quality (CTQ) assists each CSU campus, including CSULA to collect data from credential program completers and their principals about how well prepared they are once they have been teaching for a year. These data are reviewed by the campus administration and the faculty for purposes of ongoing program improvement.
California State University, Monterey Bay	Candidates are required to complete a course in technology for all programs at the preliminary level of the credentialing process.
California State	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

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University, Northridge	push toward using technology for instruction over the past five years. All syllabi, handouts or paperwork must be posted on line via Moodle. Several teacher education faculty provide professional development in technology to the university such as online professional development for all faculty and staff and university-wide workshops on Elluminate. The Secondary Education department offers a masters in Educational Technology. Many courses are provided either entirely on line or in hybrid form. Technology is also used in assessing all teacher preparation candidates through PACT (Performance Assessment for California Teachers) in which Task Stream is used for the submission of Teaching Events.
California State University, Sacramento	All of the Sacramento State, College of Education credential candidates are required by state standards to learn how to effectively integrate technology in curriculum and instruction and to utilize it for purposes of data collection, management and analysis focused on improving teaching and learning. This is accomplished in our programs through a required technology course that infuses knowledge and skills needed by teachers across teaching/learning spectrum. 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 and assessment needs.
California State University, San Bernardino	All candidates must complete a Technology proficiency pre-requisite. Technology is infused throughout all curriculum and coursework.
California State University, San Marcos	All candidates complete a prerequisite course in technology and technology applications for public schools and classrooms. The integration of technology is infused throughout the program and is a focus of observations in clinical practice. In addition to the California Teacher Performance Expectations standards, our programs include a standard for Technology in Teaching and Learning. We have begun a systematic effort to provide significant professional development to all faculty in the area of technology instructional tools so that course instructors regularly model effective instruction through appropriate use of technology tools.
California State University, Stanislaus	The program introduces candidates to current technology applications that address student learning. Candidates demonstrate understanding via projects and lessons on which technology promotes understanding of concepts. Various web-based and other technologies such as student response systems are used to collect data regarding teaching and learning. Principles of universal design are required in all lessons planned by our credential candidates. Candidates use TaskStream to manage data and progress, modeling how similar technology can be used in the K-12 environment. In addition, all TPAs for all students are submitted via TaskStream, which include their uploading of documents and lesson plans, floor plans, assessments and a 20 minute video of instruction of students.
Chapman University	The educational application of technology is a theme integrated throughout credential courses. There is also a specially designed course which provides an overview of the range of educational application of technology including computer literacy, adaptive technology, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word processing, computer managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, and schools of the future. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies.
Claremont Graduate	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

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University	specialist candidates in EDUC 343 the candidates are introduced to core technology tools such as document cameras, smart boards, and multimedia presentation tools such as LCD projectors and are asked to create standards-based curricular units that utilize these tools. All candidates are also working under the tutelage of their Master Teachers in a Pre-Internship Teaching Experience and in this intimate context being trained in the effective use of technology. During the Fall, candidates work with their Faculty Advisers (their field supervisors who also teach their classes at CGU) to look at school-specific applications for grade recording and address the use of technology in their specific classrooms. In the Spring [in EDUC 330: Innovative Technology for the Elementary Classroom, EDUC 331: Innovative Technology for the Secondary Classroom, and EDUC 332: Innovative Technology for the Special Education Classroom] technology takes center stage. These classes address California's Level I technology standards in a time-efficient manner so that Level II standards can be explored. In these classes, all candidates complete three core assignments-in-common: 1) Technology 101. This assignment/ assessment involves having the candidates demonstrate in a time-efficient manner their understanding of basic software and hardware operations; 2) The Inventory Project. This assignment has the candidates research their respective district's polices, and practices regarding technology. They locate and make sense of their sites' technology plan and answer the questions related to procedures, students, teach-teachers, and assistive technology. 3) Technology infused lesson plan that includes a multimedia instructional project (not PowerPoint) and a web quest. For this assignment, candidates design a multimedia project that integrates content standards; utilizes technology to facilitate instruction and student learning; considers the students' various ELD and SPED issues (and provides appropriate modifications); considers the students' various reading levels; promotes collaborative learning; and has a rubric-based assignment. To showcase the technology skills learned in EDUC 330/331/332, the candidates create multimedia presentations related to a core text, Con Respeto, in another spring course (EDUC 305/606/305-SP). TEIP Faculty and Staff also model the use of technology in the teaching of our classes. For example, we utilize a content management system space called SAKAI (which allows all stakeholders to archive/retrieve articles, participate in asynchronous and live discussions, track events, send out messages, etc.), and our teachers utilize a variety of technology in their own teaching (including but not limited to multimedia presentations, video, web-based programs). The university has an "audio-visual department" that allows teacher candidates to borrow (free of charge) a variety of hardware (i.e., cameras, videos, projectors, etc). Additionally, there is a well-equipped computer lab that our candidates have access to from 8:30am - 11:30pm, 7 days a week. To instruct our candidates on using data on student learning to inform instruction, a core section of our ethnographic narrative project described earlier requires all candidates to utilize academic and personal information gathered on 5 students to design individualized education plans. Student progress is tracked and candidates reflect upon how their use of this data impacted their teaching and their students' learning.
Dominican University of California	All four elements are in place. Technology is integrated into all of the Education classes, specifically with the Multiple and Single Subject credential programs. Students must take and pass a specific Technology course. That course requires learning and practice with specific programs that are used in K-12 Schools. Additionally, all of the Professional Education courses utilize technology and this is described in each course syllabus. Students must use databases for research, the electronic blackboard to communicate with instructors and classmates and students present their work electronically in classes. When candidates are formally assessed with the California Teaching Performance Assessment (TPA) they access and respond to that assessment on-line. The data from those Assessments is analyzed and used for program revision and improvement.
Fortune School of Education (Project Pipline)	ED 309: Technology in the Classroom (30 hours) is a course that Multiple Subject interns take in Year 1 and both Single Subject and Education Specialist interns take in Year 2. This course is an introduction to teaching teachers how to integrate technology and the applications of technology which will assist in effective learning within the school environment. Interns experience instructional applications on the computer and learn about a variety of educational software. In addition, different uses for technology have been implemented in our pedagogy for the Pre-Service and District Intern courses.

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Fresno Pacific University	The program prepares teachers to integrate technology effectively into curricula and instruction by requiring candidates to take EDUC 644,Teaching with Technology. In this course candidates learn the basics of using technology; using technology to support instruction; integrating new technology into classroom practice. The program prepares teachers to meet the principles of universal design for learning by teaching candidates to provide flexibility in the ways information is presented to students, in the ways students respond or demonstrate their knowledge and skills, and in the ways students are engaged in instruction and learning. In addition, Universal Design helps candidates reduce barriers in their instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are English learners. The education specialist program prepares candidates through the integration of technology throughout their program. Candidates are required to apply effective technology tools their own course requirements, e.g. Word, Excel, and PPT. As part of exiting the program, candidates are also required to develop an eportfolio and ewebfolio. These systems allow students to collect data which reflects their progress throughout the program, and in turn, to develop effective induction plans which address their area of need. In addition, candidates are prepared for the use of technology in the classroom as it pertains to their education specialist credential area. Technology is interwoven in SED 714, SPEC 605, SPEC 606, SPEC 612, SPEC 613, SPEC 614, and SPEC 615. Candidates are introduced to and apply current assistive technology tools and strategies to meet the needs of their students.
High Tech High Communities	The HTH Intern program requires candidates to attend and pass two technology courses during the two year program. Each Intern designs and manages a digital portfolio which can be viewed at hightechhigh.org. HTH uses Powerschool to collect and analyze student test scores, grades, pass rates. Universal Design is introduced and explored with Education Specialists and our general education teachers in each of the courses required. It is measured in the Teaching Performance Assessment. In Induction, teachers are provided Learning Seminars that provide strategies and applications of how to use technology to improve learning in the classroom. For example, HTH is using ALEKS, Khan Academy and ST Math programs to supplement the math curriculum. In addition, starting in July 2014 incoming candidates will take and pass an online English Language learner course using the Haiku Learning Management System.
Holy Names University	In all coursework, instructors model the use of technology in curriculum and instruction. A variety of assignments are completed throughout the programs. Some examples are: In Curriculum and Instruction courses, such as EDUC 331 candidates learn to use spreadsheets as tools for teaching mathematical concepts such as probability and descriptive statistics. In EDUC 333, candidates learn how to use spreadsheets to record and analyze data from experiments, and help their students to do the same. Candidates integrate computer technology in lesson plan design in EDUC 334. Computer-based strategies which enhance the writing process for students are introduced in EDUC 336. Productivity and presentation tools are used throughout the program. Internet resources are used to help develop and complete a project describing a culture other than the candidate's own culture in EDUC 103. In EDUC 332, candidates use appropriate web sites. In EDUC 102A, students research for information for parents and educators who are involved with students with special needs. In relevant courses in the Programs, candidates access and evaluate software that promotes effective content acquisition by students. For example, in EDUC 332, candidates evaluate the content of web sites for use in their integrated thematic instruction unit, for their appropriateness, accuracy, and anti-bias perspective. Together, in class, candidates assess and evaluate the quality of the site, compared to those presented by others. In EDUC 334, candidates review web sites that introduce, promote, and advocate for a variety of perspectives on reading. In EDUC 320A and EDUC 330A, candidates identify and explore web sites for their particular subject content area and use the California Department of Education web site to stay up to date on content standards and curriculum frameworks; this is particularly important for multiple subject candidates, who must stay up to date on the development of standards and frameworks in each of the subject areas.
Humboldt	Candidates in the credential program are assessed for entry level technology skills. Candidates are required to verify entry level skills by either passing a

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State University	technology competency test or completing a technology course (Education 285, Technology Skills for Educators). The program entry level skills include the following: Each candidate demonstrates knowledge of current basic computer hardware and software terminology; demonstrates competency in the operation and care of computer related hardware and education related software; 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. email, presentation software, and charts, course descriptions, and student reports), online media (webpages, presentations that incorporate linked video and sound) ; and employs online tools to collaborate. Candidates who have taken Education 285 (or demonstrated skill competency through testing) create education related websites (e.g. to communicate with parents and students), post videos, evaluate educational software, create lessons using Internet resources (e.g. a web quest), and understand copyright and Fair use guidelines. Humboldt State University collaborates with local school personnel in selecting suitable school sites for prospective teacher candidates where they can observe and participate in effective uses of technology. In collaboration with Humboldt County Office of Education, school sites are identified that have District Technology Plans. In the credential programs candidates use computer applications to manage records (e.g. gradebook, attendance, and assessment records); are familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, audio/video conferences, peer evaluation using Taskstream); 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). 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 (e.g. Smart Boards, netbooks, data sensors), 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 or fieldwork sites that promote effective use of technology aligned with the curriculum; use technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions; use technology as a tool for assessing student learning and for providing feedback to students and their parents; frequently monitor and reflect upon the results of using technology in instruction and adapt lessons accordingly; collaborate with other teachers, mentors, librarians, resource specialists, and other experts, to support technology-enhanced curriculum (for example, they may collaborate on interdisciplinary lessons or cross grade level projects or with local agencies); and contribute to site-based planning or local decision making regarding the use of technology and acquisition of technological resources.
La Sierra	In teacher education methods classes candidates are required to demonstrate dynamic use of technology as a tool for instructional delivery and assessment.

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University	Textbooks for methods coursework are preferred choices when they include methodologies that incorporate technology. Additionally, during the candidates' field placements and formal student teaching, candidates engage K-12 students in interactive learning experiences. Candidates must show ability to effectively use technology when responding to the Teaching Performance Assessment. Several teacher education courses require candidates to use an online program for designing lessons. This model is recognized for its alignment with brain-friendly cognitive processing and with learning theory.
Los Angeles Unified School District	The District Intern Program prepares teachers to utilize technology effectively by integrating technology requirements within nearly every course throughout the program. Competency in utilizing technology is a common strand throughout each of the courses by learning how to assess the authenticity, reliability and bias of data gathered. Teachers are then able to determine how to utilize gathered data to drive classroom instruction. Finally, teachers learn to consider content to be taught and best learned by their students to support, manage and enhance student learning.
Loyola Marymount University	Program technology components are designed to engage the candidate in utilizing the internet for immediate support in their teaching, via the use of on-line web based materials (e.g., Blackboard.com, iTunes U, SlideShare). Candidates are supported in the development of technology integrated lesson plans which encompass the "start simple, start small" ideology for creating technology proficient teachers. In addition to communicating through technological means, candidates in the programs are expected to create, engage in, and manage digital lessons using freeware (e.g., Prezi, VoiceThread, etc) and purchased software (e.g., PowerPoint, Keynote, iMovie, Garage Band). Portfolios are submitted electronically via LiveText and are digital in nature. Candidates learn how to interpret data from standardized tests and how to design and use rubrics. By using database software (e.g., Excel), candidates are taught to analyze assessment data in order to track individual student performance as well as course wide attainment of academic learning goals. With the belief that effective teachers use assessment as a tool for guiding and improving instruction, candidates are taught how to use various assessments throughout the program. For example, in Methods of ELD/SDAIE, candidates learn how to use the English language development standards as a guide for determining the level of English proficiency of their students. In this class, candidates learn how to use the California English Language Development Test (CELDT) so that candidates understand how standardized tests can be used to modify instruction. Candidates also use the learning record and portfolios. They learn how to collect evidence from their students and how to interpret the evidence using for purchase software and free shareware. Candidates in the Education Specialist Program learn how to use Aimsweb (a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment) in order to monitor student achievement and to improve teaching and learning. This enables candidates to collect, manage, and analyze data to improve the teaching and learning for students with disabilities. Professional development continues to be provided to all teacher education faculty related to Universal Design for Learning. The new lesson plan was implemented in all applicable courses in the Elementary and Secondary Department in spring 2014. Professional development will continue for all faculty including university supervisors through fall 2014 by both face-to-face and web-based tutorials.
Mount St. Mary's College	Our programs prepare candidates to integrate technology effectively into their curriculum through modeling, practice, and exploration. Instructors utilize a computer-based classroom management system (Angel) that allows students to log in from campus or beyond to view syllabi, course assignments, and grades. All instructors must minimally provide a syllabus on Angel. In addition, instructors model the use of this system to candidates. Candidates are given opportunities for practice through multiple course assignments that integrate multi-media technology into the learning process. Candidates have occasions to view and create PowerPoint presentations, participate in online discussions, and use large data bases to learn about school demographics and test scores. Candidates are also given opportunities to explore additional technology uses in their school placements.
National Hispanic	Students develop a lesson plan integrating the use of technology. Students complete 30 hours of required coursework in technology where they learn how to analyze data. Most credential courses discuss data & analysis as a

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University	part of an assessment program. A computer lab is maintained by the department for the classes to use to research, prepare presentations, and collect data for class project and assignments. The department utilizes technology to collect data on course objectives and instructor success.
National University	Programs for prospective teachers include preparation to use technology effectively for a variety of purposes per state standards. We offer a technology course that is a program prerequisite in order to ensure that candidates have a foundational ability to use technology for teaching and learning. In addition, each program has an identified learning outcome addressing technology and its use in improving teaching and learning. All university courses are taught with the support of an e-companion. All candidates are expected to access and use technology in their completion of all coursework, field experiences and clinical practice. Candidates have seen the ways that faculty integrate technology and use it to improve teaching and learning. They are encouraged to use these ideas in their clinical practice based upon the technology available to them in their schools/districts. One of the Teaching Performance Tasks (Task 3) focuses on the use of assessments in order to improve teaching and learning. Candidates are encouraged to use technology to complete this task. Their ability to do so is based upon the technology available at the school/district. Candidates are placed in schools districts that have a variety of technology. Faculty are currently preparing candidates for the use of SmartBoard technology in their student teaching placement. This can be done on-ground at many of the centers and cameras make it possible to capture instruction as video for use in on-line courses. Interns are encouraged to design technology-mediated and technology-enhanced instruction across subject matter areas for P12 students. All courses have embedded technology for use in the form of PP presentations, narrated PP presentations, Prezi presentations, Class Live Pro Interactive Suites, use of Video Streaming, Dropbox, Zoom, IMovie, VoiceThread, SKYPE exchanges, use of Smartboards in both university classrooms and P12 classrooms.
Notre Dame de Namur University	TaskStream training incorpoaated into PACT. Will be incorporated into SPED fall 2011
Orange County Office of Education	1.Review technologies that improve the quality of life of individuals with disabilities. 2.Analyze and reflect on best practices and research findings about the use of various technologies and design lessons accordingly. 3.Compile or locate a site/district directory of collaborative technology professionals available at his/her school site, within their district, and throughout the community as well as listing of local agencies available to both the instructional staff and the family. 4.Recognize and assess the relationship between various technologies and academic subject mastery. 5.Identify which technologies are appropriate for certain disabilities. 6.Adapt teaching tools for learning input and output: visual and auditory. 7.Demonstrate how to assess and select compatible software. 8.Use research and theory to conceptualize and implement a classroom technology program for his/her students. 9.Demonstrate an understanding of how to use age-appropriate technologies for augmentative and alternative communication, desktop publishing, and word processing. 10.Design a classroom environment that allows for increased mobility, computer access, and elimination of visual and auditory barriers. 11.Exhibit intellectual integrity, engage in a continuous program of professional development, demonstrate the ability to accept professional advice, and assess his/her progress. 12.Demonstrate the ability to link theory and research with practice and then reflect upon his/her practice.

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	13.Plan and use instructional strategies, activities, and materials that appeal to and challenge diverse interests, utilize individual strengths, and accommodate various styles of communication and learning. 14.Analyze, compare, and evaluate the roles of relevant technology for use in ongoing assessment and instruction. 15.Evaluate instructional software and develops lesson plans that incorporate software programs and other technologies.
Pacific Oaks College	General education candidates take a 3-unit course on integrating and utilizing technology in teaching. Special education candidates take a 2-unit course including the use of assitive technology.
Patten University	Prerequisite Basic Computer skills required. Level I embedded in Credential program as part of State SB 2042 program requirements. Level II required during Induction Program in preparation for Professional Clear Credential.
Pepperdine University	Teachers learn to integrate technology into curricula and instruction through their coursework. They also use technology to complete their Performance Assessment for California Teachers assignment which is an exercise in meeting all of these goals. Teachers video themselves teaching students and examine the video to analyze student outcomes and teaching quality.
Point Loma Nazarene University	Throughout credentialing coursework, candidates are required to use technology as a tool for instruction. In the assessment course (EDU 603), candidates use technology to collect data and analyze results to improve instruction. All candidates examine grading and course management software in the subject specific methods courses. During clinical practice, candidates are required to use presentation software to deliver instruction. Finally, all candidates experience course management software as students themselves throughout the program.
San Diego City Unified School District	To support the Teacher Credentialing Technology Standards, the General Education Teacher Intern Programs (GETIP) addresses the General Knowledge and Skills (GKS) and Specific Knowledge and Skills (SKS) standards through the Level I technology course, MS/SS111 Teaching and Learning with Technology, and MS207/SS206 Using Technology in the Classroom. These courses provide candidates with a two year development of professional and personal technology competency that is aligned with the California Technology Standards for the Teaching Profession. Technology is embedded throughout the entire Professional Development Plan. Candidates are further expected to implement technology in their classrooms. Candidates with high level technology skills and proficiency may challenge the course. In addition, candidates having met the technology at a university are exempt from taking the Level I technology class. As candidates complete activities and projects assigned during coursework, they are required to use technology as a productivity and communication tool. Candidates use electronic mailing to communicate with support providers, instructors, supervisors, colleagues, and parents. As candidates gain confidence and competency in their use and understanding of technology, they are encouraged to use technology to enhance teaching and learning. Candidates continue to develop and use skills to support teaching and learning with technology during the Level II technology course MS207/SS206 Using Technology in the Classroom and demonstrated their technology proficiency through the Performance Assessment for California Teachers (PACT) Teaching Event (TE) electronic portfolio and exit Interview. In MS103 Theory and Methods of Beginning Reading Instruction, MS105 Teaching Mathematics in the Bilingual Classroom, MS203 Assessment and Diagnosis, and MS204 Teaching Science in the Bilingual Classroom candidates use grade-level appropriate software to create lessons. In SS107 Second Language Acquisition and Academic Language Development, candidates audiotape and videotape student conferences that might include anecdotal records. In MS/SS111 Teaching and Learning with Technology, candidates develop competency in teaching and learning with technology that is aligned with the TPEs. Candidates are pre and post tested in this course in order to measure progress for meeting state technology standards.

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	In MS204 Teaching Science in the Bilingual Classroom, candidates search for available online, age-appropriate materials for lesson plans and activities. In MS/SS109 Inclusion of Special Populations, candidates receive information on learning styles and recommend software programs to address learning styles. In SS202 History and Philosophy of Education, candidates use video to record classroom activities as evidenced of accountable talk. Candidates are provided opportunities to explore various viewpoints regarding the use of technology in the classroom. Through individual assignments and group discussions, they explore best practices and effective ways to implement technology to enhance teaching and learning. Throughout all coursework, interns incorporate current technologies when designing and implementing lessons, and are required to reflect on the effectiveness of the use of technology during their lessons. The technology strand is articulated throughout the two year Professional Development Plan. During technology coursework, candidates use a wireless mobile lab to complete assignments and projects. The use of this lab allows candidates to continue developing proficiency in information technology as it pertains to their profession and personal competencies. During the use of the mobile lab, candidates learn the basic terminology used in technology as well as the names and use of other peripheral devices. They demonstrate their ability to communicate effectively about technology using accurate terminology. As they become more competent in their use of technology, candidates are expected to transfer this knowledge to other coursework and their own classroom. Candidates receive direct instruction on how to troubleshoot common problems encountered with computer hardware, software programs, peripheral devices, and operating systems. Candidates create and store electronic documents and media on the programs' Share Point server location while developing their PACT electronic portfolio. Candidates use word-processing programs and templates to create short- and long-term lesson plans and assessment instruments, communicate via email and use the internet for research and access to educational resources in all their courses. In MS102 Diversity and Teaching in the Urban Setting, MS103 Theory and Methods of Beginning Reading Instruction, MS107 Practice Teaching I, MS108 Practice Teaching II, MS206 Practice Teaching III, and MS207/SS206 Using Technology in the Classroom, candidates use a wireless mobile computer lab to complete course assignments. In MS/SS111 Teaching and Learning with Technology and MS206 Practice Teaching III candidates use a wireless mobile computer lab, troubleshooting problems encountered during the use of the lab. In MS110 Philosophical Foundations of Public Education, MS206 Practice Teaching III, SS105/106/201, Practice Teaching I, II, III, and MS207 Using Technology in the Classroom, candidates use a camcorder to record their instruction and interactions with the students which can then be edited through computer based technology. In MS/SS111 Teaching and Learning with Technology and MS207/SS206 Using Technology in the Classroom candidates are introduced to legal and ethical issues concerning the use of technology, and receive instruction on issues of cheating and plagiarism, copyright laws, and digital and print research citations in subsequent courses. They are given information about district procedures regarding the use of the district's network Candidates are also informed about the Acceptable Use Policy used in the district to obtain parental permission before students have Internet access or before they publish student work and/or photos taken in their classrooms. They are also instructed on district guidelines and procedures regarding the publication of students' work and photos taken in the classroom. Candidates learn to identify and explain important issues surrounding legal and ethical use of technology tools. They establish classroom procedures and policies to address those issues to elicit appropriate student use of technology. In addition during the technology course candidates complete assignments base specifically on legal and ethical issues pertaining to educational use of information technology.
San Diego State	Candidates are taught to integrate technology into instruction in their methods courses. They use Blackboard and Taskstream regularly throughout the program to learn about using technology to manage curriculum and student performance information. Special Education candidates are required to take a

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University	course that addresses the use of technology for accessibility
San Francisco State University	Integrating Technology 1. Instruction in uses of educational technology to support student learning and assessment and to manage data to improve teaching and learning is infused throughout the methods courses in all credential areas. In addition, credential candidates must complete a one-unit stand alone course, ITEC 601, to meet the Level One technology requirement to earn a preliminary credential. 2. Faculty and credential candidates in all courses use iLearn (https://ilearn.sfsu.edu), a Learning Management System (LMS)that SF State has adopted to enhance online student learning and collaboration. Whether an instructor uses iLearn to merely supplement a course or teach an entire class online, instructors may customize their use of iLearn features by mixing and matching technology that best fits the course objectives and student needs. Using this LMS becomes a model for candidates to use in K-12 schools. Instructors may use iLearn to enhance teaching and learning in the following ways: - Sharing resources and posting all course documents online. - Facilitating student interactivity and collaboration through assignments to participate in online Forums. - Assessing student performance online - Gathering student feedback. 3. Secondary and Elementary Education Departments use the digital TaskStream System to upload candidate responses (which include student-teaching videos) to the Performance Assessment for California Teachers (PACT). This assessment is a culminating experience required by the State of California. All candidates in are required to purchase a TaskStream account during their first semester in the program. This on-line resource is used for the culminating assessment during the candidates' enrollment in their second semester final student teaching seminar. Other resources available to candidates using TaskStream are outlined below: - Accountability Management System (AMS) is used at the national, state, provincial, county or district level to articulate the mission and goals of secondary education programs; identify criteria and measurements of successful achievement of defined outcomes; establish quality review processes; record assessment data and analysis versus articulated goals; and provide robust continuous improvement capabilities for identifying findings and tracking the disposition of follow-up action items. - Learning Achievement Tools (LAT) by TaskStream is used at the national, state, provincial, county, district or school level to efficiently organize and demonstrate individual and programmatic achievement of articulated standards, skills or competencies. Examples of these programs include graduation portfolio projects, articulation programs for educational advancement, Career Clusters, P-20, and 21st Century skills initiatives, writing programs, among others. 4. Technology is used to manage and deliver instruction to candidates through LCD Projectors to present course content; the appropriate use of PowerPoint software is addressed and applications is, word processing software used in all credential courses. Other courses use excel and other specialized software programs. 5. Universal design for Learning is covered in student teaching support seminars and in the adolescent development course required for all single subject credential candidates.
San Joaquin County Office of Education -	Two technology courses are required in addition to instructors integrating technology throughout non-technology courses.

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Project IMPACT	
San Jose State University	Students in the Credential program must fulfill basic technology requirements either through coursework or our technology exam as a prerequisite to entering our program. These prerequisite requirements verify each candidates proficiency in the use and trouble shooting of technologies, tools and resources commonly found in educational settings. These technologies, tools and resources include, but are not limited to, computers, LCD projectors, email, Internet websites, and common software (word processing and spread sheets). Once they have begun the credential program, they get additional instruction and assessment embedded in their methods course, foundations courses, and field experience. In the more applied setting, candidates learn to use technology, tools and resources meaningfully in classroom settings. They learn to: •use new video technologies and editing software for course projects •search for, critique and integrate online resources like online video demonstrations, digital archives, lesson plans, and educational websites •develop lessons around technologies and software like podcasts, video, projectors, smart boards and presentation software •use standard software for recording, managing and reporting grades and/or to prepare reports •use common communications programs like listservs, groups, and social networking sites. Special Education requires candidates to demonstrate proficiency in using laptops and/or tablets, online research databases, electronic learning management systems, assessment management systems, technology used to support accessibility. Our program does not currently have embedded instruction in universal design for learning (UDL), however, our plan is to integrate instruction in this area into EDSE 192: Mainstreaming the exceptional student.
Sonoma State University	Elementary/Multiple Subjects: Technology is integrated into courses where appropriate for instruction. The use of web-based, video clips, software, and graphic organizer tools are a few of the teaching strategies taught and modeled in the program. For mid and final semester evaluations of candidates, web survey tools are used to help collect and aggregate data. The platform LiveText is used for portfolio assessment of candidates at the mid and final point in the program, which includes candidates' submissions of coursework and rationales for instruction. The mandated PACT (Teaching Event) is also submitted and assessed by all final-semester candidates via LiveText. These LiveText submissions and the related evaluations become the source for department analysis for program improvement. Secondary/Single Subject: Faculty in the program model the use of technology via the use of Moodle and in Phase 1 courses. This will significantly enhance faculty's ability to use technology in their instruction. Using the Performance Assessment for California teachers (ACT), we ask students to use online and digital technologies to develop and submit their PACT teaching event. All PACT and program assessment data is managed using various technology-aided strategies. Student teaching evaluations are completed online as well as all program-critical assessments and are analyzed. Feedback loops exist for examining all data via PACT and the critical assessments to help improve student learning. These data are discussed in monthly department meetings. Education Specialist: In response to recent state-wide changes in the preparation of Education Specialist (ES) candidates, SSU now provides all candidates with

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	multiple experiences that help them integrate technology into their teaching. To this end, we offer EDSP 421C – a class that specifically addresses the effective use of technology in our educational environments. Additional ES courses extend this knowledgebase as candidates learn to apply the effective use of educational and assistive technology. As well, our ES candidates are well versed on the principles of Universal Design for Learning. Targeted lessons and related experiences in EDSP 400 and EDSP 425 offer our candidates the knowledge and skills that enable them to understand and apply the principles of UDL directly into their teaching environments.
St. Mary's College of California	Candidates in the Single Subject and Multiple Subject Credential Programs use the PACT TPA which incorporates all of the descriptions above in addition to specific coursework required in the program. http://www.pacttpa.org/_main/hub.php?pageName=Home Candidates in the Education Specialist Credential Program are required to take as part of their coursework an Information Literacy and Technology course and an Instructional Strategies course which gives opportunities for effective practice. Both pieces are integrated to writing effective and relevant IEP goals and objectives. Candidates in the Multiple Subject Credential Program take the course MSTE 223 Technology in the Classroom, which was designed specifically to include all four elements listed above. In addition, the use of technology is integrated into all other courses; for example, candidates create a class Wiki for children's literature in MSTE 253 Reading and Language Arts I; candidates create a multimedia project for MSTE 345 Curriculum & Instruction: Social Studies and Humanities; and candidates create tables summarizing student performance on a mathematics test in MSTE 350 Curriculum & Instruction: Mathematics; these data are then used to write plans for improving the learning of the entire class as well as two children with specific learning needs.
Stanislaus County Office of Education	Intern teachers take one technology class (SEI 752/852 Educational and Assistive Technology) during the second year of their two year program. Interns learn how technology can be used to enhance instruction and promote personal productivity. Privacy, copyright, safety and acceptable use policies are covered throughout the course. Interns also learn how to utilize technology to collect and analyze data to improve instruction. Universal Design principals and the use of high and low assistive technology equipment and materials are reinforced throughout the course.
Touro University	Touro University-California's Graduate School of Education provides opportunities for candidates to learn and use appropriate computer-based technology. Candidates enter the program with a wide range of technology skills, and they develop those skills throughout the program. The use of technology is one aspect of instructional design embedded in every course and every school-based learning experience. Each course includes an online Blackboard component, and candidates post all Key Assignments on TaskStream for instructor comments and assessment. Each candidate shows competency in the thirteen TPEs through an online Teaching Portfolio, collected on TaskStream. Each candidate who is recommended for a preliminary teaching credential has a basic understanding of technological proficiency and an understanding that continuation of skill development in this area is fundamental to professional development. TEACHING & LEARNING WITH TECHNOLOGY Candidates use appropriate technology to facilitate the teaching and learning process. Each candidate learns to use appropriate technology and, in turn, how to use the same technology in the teaching and learning process. In literacy and curriculum and instruction courses, as candidates become familiar with writing units and lessons, accessing the California State Curriculum Standards, and developing appropriate rubrics on TaskStream, they learn how to use the same technology when teaching their students. After learning to conduct electronic database searches in class, candidates are encouraged to use the same research skills when teaching their K-12 students. Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting. Beginning in iLearn orientation, candidates become familiar with the electronic education resources in the Touro

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	University library, how to access the databases, and how to retrieve peer-reviewed journal articles. Many courses include a summary of a journal article. The curriculum and instruction courses include methods of student data collection and grading systems appropriate to K-12 classrooms. Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning. Candidates research interactive online websites that support teaching units in the literacy courses. Candidates use free internet sites that support curricular areas. In the advanced curriculum and instruction courses, candidates create their own webpage with appropriate web 2.0 resources for parents and students. Candidates demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. The Touro University librarian who is the liaison to the Graduate School of Education conducts frequent workshops for our classes in how to access reliable peer-reviewed journal articles and research reports on relevant topics. All candidates received multiple opportunities to demonstrate competence in the use of electronic research tools. EQUITABLE ACCESS TO TECHNOLOGY Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to all students. All students K-12 have access to free web 2.0 technology and resources, so candidates are encouraged to become familiar with these resources for use with their students. Candidates participate in free webinars made available from WestEd's Schools Moving Up, create their own web pages of online resources appropriate for K-12 students and their parents. Candidates understand that equitable access to available resources to all students is important in closing the digital divide. Candidates encourage the use of technology with students in their research, learning activities, and presentations. As candidates learn how to use technology, they are encouraged to use the same technology with their students. Candidates create rubrics online in TaskStream when writing lesson plans, effective online research skills, appropriate web 2.0 online resources, and PowerPoint presentations, among many other resources. As candidates become familiar with these new technologies, they incorporate them into their own lessons and teach their students to use similar resources. EVALUATING & SELECTING EFFECTIVE TECHNOLOGIES Candidates develop the ability to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning. In the advanced curriculum and instruction courses, candidates explore a wide variety of online resources specific to their curricular area. Candidates evaluate those resources in terms of state-adopted content standards and the value they add to student learning. The most effective online resources are included in their own webpage design. LEGAL & ETHICAL ISSUES RELATED TO TECHNOLOGY USE Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Beginning in iLearn, candidates learn about their own legal and ethical issues related to the use of technology before signing an Appropriate Use Policy for Touro University. In each lesson plan, candidates state sources of information, a bibliography of sources cited. In the orientation to TaskStream, candidates are made aware of privacy issues related to posting student work, photos, and names outside the secure server. In the final seminar: EDU 781: Student Teaching & Seminar, candidates review the legal and ethical issues related to the use of technology in K-12 classrooms. USING TECHNOLOGY TO ACCESS STUDENT LEARNING Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents. The literacy courses and curriculum and instruction courses include methods of student data collection, data analysis, and grading systems appropriate to K-12 classrooms. USING TECHNOLOGY FOR COLLABORATION & COMMUNICATION

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	Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources. As stated above, candidates are encouraged to use web 2.0 resources that are available to all learners with access to the internet. Candidates become adept at using email, webinars, digital discussions, online resources to supplement content learning, and electronic research materials, among other resources. Candidates submit course assignments electronically, prepare their Teaching Portfolio electronically, post Teaching Performance Assessments (TPAs) electronically during EDU 780 and EDU 781, and communicate with their instructors and classmates electronically in all courses. Candidates are proficient in technological understanding by the end of the credential program
University of California, Berkeley	In keeping with State and CTC standards and requirements, we teach courses on technology that prepare students to communicate through a variety of electronic media; to design, adapt, and use lessons to promote information literacy; to optimize lessons based on technology available in the classroom or school setting, etc. Students are taught the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Students also learn to analyze best practices and research on the use of technology to deliver lessons that enhance student learning. Our program faculty use data, such as the PACT assessment, to evaluate the effectiveness of our teacher training programs, and to identify areas that may need improvement. The School conducts surveys of our graduates during their first year of teaching to find out, from employers, how well they are doing.
University of California, Los Angeles	The following intern courses address these elements: X 365.1 Advanced Educational Technology X 428.6 Technology with Diverse Learners X 428.5 Academic Assessment of Students with Special Emphasis on Special Needs Students X 328.8 Special Needs Learners X 424.1 Education Psychology and Assessments X 428.4 Dev Safe Learning & Positive Behavior X 426.3 Foundations & Methods of ELL X 315 Principles and Methods for Teaching Reading
University of California, Riverside	At admissions, each candidate must show evidence of receiving instruction in the basic use of technology in an educational setting through one of several methods. They must either pass an approved basic technology course, pass the state approved exam for "Preliminary Educational Technology," or satisfactorily complete the Teacher Education program's "Technology Workshop." Our seminar classrooms have been upgraded to "SMART" classroom technology. Candidates are required to incorporate technology into their curriculum by modeling technology best practices learned from their clinical experience setting and in seminar and methodology courses. All our faculty supervising clinical experience have iPads to record candidates' lesson observations and together review lesson observations. Candidates review lesson observation evaluations and provide feedback through an integrated system that connects them to our faculty supervising clinical experiences, mentor teachers, and Teacher Education staff. Lesson plans are developed, along with copies of instructional and assessment materials, and video clips that will be reviewed in the California licensure requirement known as the Performance Assessments for California Teachers (PACT). As part of this assessment, candidates are required to analyze student performance 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

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	models, visual and performing arts, diagrams, non-verbal communication, and computer technology.
University of California, San Diego	The EDS program is cohort-based. The MS cohort includes approximately 44 candidates annually in a combined credential-M.Ed program as well as 6 candidates in a two-year MA program. These MA students receive both MS and Special Education credentials (Education Specialist: Deaf/Hard of Hearing). The SS cohort includes approximately 40 candidates annually across three SS areas: Math, Science and English/Language arts. All MS/SS candidates take a required course at the beginning of their program entitled "Technology, Teaching and Learning" (EDS 203). In this course, they learn to integrate technology effectively into curricula and instruction. This course reviews current literature on effective applications of technology in the classroom. Students become fluent in the use of productivity tools, presentation software, and Web development for teaching and learning; critique software relevant to their area of teaching; and develop an educational activity based on their review of the literature that harnesses the power of technology. All SS candidates plus MS pursuing the M.Ed degree take a required course called "Technology and Professional Assessment" (EDS 204). Advanced techniques for using network-based resources for teaching and learning are introduced. Students review relevant research on advanced technologies related to assessment of professional performance and student achievement. Students present a Web-based professional Teaching Performance Assessment Portfolio that reflects teaching performance during their student teaching or internship field experience. The combined MA-MA/EdSpec program emphasizes the use of technology as part of an approach to visual learning strategies. Candidates learn to use advanced applications for instruction as well as to collect, manage and analyze student data to improve teaching and learning as part of their year-long methods sequence, ASL-English Bilingual Practices (EDS 342ABC) and their MA seminar in the second year (EDS 240A – Research in ASL-English Bilingual Education). Use of technology to collect, manage and analyze data is further embedded for all MS/SS candidates in their methods courses and student teaching/internship seminar courses (EDS 361ABC; EDS 369AB; EDS 373/374/375; EDS 379ABC). Candidates design and analyze assessment data as part of their student teaching or internship practice and present highlights in the culminating professional portfolio. Each candidate demonstrates the ability to design assessment, analyze results and monitor K-12 student progress as part of the PACT teaching performance assessment required for licensure. Future plans include developing faculty capacity during 2013-14 to support candidates' understanding of principles of hybrid and blended online learning for K-12 students. Activities will include providing opportunities for faculty to examine current research and practice in the field, to visit K-12 classrooms using hybrid/blended learning, and to consult with faculty at UCSD and elsewhere who have developed expertise in this area. As an outcome of this faculty professional development, candidates will learn to design hybrid or blended learning opportunities for their K-12 students and be expected to employ these strategies in selected lesson and unit planning as part of their methods coursework and field experiences.
University of LaVerne	The teacher education program integrates technology into teaching practice through communication and learning activities that serve curriculum objective and educational goals to enhance learning for the target students. These goals are to facilitate more effective teaching strategies in ways that interest, excite, and challenge students to contemplate and evaluate effective teaching practices and understand technologies that can benefit content delivery. Areas of training content include the use of interactive whiteboards, participatory student response systems, mobile learning tools, media-rich learning resources, collaborative tools (wikis, blogs, etc.), web site creation, electronic rubric creation, electronic teaching portfolios, data aggregation and syndication, etc. Students are required to design computer-enhanced instruction that motivates and engages students from diverse backgrounds in the active construction and / or evaluation of new knowledge and foster the building of habits and attitudes that support lifelong learning. Candidates are also expected to analyze, discuss, and implement current theory and research related to education technology and to develop lesson plans which effectively integrate technology to facilitate instruction and enhance learning. Technology is infused into courses and program to prepare candidates for the advanced technological requirements of learning environments ranging from

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	technology-assisted on-ground classrooms to fully-online learning platforms. Credential candidates must effectively demonstrate criteria which surpass the State's required Level I technology skills. Students are also required to generate and collect evidence toward a CSTP-based electronic teaching portfolio throughout the program.
University of Phoenix - CA	The use of technology is integrated throughout our curricula and instruction in University of Phoenix teacher education programs. Some of the resources that are located on the online course materials page include the College of Education Web Links, an electronic-portfolio system (TaskStream), and the Virtual School Portal. Through the College of Education Web Links, students are introduced to a variety of online resources and Web 2.0 tools that can be used for course assignments and for instruction in their own classrooms. Students use the TaskStream e-portfolio to upload completed benchmark assignments. Faculty members score the posted assignments using assignment rubrics and provide feedback to the students in order to improve their academic work. The Virtual School Portal is a virtual school environment that provides a look at possible situations that may be encountered in schools. The Virtual School is incorporated into course work and assignments. For example, one resource it contains is continually changing test score data that can be used to practice analyzing student learning and planning for academic success. In addition to these online resources, students are exposed to a variety of technology tools that are modeled by their instructors throughout the course of the program and they are given opportunities to incorporate the use of the tools in their assignments and reflect on how they would use them in their own classroom to increase student achievement.
University of Redlands	Technology is integrated in all courses. Current use of Taskstream for all lesson design planning includes principles of universal design for learning.
University of San Francisco	The special education program integrates training on technology for teacher use, student use, and assistive technologies. Interns receive instruction on use of audio/visual equipment such as wireless microphones, video cameras, and editing software. They create video projects, use presentation software, and classroom presentation devices. Interns learn to use concept mapping software, build websites that provide limited access to selected Internet sites for their students, use online freeware for students to practice new skills, learn how to determine appropriateness of web resources, learn how to create lesson plans and curriculum units using available technologies, develop assessments, and build student activities and web quests using web-based tools. They learn to use formal assessment software for determining students' academic levels and curriculum based measurements for formative assessments. They also receive direct instruction on the appropriate uses for assistive technologies such as specialized keyboards, listening stations, spell checkers, assistive writing and word prediction software. During the program interns create technology portfolios that demonstrate their proficiency in these areas.
University of the Pacific	Candidates teach a micro lesson, include special topics in an educational technology presentation, and develop a "webquest." The lesson and "webquest" must be developed by using California content standards. Candidates understand English language development strategies and talk about using them to teach technology in a discussion board. Candidates also include uses of technology to assist students with exceptional needs. Candidates use EXCEL to teach a lesson. Candidates are given opportunities to use a smartboard and clickers in a demonstration room in the Center for Teaching and Learning. During internship, candidates use information technology systems in one public school for managing and analyzing data such as STAR testing, benchmark assessments, and content specific data management systems.
Whittier College	The Whittier College Teacher Education Program prepares teachers to integrate technology effectively into curriculum and instruction by: (1)Requiring reading "best practices" for instructional technology use and reading on research on evaluation of technology use in courses throughout the program. (2)Including assignments that requires students to review and evaluate various software packages and Net resources in both foundations courses and curriculum and methods courses;

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	(3)Requiring students to include uses of technology in the teaching plans that they design for assignments in foundations and for curriculum and methods courses, and by providing and providing feedback on the instructional and curricular uses of technology in their plans. (4)Modeling the effective integration of technology into curriculum and instruction throughout courses in the teacher education program. For example, students work with course management systems in nearly every course; they student and learn course content using diverse siftware packages, Webquests, an interactive online resources; they routinely participate in online discussion groups and make presentations online or using multimedia software. The program prepares teachers to collect, manage, and analyze data for instructional improvement in the two courses. One is a technology course which most students take, which teaches students how to manage and analyze data with software such as Excel and SPSS. The second is a course called Educational Inquiry, which requires students to collect, manage, and analyze data for instructional improvement in an individual inquiry project.

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

	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:		
Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
Alliant International University	Yes	Yes	Yes	Yes	Yes	Yes
Antioch University	No	No	No	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes
Bay Area School of Enterprise (REACH Institute)	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Brandman University	Yes	Yes	Yes	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	Yes	Yes
California State University, East Bay	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Fresno	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Yes	No	No	No
Chapman University	Yes	Yes	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes
Fortune School of Education (Project Pipline)	Yes	Yes	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes
High Tech High Communities	Yes	Yes	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes

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La Sierra University	Yes	No	Yes	Not applicable	Not applicable	Not applicable
Los Angeles Unified School District	Yes	Yes	Yes	Yes	Yes	Yes
Loyola Marymount University	Yes	Yes	Yes	Yes	Yes	Yes
Mount St. Mary's College	Yes	Yes	Yes	Yes	Yes	Yes
National Hispanic University	Yes	Yes	Yes	Yes	Yes	Yes
National University	Yes	Yes	Yes	Yes	Yes	Yes
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Yes	Yes
Orange County Office of Education	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes
Patten University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Pepperdine University	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
Point Loma Nazarene University	Yes	No	Yes	Yes	No	Yes
San Diego City Unified School District	Yes	Yes	Yes	Yes	Yes	Yes
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes
San Francisco State University	Yes	Yes	Yes	Yes	Yes	Yes
San Joaquin County Office of Education - Project IMPACT	Yes	Yes	Yes	Yes	Yes	Yes
San Jose State University	Yes	Yes	Yes	Yes	Yes	Yes
Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	Yes	Yes	Yes	Yes
Stanislaus County Office of Education	No	No	No	Yes	Yes	Yes
Touro University	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Berkeley	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
University of California, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Riverside	Yes	Yes	Yes	Yes	Yes	Yes
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes
University of LaVerne	Yes	No	Yes	Yes	Yes	Yes
University of Phoenix - CA	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable
University of Redlands	Yes	Yes	Yes	Yes	Yes	Yes
University of San Francisco	Yes	Yes	Yes	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes
Whittier College	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable

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Alliant International University	Instruction for students with special needs and English language learners is embedded in the coursework, including the weekly seminars during field placement. Candidates learn how to effectively assess English proficiency level and instruct using SDAIE strategies to help students gain fluency in English while also progressing academically. The seminar series includes two additional workshops per semester. These workshops integrate general and special education candidates together in shared sessions on targeted topics, fostering collaboration between the candidates. Additionally, the CalTPAs target these areas. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students' IEP goals and recommendations.	Special education training brings together the candidate, his university and district field supervisors, university resources, and representatives of the partnering local district's Office of Special Education in a monthly seminar to implement the special education candidate's official Professional Development Plan. The Plan address the candidate's need to excel as a practitioner, assure an informed and reflective integration of theory, best practices, and the education specialist's practice in the classroom, and assess his practice in the achievement of his students. The candidate is asked to reflect on, analyze, and develop his own informed and assessed "best practice," shown through a summative Professional Portfolio. Specific coursework also focuses on planning, modifications and delivery, using IEP-driven assessments for identification and assessment of progress. Specific seminars target assessments of English Language learners and teaching strategies that are successful for ELL students with special needs. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively write and implement IEP goals. In the academic year 2010-11, Alliant had its Autism Authorization program approved by the state of California. This addresses an additional state requirement that special education teachers are well-prepared to teach students with Autism. It also reflects the need for well-prepared special education teachers during a time when the number of students diagnosed with Autism is increasing.
Antioch University	The intern program is only Education Specialist Mild/Moderate.	Candidates for the Education Specialist Mild/Moderate credential take these required courses: Behavior Assessment and Support (TESE 538); Assessment in Special Education (TESE 509); Understanding and Teaching Students with Mild/Moderate Disabilities (TESE 516 & TESE 517); Family Dynamics (TESE 518); and Intro to Autism Spectrum Disorder (TESE 541 & TESE 541A). IEP team participation is provided by IEP Design and Policy Implementation (TESE 610C). In that this is a program that only admits candidates who already have an Multiple or Single Subject credential, and have an authorization to teach

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		English learners.
Azusa Pacific University	We have fully integrated strategies and methods for meeting the needs of special needs students in general education classes. Response to Intervention (RtI) is covered along with the IEP process. Course assignments are designed to measure students' skills and competencies and are uploaded into TaskStream for scoring. Beginning in Fall 2013 three separate general education pedagogy courses where combined with three special education pedagogy courses. These combined courses insure that both our general education and special education candidates have exposure to each others' classroom methods and issues. In addition our teacher candidates are trained for the English Language Learners Authorization per CTC regulations.	All of the courses in the special education specialist program are updated and aligned to the CTC standards and the programs were approved by the state. Each candidate in the program has access to an advisor and university mentor throughout the credential program. The scope and sequence of the program includes how to develop, implement and participate in an IEP in each of the four modules. In addition, the Department of Teacher Education ensures program effectiveness through the collection of data and examination of all courses through the use of an evaluation survey, comprehensive exam, signature assignments, as well as external feedback from employers and supervisors. The data collected informs program improvement planning. Beginning in Fall 2013 three separate general education pedagogy courses where combined with three special education pedagogy courses. These combined courses insure that both our general education and special education candidates have exposure to each others' classroom methods and issues. In addition our teacher candidates are trained for the English Language Learners Authorization per CTC regulations.
Bay Area School of Enterprise (REACH Institute)	Participants receive direct instruction on the needs of English Learners and students with special needs in multiple semesters within the two-year program course sequence. These special populations are especially a strong focus in the summer preservice course before participants begin the school year and in the second semester of the first year when the entire semester is a close look at "Equity and Universal Access." However, the needs of these special populations are discussed in the context of the other courses as well. In addition, individualized coaching is provided during the full two-year program to improve participants' effectiveness with these populations in their on-site teaching assignments. Participants must pass the California Teacher Performance Assessments (CalTPA) in order to earn course credit, and these standardized assessments require demonstration of the ability to gather pre-assessment data about focus students from these populations, differentiate a	Program does not prepare special education teachers.

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	lesson plan and/or assessment to meet the needs of these focus students, defend their choices with strong rationale, and reflect upon the effectiveness of their actions.	
Brandman University	In the EDUU 511 Collaboration for Inclusive Schools course candidates learn strategies for working with students with disabilities. They also learn about the IEP process and roles and responsibilities of team members as part of that course. During student teaching they are encouraged to participate in IEP meetings. Student teaching placements for general education candidates must include opportunities to work with students with special needs. Candidates complete the Teaching Performance Assessment (TPA) tasks that require them to demonstrate competency in making accommodations for students with special needs. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results. Student teaching placements for general education candidates must include opportunities to work with English learners. Candidates complete the Teaching Performance Assessment (TPA) tasks that require them to demonstrate competency in making accommodations for English learners.	For training candidates to participate in individualized education program teams, candidates role play IEP team meetings in EDUU 655. They are also required to observe an IEP or SST meeting and report what they saw with reflections for that course. During student teaching or interning, candidates participate in or observe IEP meetings for students they are teaching. Every methods course in our special education credential program prepares candidates to teach students with disabilities. We require courses in teaching strategies for students with mild/moderate or moderate/severe disabilities, a course about methods and assessment for students with behavior disabilities, and a course about methods and assessment for students with communication and language disabilities. This content is then applied during student teaching or internship.
CalState TEACH	Best Practice for Students with Special Needs in a General Education Classroom CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching special populations in a general education classroom in a spiraling, reiterative curriculum. Readings in Lewis and Doorlag's text, Teaching Special Students in General Education Classrooms, and thirteen electronic IRIS modules (http://iris.peabody.vanderbilt.edu/index.html) containing print materials, streaming video, and activities form the foundation of candidates'	We do not prepare special education teachers.

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	understandings. The focus is three-fold: 1) to promote the concept that educating the special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for all special populations in the general classroom. Candidates are introduced to relevant state and federal laws, the general education teacher's role and the IEP process. They learn about IDEA and legal issues surrounding the education of children with special needs and are introduced to the processes of the Student Study Team where they begin to learn about IEP planning, implementation, and evaluation. Throughout these studies, candidates read about and discuss, on the program's online discussion boards, their professional and ethical obligations to provide an equitable education for all students. Since the CalStateTEACH program requires that candidates be in the classroom from the first week of the program to the last, they receive extensive experience in selecting and using appropriate materials, technologies, and differentiated teaching strategies to address the needs of special populations in the general education classroom. At first, they begin to develop a classroom management philosophy and plan, which is essential to effective learning. They then come back to this plan several times as they develop an operational style over the course of the program, culminating with a final study of management and behavioral disorders. They identify the types of behaviors students with special needs placed in the general education classroom may exhibit; explore strategies for arranging and organizing the physical and instructional environments and other considerations for working with special populations in the general education classroom. The management plan must be culturally responsive, respectful of the social context of the school and students, designed to engage students through the learning environment, and incorporate preventive approaches. Candidates outline their personal Acting-Out Cycle intervention strategies in response to an observed video lesson of disruptive and non-compliant behavior. Candidates teach a lesson in which	

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	they use identified materials and strategies that help a specific student who is identified as disruptive or non-compliant. Candidates learn about major categories of disabilities as they progress through the program and apply that knowledge by identifying appropriate accommodations and adaptations while designing specific lessons. From the start they are asked to consider, design, and implement accommodations for students with differing learning needs. On every lesson plan, they must describe the needs of their students, specify accommodations where appropriate, and indicate appropriate technology, including assistive technology, to insure access to learning of core content. Candidates progress in the program from working with individual students to teaching small groups to whole class instruction. They study learning theories early in the program and then link them to specific instructional strategies to fit the needs of specific students including those in special populations. Through readings in Lewis and Doorlag, Guillaume, IRIS modules, and a series of activities, candidates acquire strategies that address issues of social integration for students with special needs in a general education classroom. As candidates design instruction for the various content areas, they are mindful of the strategies they employ to encourage and support student engagement. They consider developmentally appropriate physical education; focus on medical issues, health needs, adaptations for children with ADHD, how the Student Study Team works; address accommodations for students with special needs in reading, science, literature study, and mathematics respectively. They study a variety of types of assessment and how to talk with parents about assessments and their outcomes. Best Practice for English Learners CalStateTEACH candidates complete a number of activities that provide opportunities to understand the philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content	

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

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	candidates to address English learners in the lesson plan they develop. Specific modules and lesson planning assignments ask candidates to identify and implement appropriate accommodations and strategies, based on an assessment of the English learners' language proficiency. Candidates get practice assessing student proficiency, monitoring student learning, and linking instruction to assessment. Strategies such as scaffolding, advance organizers, collaborative reading, guided reading, imaging, interactive read-alouds, language experience writing, leveled questions, partner work, preview-review, realia, story reenactment, total physical response and vocabulary word play are utilized by candidates to make grade appropriate and advanced curriculum comprehensible to English learners. In specific activities, Developing a Literature Unit, candidates are asked to focus on assessment processes that support English learners and evaluate student work samples from English learners. Candidates learn about and apply pre-assessment, formative and post-assessment measures, and then design a complex community-based unit taking into account the language characteristics and needs of both the community and the students. The importance of students' family and cultural backgrounds is emphasized throughout the program and specifically explored in a number of activities. As candidates begin to look at learner characteristics to guide instruction, they complete an IRIS module focused on culturally responsive teaching, linguistic needs that can affect instruction, and supportive ways to encourage family members and the community to become more involved in school matters. Several activities engage candidates in an exploration of the community so they understand the context in which their students live and can make connections between their backgrounds and the curriculum. Candidates also explore strategies such as oral history as ways to engage and validate the experiences and expertise families can contribute to effective instruction.	
California Baptist University	Instruction for candidates to teach students with disabilities is described the following course objectives: - EDU 541 (all candidates) Demonstrate understanding of key concepts such as	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,

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	special education and related services, disability definitions, free appropriate public education, least restrictive environment, continuum of services, due process, parent participation and rights, and nondiscriminatory assessment - EDU 541 (all candidates)Describe and recognize the characteristics and behaviors typically associated with giftedness, learning disabilities, emotional and behavior disorders, mental retardation, communication disorders, hearing impairment, vision impairment, physical handicaps, and severe disabilities - EDU 541 (all candidates) Adapt instructional strategies and activities to provide access to state-adopted academic standards for students with special needs or abilities - EDU 541 (all candidates) Survey tools and techniques to use in assessing learning in exceptional children - EDU 541 (all candidates) Give examples of how assistive technology can be used to facilitate learning in students with special needs and abilities - EDU 518 (all candidates) Explore how Response to Intervention (RtI) came to be, what it means for helping children learn, and how it can be used as a method for identifying children with Specific Learning Disabilities Instruction for candidates to participate in individualized education program teams is described the following course objectives: - EDU 541 (all candidates) Demonstrate understanding of the purpose of the Individual Education Plan (IEP), its components, how it is developed, and the rights and responsibilities of members of the IEP team, including the person with special needs and the parents Instruction for candidates to teach English learners is described the following course objectives: - EDU 505 (elementary candidates) Instruction for candidates to teach students with disabilities is described the following course objectives: - EDU 512 (elementary candidates) Determine appropriate modification/adaptation of instruction to meet needs of students with learning needs including English language learners, students with special needs, and students exceeding the average level of achievement.	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 IEP's 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 IEP's. Mild/Moderate Disabilities candidates complete a four-credit clinical practicum in which they assess and plan instruction for students, then implement the tutorial instruction twice a week for 12 weeks. They write functional behavior plans, plan inservice training for parents, plan a workshop for parents. They read professional journal articles and textbook assignments with a focus on teaching students with LEP in the various special education settings. They complete three case studies of individual children with special needs in K-12.

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

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		Individualized Transition Plans (ITP) for students based on assessment results. They work with diverse groups of students and with peers in collaborative assessment settings that may include parents, general educators, teachers, and support staff. The program ensures that candidates have ample opportunities to generalize their use of instructionally-relevant assessments across developmental, academic, behavioral, social, communication, vocational, community life skill domains. Candidates expand their knowledge and skills related to assessment across all relevant domains. A focus is placed on behavioral and classroom management issues necessary for providing an environment conducive to learning and which supports students with difficulties in this area. In two specific courses candidates focus on the academic curriculum and instruction for the general education classroom and typical learner. This is particularly important for special education teacher candidates who will provide learners with special needs accommodations and modifications for access to this core curriculum.
California State Polytechnic University, Pomona	STUDENTS WITH DISABILITIES Teacher candidates in the Multiple (elementary) and Single (secondary) Subject credential programs are required to take EDS 403 – Introduction to Special Education as part of their preliminary credential course requirements. This course provides an overview of students with disabilities, which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. Throughout the programs, teacher candidates are required to present modification in instruction for various types of students with disabilities much in the same way a teacher would do as a general education teacher. More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as	STUDENTS WITH DISABILITIES Teacher candidates in the Multiple (elementary) and Single (secondary) Subject credential programs are required to take EDS 403 – Introduction to Special Education as part of their preliminary credential course requirements. This course provides an overview of students with disabilities, which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. Throughout the programs, teacher candidates are required to present modification in instruction for various types of students with disabilities much in the same way a teacher would do as a general education teacher. More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as

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	methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. LIMITED ENGLISH All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies. The ability to meet the state standard for addressing the needs of English language learners is a requirement for earning a teaching credential. The Education Results Partnership data website (www.edresults.com) is available to explore the potential of the data provided. Candidates mine data from the site for research, instructional improvement, and to complete a class profile with demographic data on the schools in which they complete their Clinical Practice.	methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. LIMITED ENGLISH All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies. The ability to meet the state standard for addressing the needs of English language learners is a requirement for earning a teaching credential. The Education Results Partnership data website (www.edresults.com) is available to explore the potential of the data provided. Candidates mine data from the site for research, instructional improvement, and to complete a class profile with demographic data on the schools in which they complete their Clinical Practice.
California State University, Bakersfield	All CSUB teacher credential candidates pursuing multiple or single subject credentials are required to successfully complete EDSP 301 (Teacher Exceptional Diverse Learners in Inclusive Settings). This course is designated to allow general education credential candidates to identify and differentiate the characteristics, needs and educational implications for instructing exceptional learners across the 13 categories of special education in the general education classroom. The teacher credential candidates are also presented with the skills and abilities needed by general educators for working with special educators and other school professionals in serving this population. Through lecture/discussion, readings, field experiences and instructional media,the course focuses on contemporary evidenced-based practices and methods for meeting the needs of students who are judged to be high-, average and low achieving and culturally and linguistically diverse (CLD) learners, as well as students with disabilities and those identified as gifted and talented. A signature assignment for the course requires candidates to observe a special	Candidates in the Education Specialist Credential Program engage in multiple classes which provide overlapped reinforcement and continuity in skills and strategies to address each of the key areas. Candidates are required to take a special education overview class which reviews categorical disabilities, laws and litigation pertaining to students with disabilities, as well as possible curricular accommodations and modifications. The course also reviews responsibilities of general and special educators pertinent to Individual Education Plan (IFSP, IEP and /or ITP) development. This information is disseminated through course readings, lectures, guest speakers, and video presentations. Furthermore, all credential candidates are required to take a course which fully addresses the multi-disciplinary team and their role in IEP development as well as another course that addresses IFSP, IEP and /or ITP construction and the appropriate way to share this information with IFSP, IEP and /or ITP team members. Additionally, all candidates take two courses which specifically address evidence based instructional strategies for teaching

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	education class and report on the curriculum and instruction used along with modification or accommodations observed. If possible, candidates are also encouraged to question the special education teacher about the involvement of general education teachers in the special education process and their collaboration and co-teaching efforts. The course differentiates the roles and responsibilities of general education teachers with regard to pre-referral strategies and processes including, but not limited to Response to Intervention (RTI), informal screening, the role of work sample analysis and the special education referral process according to state and federal regulations. Concepts embedded in the course include both legal and procedural requirements for individual student identifications, parent consent for least restrictive environment and continuum of alternative placement decisions. Further, teacher credential candidates are required to distinguish their role in the special education process, including their involvement in IFSP, IEP and /or ITP meetings. They also learn the different components of the documents related to the development and implementation of the above programs. Still further, the course also expands on two other required courses for all teacher candidates (EDTE-Socio-Cultural Foundations of Education and EDTE-Teaching English Learners). The EDSP 301 course is used to expand general education teacher credential candidates' knowledge of cultural characteristics, approaches used for multicultural education, second language acquisition, and instructional strategies for student with exceptionalities and second language learning needs.	students with disabilities. Candidates must also take two courses concentrating on English Language Learners. Topics related to students with disabilities and those who are English Language Learners are reviewed and embedded in all program courses.
California State University, Channel Islands	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 instruction. Working with students with autism is being embedded into the special education courses. 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	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. They incorporate strategies for working with English learners, diversity in schools, observing and guiding behavior, and learning theory and development. During the Special education teacher preparation program (36 units), candidates take specific coursework regarding the legal aspects of special education, managing learning environments, curricula and assessment,

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	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. Courses taught in all teacher preparation programs include working with English Learners, GATE, and Special Needs P-12 students. Instructional needs that include modifications, accommodations, and instructional strategies used to meet individual needs of students. Multiple and Single Subject Programs (elementary and secondary education) teach universal design as a strategy for lesson planning and implementation where candidates are specifically taught how to use multiple means of representation, multiple means of action and expression, and multiple means of engagement in planning for and teaching students with disabilities and students who are English learners. Students are expected to demonstrate competence in teaching students with disabilities and English learners in student teaching and in the teacher performance assessment.	literacy, and the process of IEP development. Student teaching occurs over the course of two semesters. Placements are required in elementary and secondary school settings in two different Educational Specialist settings.
California State University, Chico	• 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. • Teacher candidates in all programs take coursework addressing laws related to students with special needs, including IDEA, and in participating in IEPs. • Candidates are required to attend IEP meetings at their school sites, as evidenced on field performance checklists. • Program faculty are trained in Specially Designed Academic Instruction in English (SDAIE) techniques and strategies, Guided Language and Academic Development (GLAD), Sheltered Instructional Observation Protocol (SIOP), Observation Protocol for Academic Literacies (OPAL) and program coursework includes focuses on culturally relevant pedagogy, assessing language skills, integrating literacy skills across disciplines, and differentiating instruction. • Each spring, all general education and special education programs in the School of Education collaboratively plan an assistive technology workshops	• 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. • Teacher candidates in all programs take coursework addressing laws related to students with special needs, including IDEA, and in participating in IEPs. • Candidates are required to attend IEP meetings at their school sites, as evidenced on field performance checklists. • Program faculty are trained in Specially Designed Academic Instruction in English (SDAIE) techniques and strategies, Guided Language and Academic Development (GLAD), Sheltered Instructional Observation Protocol (SIOP), Observation Protocol for Academic Literacies (OPAL) and program coursework includes focuses on culturally relevant pedagogy, assessing language skills, integrating literacy skills across disciplines, and differentiating instruction. • Each spring, all general education and special education programs in the School of Education collaboratively plan an assistive technology workshops

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	that is required for all credential candidates. The workshop focuses on how teachers can support students with disabilities through using assistive, adaptive, and rehabilitative devices. Guest speakers are invited to demonstrate strategies, and candidates apply strategies to case studies that focus on access to learning for students with special needs. In addition, candidates are taught to differentiate between students who have special needs and English learners who are misdesignated as having special needs.	that is required for all credential candidates. The workshop focuses on how teachers can support students with disabilities through using assistive, adaptive, and rehabilitative devices. Guest speakers are invited to demonstrate strategies, and candidates apply strategies to case studies that focus on access to learning for students with special needs. In addition, candidates are taught to differentiate between students who have special needs and English learners who are misdesignated as having special needs.
California State University, Dominguez Hills	General Education candidates learn about students with disabilities in TED 402 Educational Psychology. They learn (1) how students can differ in the cognitive, affective, and psychomotor domains, (2) how to instructionally and socially accommodate students with various needs in the regular classroom, (3) the rights and responsibilities of the general education teacher regarding the teaching of students with special needs, and (4) about the special education process, including their specific role in the IEP system. Our approach is to prepare candidates to work in inclusive settings when appropriate, and to work closely with Education Specialists in the Response to Intervention process. General Education candidates are also required to learn about teaching children with exceptionalities through their fieldwork placements, where they observe and teach children with IEPs and other plans, and consult with Master Teachers or onsite Support Providers regarding strategies for intervention.	Candidates in all three Education Specialist Credential programs take SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating Diverse Learners with Exceptionalities, which provide an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans. More in-depth study of these issues occurs in subsequent coursework, including disability specific assessment courses and curriculum, instructional methods, and strategies courses. Intern candidates are required to enroll in supervised fieldwork each semester, candidates receive extensive experience in teaching students with disabilities effectively. Site Administrators, District Support Providers, and University Field Supervisors collaborate closely to support their learning each semester. The Special Education faculty has made significant revisions to the programs in response to new Standards from the CA Commission on Teacher Credentialing. These include enhanced pre-service requirements for Interns that include a focus on working with students who are limited English proficient and children with diverse learning needs.
California State University, East Bay	All teaching credential candidates take a course in teaching special populations. Additionally, within the teaching performance assessments, candidates are asked to demonstrate their instructional strategies employed for specific classes and learners, including limited English proficient students and those with special needs. The candidates develop and provide written reflections on their responses to the case studies.	As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting.
California State	Interns in the elementary and secondary credentials programs have required courses in both teaching students with special needs as well as teaching	All Special Education Interns take required courses in teaching students with disabilities and in teaching English Learners. Students also have training on

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University, Fresno	English Learners. EL and special needs strategies are also infused in all other required coursework.	working within an IEP team in their coursework as well as "hands-on" experience in their internship placements. All course syllabi and field placement expectations are available for review on our accreditation website at http://www.fresnostate.edu/kremen/about/accreditation.html
California State University, Fullerton	Our general education program, single subject (secondary education), use a variety of strategies to teach students with disabilities effectively. The CSUF Single Subject Credential Program provides teacher candidates with strategies to support students with disabilities by doing the following: •Providing a session during the seminar week of EDSC 440 conducted by a SPED expert. Teacher candidates learn about strategies to support and assess learning for student with Special needs. • Utilizing lesson plan formats always include plans to support students with special needs. •Integrating supports for students with special needs within several pre-requisite courses, including 340 and 410 •Requiring students to complete TPAs that address the needs of students with special needs.	The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. Programs are designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. Teachers are trained in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curricula provide credential and graduate candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates learn effective research based teaching strategies, interdisciplinary approaches, collaboration and communication skills, plus transition and positive behavior support, as they establish a conceptual base of understanding of persons with disabilities. The Department of Special Education at CSU Fullerton provides exemplary training for Education Specialist Credential candidates in three program areas – mild/moderate disabilities, moderate/severe disabilities, and early childhood special education as well as educators interested in learning and implementing techniques to work with children and adults with disabilities. A new credential program which addresses new state standards was recently implemented with a focus on collaborative fieldwork experiences. Within their first semester of student teaching, candidates are placed in a general education setting as the specialist working to support struggling culturally, linguistically, and exceptional learners. The second semester of student teaching allows the students to take the lead as the collaboration specialist with the responsibility of a special education caseload. Students are placed in inclusive settings, special day class settings, or resource rooms with an experienced cooperating teacher to guide them in creating Individualized Education Plans (IEPs) for each student. Prior to the second student teacher semester, candidates are

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		introduced to the IEP in SPED 429 (Introduction to Collaboration).
California State University, Long Beach	-Through the structured fieldwork assignments in the prerequisite courses candidates learn about the identification, assessment, and referral of children with special needs in a first-hand, real world setting. -Gen Ed Student teaching includes a structured sequence of fieldwork experiences. The Multiple Subject program incorporates two separate placements for each student teacher, with at least one placement in a full-inclusion school site. Single Subject candidates do student teaching for one full semester, in classrooms that often include learners with special needs. -All candidates learn about the roles and responsibilities of the general education teacher in the Individualized Education Program (IEP) process, including the general educator's role as a member of a multi-disciplinary team. -Multiple Subject student teachers must complete one student teaching assignment where at least 25% of the students in their assigned class are from diverse cultural, linguistic, racial, ethnic, or socio-economic backgrounds and/or are English Learners. -At the prerequisite level, the Multiple Subject program provides the philosophical foundations for understanding the goals and characteristics of school-based organizational structures designed to meet the needs of English Learners (EL). In EDEL 431: Cultural and Linguistic Diversity in Schools, or EDEL 300: Equity and Justice in Diverse Schools, candidates develop a working knowledge of factors and issues affecting language minority achievement, such as the relationship of language and dialect to power and prejudice in the choice of instructional models and programs. In this course, candidates learn of program options for English Learners (EL), including bilingual education, English-only instruction (Structured English Immersion [SEI]), and Specially Designed Academic Instruction in English (SDAIE). Additionally, candidates conduct ethnographic research of a school community with a particular focus on linguistic and cultural diversity.	-Candidates are effectively prepared to teach students with disabilities. Students take 9 prerequisite units and 27 program units that focus specifically on teaching students with disabilities. -In one of the first program courses candidates are provided explicit instruction on how to write IEPs and participate as member of an IEP team. -Additionally, all candidates take a course that addresses collaboration with families and professionals, and there is specific emphasis again on being a member of an IEP team. Across all program courses candidates are taught how to teach students who are limited English proficient. We have one specific prerequisite course that is completely devoted to effective instruction of students with disabilities who are limited English proficient. -Additionally, in all other courses, instruction for limited English proficient students is included in course content and course assignments. -Candidates must participate in the creation and facilitation of a K-12 student's IEP during their student teaching experience, in a setting that includes English language learners.
California State	The credential program prepares general education teachers to teach students with disabilities with a variety of approaches. The teacher candidates take a	The focus of the Education Specialist Credential Program is to prepare special education teachers to teach students with disabilities. A cohesive sequence of

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University, Los Angeles	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.	coursework in general and special education integrated with multiple fieldwork opportunities provides candidates opportunities to develop the knowledge and skills necessary for effective teaching. The roles and responsibilities of special education teachers and skills needed to be effective team members on individualized education programs is addressed in multiple foundation and methods courses and applied in the final supervised clinical experience. In 2011-12 an online course was added to deepen candidates' ability to integrate the IEP and academic content standards for education specialist candidates. Intern program faculty have strengthened the course content related to effectively teaching students who are English Language (EL) Learners for all candidates through a collaborative effort between general and special education faculty and school practitioners. EL modules have been developed for use in both beginning and ending coursework and are applied in two supervised clinical experiences with children and young adults from local urban schools.
California State University, Monterey Bay	Candidates in the Multiple Subject and Single Subject programs are required to complete a three (3) unit semester course from the Special Education program that specifically trains them to work with students with exceptional needs. The State Standards on effectively teaching LEP students is infused in all the course work for both General and Special Education programs.	Candidates in the Education Specialist programs are required to complete two (2) levels of course work series in order to earn a preliminary and clear credential. They are also required to take three (3) courses on teaching English Language Learners.
California State University, Northridge	State standards for the preparation of general education (multiple and single subject credential) teachers clearly address the high importance of preparing teachers to work effectively with students with special needs (SWSN) and those who are English Language Learners (ELL). These standards are outlined in the state Teacher Performance Expectations (TPE) which form the structure of the preparation programs and assessments. All general education teacher preparation programs at CSUN require that candidates take at least one course in special education which includes IEP participation. State standards require that teaching candidates do fieldwork in settings serving English Language Learners (ELL) and students with special needs. The setting must be indicated on the student teaching evaluation form. In addition, fieldwork forms have	The Preliminary and Clear Education Specialist Credential at CSUN includes preparation in the following specializations: mild/moderate, moderate/severe, deaf and hard of hearing, early childhood in special education. It includes three post baccalaureate pathways, traditional, the undergraduate blended program (Integrated Teacher Education Program), and a one-year accelerated program (Accelerated Teacher Education Program). All candidates are assessed at five transition points: entry to the program, entry to student teaching, exit from 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

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	many items where supervisors must evaluate candidates on their ability to differentiate instruction, to use effective strategies with ELL and students with special needs. The PACT assessment described above also assesses candidates' ability to work with diverse pupils. All candidates are placed within schools that are diverse racially, linguistically, socioeconomically and with regard to pupils' special needs.	early field experience or first student teaching and are evaluated through portfolio as well as fieldwork assessment by the master teacher and university supervisor. They are also evaluated in the same manner at the 3rd or 4th semester of student teaching or practicum. They are examined one year after exiting the program through the CSU Follow-up survey of candidates and their employers. All components of the programs and evaluation instruments used are aligned and reflect the California Standards for the Teaching Profession which are also aligned with the standards of the California Commission on Teacher Credentialing. Standard 1, Engaging and supporting all students in learning, specifically addresses the needs of educating diverse learners with disabilities, including English language learners. Standard 2, Creating and maintaining an effective environment for students also addresses the needs of ELL and their families. All of the standards are designed to address the needs of students with disabilities.
California State University, Sacramento	A required 3-unit course on the education of exceptional children/youth provides an orientation to the concept and practice of mainstreaming inclusion, the characteristics of exceptional children/youth, and the school's responsibilities in meeting their needs. Teacher candidates verify multiple experiences with special needs students across the age and developmental span in inclusive settings and student teaching; in methods courses they are taught and practice how to employ effective strategies for instructing special needs students. They also take a course that focuses on laws and practices related to teams required to create Individualized Education Plans. A required 3-unit course also addresses important themes regarding the education of English Language 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 Language Learners (ELL's), and student teaching practice and evaluations require evidence of increased	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 along with any of these students that may have limited proficiency in English language skills. 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 Plans (IEP's) across age range developmental levels. Emphasis on language development for students with limited English skills is included in two required language/literacy courses. In addition, there is a specific course that covers strategies to effectively serve a diverse population of English language learners.

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	skills and dispositions needed to provide instruction of ELL.	
California State University, San Bernardino	CSUSB's general education teachers' experience varies based on their supervision experiences and placements. Typically, our candidates receive a lot of experience working with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Autism as these are the most frequent diagnosis seen in the classrooms in our service area. CSUSB programs prepare elementary and secondary teachers to teach English Learners within the regular classroom and utilize a performance assessment that emphasizes differentiated instruction. Candidates complete coursework and field experiences that simultaneously engage them in hands on experiences within public schools while immersed in the study of teaching and learning. Programs are designed to increase field site responsibilities as candidates gain more knowledge and skill while supported by site teachers and university supervisors. Through a consortium, the College works to provide a seamless transition for employed students through intern and induction programs. Collaboration with more than 50 school districts has resulted in enhanced support for these part-time students, thereby addressing a major component of CSUSB's mission. The Liberal Studies Integrated Track allows candidates to merge their credential and degree requirements, thus completing both the bachelor's degree and credential in four years and a summer.	Please see above text box. In addition to the above, special education candidates also meet state standards in mild/moderate, moderate/severe, or early childhood areas and all these programs also include emphasis on teaching of English Learners. In Fall 2012, the special education program started the Autism Spectrum added authorization, although enrollment in this added authorization has not met expectations.
California State University, San Marcos	A two-semester course sequence in Teaching and Learning explicitly prepares general education teachers to work collaboratively with Education Specialist teachers. Candidates learn about their roles and responsibilities as general education teachers through course readings and assignments that include participation in an IEP when possible.	The program is structured around the approved state standards and includes multiple school-based learning assignments.
California State University, Stanislaus	MSCP and SSCP teach students about IEP's. As interns are the teacher of record they would participate in them. We have special courses designed to accomodate students with special needs: Special Education, EL, and IEP.	Students complete relevant coursework and practica. EDSE 4210 Reading & Language Arts in Special Ed EDSE 4450 Teaching Students with Mild/Moderate Disabilities EDSE 4440 Teaching Students with Moderate/Severe Disabilities EDSE 4915/4916 Internship Program

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Chapman University	The education of students with disabilities is a persistent theme that is integrated in all credential coursework, but the notion is introduced and developed in a course entitled Collaboration for Inclusive Schooling. The course addresses collaboration, inclusive schooling, learning characteristics of students with disabilities, effective teaching strategies, working with diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. The course includes instruction for meeting the needs of students with disabilities via participation as a collaborative member of an individualized education program team. The education of limited English proficient students is also a persistent theme that is integrated in all coursework, but the notion is introduced and developed in a course entitled Second Language Acquisition for Elementary Students and in a course entitled Second Language Acquisition for Secondary Students. The courses content includes current theories regarding second language acquisition and the practical applications of theoretical knowledge at the elementary and secondary levels. The content of both courses includes literacy development from a socio-psycholinguistic perspective. The content of both courses address the state ELD standards, assessment, planning for literacy development and content area instruction. In addition, students participate in 4 field-based courses specifically designed to focus on both English language learners and students with disabilities.	The program prepares special education students to teach students with disabilities by providing a series of courses and experiences that address fully the educational needs of students who are characterized by mild to moderate and moderate to severe disabilities. Each candidate learns how to facilitate the development of literacy (listening, speaking, reading, and writing) not only for native English speakers, but also for those whose primary language is other than English. The coursework teachers candidates the characteristics of students with disabilities, effective teaching strategies, how to work with diverse populations, as well as the legal aspects and requirements of special education. The coursework includes a study of the theories, practices, and ethical issues regarding the modification of behavior to facilitate learning. Furthermore, candidates develop the skills to use and communicate assessment results. Students learn how to make appropriate recommendations for report writing and for individualized education programs. The program prepares special education students to teach students who are limited English proficient by providing opportunities for candidates to understand the characteristics of school-based structures designed to meet the needs of this particular population. The school based structures would include the role of the individualized education program teams, English learner reclassification committees, etc. the program includes the teaching of methods that are responsive to the various levels of student English proficiency. Candidates receive instruction relative to linguistic development as well as first and second language acquisition. The program teaches candidates how to interpret assessment results, e.g., CELDT, for the purpose of using appropriate strategies not only to facilitate second language acquisition, but also to make content comprehensible. In addition, students participate in 4 field-based courses specifically designed to focus on both English language learners and students with disabilities.
Claremont Graduate	It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of under-	Education Specialists take courses taught by specialists in the field. In these classes the students focus on a number of relevant subjects including but not

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University	performing students. As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Learners, and students with designated special needs. All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners. In our program, General Education candidates are often sitting side-by-side with Education Specialists candidates to help establish the professional expectation and norm of collaboration. All candidates are introduced to the frame provided by IDEA in our first course, Teaching/Learning Process (TLP) I and introduced to the Professional Standards related to Special Education. The scope of how to work with students with designated special needs is continued in the Fall in TLP II where candidates focus on differentiated instruction and effective strategies within their core content areas. Through their work with differentiated instruction the message is stressed that all students can learn but that instruction needs to be tailored to the individual. In the Fall, all candidates take EDUC 314: Differentiated Instruction to Meet the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups of learners, English language learners and special needs students. Candidates will learn language acquisition theory and the research-based strategies known to cultivate academic success for English Language Learners and students with special needs. Topics include the history and policy that affects the instruction of English learners; theories of language acquisition and their relationship to practice; and the California English Language Development Standards to design curriculum and instruction that address English language development. Candidates will learn how to provide access to core content through the use of	limited to working with paraprofessionals, making and implementing appropriate modifications and accommodations, addressing disruptive and non-compliant behavior, optimal learning environments (Ruiz' OLE), social narratives, visual schedules, and mediated learning experiences. Mild/Moderate Education Specialist Candidates all use Vaughn and Bos Strategies for Teaching Students with Learning and Behavior Problems, eighth edition (2012) as a core text. Moderate/Severe Education Specialist Candidates use Browder and Spooner's Teaching Students with Moderate and Severe Disabilities (2011). In the Fall, education specialists take Teaching/Learning Process II. Candidates understand and apply unpacking of content standards to develop learning objectives to enhance quality of instruction and student learning. In addition, They learn positive behavior support techniques as implemented in collaboration with general educators, paraprofessionals, and parents. Candidates learn about various assessments for transitional programs and plans. Education Specialist candidates learn important formal, informal and alternative assessment measures, including ecological and functional assessment of both academic and social achievement to achieve success with students with mild/moderate/severe disabilities. Candidates learn specific instructional strategies in reading, writing, math,and communication skills to effectively access standards- based curricula and address IEP goals and objectives. Selecting appropriate accommodations/ modifications within each content area will be emphasized. In the Fall, Education Specialists also take EDUC 314: Differentiated Instruction to Meet the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups of learners, English language learners and special needs students. Students will learn language acquisition theory and the research-based strategies known to

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	SDAIE (i.e., Specially Designed Academic Instruction in English) strategies; learn about the various assessments available to assess language, literacy and content for English learners; and explore and understand the linguistic and cultural aspects that impact schooling for English learners. Additionally, candidates will learn effective strategies for working with students with special needs, including those with identified disabilities. Candidates work with Dr. Skip Baker on brain-based research related to student learning. They also learn characteristics of students with Autism Spectrum Disorder (ASD) and understand effective strategies, including visual scheduling and structured teaching, for meeting the needs of students with ASD and other identified disabilities in their classrooms. Learning to work effectively with English Learners and students identified with special needs is reinforced via the Ethnographic Narrative Project (ENP) that the candidates do where they identify five specific students (one of whom has designated special needs and at least three of whom are English Language Learners). For the ENP, our candidates interview these students, conduct home visits, work with the families, collect and analyze student work samples, and set/assess specific learning objectives (and plans) for each. In the Spring, all General Education candidates work with their Education Specialist peers and TEIP's Educational Faculty to understand the scope and role of the IEP process. Candidates look at sample IEPs and discuss specific students in relationship to their IEPs. Additionally, they learn about the important adaptations for students with disabilities, including accommodations and modifications. Education Specialist Candidates facilitate small group discussions with their general education peers as they develop appropriate accommodations and/or modifications for case study students. They have the opportunity during this important collaboration time to talk about students in their classroom they are struggling with and brainstorm ways to increase student success. Finally, the California Teaching Performance Assessments (TPAs), which are done by all of our general education candidates, also assess the degree to	cultivate academic success for English Language Learners and students with special needs. Topics include the history and policy that affects the instruction of English learners; theories of language acquisition and their relationship to practice; and the California English Language Development Standards to design curriculum and instruction that address English language development. Candidates will learn how to provide access to core content through the use of SDAIE (i.e., Specially Designed Academic Instruction in English) strategies; learn about the various assessments available to assess language, literacy and content for English learners; and explore and understand the linguistic and cultural aspects that impact schooling for English learners. Because they take this course with general education candidates, education specialist candidates serve as leaders and design several presentations on working with students with special needs. Additionally in the Fall, Education Specialist Candidates take a content specific seminar relating to their credential. Mild/Moderate Candidates take ED396: Case Management and Effective Collaborative Practices in Special Education for Students with Mild to Moderate Disabilities. They focus on their legal responsibilities and ethical practices as a case manager for students with disabilities. Successful collaboration techniques, best practices for IEP meetings, co-teaching models, and effective transitional planning are discussed to develop Candidates' skills as participating members of an IEP team. Moderate/Severe Candidates take ED366: Communication and Health Care Issues of Students with Moderate/Severe Disabilities. Here candidates focus on teaching students with communication and health care issues. They receive direct instruction regarding legal mandates for students with moderate/severe disabilities, health care needs, and evidence-based strategies for creating success in and out of the classroom. In the Spring, candidates take the third in a four-part series, Teaching/Learning Process III. This course is designed to further prepare students for working within the K-12 school system. TLP III deepens the candidates understanding of

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	which the candidates are equipped to work with ELs and students with special needs. Every California candidate in General Education must pass the 4 TPA's to obtain their teaching credential.	the cultures of school and community, and how both influence the success of students in their classrooms. Developing meaningful interactions with families, related service providers, and community members is one focus of this course. Candidates will additionally deepen their understanding of assessment measures, specifically curriculum-based measurement and progress monitoring, and apply their understanding to a variety of situations to effectively meet the individual needs of students in their classroom. Students will develop skills for addressing conflict within the classroom and school. They will analyze data from a variety of sources, and make informed decisions regarding instruction and placement for students with disabilities. Students will have the opportunity to hone their leadership and collaboration skills as they continue to work within multidisciplinary teams. Additionally, in the Spring, all Education Specialist Candidates take ED338-1: Emotional, Behavior, and Health Issues in Special Education, Part 1. Candidates understand the ethical standards for the instruction of students with emotional, behavioral, and health issues in special education. They learn about and develop effective positive behavior support plans, functional behavior analysis, and evidence-based strategies for creating safe and effective learning environments for students. They demonstrate their understanding of these practices by conducting a Functional Behavior Analysis and a Positive Behavior Support Plan for one of their students. All course work is reinforced via the Ethnographic Narrative Project (ENP) that the candidates do where they identify five specific students (each with a different disability condition). For the ENP, our candidates interview these students, conduct home visits, work with the families, collect and analyze student work samples, and set/assess specific learning objectives (and plans) for each. In summer, education specialist candidates take Teaching/Learning Process IV. In this course, education specialist candidates examine dominant theories of education, including behaviorism, constructivism, social-constructivism, brain-based learning and critical pedagogy. These educational philosophies and

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		learning theories will be used to address major questions concerning special education teachers, including collaboration and transition, social and educational change and how they impact assessment and instruction, the assessment and evaluation of special education students, and collaborative team building. Education Specialist Candidates take ED338-2: Emotional, Behavior, and Health Issues in Special Education, Part 2. In this second part of the course, candidates implement, review, and evaluate the positive behavior support plan they developed in part 1 of the course. They learn various applied behavior analysis methodologies as they serve students with emotional and behavior disorders. Education Specialist Candidates' final course is ED339: Evidence Based Practices for Students with Disabilities. Candidates evaluate the research surrounding various evidence-based strategies for students with disabilities, including fidelity of implementation and response to intervention. Finally, while the state does not yet have a standardized culminating assessment for education specialists, we utilize a modified version of the CA TPA's to ensure strong teaching skills in core subject areas and the ability to differentiate instruction effectively. These tasks also assess the degree to which the candidates are equipped to work with English learners.
Dominican University of California	All these elements are in place as required by the State of California as part of the SB 2042 Multiple and Single Subject credentials. General education teachers demonstrate their competence to teach these students within the courses listed below. Competence is measured also during field work including student teaching and by the four-task assessment with the California Teacher Performance Assessment (Cal TPA). Working with students with disabilities is embedded in: EDUC 5056/5556 Elementary Reading EDUC 5140/5540 Secondary Reading EDUC 5130/5530/5131/5531/5230/5630/5131/5631 Elementary/Secondary	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

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	Curriculum and Instruction EDUC 5150/5550/5250/5650 Elementary/Secondary Observation and Preparation for Supervised Teaching EDUC 5162/5262/5562/5662 Elementary/Secondary Professional Development Seminar EDUC 5164/5264/5564/5664 Teaching Performance Assessment EDUC 5160/5260/5560/5660 Elementary/Secondary Supervised Teaching Working with students who are limited English proficient is embedded in: EDUC 5000/5500 Education and Culture (Multiple/Single subject candidates enrolled) EDUC 5140/5240/5540/5640 Elementary /Secondary Reading EDUC 5130/5131/5230/5231/5530/5531/5630/5631 Elementary/Secondary Curriculum and Instruction EDUC 5150/5250/5550/5650 Observation and Preparation for Supervised Teaching EDUC 5056/5556 English Language Development (Multiple/Single Subject candidates enrolled) EDUC 5160/5260/5560/5660 Elementary /Secondary Supervised Teaching EDUC 5162/5262/5562/5662 Professional Development seminar EDUC 5164/5264/5564/5664 Elementary/Secondary Teaching Performance Assessment	addition, candidates are required to participate in an IEP during supervised field experiences which is evaluated by trained University supervisors. Preparing special education teachers to teach students with disabilities effectively, including participation as a member of IEP program teams, is embedded in the following courses: EDUC 5301-Introduction to Special Education EDUC 5302-Program Design and Curriculum Development EDUC 5304-Formal and Informal Assessment EDUC 5306-Behavior Intervention and Support EDUC 5150/5250/5550/5650-Observation and Preparation for Supervised Teaching EDUC 5307-Supervised Teaching and Induction Planning EDUC 5364-Teaching Performance Assessment Preparing special education teachers to effectively teach students who are limited English proficient is embedded in the following courses: EDUC 5000/5500-Education and Culture EDUC 5056/5556-English Language Development EDUC 5130/5230/5530/5630-Elementary/Secondary Curriculum, Part I EDUC 5131/5231/5531/5631-Elementary/Secondary Curriculum, Part II EDUC 5140/5540-Elementary Reading EDUC 5150/5250/5550/5650-Observation and Preparation for Supervised Teaching
Fortune School of Education (Project Pipline)	The Pre-Service course, Module A4, English Language Learners, is a 30-hour course designed to equip potential teachers prior to entering the district intern program with the knowledge and skills to effectively organize and implement instruction for English learners, provide theory and research on second language acquisition and learning; and methodology, history, and policy issues related to second language teaching and learning; English language development strategies, and socio-cultural implications. It will additionally provide strategies, methods and standards for meeting the needs of EL students. The district intern course work continually re-visits instructional	Please see the following course descriptions that describe how our program prepares special education teachers: Education Specialist Mild/Moderate, Module A6: Developing IEPs - 20 classroom hours Course Description: This course is designed to offer interns a deeper understanding of the different types of disabilities and an understanding of the methods, mechanisms, and materials involved in developing their respective IEP's. Interns will examine the legal requirements and the primary components of the individualized

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	practices for supporting language acquisition for EL students. The district intern credential candidates will master instructional strategies and design lessons in their Classroom Management course; these practices will be repeated in this course to insure that lessons are designed for successful use in the English language development classrooms. The course content for single subject participants will address issues practiced in the Reading and Writing in the Content Area course to focus on literacy instruction and assessment of English learners. The multiple subject participants will receive the same support in their Reading Instruction Pre-Service course. The Pre-Service course, Module A5, Teaching Exceptional Children, draws together divergent perspectives on a variety of issues including the history and development of special education, family involvement, placement, assessment, appropriate strategies, and students with disabilities from diverse cultures. The course also serves in providing an overview of the various exceptionalities; students who are learning disabled, behavior and emotional disorders, communication disorders, hearing impaired, visually impaired, students with autism, orthopedically and health impaired, and gifted and talented. The basic skills in assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, 504 services or gifted and talented education students access the core curriculum. Participants will be introduced to appropriate instructional materials and technologies to meet the needs of students with special needs in both the general and special education classrooms.	education plan (including IEPs, IFSPs, and ITPs). Interns will identify the legal requirements of an IEP, analyze IEPs, and develop IEP goals, objectives, and outcomes for program planning. ESMM 702: Strategies for Teaching Special Needs Students – 30 classroom hours Course Description: This course addresses instruction and curricula required to meet the needs of diverse learners in the content areas of science and social studies as well as other subjects. It emphasizes six key principles to direct teachers through the design of instruction and curriculum to ensure that diverse learners succeed in the classroom. It includes strategies for modifying instruction for English language learners. The Pre-Service Module A4 course, English Language Learners, is designed to equip intern teachers who are teachers of record and are credential candidates with the knowledge and skills to effectively organize and implement instruction for English learners, provide theory and research on second language acquisition and learning; and methodology, history and policy issues related to second language teaching and learning; English language development strategies, and socio-cultural implications. It will additionally provide strategies, methods and standards for meeting the needs of EL students. The district intern credential candidates will master instructional strategies and design lessons in their Classroom Management course; these practices will be repeated in this course to insure that lessons are designed for successful use in the English language development classrooms. The course content will address issues practiced in the Reading Instruction course to focus on literacy instruction and assessment of English learners. The Pre-Service Module A5 course, Teaching Exceptional Children, familiarizes participants with the basic skills in assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, 504 services or gifted and talented education students access the core curriculum. Participants

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		will be introduced to appropriate instructional materials and technologies to meet the needs of students with special needs in both the general and special education classrooms.
Fresno Pacific University	The program prepares candidates to teach students with disabilities effectively by requiring candidates to take SED 605. In this course candidates are provided with the direction necessary to understand the psychological characteristics, cognitive styles, behavior patterns, and accompanying learning problems of students with exceptional needs. Students are asked to demonstrate knowledge of current legislation (IDEA, Individuals with Disabilities Act) pertaining to exceptional students, including teaching implications of cultural and linguistically different children. In addition, candidates are asked to describe the major components of an IEP (Individual Education Plan) and its process. Candidates are asked to attend an IEP meeting during final directed student teaching. Finally, candidates demonstrate an awareness of differences and similarities of exceptional and non exceptional students, including the instructional implications of culturally and linguistically different children. The Teacher Education Lesson Plan Template requires that candidates select an exceptional as well as an English learner as focus students, and plan each lesson in light of the data gathered on these focus students. The program prepares candidates to teach English learners through multiple courses; student teaching seminars, and EDUC 646 (elementary focus) and 692 (middle school and high school focus). EDUC 646 and 692 focus on teaching English learners effectively through a literacy content base.	Candidates for the Preliminary Education Specialist programs are scrutinized for their academic and field-based performance, as they attain the knowledge and skills that are required by law for their professional responsibilities. Courses specific to the needs of students with English language acquisition needs are imbedded in the program; language acquisition for literacy strategies are integrated in all courses of the program. Candidates must demonstrate their abilities to implement effective and appropriate instructional environments and strategies for the purpose of developing language acquisition of the populations they serve. Courses specific to the needs of students with atypical social, language and behavior development are imbedded in all Preliminary Education Specialist programs to provide candidates the opportunity to expand knowledge and develop skills necessary to address these needs in the field for the populations they serve. In addition to curriculum courses, courses specific to legal and ethical requirements, case management roles and responsibilities, and transition needs of special education populations are imbedded in the program. IEP process and team performance are integrated throughout coursework in Preliminary Education Specialist programs. Candidates must complete field-based demonstrations of legal and ethical responsibilities for establishment of effective instructional environments, planning for and implementation of individualized goals and strategies relative to IEP documentation, and effective case management including collaborative service models for the populations served. Individualized Education Program Teams. The education specialist preparation program provides instruction in peripheral skills pertaining to service on IEP teams. Examples of relevant skills include (1) understanding overarching ethics and legal issues pertaining to service requirements to students with special needs in SPEC 602: Special Education Law & Assessment; (2) using and interpreting assessment as well as writing descriptions of data sets in SPEC

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		604: Education Specialist Assessment & Graduate Writing; (3) understanding of various types of service to and responsibilities for serving various areas of need to students with special needs in SPEC 609: Special Education Roles & Responsibilities. More concentrated instruction in skills pertaining to IFSP, IEP, ITP, and BSP development and team participation occurs in (4) SPEC 605: Positive Behavior Supports and the course on (5) Transition Planning (SPEC 610 or 611 depending on specialty area). Evidence of the teacher candidates' abilities to serve on an IFSP or IEP team toward development of the document is demonstrated by the completion of signature assignments including (1) report on a court case that addressed a violation of special education services or led to the development of federal law to implement a specific service requirement, (2) a library research report that requires consideration of evidence substantiating a type of service to students with special needs, (3) a case study that directs the candidate to collect extensive assessment data to inform an IFSP or IEP, (4) the development of a Positive Behavior Plan to support a student with special needs in a general education setting, and (5) the development of an Individualized Transition Plan. Additionally the ability to develop an IFSP or IEP and serve an IFSP or IEP team is gauged during the culminating practicum experience. English Language Teaching. Candidates pursuing preliminary education specialist credentials receive direct instruction toward service to students who demonstrate insufficient English language skills in the following courses: EDUC 642: Language & Literacy I, EDUC 646: Language & Literacy II, and Education Specialist Curriculum & Technology (SPECs 612, 613, 614, and 615 by specialty area). Candidates' abilities to respond to the needs of students who demonstrate insufficient English language skills is demonstrated and assessed in the development of lesson plans that respond to such needs. Additionally, the ability to teach to students who demonstrate insufficient English language skills is supported and assessed by a qualified university-appointed mentor during the culminating practicum experience.
High Tech	All Intern coursework and pre-service learning is designed to provide	All Intern coursework and pre-service learning is designed to provide

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High Communities	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.	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.
Holy Names University	The mission of Holy Names University credential programs is to prepare teachers for urban schools; we believe it is essential that every candidate in our program be well-equipped to teach English Learners. All programs are infused with English Language Development and teaching to content and language objectives. In addition, lessons for EL's are modeled in class, observed in the field, written in lesson plans and practiced by candidates. In EDUC 103, candidates study the State's English Language Development Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed for English Learners and the relationship between quality instruction for all students, differentiated instruction for English Learners and legislative requirements. The course includes an historical and political perspective on the education of English Learners, including bilingual education. Changes in current school structures designed to meet the educational needs for English Learners are defined within the context of English Language Development policies, including cooperative learning, learning centers, and to deliver a balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners.	The candidates in the Education Specialist Mild Moderate Program take several courses to acquire the before mentioned skills. In EDUC 261, students learn about the characteristics of students in the thirteen disability categories recognized in the Federal Law. In EDUC 267, students learn the theory and practice needed for effective collaboration for the education of students with disabilities. In this class, students participate in a mock IEP and SST. In EDUC 103, candidates study the State's English Language Development Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed for English Learner and legislative requirements. The course includes an historical and political perspective on the education of English Learners, including bilingual education. Changes in current school structures designed to meet the educational needs for English Learners are defined within the context of English Language Development policies, including cooperative learning, learning centers, and to deliver a balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners. In EDUC 263, candidates are introduced to theories, issues, strategies and materials related to assessment and instruction of students with reading

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	In EDUC 100, candidates discuss the relationship of language to schooling, and they study the changes in policies related to instruction for English Learners. In EDUC 101, candidates study theories that highlight the impact on motivation and learning of language, culture and racial differences, and they study research on successful structural approaches that address that impact. In EDUC 320A and EDUC 330A, candidates observe in classrooms where experienced teachers organize their classrooms to enhance learning for English Learners. In their practicum courses, EDUC 320 C/I and EDUC 330 C/I, candidates must serve in at least one school which serves a significant number of English Learners, participate in classrooms where they learn about different models of instruction for English Learners, work with paraprofessionals and specialist where available, and demonstrate proficiency in teaching English Learners. In Curriculum and Instruction courses, they are asked to document the characteristics of classes that are successfully instructing English Learners, and they are challenged to design and implement lessons that include strategies that make content accessible to English Learners. In EDUC 102A, candidates review the legal requirements for educating exceptional children, including mainstreaming into the general education program. Candidates learn the research on effective teaching practices and examine those practices in light of the needs of gifted students and those with handicapping conditions. Candidates complete a field observation of a mainstreaming situation, where special education students participate in the general education program; adapt a lesson to meet the needs of students with specific learning needs, review the IEP and placement process for a student with a learning disability. Through readings, lectures, in class presentations and Internet searchers, candidates learn about resources and strategies that will provide students with learning needs access to resources and extra-curricular activities.	difficulties. specific methods of instructional and the selection and development of materials that match the diagnosed need of the individual are emphasized. There is a fieldwork requirement for this course. In EDUC 264, candidates are provided with a variety of formal and informal assessment methods applicable for classroom and clinical use. A variety of assessment measures are administered and interpreted; results are used in development of Individual Educational Plans (IEPs).
Humboldt State	Candidates in all credential programs learn about all of the 14 primary categories of disabilities, those that do and those that do not require IEPs.	Teach Students with Disabilities Effectively The Special Education Program at Humboldt State University promotes the

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University	Candidates are expected to identify the characteristics of each of these categories of special needs students so that they would be able to notice the signs and make a referral if they had such an unidentified student in their classrooms. There is a strong focus on learning disabilities, which are the vast majority that our candidates will be facing in their future classrooms. Candidates are expected to know the history of special education, beginning with the federally funded civil rights PL 94-142 of 1975 for all handicapped children. They trace the concept of "learning disabled" from there to the concepts that we hold today. They are expected to know about IDEA legislation and the changes this law has made in special education service and delivery. Candidates learn their role as teachers in the study team, and the Response to Intervention (RTI) pre-referral process. They learn the process of the IEP identification, referral, and assessment through case study examples. They learn their role in the IEP planning and meeting, implementation and evaluation through lecture, discussion, role play and debriefing. Candidates know the rights of students and parents concerning the child's placement, review and dismissal from special education programs, as well as to understand any special protections afforded by law. Candidates learn about identifying and assessing students for referral by learning about the characteristics of the 14 primary categories of disabilities. In our geographical area, we have so many different school districts, each with its own requirements and guidelines for referral assessment that we expect our candidates to learn a more general idea of how the assessment process works. Our candidates use assessment on a regular basis for all of the general education students, and are trained to be alert for students who do not make expected progress. We teach them to find out who to ask for help at their school site - nurse, school psychologist, resource specialist, etc., and help them understand that this does vary from school district to school district. Candidates are expected to find out how the referral and assessment process	vision that students with disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize the students' learning potential and provide a student-centered learning environment. The program focuses on preparing successful special education teachers who model advocacy for their students and work within an expanded educational community student support system of parents, colleagues, and community members. Through their written and oral communication skills, they demonstrate sound subject matter knowledge and pedagogical methods. They model respect for and rapport with diverse student, parent, and community populations. Credential candidates in the program: (a) understand the characteristics of special education students with disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths and needs areas, and (c) develop and implement individualized educational programs that include matching teaching and learning styles. Candidates value their students. They demonstrate sensitivity toward and respect for students with disabilities by building curriculum from the foundation of what students know and creating an intellectual scaffolding for students' academic success. The Special Education Credential Program develops candidates' knowledge of and ability to examine educational policies and practices. Candidates learn to effectively implement educational programs that reflect current best practices, updating programs as new practices emerge. Each candidate demonstrates knowledge of current legislative, judicial, and regulatory initiatives and their implications for teachers of students with mild to moderate and severe disabilities. Each of the courses in the program presents academic content that reflects best practices with regard to provision of special education and related services to students with disabilities. Required texts in each of the classes have all been published within the past several years, and each text contains scores of references to the professional literature in special education, both

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	works at their own placement sites, to serve as an example for their futures. Our candidates use a number of appropriate language assessment tools, including the California English Language Development Test (CELDT). Candidates study and participate in a demonstration of the CEDLT administered to all English learners, grades K-12. Candidates learn about reclassification of English learners as reflected in state law, including regulations adopted by the State Board of Education. These include using the CELDT, teacher evaluation, parent opinion and consultation, and comparison of performance in basic skills to native English speakers.	conceptual and empirical. IEP Team The program provides a comprehensive review of special education history, categories of exceptional children, educational restructuring in special education, inclusion, state and federal legislation and other policy issues that relate to delivery of services. Candidates discuss the unique influence of the family and child-family interactions, parental response to a child with a disability, and parents as advocates and collaborators. As candidates examine and consider different categories of children, additional issues related to policies and practices are considered such as family and lifespan issues, early intervention, and educational adaptations for children with various disabilities. Candidates learn the background of current federal and state education laws. Candidates learn how the latest federal amendments to the Individuals With Disabilities Act (614)(d)(1)(B) affect general education teachers and students as well as special education students. Candidates learn how to effectively participate as a member of an Individualized Education Program team and how to use the range of program options that must be considered for all special education students. Candidates extensively discuss the continuum of program options looking at the least restrictive to the most restrictive educational settings and instructional strategies for special education. They also discuss how various special education program options are related to general education. Candidates review the following topics; the special education laws and legal rulings, the inclusion movement, cultural and linguistic diversity, assistive technology and organizations that provide support to children with learning disabilities and their parents. Candidates are introduced to knowledge regarding child development, learning theories, models of teaching, lesson design, assessment, and effective classroom management. Candidates demonstrate knowledge and application of teaching models that are developmentally appropriate and effective, including the elements of direct instruction and specific strategies that benefit

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		English language learners. The candidate is introduced to various models of effective p-12 instruction. In reviewing instructional models, candidates engage in an analysis of traditional, current theories of human cognition and learning styles and modalities. Howard Gardner's theory of multiple intelligences and applications of mind/brain/body research is reviewed theoretically and practically. Curriculum for the Special Education Credential Program and the associated fieldwork, provides candidates with a comprehensive view of the following elements that are essential in planning appropriate curricula for children with mild to severe disabilities: •Academic content standards, K-12 •California curriculum frameworks •Selection of instructional materials •Instructional strategies for diverse students •Curriculum packages in reading, language, spelling •Curriculum packages in mathematics •Curriculum packages in science, social studies and health •Common Core Standards Candidates are required to evaluate curriculum practices with regard to educational issues for children and youth with disabilities. Candidates review curriculum in relation to assessment, current research, California academic content standards, quality of materials available, transition, learning styles, consultation and collaboration strategies, and assistive technology. Candidates are provided with information regarding electronic resources available to special educators. Candidates are shown how to access appropriate government documents and clearinghouses of information. Teach Students Who Are English Learners Candidates are well prepared to teach emergent bilinguals who are English Learners. Coursework includes an examination of bilingual and ESL models, methodologies, best practices for emergent bilinguals, and language proficiency and assessment. Topics include the following: a) the goals of

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		bilingual education; b) models for primary language content-area instruction (e.g., alternate day, simultaneous translation, and preview-review); c) language acquisition vs. language learning models and methods; d) specially designed content-area instruction delivered in English; and e) formal and informal methods of language proficiency assessment (e.g., standardized tests, checklists and inventories, discourse analysis, designation/redesignation). f) Culturally responsive pedagogies. The program incorporates a broad range of topics related to serving students and families from culturally and linguistically diverse backgrounds. These topics include an examination of the nature, structure, and use of language; theories of first and second language acquisition; and factors that may be related to acquisition of language and literacy. The courses incorporate topics in the following areas of study: a) theories of first and second language acquisition (e.g., nativist, empiricist, interactionist, transactionist models; stages of first and second language acquisition; and the nature of linguistic input); b) curricular, pedagogical, psychological, sociological, and other influences of second language acquisition and use c) Asset based educational model where we dismantle deficit thinking and discourse that surround schools in regards to immigrant communities. The above areas of study are addressed through lectures, readings, assignments, and discussions of candidates' experiences in field settings with significant numbers of second language learners. The instructor is a certified bilingual teacher with over twenty years experience working in educational and community settings with students and families from culturally and linguistically diverse backgrounds.
La Sierra University	The State of California does not require coursework in special education in the teacher education program. However, we require this when they do both the undergraduate teaching credential and when they do their Master of Arts in Teaching as well as when students are preparing for the Seventh-day Adventist teaching credential in addition to the State credential. To improve our program we now require all candidates to take EDCI 464/564 Special Education	We do not offer this program currently.

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	in the Regular Classroom. All of our methods courses promote English Language Development (ELD)and processes for English Language Learners. However, EDCI 416 Language and Literacy K-12, EDCI 414 Reading K-8, and EDCI 419 Reading in the Content Area all have strong emphases on ELD.	
Los Angeles Unified School District	The District Intern Program prepares general education teachers for teaching of all students, including special populations such as students with disabilities, behavior plans, students with limited English proficiency, and gifted and talented students in the general education classroom. Each general education teacher learns how to differentiate instruction to ensure that all students have access to the core curriculum. District Intern teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team.	The District Intern Program prepares special education teachers in the area of curriculum, instruction, behavior, and support for students with disabilities on both general and special education school sites for students with mild/moderate and moderate/severe disabilities who may also be limited English proficient. District Intern teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team.
Loyola Marymount University	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences, clinical practice, and professional development.	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences, clinical practice, and professional development.
Mount St. Mary's College	Our revised programs embed differentiation for Special Needs students throughout the coursework and our candidates are evaluated both formatively in courses and summatively in the California Teacher Performance Assessment on their competence in this area. In our EDU 270A: Education of Exceptional Students, our teacher candidates are introduced to the legislation (ie- Individual with Disabilities Education (Improvement) Act) and to the implementation process. They are specifically introduced to the general education teacher's role in the IEP process (and participate in a simulated IEP meeting). They are taught how to implement Response to Intervention (RTI) and adaptations and accommodations for these students in the general education classroom in both the EDU 270A course and throughout the professional preparation courses (where they are asked to adapt lesson plans and assessment for students with special needs.) All lesson plans throughout the programs include adaptations for both language learners and students	The mission of Mount St. Mary's College Education Department is to develop the professional fluency of its candidates with respect to pedagogy, human development, diversity, and on-going professional development. A professionally fluent educator: - articulates research-based pedagogical beliefs and curricular principles and translates them into practice. - responds to diversity with openness, sensitivity, and a commitment to equity. - supports the healthy development of children and youth in a caring and just environment. - envisions professional fluency as a life-long journey that includes on-going professional development through inquiry and reflection. The program organization and design is based on current and established research findings and exemplary professional practice as referenced in the California Standards for the Teaching Profession. The foundation of the

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	with special needs. Our summative assessment, the CalTeacher Performance Assessment, specifically measures TPE 4 (Making Content Accessible). Teacher candidates are evaluated on their competence in adapting their instructional plans for students with special needs throughout this summative assessment. We are currently using a number of teacher training modules developed by IRIS Center-housed at Vanderbilt University (funded by US Dept of Education-Office of Special Education Programs.) The professional preparation courses build on the knowledge of first and second language acquisition gained in the prerequisite linguistics courses ENG 102 (undergraduates) and EDU 253 (graduates), and, throughout the program, candidates gain experience planning English language development lessons, including the use of appropriate strategies/ adaptations for English Language Learners and strategies for assessing the needs of English learners. Professional preparation courses include assignments where teacher candidates create, implement and reflect on Specially Designed Academic Instruction in English (SDAIE) lesson plans using the Sheltered Instruction Observation Protocol (SIOP) to analyze both the teaching of the lesson and the student outcomes.	program is a commitment to the development of each individual. This commitment is expressed in intense, personal advisement of every candidate, supportive instruction that prepares every candidate to meet the standards for a beginning teacher or administrator and reflective self-evaluation that promotes continual professional growth. The Mild/Moderate Education Specialist Teacher Preparation program at Mount St. Mary's College is committed to the belief that society benefits when all individuals are able to achieve their maximum learning potential. The program serves this critical societal function by promoting knowledge, understanding, and respect for individual differences and unique learning needs. The foundation of the program is built upon knowledge derived from a sound theoretical base and rigorous research. We believe a quality program includes opportunities for reflection, problem solving, collaboration, and the application of knowledge and skills in settings that demonstrate effective practices. Working in partnership with schools and communities, the program provides ongoing support, mentoring, and guidance to its candidates while promoting innovative yet evidence-based approaches for individuals with disabilities. In addition to a strong foundation in special education, the program prepares candidates to work with students who come from diverse cultural and linguistic backgrounds, adapting instruction to individual differences. A combination of theory and practice emphasizes learning environments that are integrated with the general education program and are directed toward the development of academic and social abilities that will enable students with disabilities to meet their highest potentials. The primary role of the program is the preparation of special educators who have a core set of research-based knowledge and skills which enable them to collaborate effectively with others to ensure the highest educational and quality of life potential for individuals with disabilities and diverse learners, adapting instruction to individual differences. A combination of theory and practice emphasizes positive learning environments that are integrated with the general education program and are directed toward the development of

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		academic and social abilities that will enable students with disabilities to meet their highest potentials. In order to continue the quality of our program, meeting the needs of our candidates in this century, and keeping the needs of the community in mind, the program has gone through many revisions and modifications in order to keep up with the changes and demands. Our pre-service and intern programs reflect the new standards adopted by the California Teachers Commission and any other States requirements. For example, in November 2006, our credential program embedded the English Language Learners Standards (#7E, I, #13A, C, F, G and #19), but later in December 2008 the program and courses were updated in order to meet the new Reading Program Standards Revised #7A. Another example is how our program embedded the CLAD standards and requirements in order to meet the needs of the community and diverse learners. Furthermore, effective September 2010 (Fall 2010 semester), all of our pre-service and intern programs were modified in order to meet the new Education Specialist Standards and Mild/Moderate Authorization Standards (#1-6). The autism content is embedded in our new preliminary teaching credential program.
National Hispanic University	Inclusion course is required of all credential students. Assignments include: - Special Needs Pedagogy Assessment: Given a scenario, construct a lesson that would address the requirements of the special needs students in the class. - Objective: Understand the role of the Student Assistance Team and how to access its services. We have a designated course devoted to the teaching of English language learners and strategies and methodologies are integrated throughout all other methods classes. Seminars for the practicum include presentations and discussions on special education issues.	One of the assignments in our Special Education "Curriculum and Instruction Adaptations" course is: Students explore the topic of differentiation and ways to differentiate for special education students. Case studies will be provided and students will write an explanation of how they would differentiate and organize the instruction for the cases. One of the assignments in our Teaching Mild to Moderate Students course is: Interview special education teachers, resource specialist or district special education personnel on the following: How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the

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		IEP team and family members, including non-family caregivers? Throughout the University's four Special Education courses, students write lessons, demonstrate strategies, and explore resources for English language learners. National Hispanic University requires all special education teachers to demonstrate EL understanding and pedagogy through a required Teacher Performance Assessment scored by program assessors.
National University	All prospective single and multiple subject teachers must complete the California Teaching Assessment (Cal TPA). Cal TPA is made up of four tasks. They are TASK SSP: Subject Specific Pedagogy (4 case studies) 1. Developmentally Appropriate Pedagogy 2. Assessment Practices 3. Adapting Content-Specific Pedagogy for English Learners 4. Adapting Content-Specific Pedagogy for Students w/ Special Needs Task SI: Designing Instruction Task AL: Assessing Student Learning Task CTE: Culminating Teaching Experience Within each tasks, prospective teachers must demonstrate ability to adapt content, instruction and assessment for both a special needs student and an English learner. Instruction in courses guides prospective teachers to success in completing these tasks. There are specific courses on teaching English learners and meeting the needs of special needs students. In addition, for the four foundational courses, there are co-course leads-a faculty member from general education and one from special education. This co-course lead model ensures that candidates have an understanding of the role of both special education and general education teachers and how they are to work together at school sites including as member of individualized education program teams. Furthermore, candidates are expected to observe and learn how Individualized Education Program teams work and participate in them as appropriate during their student teaching and/or internship.. During coursework, general	Candidates in our program learn to teach students with disabilities effectively through three means: course work, field experiences and student teaching or internships. They learn the knowledge and skills in their course work, observe and practice during field experiences, and implement independently during student teaching or internships. Courses providing information about IDES 2004, the IEP process, Response to Intervention, characteristics of the thirteen qualifying disabilities, the special education teacher's role in the referral process, and planning for differentiated instruction include the following: SPD608 Exceptionalities, SPD614 Classroom and Management Behavior, SPD616 Law, Collaboration, and Transitions, SPD622 Assessment of Students with Disabilities, and SPD628 Teaching Reading/Language Arts in Special Education. Specialization courses in Mild/Moderate, Moderate/Severe, and Deaf and Hard of Hearing include in depth knowledge and application of typical and atypical development, research and standards-based curriculum and instruction, positive behavior support, and transition planning. Themes included in every course are: teaching English learners and students on the autism spectrum; collaborating with students, parents, other professionals and the community; and using technology as a tool to improve the learning of students with disabilities.

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	education candidates need to learn about multiple disabilities and how to implement RTI in response to needs of special needs students, co-teaching for inclusion. Their Clinical Practice placements require that candidates be placed in public educational settings that are considered diverse as per the multiple learner profiles of the P12 students they serve.	
Notre Dame de Namur University	Course EDU 4410 Special Education and EDU 4107 Teaching English language learners	Various methods courses and EDU 4107 Teaching English language learners
Orange County Office of Education	Due to the decreased trend in hiring, the general education teacher preparation program was deactivated. There are teachers in our program who hold general education credentials. Those students are taught through our special education programs as enrolled interns. The descriptions of program preparation follows in the special education teachers segment.	District Interns are "teacher of record" in their classrooms. Intern teachers are applying theory at the same time they are taking courses that include but are not limited to: 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 skill application. Identified courses 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 are 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 also be addressed. Classroom management issues with specific strategies for student grouping, organizing to differentiate instruction, and utilizing specialists and paraprofessionals are addressed.; 4)In the classroom management for special ed. course, the intern becomes familiar with a continuum of behavioral assessments as well as possible modification plans to implement in the classroom. The compilation of Behavior Intervention Plans (BIP) as developed through the mode of Individualized Education Program (IEP) teams are discussed in relation to interagency collaboration and the Functional Analysis Assessment (FAA) process. Particular attention is given to supporting

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		and expanding student self-help through functional communication strategies (self-regulatory, social pragmatic, academic study skills, and use of assistive and augmentative communication systems) and the generalization of said strategies to allow for greater access to public education and community settings. Teacher strategies are also taught (integration, corrective, non-aversive, and crisis management procedures) in an attempt to modify and reduce target behaviors.; 5)reading/language arts for special ed. provides candidate with systematic, explicit instruction to meet the needs of the full range of learners including English language learners and students who have varied reading levels and language backgrounds. ; 6)curriculum and strategies for special ed. examines curriculum and instructional strategies to support students with mild/moderate disabilities for success in the core curriculum, content areas, and transition planning. The intern examines current research that supports "best practices", selects curriculum, and designs IEP goals and objectives that reflect the California Content Standards and also implements instruction with modifications, accommodations, and strategies for differentiation for the specific disability, individual differences, and the needs of second language learners. The California Performance Expectations are addressed/embedded throughout the course.; 7)assessment and measurement which uses various types of assessment procedures to demonstrate skill in evaluating, selecting, administering, and interpreting assessments and processes in terms of a range of socio-economic, cultural, linguistic, and other considerations of relevance to students with mild/moderate disabilities.; 8)collaboration and consultation skills focuses issues and problems on collaboration and effective communication with regular and special education colleagues, students with disabilities and their families, other caregivers, and with outside agency partners. The course emphasizes the development of cross-cultural communication skills and building partnerships with other stakeholders, particularly at the site and district level. Interns are observed by a practicum supervisor and mentored for the entire

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		length of the program by that trained supervisor. Course instructors are practitioners in the special education field and are available on a one-on-one basis, providing further advisement and support.
Pacific Oaks College	Candidates in our Multiple Subject Credential Program (general education) are required to take two special education courses in addition to completing at least one fieldwork placement in an inclusive setting. As part of their coursework, they are introduced to the IEP (as well as IDEA). As part of this credential program, candidates are authorized to teach English Learners - this training is embedded in specific coursework as part of the authorization, as well as integrated throughout the program in various other courses.	Candidates in the Education Specialist Credential Program are required to complete coursework that trains them to work as part of IEP teams. For instance, coursework includes: The Child With Special Needs, Collaboration and Communication for Special Educators, Behavior Intervention and Program Planning, and Instructing and Assessing Students with Mild/Moderate Disabilities. In addition, the English Learner authorization is embedded in this program. Candidates take coursework in English learner methodologies, and these are also intergrated in coursework throughout the program.
Patten University	Teaching students with disabilities is integrated throughout the progam with EDU 581,&582(curriculum)583(classroom mamagement), 588 (advanced curriculum),& 594(special needs), ELL coursework includes 611(linguistics), 587(diverse settings), and above noted coursework.Candidates must write and teach lessons and show adaptations to meet the needs of ELL students and those with special needs. They must write IEPS and participate in team meetings. Strategies,assessments,and adapting lessons for ELL & special needs integrated throughout the program specifically addressing these special needs. The successful adaptations are evidenced by the CAL TPAs demonstrating the candidate's knowlege, undertanding and abilities.	N/A
Pepperdine University	This is done through the coursework and is identical to what is taught in the traditional program.	N/A
Point Loma Nazarene University	Throughout credentialing coursework, candidates are introduced to and required to display an understanding of meeting the needs of SWD and limited English proficient students. All candidates enroll in EDU 602 Foundations of Special Education, which specifically addresses meeting the needs of SWDs and the individualized education program (IEP) team process. All candidates enroll in EDU 601 Language Acquisition, which specifically	Candidates for special education receive instruction through a CCTC approved special education preparation program for servicing either students with mild/moderate or moderate/severe disabilities. The program includes theory and methodology instruction provided to candidates, as well as fieldwork and clinical practice in special education in local LEAs. All special education candidates must complete the course EDU 652

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	addresses meeting the needs of limited English proficient students.	Collaboration & Consultation for IEP Implementation, Evaluation & Program Improvement.
San Diego City Unified School District	Title II General Ed and English Learners The Professional Development Plan is structured to ensure that candidates have multiple systematic opportunities to learn how to effectively teach English learners. Although all coursework is infused with strategies for addressing the needs of English learners, specific courses address this standard in depth. MS100 Introduction to Teaching and Learning in the Elementary Classroom, MS103 Theory and Methods of Beginning Reading Instruction, MS104 Bilingual Education and Second Language Acquisition and MS106 Theory and Methods of Reading/Language Arts Instruction provide Multiple Subject/BCLAD candidates with intensive instruction in reading/language arts methodology and second language acquisition. SS107 Second Language Acquisition and Academic Language Development was designed to explicitly address the needs of English learners in the secondary classroom. In SS104 Pedagogical Preparation in Single Subject Content Instruction (math/science) candidates learn to deliver content-based lessons specifically targeted for English Learners. The four semesters of Practice Teaching provide systematic opportunities for candidates to design and deliver instruction that addresses the academic and linguistic needs of students and make content comprehensible to English learners. The program lesson planning expectations each semester of Practice Teaching build on each other with increased complexity. In Practice Teaching I and II daily lesson plans include content and language objectives with corresponding differentiated questions and prompts. By Practice Teaching III and IV, candidates are writing lessons that contain key components of the SIOP model of sheltered instruction to include target academic language, identified language demands, opportunities for listening, speaking, reading, and writing, and formal and informal assessments. As candidates progress through each semester of Practice Teaching, the support providers coach candidates in the design and delivery of their lesson plans.	The District Intern Program for Education Specialists prepares teachers to deliver and coordinate special education services that provide student access to the general education curriculum in the least restrictive environment. In the credential coursework, candidates become familiar with the California Content Standards in Reading/Language Arts, Mathematics, History/Social Studies, and Science. Candidates plan and deliver lessons based on the content standards and develop Individualized Education Program (IEP) goals based on these California content standards and identified student need. Candidates learn, practice, and receive coaching on a variety of instructional strategies to promote student access to the general education curriculum in a variety of service delivery models including the co-teaching in the general education classroom. Candidates complete two credential courses which provide an in-depth coverage of four models of co-teaching: supportive, parallel, complementary, and team teaching. In addition, candidates learn skills and strategies for collaborating with general education teachers and other member of a student's IEP team. Competencies related to teaching English learners are addressed within each of course in the three-year Professional Development Plan. In 2007, credential courses revised to embed the California Commission on Teaching (CCTC) Program Standards for teaching English learners. CCTC approved the amended program in July 2007. Candidates completing the SDUSD Education Specialist credential program earn a Clear Education Specialist with authorization to teach English learners.

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	Through fieldwork support providers reinforce the learning strategies and methods that candidates learn in their courses. They provide individualized support in classroom organization and management through demonstration lessons of instructional practices to promote English language development. Support providers work with candidates to write and teach lessons that address different levels of English proficiency in their classroom. They have multiple opportunities to assist candidates in modifying lessons by viewing instructional practices through the lens of the English learner. Support providers demonstrate effective strategies for the candidates and coach them in how to use materials, methods, and strategies to meet the needs of English learners. Candidates are trained to use ongoing assessment, formal and informal, to guide their instructional decisions. Support providers assist the candidates in developing the art of observing their students and using informal assessments such as taking anecdotal notes, reading conferring notes, devising student surveys and questionnaires, and keeping running records. Using information from the California English Language Development Test (CELDT) and other formal assessments of the English proficiency levels of their students, candidates design and teach lessons that lead to the rapid acquisition of their students' listening, speaking, reading, and writing skills in English. General Ed and Special Ed The General Education Teacher Intern Programs (GETIP) has integrated the preparation to teach special populations in the general education classroom into all coursework. Preparation occurs throughout the program, not in just one isolated course. Integration is facilitated through the Practice Teaching seminars for Multiple Subject/BCLAD and Single Subject candidates, thus providing a logical link between coursework and the application of knowledge, skills, and strategies in the classroom. Support providers reinforce this application during the candidates' fieldwork through observation of the candidates teaching their students with disabilities. During post observation conferences, support providers and candidates	

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	discuss the candidates' performance, focusing on students' strengths and exceptional needs, and which instructional skills and strategies would be most beneficial in helping students access the core curriculum. MS/SS109 Inclusion of Special Education Populations provides the majority of instruction to candidates for teaching special populations. By the end of this course candidates acquire the basic knowledge, skills and strategies for teaching special populations. Candidates demonstrate an understanding of the general education teacher's role and responsibilities in the Individual Education program (IEP) process, including identification, referral, and assessment, implementation and evaluation. They gain basic knowledge and skills in assessing the learning and language abilities of special populations in order to identify students for referral to special education programs and gifted and talented education programs, the ability to differentiate the curriculum and make modifications and adaptations as appropriate for individual student needs and provide strategies for enhancing social acceptance of students with special needs. Throughout the Professional Development Plan additional time is provided to prepare candidates to teach special population students both in the coursework and the field. During Practice Teaching seminars, candidates review guidelines and principals for working with special populations. As candidates begin to work with special populations in their respective classrooms, seminar time is spent problem solving and revisiting best practices. Support providers assist candidates in the field to guide them in following all state and federal laws, differentiating their teaching strategies to meet the needs of special populations in the general education classroom, and developing •skills to plan and deliver instruction to those identified as students with special needs that will provide these students access to the core curriculum, •skills to plan and deliver instruction to those who are identified as gifted and talented that will provide these students access to the core curriculum, and •skills to know when and how to address the issues of social integration for	

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	students with special needs who are included in the general education classroom. •candidates learn to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom, •candidates learn the skills to plan and deliver instruction to those who are identified as gifted and talented that will provide students access to the core curriculum, and •candidates learn the skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.	
San Diego State University	General education teachers learn about the federal and state laws related to the IEP and those laws as they govern responsibilities to students with disabilities and their families. They have readings and quizes on the readings and lectures on laws and responsibilities in the SPED 450: Special Education in General Education Settings course. One big assignment in the SPED 450 course is for prospective general education teachers to interview a general education teacher who has participated in an IEP meeting and then students participate in mock IEP team meetings as part of the course.	All Education Specialist candidates have to demonstrate knowledge of the federal and state laws, prepare IEPs, participate on IEP teams, and participate on collaborative educational teams in their school settings. Students take coursework on writing IEPs (primarily SPED 570), consultation and collaboration (primarily SPED 662), and the importance of general education partnerships to provide education based on standards to all students with disabilities (all course work).
San Francisco State University	IEP development is incorporated into generic courses and key advanced methods courses. All credential specialty areas require participation on IEP teams as course assignments. SPECIAL NEEDS STUDENTS The Elementary Education Program has designated a credential course, Developmental Teaching and Learning in Diverse Settings (EED 783) to include an introduction to students with disabilities, such as the law governing disabilities, an understanding of IEPs, and an introduction to disabilities that a teacher would be expected to address in a general education classroom. In addition, teacher candidates are provided with some initial training about adaptations for the child with disabilities. This area of the program continues	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. Three seminar courses in Special Education deal with Limited English Proficient learners. Students are required to implement assignments during fieldwork with English learners with disabilities.

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	to be a challenge; the program has started to explore possibilities through collaboration with the Special Education Department. Presently, the two chairs and four professors from Elementary Education and special education are scheduling two sets of math methods (EED 784) and literacy methods (EED 782/882) courses, which will be team-taught in fall 2010. General education teachers (and instructors) will receive training in working with children with disabilities and special education teachers (and instructors) will receive training in working with children whose native language is not English. In addition, the chairs of the Elementary and Special Education departments have an interest in designing a dual credential program (preliminary credential and level I mild to moderate) that would become institutionalized in the next 2 years. While instruction of special needs pupils has been identified as as a program improvement area across the state, all general education candidates must address students with special needs in all course work, including lesson plans and the Content Area Tasks (CATs) of the Performance Assessment for California Teachers (PACT) in literacy, science, and social studies. In addition, candidates must plan, instruct, assess and reflect on their instructional interaction with learners with special needs in the PACT for mathematics. The Secondary Education Department addresses working with students with special needs in SED 751 Classroom Environment, SED 752 Professional Perspectives, and SED 800 Adolescent Development. ENGLISH LANGUAGE LEARNERS Teaching children whose native language is not English is a strong component of the College of Education general education credential program. Two credential courses in second language acquisition and development focus directly on the theories and practice of language learning and the interaction of culture and language. The content of these course sets the stage for elementary and secondary methodology courses (literacy, math, science, and social studies). Teaching strategies, as they relate to individual subject areas, are covered in methodology courses. Similar to students with special needs,	

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	candidates must show their knowledge of English learners in all course work, including lesson plans and the PACT. PACT also requires that candidates analyze extensively their instruction for English learners in all areas of each learning segment. Academic language is a major component in the PACT and candidates must discuss it according to the learners' proficiency scores as noted in the California English Language Development Test (CELDT). In addition to the university-based program, teacher candidates in general education are intentionally placed in public school classrooms with English learners. For candidates who are working towards the multiple subject bilingual authorization in Cantonese or Spanish, candidates are placed in dual immersion classrooms where English learners benefit from native language use and English native speakers become the second language learners. Candidates are able to see how the same language acquisition theories and practices apply to other speakers as well. Programmatic efforts continue to identify master teachers who are exemplary in the area of teaching English learners or any other target language.	
San Joaquin County Office of Education - Project IMPACT	Course work and practicum supervision/mentoring & coaching is provided throughout the duration of the program.	Course work and practicum supervision/mentoring & coaching is provided throughout the duration of the program.
San Jose State University	The Department of Special Education offers the course, EDSE 192A: "Including and supporting Students with Special Needs in General Education Classrooms", that is required for the Multiple Subject and Single Subject credential. A description and knowledge base for this course are the following: Course Description The design of this course was informed by the sets of professional standards provided by the California Commission on Teaching Credentialing for professional preparation in teaching diverse populations of students in either an inclusive or mainstreaming educational setting. This course facilitates	Interns and candidates in the traditional program are required to take a number of courses that have incorporated two specific standards with all assignments aligned to meet these standards. The California Commission on Teacher Credentialing (CCTC) standards are the following: Program Standard 3: Educating Diverse Learners The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and

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	professional development among pre- and in-service teachers in the area of teaching students with disabilities in the general education environment. The course was designed to provide classroom intervention strategies prior to referral for special education along with basic policies and procedures regarding placement of and services for students with disabilities, either in special education or within an inclusive classroom. The goal of this course is to enable general education teachers to make effective decisions, based on multiple sets of data, in order to meet the special learning as well as socioemotional needs of their students (EDSE 192 syllabus, 2010, p. 1). Knowledge Base The knowledge base for this course combines an understanding of laws, policies and procedures affecting students with special needs, as well as effective practices to support mainstreaming and inclusion. This course provides participants with a familiarity regarding the range of high and low incidence disabilities, qualified as disabling conditions governed by the public law, Individuals with Disabilities Education and Improvement Act (IDEA) and a familiarity with those language learners and English speaking students who have no disabilities but learn differently. This course places importance on effective teaching to all learners in the general education classrooms, which includes research-based strategies for effective pedagogy, social and behavioral support, curricular and instructional accommodations, modifications and adaptations, as well as cultivating their productive habits of mind. The course presents options for designing effective instructional programs and evaluating student achievement as well as important information on engaging in joint productive activities with other professionals and advocates to assist individuals with special needs (EDSE 192 syllabus, 2010, p. 1). When our candidates begin the credential program, they get additional instruction and assessment embedded in their methods course, foundations courses, and field experience. With the completion of courses required for the credential candidates have met a state-approved course of study with a	abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities. Program Standard 10: Preparation to Teach English Language Learners In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English language learners. Candidates learn about state and federal legal requirements for the placement and instruction of English language learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition. SECTION VI TEACHER TRAINING (Students with disabilities) Our state and national accrediting organizations (California Commission for

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	specialization in working with English learners. Our state and national accrediting organizations (California Commission for Teacher Credentialing and the National Council for Accreditation of Teacher Education) review our program biennially in this area.	Teacher Credentialing and the National Council for Accreditation of Teacher Education) review our program biennially in this area. Below are our responses to the program standards for accreditation, which lays out the design of our program with respect to meeting the needs of students with disabilities. Standard 14: Preparation to Teach Special Populations in the General Education Classroom In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom. Program Elements for Standard 14: Preparation to Teach Special Populations in the General Education Classroom The primary course for addressing the content of this standard is EDSE 192 Mainstreaming the Exceptional Individual, taught by specialists from Special Education. The knowledge base for this course has an emphasis on laws, policies, and procedures affecting students with special needs and the research base of effective practices to enhance inclusion and mainstreaming. Research-based instructional strategies validated for use in mainstream classes such as cooperative learning, multiple intelligences, metacognitive learning strategies, direct instruction, reciprocal teaching along with skills in communication/interpersonal relationship form the foundation for this course. New and promising trends in technology are also addressed. Please note that the elements of this standard are specifically identified as core competencies for this course.

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

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		Candidates learn strategies to assess student needs and evaluate student learning through reading and topic discussions. Through the study of laws and policies, candidates learn the parameters for referring students to special programs such as mild-moderate disabilities, deaf education and GATE programs. One identified competency for EDSE 192 is the expectation that candidates will be able to analyze non discriminatory assessment, including sensitivity to cultural and linguistic factors. In addition, in EDSC 162, candidates learn about assessing language needs through the use of appropriate assessment tools, e.g. CELDT. 14(d)Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom. An identified competency in EDSE 192 is the expectation that candidates will be able to apply assessments that will result in appropriate modification of instructional materials and strategies. This competency is addressed through topic discussions of adaptations and accommodations and 'planning and modifying instruction'. Candidates demonstrate their understanding by writing a paper, based on class discussion and professional literature, which describes how they might modify and/or adapt various aspects of mainstreaming for a real-life or hypothetical student. Assistive technologies are discussed and candidates complete an assignment that requires them to describe five ways in which technology will enhance the effectiveness of mainstreaming/inclusion in the classroom. Topics addressing this element are discussed in weeks 6, 7, 12, 13. Students specifically address this element in several assignments (see Written Assignments 1,2,3 and Case Study Option 1 and Option 2) 14(e)Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will

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		provide these students access to the core curriculum. One competency in EDSC 192 is that candidates will be able to identify and apply assessment information toward the modification of the core curriculum and materials for selected students, particularly in the areas of reading, language arts, and math. Multiple topics of discussion address the foundation knowledge and skills to offer appropriate instruction to students with special needs, including 'addressing needs of students with disabilities', 'planning and modifying instruction', 'evaluating student learning', and 'strategies for independent learning'. Assignments are designed so that candidates can demonstrate their understanding through design of a lesson plan and effective use of technology. . Topics addressing this element are discussed in weeks 5, 6, 7, 10, 14 Students specifically address this element several assignments (see Written Assignments 1,2,3 and Case Study Option 1 and Option 2) 14(f)Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom. Candidates are expected to 'evaluate the concept of least restrictive environment'. In doing so, they must address issues of social integration for students with special needs who are included in the general education classroom. Issues of social integration are introduced and discussed through topics including building social relationships, strategies for independent learning, and behavior management. Candidates are expected to identify and teach non academic areas, e.g. socialization, career and vocational education. Candidates learn strategies to effectively discuss interpersonal relations and human relations problems with students and parents. Written assignments and service learning projects provide candidates with an opportunity to apply their understanding of the issues related to the social integration of students with special needs. Topics addressing this element are discussed in weeks 10, 11. Students specifically address this element several assignments (see Written Assignments 2,3 and Case Study Option 1 and Option 2)

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Sonoma State University	Elementary/Multiple Subjects: Within the program, students with disabilities are the subject of both a class (EDMS 476S) and field supervision seminars. In addition, all content area courses (methods courses in mathematics, reading, science and social studies_ directly address students with special needs. In field sites all candidates participate in IEP meetings as long as parents or guardians approve of their participation. Field sites are selected with special populations of students in mind so that all candidates experience teaching and learning with limited English proficient students. Secondary/Single Subject: All single subject candidates are required to take EDSP 433: Teaching Adolescents with Special Education Needs. This introductory course presents theory, program concepts, and teaching practices related to students with special needs. Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Knowledge, skills and strategies including disability and gifted and talented identification, major roles and responsibilities in the Individual Education Program (IEP) process and collaboration between general and special educators aimed at successful inclusive educational practices are also addressed. 10 hours of field experience are included. Courses are focused on teaching students with English language learner needs. We believe teachers need to be skilled in teaching English learners how to access the subject areas that they teach. As a result, students who have English learner needs in our program benefit from this direct instruction.	Education Specialist: In examining recent data sources and related summative reports (Biennial Report, CSU Exit Survey data, Program Portfolio evaluations and Exit Interviews), a majority of our Education Specialist (ES) candidates consistently report that they are Well or Adequately Prepared to meet the needs of individuals with disabilities and participate as members of the IEP team process. Similar high levels of preparation are also reported by their University Supervisors, Mentor Teachers, and Employment Supervisors. However, an area of continuing need remains their preparation to teach students who are English Learners. While the collective data suggests that our candidates feel somewhat prepared, this remains an area which requires ongoing monitoring. Our new program specifies a number of courses that address this content (EDSS 446, EDMS 463, and EDSP 400). Program faculty will continue to examine this area and periodically re-examine our student outcomes.
St. Mary's College of California	Single Subject Credential candidates take a course SSTE 276: Universal Access which prepares general education teachers to teach students with disabilities. This training is also incorporated directly into the PACT TPA. Multiple Subject Credential candidates are introduced to kinds of learning disabilities in the first term in MSTE 210 Learning & Development, and to categories of all disabilities in MSTE 317 Introduction to Field Experience. MSTE 317 also introduces foundational material about second language learning. Candidates are taught specific instructional strategies and how to participate in individualized education program teams in MSTE 318 Teaching	Education Specialist candidates take highly specialized courses to prepare them to teach both students with disabilities and English Learners.

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	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.	
Stanislaus County Office of Education	This program does not prepare general education teachers.	Intern candidates take coursework in regards to Special Education Law, IEP Development, Collaboration, Instruction and Curriculum Development and Instructing and Developing IEPs for English Language Learners. Practicum Supervisors check off observed competencies for the Education Specialist credential that includes but is not limited to IEP development and instruction for students with disabilities and English Language Learners.
Touro University	Touro University's multiple and single subject teacher credential program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, and to effectively teach students who are limited English proficient. LEARNING & LANGUAGE ASSESSMENT Through coursework and supervised teaching, Touro University's multiple and single subject teacher credential program ensures that candidates demonstrate a basic level of knowledge and skills in assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs. EDU 718: Inclusive School Environments for All Learners is the central course that provides candidates with knowledge and skills concerning educational supports for students with disabilities as well as understanding disability categories and special education services. Candidates are introduced to the nature and identification of disabilities, including learning disabled, attention deficit disorder, attention deficit disorder with hyperactivity, and autism. In addition, in the literacy courses, EDU 772 (multiple subject) and EDU 773 (single subject), candidates demonstrate the ability to assess learning and	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 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

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	language of a struggling reader through individualized literacy assessments and follow-up literacy lessons. DIFFERENTIATED INSTRUCTION FOR ACCESS TO CORE CURRICULUM Candidates demonstrate a basic level of knowledge and skills in providing appropriate differentiated instruction that ensures all students access to the core curriculum. In EDU 718: Inclusive School Environments for All Learners, candidates research and present information related to current general and special education programs and practices within a historical perspective, including the issue of providing appropriate differentiated instruction that ensures all students access to the core curriculum. Candidates demonstrate knowledge of varying abilities and disabilities, their common characteristics, and barriers to participation and success. All candidates design inclusive lessons that provide appropriate differentiated instruction to all students. In fact, the Touro Lesson Plan format includes a column for adaptations for English learners and students with a variety of special needs. Candidates provide rationale for each step in the lesson plan and for each adaptation. Assuring all students access to the core curriculum is of utmost importance in all aspects of the teacher credential program. In addition to EDU 718, in EDU 771: Teaching Diverse Learners, candidates learn methods of differentiated instruction for English learners. In all curriculum and instruction courses, EDU 774 and EDU 776 (multiple subject) and EDU 775 and EDU 777 (single subject), candidates learn about and design lessons that ensure all students access to the core curriculum. In EDU 780: Orientation to Student Teaching & Seminar, candidates have the opportunity of observing master teachers who differentiate instruction, ensuring all students access to the core curriculum. In EDU 781: Student Teaching & Seminar through supervised teaching, candidates show evidence of ensuring all students access to the core curriculum. APPROPRIATE INSTRUCTIONAL MATERIALS & TECHNOLOGIES Candidates demonstrate a basic level of knowledge and skills in selecting and	teach effectively in general education and specialized settings demands that Education Specialist candidates exiting the preparation program are able to select, synthesize and prioritize knowledge, skills, and behaviors learned in their coursework and field experiences. Novice Education Specialists who struggle in the beginning of their careers typically are unprepared to bring coherence between and among the many ideas, legal responsibilities and strategies they have learned in their preparation programs and to integrate those elements into a unified professional practice. The program at Touro addresses this challenge in several ways. First, candidates take three classes at the beginning of the program that directly addresses these issues (EDU 770, Educational Psychology & Classroom Management; EDU 771, Teaching Diverse Learners; and EDU 772, Elementary Literacy & Planning Instruction). Second, coursework has assignments that are specifically focused on skill building that help to bring coherence to these issues. For example, in SEPS 791 (Positive Behavior Supports), candidates are exposed to the principles and ideas of Applied Behavior Analysis and classroom management. Then there are three assignments (conducting direct observation, conducting a functional assessment, and developing a positive behavior support plan) that provide candidates skills in applying these ideas and principles in an applied classroom setting. In a further effort to deal with the division between general education and special education teachers, teacher preparation candidates in all of the College of Education's programs take 15 units of coursework together (e.g., EDU 770 (Educational Psychology & Classroom Management), EDU 771 (Teaching Diverse Learners), EDU 772 (Elementary Literacy & Planning Instruction), EDU 718 (Inclusive School Environments for All Learners), and well as an elective from EDU 773 (Secondary Literacy & Planning Instruction), EDU 774 (Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts), EDU 775 (Curriculum & Instruction Methods 1: Secondary), EDU 776 (Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE), or EDU 778 (Advanced Elementary

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	using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom. EDU 718: Inclusive School Environments for All Learners provides candidates with the skills and knowledge to be able to identify students' individual communication styles and abilities. Candidates interview a person with a disability and gain knowledge of assistive technologies available to meet their needs. Candidates conduct a classroom instruction analysis to gain knowledge of instructional materials and technologies and to design an inclusive classroom lesson plan, including instructional materials appropriate to meeting the needs of students with special needs. In EDU 780: Orientation to Student Teaching & Seminar, candidates have the opportunity of observing master teachers who use appropriate instructional materials and technologies. In EDU 781: Student Teaching & Seminar all candidates are placed in a supervised teaching classroom with at least one special needs student. In that context, candidates show evidence of using appropriate teaching materials and technologies that meet the needs of students with special needs in the general education classroom SOCIAL INTEGRATION NEEDS OF STUDENTS WITH DISABILITIES Candidates demonstrate a basic level of knowledge and skills in identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom. In EDU 718, candidates are provided a knowledge base that includes a variety of peer-mediated and group instructional strategies. Candidates learn the four characteristics of peer–mediated instruction and intervention (PMII): (a) assignment and training of students to roles in the PMII configuration, (b) students instruct one another, (c) teachers monitor and facilitate all PMII groups in the classroom, and (d) structures are designed to increase academic as well as social goals for all students. Candidates are instructed in three methods of PMII Dyads: Reverse-Role Tutoring, Class-Wide Peer Tutoring (CWPT), and Cross-Age Tutoring (CAT). In EDU 718, Cooperative learning strategies taught include Student Teams-Achievement Divisions (STAD), Cooperative Integrated Reading	Literacy Instruction). To support the disposition and ability of Education Specialist/Mild-Moderate and Moderate Severe Preliminary candidates to view teaching as a holistic endeavor, rather than discrete actions unrelated to one another, the course sequence consists of courses taken together that covers the same content for all learners. EDU 770: Educational Psychology & Classroom Management 3 units EDU 771: Teaching Diverse Learners 3 units EDU 772: Elementary Literacy & Planning Instruction 3 units EDU 718: Inclusive School Environments for all Learners 3 units SEPS 791: Positive Behavior Supports 3 units SEPS 792: Assessment and the IEP Process 3 units In addition, the two courses focused on instructional methodology (SEPS 793: Instruction of Students with Mild/Moderate Disabilities and SEPS 794: Instruction of Students with Moderate/Severe Disabilities) sometimes combine their class sessions together. Each of the courses addresses essential understandings and skills required of an Education Specialist. While some courses are taken jointly by candidates for the Mild/Moderate and Moderate/Severe credentials, assignments and field experiences are often differentiated to target specific learning and competencies required by each credential. The courses serve as organizing structures to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations that require application and reflection-in-action. The design of the College of Education's teacher preparation programs completely integrates field experiences into every course and blurs the arbitrary boundary between coursework and fieldwork, between theory and practice. Fieldwork requirements are tied into course assignments which are designed to be skill building activities that take place in the candidate's intern/student teaching placement. For example, in SEPS 791 (Positive Behavior Supports), the candidate completes a Data Collection Project, a

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	and Comprehension (CIRC), Team Games Tournaments (TGT), Jigsaw, Team Assisted Individualization (TAI), and Simple Structures such as Numbered Heads Together (NHT) and Co-op. The literacy courses, EDU 772 and EDU 778 (multiple subject) and EDU 773 and EDU 779 (single subject) include teaching strategies that combine reading, writing, speaking, and listening as ways of socially integrating all students, including students with disabilities who are included in the general education classroom. As with all aspects of best teaching practices, candidates show evidence of socially integrating students with disabilities in the general education classroom while completing supervised teaching. TEACHNG THE FULL RANGE OF STUDENTS IN THE GENERAL EDUCATION CLASSROOM Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students. In EDU 718: Inclusive School Environments for All Learners, each candidate is provided with a strong knowledge base of strategic teaching approaches. Such strategic teaching approaches include curricular adaptations, mediated scaffolding, constant time delay, token reinforcement, and cuing. Candidates are instructed in a wide range of learning strategies to assist students to succeed including self-determination skills, goal-setting and problem-solving, tactical procedures for accomplishing a given task that may be extremely difficult, and person-centered planning. Candidates include these strategies when designing lessons throughout the credential program, including while completing supervised teaching. ROLE OF GENERAL EDUCATION TEACHER Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing	Functional Analysis Project, and a Behavior Intervention Project where the skill development is developmental (e.g., students learn how to observe a challenging behavior, then how to complete a functional analysis, and then how to implement a positive behavior plan based upon the data collected).

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	tiered interventions. In EDU 718, candidates learn about the role of the general education teacher in identifying and teaching students with special needs through class presentations related to current programs and practices within a historical perspective and current issues affecting general and special education. Candidates study the historical development of federal and state laws, focusing on the effects that resulting educational interventions have had and continue to have on diverse individuals. Candidates are provided with the educational foundation to understand the legal rights of disabled students to public education and financial assistance for their educational needs. Essential components include zero-reject (all children are entitled to an education), non-discriminatory evaluation (students are assured that testing is not biased), parent participation (parents and families are an integral part of the special education process), and due process (laws and regulations required are fulfilled in a timely manner). In addition, candidates learn what constitutes the right to a free and appropriate public education (FAPE). Through discussions in class, as well as those occurring within the school environment in their field experiences, candidates participate in the process of determining what constitutes a FAPE for each disabled student, ultimately resulting in the creation of an Individual Education Plan. Section 504 of the Rehabilitation Act of 1973 is reviewed, allowing candidates to become familiar with federal mandates that service a wider population of those who may not qualify for special education services but whose impairment may necessitate accommodations within the student's environment. Candidates are given different case scenarios in which they are responsible for demonstrating their knowledge of the legal mandates for purposes of identification, development and implementation of an appropriate course of action. Through classroom observations in EDU 780: Orientation to Student Teaching & Seminar, candidates observe and reflect on best teaching practices in general education classrooms meeting the education needs of a variety of students through tiered instruction. During supervised teaching in EDU 781:	

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	Student Teaching & Seminar, candidates show evidence of their ability to identify and teach students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions. . CREATING A POSITIVE, INCLUSIVE CLIMATE OF INSTRUCTION FOR ALL STUDENTS Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrate skill in collaborative planning and instruction with education specialists and other school professionals. In EDU 718, candidates learn positive classroom teaching strategies that model inclusive, differentiated lessons for a variety of learners. In EDU 780: Orientation to Student Teaching & Seminar, candidates observe master general education teachers who have created positive, inclusive classroom environments, and candidates reflect on the factors that contribute to safe and supportive environments. In EDU 781: Student Teaching & Seminar, candidates show evidence of collaborating with other teachers, including education specialists and other school professionals.	
University of California, Berkeley	We teach a 2-unit course that provides preparation on how to teach students with disabilities effectively. One of the topics covered is service on individualized education program teams, and students are encouraged to attend IEP meetings that take place during their placements. All general education coursework includes connections to the needs of English Learners, there is a 3-unit course entirely devoted to this subject in addition to one supervised teaching experience.	Not applicable
University of California, Los Angeles	X 328.8 Special Needs Learners X 428.4 Dev Safe Learning & Positive Behavior Partnerships X 426.3 Foundations & Methods of ELL X 426 Culture & Inclusion X 428.13A Intern Preservice A	X 328.8 Special Needs Learners X 428.4 Dev Safe Learning & Positive Behavior Partnerships X 428.9 Effective Communication & Collaborative Partnerships X 426.3 Foundations & Methods of ELL X 426 Culture & Inclusion

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	X 428.13B Intern Preservice B X 424.1 Education Psychology and Assessments	X 428.5 Academic Assessment of Students with Special Emphasis on Special Needs Students X 429.20A Characteristics of Students with ASD
University of California, Riverside	UCR's SB2042 credential program meets all the program standards as required by the California Commission on Teacher Credentialing (CTC). The credential program assures that prospective teachers' training is closely linked with the needs of the school and the challenges new teachers face in the classroom by having the student teachers actively teach under a mentor for the entire school year in classrooms full of diverse learners. We equip them for this by training them on theory and practical instructional strategies for teaching English Learners, students with diverse cultural and economic backgrounds, and students with varied learning styles and ability levels. The student teachers then have many opportunities to put their university training into practice, respond to feedback from students and mentors, reflect, and improve. We emphasize the complexity of teaching in response to CA standards and education law by requiring lesson planning that explicitly addresses these requirements. This includes addressing the requirements of their students' Individualized Education Program (IEP) and academic language instruction that utilizes SDAIE strategies. Additionally, our program integrates the student teachers into the school community by requiring that they attend Back to School Night, faculty and department meetings, parent conferences, and some extra-curricular events. In addition to completing all research-based readings, lectures, and activities included in the academic courses for the respective programs, general education candidates must meet the CTC SB2042 program standards that they demonstrate in the student teaching fieldwork. Candidates complete reflections on students' backgrounds, interests, and developmental learning needs and collect and use multiple sources of information to assess student learning. Candidates are also required to observe in a Special Education classroom, identify students in their assigned classrooms who have special needs, and	UC Riverside's Education Specialist credential program meets all the program standards as required by the California Commission on Teacher Credentialing (CTC). The Education Specialist program is based on the integration of theory and practice and educates candidates in the characteristics of learners and issues related to curriculum and instruction, as well as the practical necessities of the classroom. Candidates study various means of adapting lesson and curriculum based on the different abilities of the individual students in the classroom. Coursework includes assignments that require development of Individualized Education Program (IEP) goals and opportunities are provided to communicate with parents and other professionals involved in implementing the IEP goals. The Education Specialist program also is required under the California Commission on Teacher Credentialing (CTC) standards to prepare Education Specialist candidates to teach English Learners. Candidates are introduced to California's new English Language Development Standards and the California English Language Development Test (CELDT) that generate proficiency levels, which informs their instructional differentiation. Coursework and fieldwork also require regular monitoring of progress, both academic and linguistic, through both informal and formal assessment. The candidates demonstrate understanding of communication development and differences and use strategies and techniques that are appropriate to the student's communication skill level.

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	report on a Student Study Team and/or IEP meeting, including the content of the IEP and the classroom teacher's responsibility in carrying out the IEP. California standards for teacher education programs require preparation to teach English learners. UCR candidates are introduced to California's English Language Development Standards and the California English Language Development Test (CELDT) that generate proficiency levels at various states of teacher preparation.	
University of California, San Diego	All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates. Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars. All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.	All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates. Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars. All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.
University of LaVerne	Students are required to create a strategy list of 101 items adapting curriculum for students with disabilities, learn about 13 disabilities under IDEA, learn to adapt for each disability and create classroom activities, and directly observe a qualified teacher adapting or modifying instruction.	Students are required to take courses in curriculum, instruction, and assessment to prepare them to collect necessary data on student abilities to provide the most appropriate instructional practices for students. Students have multiple practicum experiences with general education, at risk, and special education students including a ten-week culminating field experience. In the culminating experience, students create a professional portfolio demonstrating their skills and knowledge in the field. Students are required to simulate, attend, and critique IEP meetings. Students must demonstrate their abilities to assess and teach reading skills as well as pass the RICA exam. Students are required to reflect on videos relating to adapting curriculum and instruction and are required to use the internet for further research on

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		students with disabilities. In all classes, teaching and assessment accommodations are taught and practiced for students with limited English skills.
University of Phoenix - CA	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.	Special Education not offered in this state
University of Redlands	The courses in our program are based upon Teacher 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.	The courses in our program are based upon the knowledge, skills, and abilities as outlined in the California Teacher Performance Expectations for the Education Specialist Teaching Credential. Teaching limited English proficient student effectively are embedded through the coursework in our program. Candidates must demonstrate that they meet the Teacher Performance Expectations through the submission of the Teacher Performance Expectation Portfolio at the end of their student teaching. As part of their program requirements, candidates receive specific training related to planning and participation as a member of individualized Education Program teams. They are also required to observe and take part in IEP meetings as part of their early fieldwork and student teaching experiences in the program.

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University of San Francisco	A description of how our program prepares general education teachers to teach students with disabilities and English Language Learners can be found in the report for our Traditional Program.	Our spiraled curriculum spreads instruction out throughout the two years, beginning with basic knowledge and skills, then providing increased depth and breadth of pedagogical and academic content knowledge, as well as specific knowledge and skills for special educators. Interns receive multiple levels in modules on disabilities, special education law, case management, formal and informal assessment, classroom management, IEPs, transition, consultation and collaboration, working with paraprofessionals, strategies and interventions for various disabilities, social skills, and behavior management. They also receive multiple levels of instruction on early literacy, basic reading skills, academic literacy, basic and advanced writing, basic and advanced mathematics, science, and social science. In addition, these modules are infused with instruction on lesson planning, how to meet state content standards, language acquisition, working with English language learners, culturally responsive pedagogy, and vocational and life skills. In their field experiences, our fieldwork coordinator, fieldwork supervisors, and district support providers help Interns develop specific skills for content area instruction, monitoring student learning, making content accessible to diverse learners, using developmentally appropriate teaching practices, planning instruction and time, creating appropriate social environments, meeting professional, legal, and ethical obligations, and planning for professional growth. Interns are assessed on the 13 California Teaching Performance Expectations through goal setting activities, supervisor observations, administrator and self-evaluations, and electronic portfolios with artifacts demonstrating this achievement.
University of the Pacific	All general education-Multiple Subject, Single Subject and Educational Specialist candidates take a course in Teaching Exceptional Learners and Teaching English Learners. The course in teaching exceptional learners includes information on IEPs and how school teams are typically arranged. The role of the classroom teacher in an IEP meeting and in implementing an IEP is presented. The responsibilities of the general education teacher at an IEP are presented and discussed. A simulation of an IEP typically occurs in this course.	Special Education candidates have such specific coursework as curriculum and instruction for students with mild to moderate or moderate to severe disabilities, advanced programming, positive behavior support, a survey of exceptional needs and disabilities, and teacher-family partnerships. All candidates take a Teaching English Learners course with candidates in general education. All candidates participate in one or more IEPs.

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	Students are informed about RTI. The course on Teaching English Learners is a comprehensive course on SIOP and SDAIE methods and assessments, in particular. Courses have content related to "academic language" development.	
Whittier College	All Whittier College elementary and secondary candidates must complete coursework in Working with Special Populations. Topics in these required courses include: State and Federal laws pertaining to exceptional population; referral and Individualized Education Program (IEP) processes; assessment of the learning and language abilities of special population students; issues of social integration of students with special needs; major categories of disabilities; differentiated teaching strategies; and appropriate instructional materials and technologies for working with special-needs students in general education classrooms. In addition, all elementary and secondary candidates complete a comprehensive course dealing directly with teaching students who are English Language Proficient. This specialized course examines native and second language development in theory and as applied to multicultural/multilingual educational contexts; helping prospective teachers develop a sound understanding of first (L1) and second language (L2) processes. It focuses on the socio-cultural, historical, political nature of language learning in the classroom and how the education system addresses the needs of English Language (EL) learners. This knowledge and skills is also reinforced in all curriculum and pedagogy courses, and in student- teaching in the form of lesson planning. One key element of effective lesson planning is consistently adapting plans for English Language Learners.	Whittier College candidates for the Education Specialist Mild/Moderate Authorization complete both coursework and corresponding fieldwork in creating positive classroom management and behavior systems, assessment, and instructional practices that prepare them to effectively teach students with disabilities. In addition, the legalities associated with the IFSP/IEP/Transitional planning process are explored and candidates learn how to design instruction that is aligned with IEP goals and objectives and supports students' ability to access the core curriculum. All coursework in the program requires that candidates conduct fieldwork in settings that prepare them to effectively teach English Learners and specific coursework prepares candidates to develop a sound understanding of first and second language processes and researched-based strategies for working with English Learners .

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
Antioch University	Antioch University is known for its Social Justice Education. The University submits Biennial Reports to the Commission on Teacher Credentialing and does various other accreditation activities each year. Within the University, the program is part of annual and five year program reviews. The University is also accredited by the HLC/NCA.
Azusa Pacific University	Azusa Pacific University (APU) is an evangelical Christian University located in the City of Azusa 35 miles east of Los Angeles. APU has been committed to "God First" and excellence in higher education for over 100 years. The University, through the School of Education, has been educating teachers in state-approved programs since 1963. The University currently offers a B.A. in Liberal Studies and an accelerated B.A. in Human Development, both of which prepare future multiple subject and special education teachers for CSET and the professional teacher education program. Six-approved undergraduate subject matter programs are offered as preparation for future highly qualified single subject teachers. Traditional and intern programs are offered in a convenient late afternoon/evening nine week term format for Multiple Subject, Single Subject, Special Education Mild to Moderate and Moderate to Severe teacher preparation. Teacher credentialing programs are offered on the Azusa Campus and seven regional centers lo
Brandman University	A primary goal of our School of Education is to produce highly effective teachers for the challenges and demands of the classroom so that they are able to maximize student learning for success as contributing members in a global society. Brandman University is proud of our accomplishments over the past year, which include: •We were one of the few institutions to be proactive in realigning all of our curriculum so that our graduates are “Common Core Ready” upon graduation. •As one of the largest private university producers of teachers in the State of California, we not only have over 700 district partnerships, but have developed numerous lab schools, clinical supervision closely overseen and managed by Campus Clinical Coordinators, and expert university supervisors to ensure our students gain solid supervised experience in the field prior to graduation in response to the directive from the NCATE 2010 Blue Ribbon Report. We have graduates who are frequently Teachers of the Year in their local areas, and of
California Baptist University	In December 2012, we submitted our Biennial Program Reports in compliance with California's Commission on Teacher Credentialing standards. This report assesses student responses upon program completion and one year later. We also survey employers of our graduates. We update coursework continuously in compliance with new requirements from the Commission on Teaching Credential standards. We meet university assessment expectations in compliance with regional accreditation.
California Lutheran University	The Graduate School of Education at California Lutheran University offers programs to prepare 'Reflective Principled Educators' in the context of the University's mission to 'educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.' Future teachers are prepared in the public schools of Ventura and Los Angeles Counties. The Professional Development School (PDS) has become the primary model of preparation during the methods semester for our general education candidates. The PDS, based on the medical school model, provides increased opportunities to connect theory to practice while simultaneously providing ongoing professional development to teacher candidates, veteran K-12 teachers, and university professors. Highly qualified (NCLB-compliant) teachers employed without full credentials in area private schools and portions of the Los Angeles Unified School District are served through evening and summer cla

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
California State Polytechnic University, Pomona	Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for learning, leadership, and careers in a changing multicultural world. Cal Poly Pomona is a polytechnic university with the focus of “learn by doing.” All educator preparation programs are at the post-baccalaureate level as prescribed by the State of California. The College of Education and Integrative Studies provides an interactive, inquiry-based environment incorporating a multi-disciplinary and interdisciplinary curriculum. Our graduates are prepared to address the complex issues that confront our communities by working toward building a creative and democratic society. The Department of Education prepares K-12 teachers seeking credentials in Multiple Subject (elementary education); Single Subject (secondary education); basic licensure with Cross-cultural, Language and Academic Development (CLAD) or Bilingual (Spanish and Asian Languages) Cross-cultural Language a
California State University, Channel Islands	California State University Channel Islands prepares student candidates for educational careers in teaching elementary, secondary and special education students. All areas of study within the Education program at California State University Channel Islands are united in a single goal: to prepare future educators and learners to be facilitators of learning. Our shared purpose is to ensure that all of our graduates are well prepared to succeed by helping them to establish strong foundational knowledge, skills, and dispositional beliefs. To achieve this goal, education faculty shares the privileges and responsibilities’ of cultivating the attributes of an educator within each learner in our care. It is in each candidate’s skill set to make connection, model professional beliefs, and a committed performance to help ensure a successful outcome. The main components of the conceptual framework are: • Knowing: Content; Theory and practice of the instructional process; Learners; How to create an inclusive learning
California State University, Chico	NOTE: Historically, we have always reported the total enrollment number as enrollees + completers. This year, we have been asked to report only the enrolled students, not the completers. So the total enrollment number will appear to be significantly lower, although that is not actually the case.
California State University, Dominguez Hills	The credential programs at CSU Dominguez Hills offer a coursework and fieldwork sequence that is designed to effectively prepare candidates to teach all students, with an emphasis on urban school settings. The Multiple and Single Subject programs are organized into Phases (university semesters) that include courses and field experiences. Students may not move on to the next phase until all coursework and assessment requirements are met for each phase. Special Education transition points are linked to early fieldwork and final fieldwork whereas candidates’ coursework and assessment requirements must be met before acceptance into fieldwork. Interns (Alternative Program) in Multiple Subject, Single Subject, and Special Education work full-time in a classroom as the teacher of record while taking courses toward their credentials. They are visited regularly by a Support Provider, and are given further mentoring by an onsite Administrator. All candidates have extensive opportunities to study and apply the state-
California State University, East Bay	The College of Education and Allied Studies began the discussions around Unit and program-level assessment in the spring of 2009. In 2009-10, a task force was established to participate in the creation of a Unit Assessment Plan to explain how the CSU East Bay Professional Education Unit gathers, analyzes, and shares data to evaluate operations at the Unit level. Meetings continued in 2010-11 with further customization of the data collection system. This Plan establishes a system for the aggregation of data across programs to evaluate and improve Unit operations and to evaluate the Unit Conceptual Framework. Each program in the Unit has a program-level assessment system using multiple assessments at multiple points before, during, and after candidates complete the program. Program-level assessment systems gather and analyze data to determine if the program meets relevant California Commission on Teacher Credentialing (CTC) and National Council for the Accreditation of Teacher Education (NCATE) standards. T

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Institution	**Contextual Information**
California State University, Fresno	The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This NCATE-accredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives. The Kremen School of Education and Human Development (KSOEHD) prepares highly competent educators and human development specialists, while providing professional support and leadership to the community, promoting applied research, and providing experiences and opportunities that will enable employed professionals to remain current in their fields. Students attend classes, study, and work in a state-of-the-art Education Building, which is a five-story facility that includes clini
California State University, Los Angeles	The credential programs in the Charter College of Education (CCOE) at California State University, Los Angeles are closely aligned with the CCOE Conceptual Framework (http://www.calstatela.edu/academic/ccoe/docs/conceptual_framework.pdf). The mission highlights a strong commitment to ensuring that all students learn and a focus on collaboration to improve outcomes for students, especially those in urban settings. This important mission is reflected in course syllabi, the professional practice of faculty, and high expectations for all credential candidates.
California State University, Northridge	Core to the College mission is the belief that all students have the capacity for success and that it is our role to prepare educators who can support all types of learners. In this spirit, we have developed multiple pathways to meet the diverse needs of college of education students seeking to become teachers. The college has extensive partnerships with community schools and agencies to provide meaningful student teaching experiences supervised by faculty in the departments of Elementary Education, Secondary Education, and Special Education. The College prepares educators to serve the complex educational needs of the region and it enjoys the distinction of being one of the top preparers of teachers in California. Our graduates are well-educated, lifelong learners who are prepared to practice in an ever-changing, multicultural, diverse society. The faculty is committed to excellence in teaching, scholarship and service. The University meets high standards established by its accrediting agencies: California Co
California State University, Sacramento	All credential programs at Sacramento State, particularly those housed within the College of Education, honor our professional bond with the community. TEACHing for Change is the guiding principle, philosophy that informs the teaching, learning and services offered throughout the college. Five themes guide this philosophy of community engagement, as illustrated by the acronym TEACH: T = Transformative Leadership; Learning, E = Equity and Social Justice; A = Active Civic Engagement; C = Collaboration and Communication; H = Human Differences and Diversity (TEACHing for Change). As educators committed to equity and social justice, the promotion of positive social change through the use of transformative practices at P/K -20 levels as well as in community and civic institutions. Faculty and staff work to create a welcoming teaching, learning, and working environment - one that will enable our candidates to successfully acquire the knowledge, skills, and dispositions needed to serve and teach in urban, rural and
California State University, San Bernardino	California State University San Bernardino, part of the California State University System, is a comprehensive public institution located 70 miles east of Los Angeles. CSUSB is an Hispanic Serving Institution and strives to have its university community represent the demographics of its region which encompasses 27,000 square miles. Nearly 15,000 CSUSB students are enrolled in bachelor's and master's degree programs in the Colleges of Arts and Letters, Business and Public administration, Social and Behavioral Sciences, Education, and Natural Sciences. The College of Education offers post-baccalaureate credentials and master's degrees, as well as a new education doctoral program in educational leadership which began September 2007. State-accredited by California's Commission on Teacher Credentialing and nationally accredited by the National Council for Accreditation of Teacher Education (CTC and NCATE continuing accreditation in 2009), the College of Education is dedicated to the development and support of wis

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Institution	**Contextual Information**
CalState TEACH	The CalStateTEACH Program CalStateTEACH (http://calstateteach.net) is an online, site-supported teacher preparation program that is eco-sensitive and techno-inventive. An effective combination of candidate contact with faculty, on-site mentors and peers, as well as online independent learning has helped to establish and maintain CalStateTEACH as an extremely successful program. CalStateTEACH prepares creative, collaborative and reflective teachers who understand the important relationships among technology, content, and pedagogy. In 2010, the CalStateTEACH Program Faculty and Administration created its blueprint for transformation; incorporating 21st century knowledge and skills, research in cognition and brain function, and the revolutionary interface of the iPad. The program developed a new conceptual framework and launched a one-to-one mobile learning initiative dedicated to preparing tomorrow's teachers and reducing the digital divide across urban and rural California. The mobile initiative was guid
Chapman University	Chapman University in Orange County, California, founded in 1861, is a private university with seven schools and five colleges and enrolls more than 6,000 undergraduate, graduate and law students, about 4500 at the undergraduate level and more than half of whom are women. The university offers 46 undergraduate and 17 graduate areas of study. The students are served by over 600 faculty members and slightly more than half are full-time, yielding a student/faculty ratio of 14:1 with an average class size of 23. The university seeks overall to provide personalized education with a goal of preparing inquiring, ethical and productive global citizens. The College of Educational Studies (CES) prepares professionals to work as educators in K-12 schools, community settings and other service organizations. Students select one or more of the CES's 11 program options within the common framework of its vision, mission, values and principles. The CES, which has a staff of 48 (35 faculty), enrolls nearly 700 students eac
Claremont Graduate University	The CGU TEIP has historically been an internship only program. We believe that the strong support our interns receive while they take coursework and learn to teach assists them in making sense of their academic work in light of their teaching practice. Research done over the past 20 years has shown that over 90% of our graduates remain in the profession after 5 years. This retention rate is much higher than the state average. We do acknowledge that our internship program is highly rigorous, and while we still believe the internship is preferable over the standard student teaching placement, we are coming to consider residency programs as a strong alternative to both. We have a small residency program and those students are reported on in our Traditional Program Report. A year-long residency allows teaching candidates to take their coursework while working closely with a university trained Master Teacher. This offers a close coupling of the academic and clinical work without the candidate having the
Dominican University of California	Dominican University of California has been providing quality programs for education professionals since 1924. The School of Education and Counseling Psychology develops educators committed to equity and excellence. Graduates are reflective professionals who demonstrate ethical purpose, apply best practices, and use intercultural knowledge to serve the needs of a diverse and global society. Teacher candidates benefit from small class size, personalized attention, and a supportive learning community. Candidates receive outstanding mentoring from faculty and site supervisors who are experienced classroom teachers. The School of Education and Counseling Psychology has a long history of collaboration in the surrounding Bay Area counties. Local schools in the service area are comprised of children from diverse backgrounds in inner city, suburban, and rural settings. The professional preparation program reflects the commitment to multidisciplinary and multicultural education. The professional preparatio

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Institution	**Contextual Information**
Fresno Pacific University	Fresno Pacific University's teacher preparation programs have developed an ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness. The assessment system includes quantitative analyses of teaching performance data, utilizing the California Teacher Performance Assessment and a standards-based student teaching assessment system. The program solicits employer feedback by inviting all employers to complete a survey when they attend the spring FPU Job Fair. The Survey was developed by the department Chair, Linda Hoff. The survey utilizes variables that pertain to employers' perception of how effectively FPU has prepared new teachers in key areas of teacher expertise (examples: Prepared teachers to teach English learners and exceptional learners, prepared students to use technology effectively). Findings from this survey are shared with community members and educational advisors who attend functions such as the FPU – District P
High Tech High Communities	The HTH District Intern program is a fully accredited teacher preparation program. Our program meets the same preconditions, common standards, and program standards that all IHE preparation programs in CA meet. HTH is held to the same accreditation and reporting requirements. Interns who complete the program are issued a CA preliminary credential. HTH has been approved to offer the multiple subject credential, Single Subject credentials in ELA, Mathematics (foundational and specialized), all Sciences (foundational and specialized), History/Social Science, Art, Spanish, Mandarin and PE. HTH received final approval to offer an Education Specialist District Intern credential. HTH Interns must meet prerequisites prior to entering the program. These include: CBEST, CSET, undergraduate transcripts from an accredited college, livescan, CPR, and US Constitution. The program is two years in length. To graduate from the program and receive a preliminary CA credential, Interns must pass 40 units of coursework (
Humboldt State University	The School of Education has served the local community, the North Coast region and the state of California through the preparation of teachers who share a deep commitment to social justice; progressive, research based approaches to educating the diverse student body of California schools; and an ethic of critical activism in support of the students, schools and the communities in which they serve. We are committed to high quality education of teachers and to keeping children and adolescents at the heart of our teaching. We believe our society needs teachers who are creative and independent thinkers, take on leadership roles in our profession, demonstrate academic excellence, and commit themselves to high ethical standards. We perceive our candidates not as passive recipients, but rather as active, life-long learners. We believe that literacy is the responsibility of every teacher and essential for life-long learning. Our goal for all of our candidates is that they will graduate from our program and bec
Loyola Marymount University	In accordance with the Mission of Loyola Marymount University, the faculty, staff, and candidates of the School of Education strive to work collaboratively in a student-centered environment to be professionals who are empowered to: value and respect all individuals, promote cultural responsiveness and social justice, integrate theory and practice, develop moral, intellectual and responsible leaders, collaborate and share leadership across communities, and integrate technology in teaching and learning. Undergraduate and graduate candidates in the teacher preparation program are representative of the diversity in the Los Angeles area. These candidates teach in both public and private schools in neighborhoods that serve culturally, linguistically, and economically diverse students. Our undergraduate candidates pursue a teaching credential and Bachelor's degree at the same time. In 2010, the School of Education received continuing full accreditation by the National Council for the Accreditation of Teac

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
National Hispanic University	National Hispanic University's Teacher Education Department is a trimester system that offers classes in six-week modules. Students average 18 months to complete the program. Interns are registered in practicums for the full-year and are assigned a supervisor that works with them throughout the program. Supervisors make weekly contact and regularly scheduled observations with interns. Interns meet every third week for a seminar to discuss such topics as behavior management,differentiation, core standards, special education, inclusion and technology integration
Orange County Office of Education	Our program is an alternative credential program. Teachers are the “teacher of record” in a classroom at the same time they are earning their credential. Practicum takes place during the program, over three semesters. Some terminology in this report may not translate to the alternative program vocabulary. The OCDE District Intern Program satisfied plans for a 2012-13 survey for self-evaluation purposes. In 2010 we implemented the new CTC standards for special education, including the autism certification. The program is now a 2 year Preliminary Education Specialist Credential program. We are also approved to offer a Clear/Induction program. From a Spring 2010 survey, we have found that districts and interns have a need for Moderate/Severe and Autism Added Authorization for Special Education instructors. The program received state approval to add those program for the 2010-2011 school year. We have a small cohort of Moderate/Severe Education Specialist interns. The enrollment for the Moderate/Severe progra
Pepperdine University	The Graduate School of Education and Psychology (GSEP) University Intern Program (UIP) embodies the mission of Pepperdine University and GSEP. The GSEP UIP mission is to address the shortage of qualified elementary and secondary teachers in underserved local communities by preparing interns for service and leadership. This is achieved by developing interns' multicultural proficiency and professional competency. The UIP also facilitates the entrance of "the change of career" student into the teaching profession.
San Francisco State University	The Graduate College of Education at SF State is accredited by the California Commission on Teacher Credentialing (CTC).
Sonoma State University	Sonoma State University’s educator preparation programs submit reports annually to the university provost that detail student learning outcomes, candidate performance and the uses the programs make of these data to improve the programs. The Performance Assessment of California Teachers is implemented will all multiple subject (elementary education) and single subject (secondary) candidates as mandated by state law; the special education program is voluntarily developing a parallel performance assessment to the PACT Teaching Event. This assessment is a cornerstone of linking credential candidate performance to student achievement. The educator preparation programs also participate in the annual survey of graduates and their employers/supervisors. These data inform the program faculties regarding the perceived effectiveness of the preparation programs in the context of each graduate’s first year of teaching. Data are combined and reported in the Traditional Report.
Touro University	The Touro University Multiple Subject, Single Subject and Education Specialist Level I Mild/Moderate and Moderate/Severe programs for the 2009/2010 academic year were changed from a block model to a semester model with most courses now offered every semester. A course sequence was established that scaffolds courses within the program and provides the candidates with a more sequential, literacy driven curriculum that focus on all types of student learning. Within this program, students complete 120 hours of course work that will enable them to become intern eligible at the end of their first semester if they have met other intern eligibility requirements (CSET/subject matter competency, CBEST, US Constitution, employment within a district in their subject matter area). Starting the Summer Semester 2013, Touro University California's Graduate School of Education will start a new dual-techer credential program that allows student to obtain and Education Specialist and Multiple Subject or Single Subject Cred

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
University of California, Los Angeles	The UCLA Extension Intern Credential programs focus on developing social justice educators throughout the state in both urban and rural low-performance schools. With this goal at the forefront of our program philosophy, our general education and special education teacher preparation curriculum is blended with a few content area specializations specific to multiple subject, single subject, and special education. It is our belief that all teachers are special education teachers in that many students do not have the benefit of receiving special services due to lack of resources. Further, our programs emphasize differentiated instruction, culturally-inclusive positive behavior support, and teacher advocacy.
University of LaVerne	The University of La Verne Teacher Education Program is approved under the California SB2042 requirements. The university if now an NCATE accredited teacher preparation program. Methodologies are integrated throughout to deliver comprehensive instruction to English learners to work with special populations in the general education classroom. The university has submitted the required documentation for approval for the newly updated Bilingual authorization. Approval for the new Bilingual authorization is expected shortly. The program fosters prospective teachers' ability to: (1)create an environment that incorporates communication with students, (2)develops an appreciation for differences, (3)understand the basis for a healthy self-concept, and (4)develop self-awareness, all within the context of appropriate pedagogical skills. The Education Department mission statement supports this rationale: "The mission of the Education Department is to provide students with the knowledge, skills, and value orientation to b
University of San Francisco	The University of San Francisco, the City's first institution of higher education, was founded by the Society of Jesus in 1855. The University's academic philosophy emphasizes enrichment of personal values, expression of personal responsibility, and lifelong learning. The USF School of Education links instruction, research, and service in a manner that reflects the intellectual, ethical, and service traditions of Jesuit education. Teacher credential programs within the School of Education recruit and prepare candidates for the mild/moderate education specialist as well as preliminary multiple and single subject credentials, school counseling, reading certificate, and school administrator credentials. Our programs emphasize preparation to serve children in multicultural and multilingual urban schools. Consistent with the mission of the University, our programs aim to develop educational leaders who work for justice for all people and who will shape a multicultural world with creative, generosity, and compa
University of the Pacific	The teacher education programs for Multiple and Single Subject were reviewed by our faculty, and changes in courses were made based on review of data from PACT, from alumni surveys, and from employer surveys. Courses are sequenced to achieve more continuity between courses and to build on field based experiences. A majority of our students are undergraduates, so we have sequenced courses for the typical junior and senior year. These sequenced courses are then available for the post-bachelor's degree student pursuing a credential or a credential and Master of Education degree. Some post-bachelor's degree candidates who have some past experience with youth or with classroom experience may be successful in obtaining an internship, rather than student teaching. A course on Evidence Based Practices in Autism has been added and taught for two years for the Education Specialist program. All programs were reviewed by NCATE and the California Commission on Teacher Credentialing in April 2011. Full approval was g
Whittier College	The only time our program has alternative completers is when one of our teacher candidates is hired as an intern teacher. In 2012-2013 we had no candidates complete as alternative completers.