Annual Report Card on California Teacher Preparation Programs for the Academic Year 2013-2014

as Required by Title II of the Higher Education Act



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Vision Statement

All of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well-prepared and exceptionally qualified educators.

Mission Statement

To inspire, educate and protect the students of California.

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Annual Report Card on California Teacher Preparation Programs for the Academic Year 2013-2014 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 2013-2014* 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 fifteenth annual report and it includes the pass rate data for all examinations used for teacher credentialing purposes in California in addition to data for the new reporting requirements.

Background

Section 207 of Title II requires institutions to submit annual reports to 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 the following jurisdictions - Puerto Rico, American Samoa, Marshall Islands, Palau, Virgin Islands, Micronesia, Guam, and Northern Mariana Islands - used the IPRC developed by Westat for the 2013-2014 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, 2015, 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 2013-2014

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, 2015.

Recommendation

Staff recommends that the Commission approve the *2013-2014 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, 2015.

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 2013-14, a total of 143 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 82 Traditional Route reports, 53 IHE-based Alternative Route (University Intern) reports, and 8 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 45.

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*
  - *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 2013-14?*
- *What is the minimum GPA required for completing the program?*
- *What was the median GPA of individuals completing the program in academic year 2013-14?*

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 was 2.78 for the traditional route and 2.74 for the alternative route. The median GPA of individuals accepted into the program was 3.22 for the traditional route and 3.21 for the alternative route. The minimum GPA required for completing the program was 2.99 for the traditional route and 2.97 for the alternative route. The median GPA of individuals completing the program in academic year 2013-14 was 3.84 for the traditional route and 3.83 for the alternative route. The mean and median GPA for the entry and exit into the programs did not vary much by routes.

Table 1. GPA Requirements for Postgraduate Program, by Route

	All Routes	Traditional Route	Alternative Route
Minimum GPA required for admission into the program (Mean)	2.76	2.78	2.74
Median GPA of individuals accepted into the program in academic year 2013-14	3.22	3.22	3.21
Minimum GPA required for completing the program (Mean)	2.98	2.99	2.97
Median GPA of individuals completing the program in academic year 2013-14	3.84	3.84	3.83

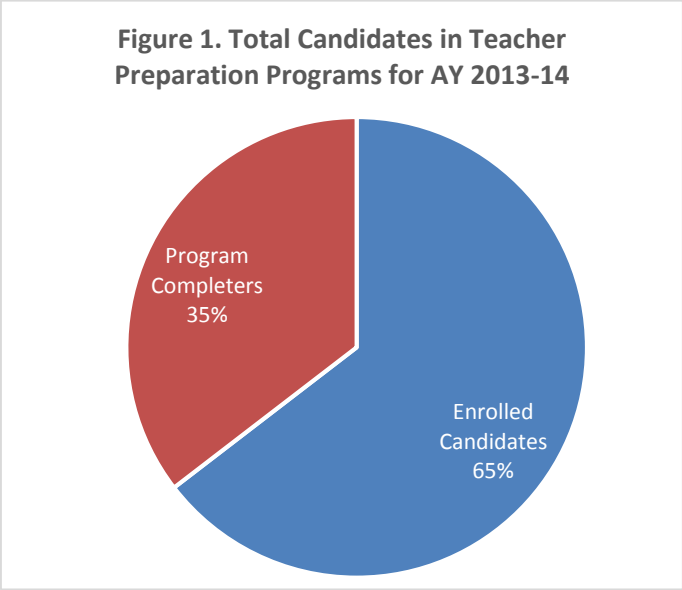
Section 1.c Enrollment

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 2013-14 reporting year, the program sponsors are asked to report enrolled students and program completers distinctly. About 19,000 teacher candidates were enrolled during the academic year 2013-14 and more than 10,000 teacher candidates completed an initial teacher preparation program. 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

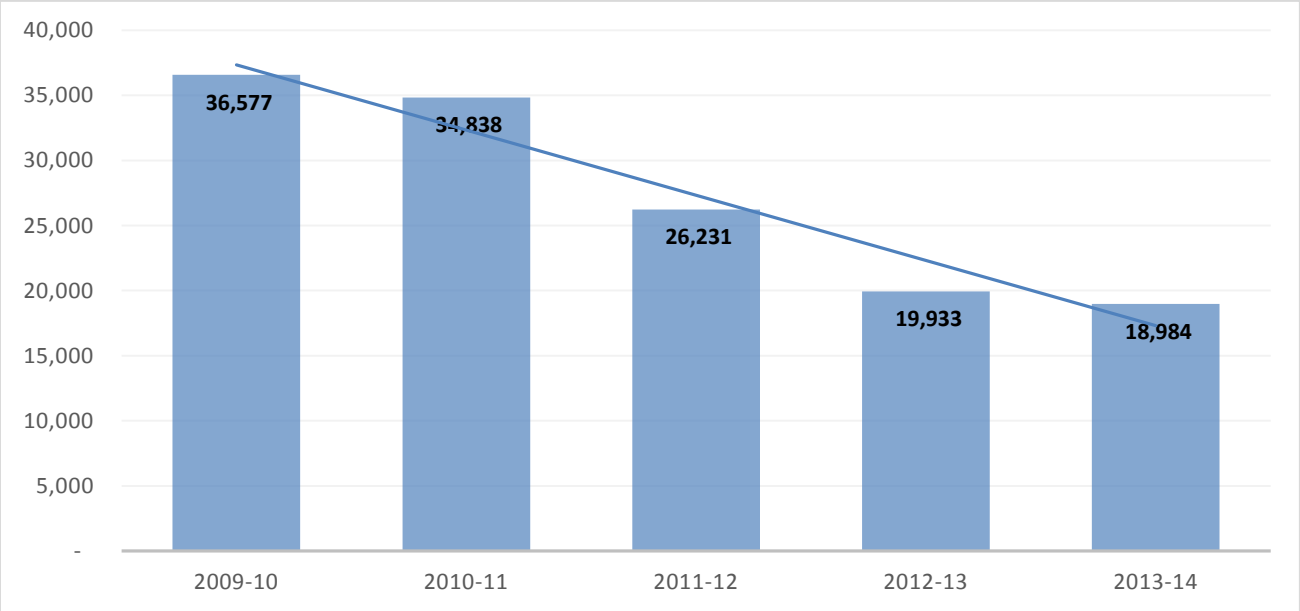
report the candidates as program completers not as enrolled students. To see a statewide picture of teacher candidates in the preliminary teacher preparation programs, both enrolled students and program completers were combined.

As depicted in Figure 1, nearly two-thirds (65 percent) of the teacher candidates were enrolled in the preliminary teacher preparation programs while more than one-third (35 percent) completed the programs in academic year 2013-14.



The Title II enrollment data indicate a steady decline in the past five years, by about 18,000 or 48 percent. As Figure 2 indicates, total enrollment declined by 5 percent between 2012-13 and 2013-14.

Figure 2. Teacher Preparation Program Enrollment, 2009-2010 to 2013-2014



**Data include both Traditional and Alternative Route enrollment 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 2013-14.

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 (33 percent and 26 percent, respectively). There was a slight variation in the ethnic distribution of teacher candidates by route as well – 7 percent African American enrolled in the Alternative route compared to 6 percent in the Traditional route. Similarly, 7 percent Asian candidates enrolled in the Alternative route compared to 8 percent in the Traditional route.

Table 2. Gender and Ethnicity Distribution of Enrolled Students by Route, 2013-14

	All Routes	Traditional Route	Alternative Route
Male	27%	26%	33%
Female	73%	74%	67%
White	49%	49%	48%
Hispanic/Latino	28%	28%	29%
African American	6%	6%	7%
Asian	8%	8%	7%
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. Gender Distribution of Enrolled Candidates, 2013-14

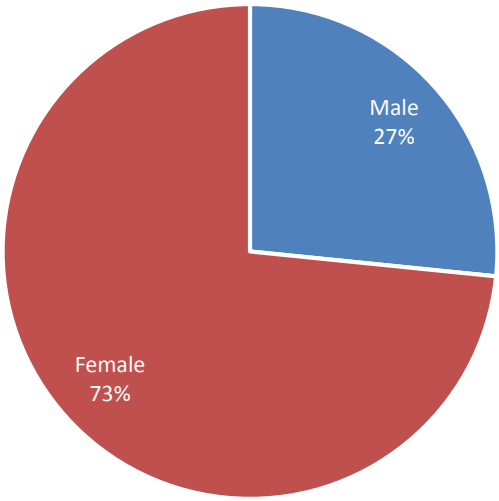
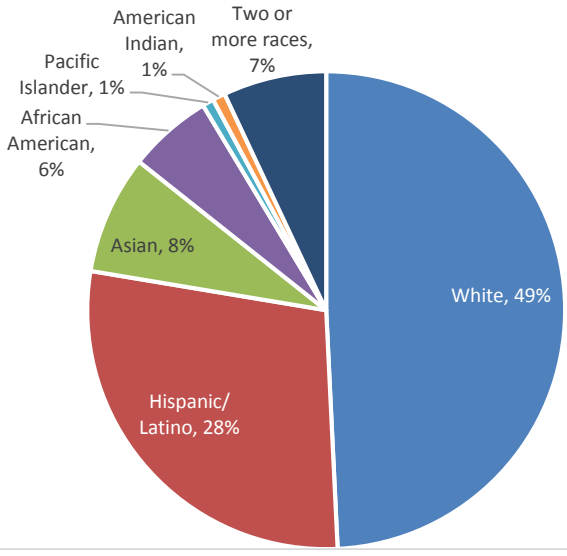


Figure 4. Race/Ethnic Distribution of Enrolled Candidates, 2013-14



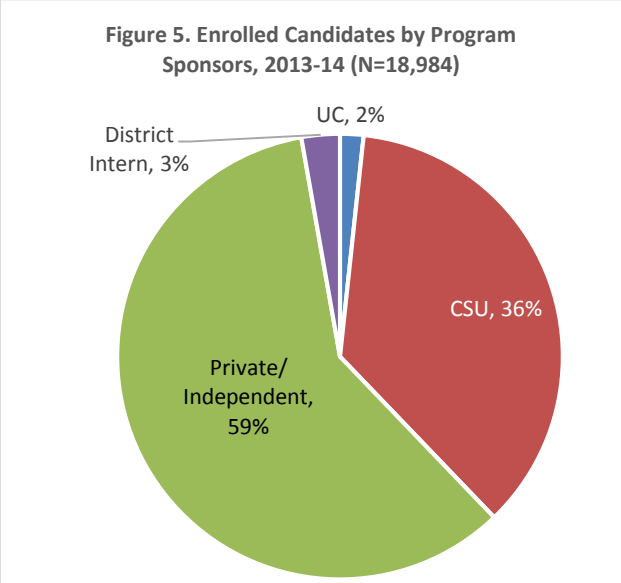
Please note: Providing race and ethnicity information is optional for candidates. Teacher Preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity may not necessarily add up to the total number of students enrolled.

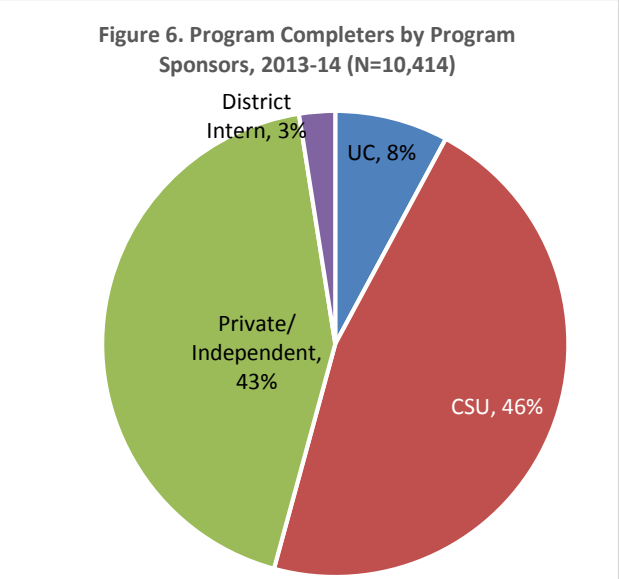
Nearly half (49 percent) of those voluntarily providing ethnicity information identified themselves as White and more than one-fourth (28 percent) as Hispanic/Latino of any race. Asian consisted of 8 percent, African American 6 percent, 1 percent Native Hawaiian or Other Pacific Islander, and another 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 2013-14, the data show 49 percent as White, 44 percent non-White, and 7 percent two or more races.

Enrollment and Program Completers Share by Program Sponsors, 2013-14

When 2013-14 enrollment and program completers' data were analyzed by program sponsors or IHE segments, an interesting picture emerged. More than half (59 percent) of the teacher candidates were enrolled in a private/independent college or university (Private/Independent). More than one-third (36 percent) were enrolled at a California State University (CSU) campus. The University of California (UC) enrolled about 2 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 IHE segments, nearly half (46 percent) completed the program at a CSU campus, followed by two-fifths (43 percent) at Private/Independent institutions. Eight percent of the total program completers finished the program at a UC campus and remaining 3 percent at district intern programs.





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

Teacher preparation programs were asked to provide the following information about supervised clinical experience in 2013-14.

- *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 110 hours for the traditional route and 111 hours for the alternative route. The average number of clock hours required for student teaching for the traditional route and alternative route was 571 hours and 592 hours, respectively. The average number of clock hours required for mentoring was 56 hours for the traditional route and 133 hours for the alternative route. There were more than 700 full-time equivalent faculty and more than 6,000 adjunct faculty provided supervision for clinical experience. At the state level, about 15,000 students participated in supervised clinical experience during the academic year 2013-14.

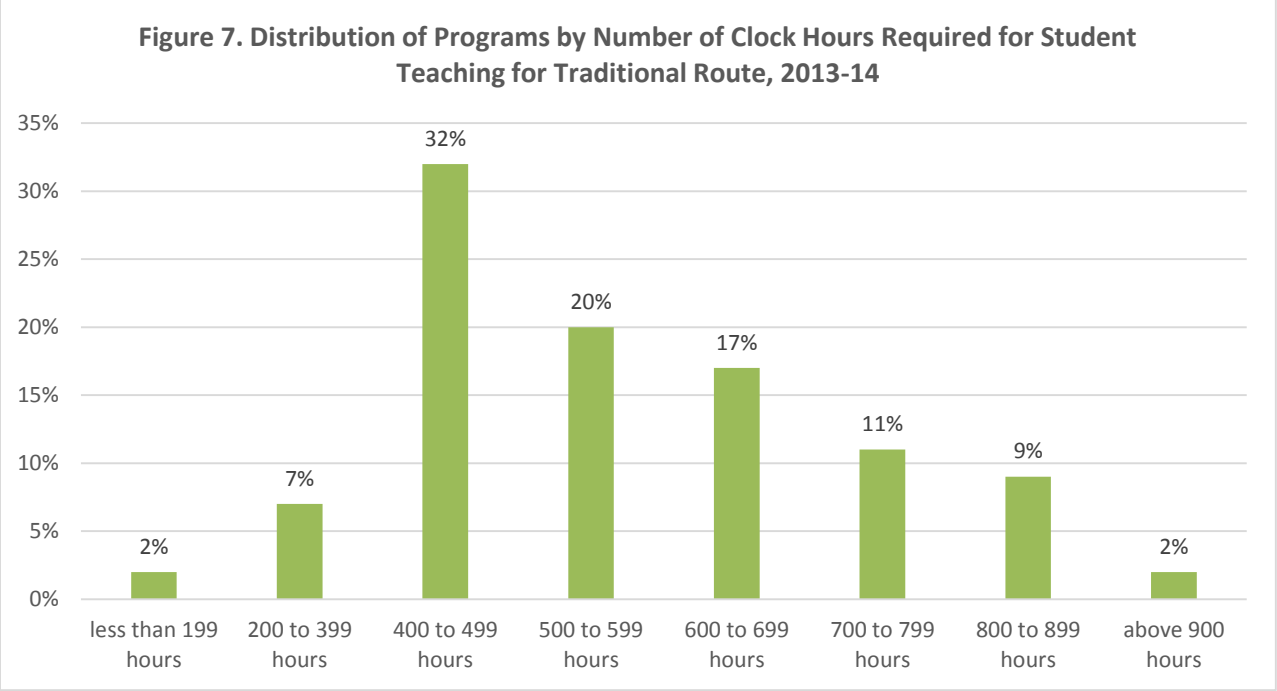
Table 3. Supervised Clinical Experience by Route, 2013-14*

	All Routes	Traditional Route	Alternative Route**
Average number of clock hours of supervised clinical experience required to prior to student teaching	110 hours	110 hours	111 hours
Average number of clock hours required for student teaching	578 hours	571 hours	592 hours
Average number of clock hours required for mentoring/induction support	110 hours	56 hours	133 hours
Number of full-time equivalent faculty supervising clinical experience during this Academic Year	744	580	164
Number of adjunct faculty supervising clinical experience during this AY (IHE and PreK-12 staff)	6,224	5,110	1,114
Number of students in supervised clinical experience during this Academic Year	14,701	12,234	2,467

**Data are reported by individual teacher preparation programs and the 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.*

***As per the Title II instructions, the number of hours the interns spend as teacher of record should not be included in the student teaching. However, 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 2013-14. Less than 10 percent of the programs in the Traditional Route had required an average of less than 400 hours for student teaching. About one-third (32 percent) of the programs required an average student teaching hours between 400 to 499 and another one-fifth (20 percent) between 500 and 599 hours. Remaining 39 percent had more than 600 hours of required student teaching. In summary, more than half the programs (59 percent) had required an average of 500 or more clock hours for student teaching.



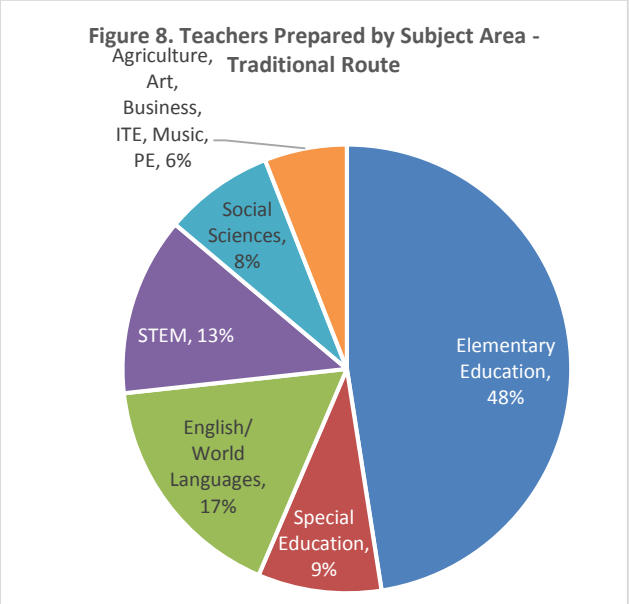
Section 1.e Teachers Prepared by Subject Area

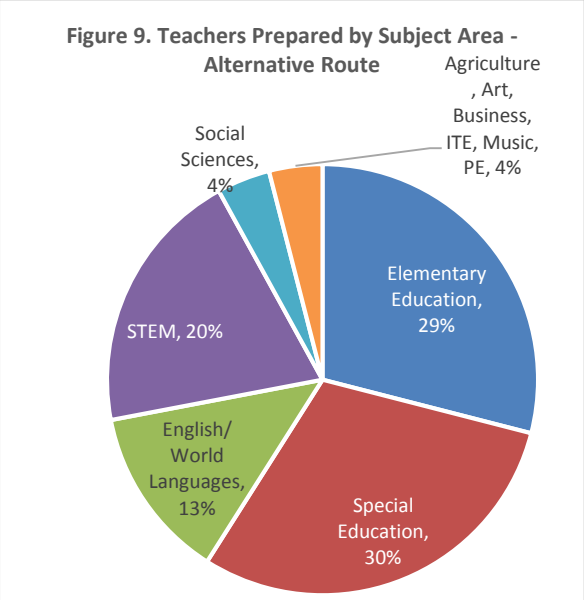
Provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than 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 (48 percent) were in the elementary education followed by one-tenth in special education. English and World Languages together accounted for 17 percent; Science, Technology, Engineering, and Mathematics (STEM) for 13 percent; and Social Sciences for 8 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: about one-third (29 percent) were in elementary education and another one-third (30 percent) were in special education. English and

World Languages accounted for 13 percent and STEM for 20 percent. Social Sciences accounted for 4 percent and the remaining 4 percent was in low incidence areas such as Agriculture, Art, Business, Music and PE.

Though more than 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 9 percent, whereas for the Alternative route it was 29 percent for elementary education and 30 percent for special education. For the Alternative route, program completers in STEM subjects were 7 percentage points higher and in Social Sciences 4 percentage points lower than for the Traditional route. For the Traditional route, English and World Languages were 4 percentage points higher than for the Alternative route. It is clear that higher proportion of program completers in the Alternative route pursue credentials in shortage areas such as STEM and special education.





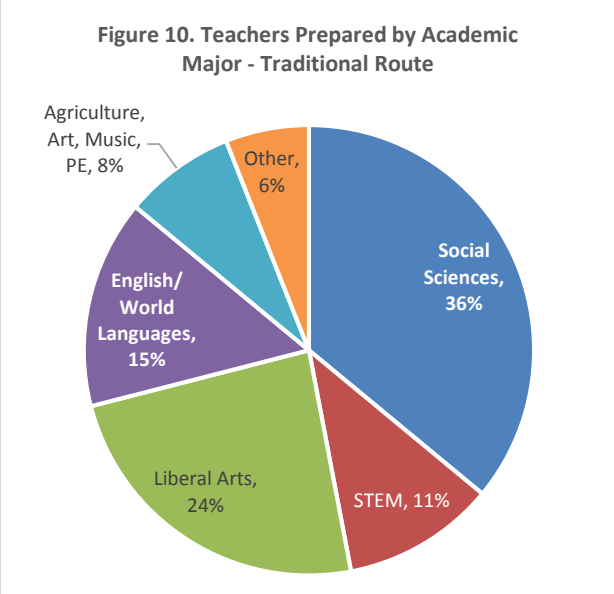
Note –STEM includes science, technology, engineering, and mathematics. However, in California single subject credentials are issued in Mathematics and Science only.

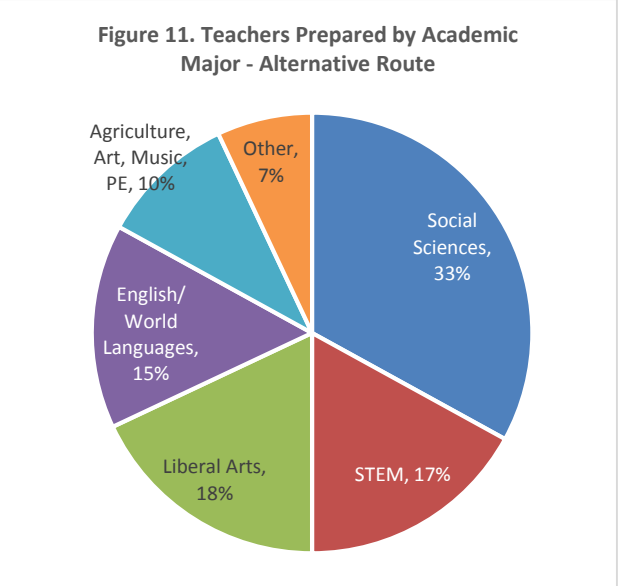
Section 1.e Teachers Prepared by Academic Major

Provide the number of teachers prepared by academic major for academic year 2013-14. 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, more than one-third (36 percent) had received their undergraduate degree in Social Sciences, followed by 24 percent in Liberal Arts. More than one-tenth (11 percent) had degrees in STEM subjects. Low incidence subjects such as Agriculture, Art, Business, Music, and PE accounted for 8 percent and languages (English and World languages) together accounted for another 15 percent. For the Alternative Route nearly one-third (33 percent) of the program completers' academic majors were in Social Science and 18 percent were in the Liberal

Arts. STEM accounted for 17 percent, Languages 15 percent, and Agriculture, Art, Business, Music, and PE together accounted for 10 percent.





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 2013-14

The federal regulations mandate that the states report on the total number of preliminary credential issued in 2013-14 as part of the state report. The Commission's annual *Teacher Supply Report* has detailed data on credentials issued for the 2013-2014 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 2013-2014 academic year.

Table 4. Initial Teaching Credentials Issued, by Route: 2013-14

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	4,246	198	73	1,450	5,967
Single Subject	3,842	581	60	1,369	5,852
Education Specialist	1,256	1,022	219	494	2,991
Total	**9,344**	**1,801**	**352**	**3,313**	**14,810**

Source: Teacher Supply Report, 2013-14

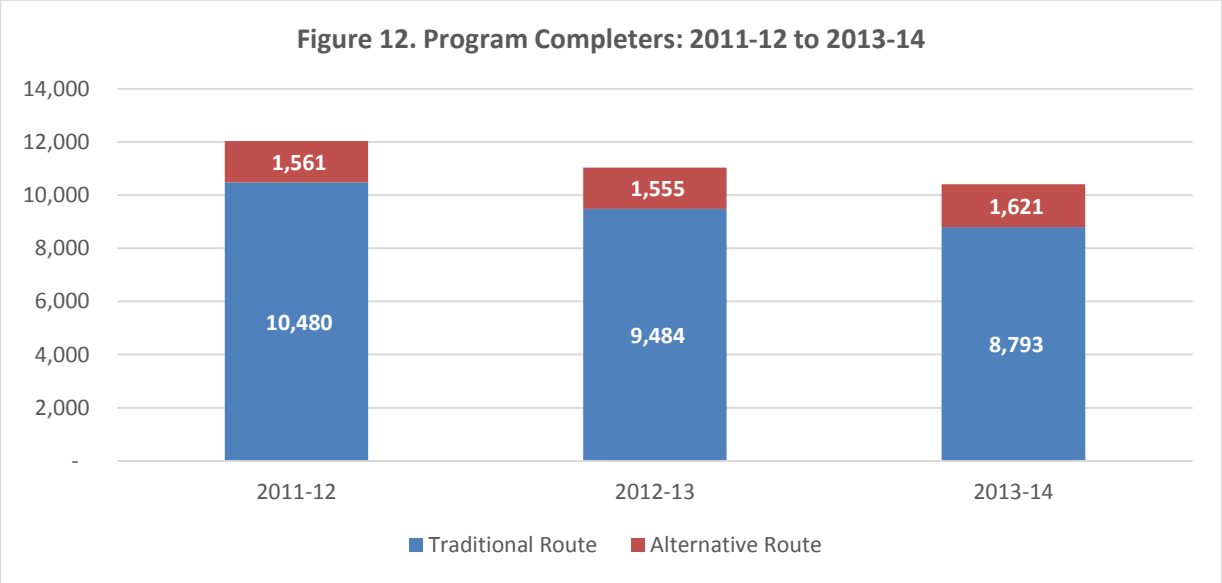
Section 1.f Program Completers

Provide the total number of teacher preparation completers in each of the following academic years – current reporting year (2013-14) and two prior years (2011-12 and 2012-13).

Table 5 provides data for program completers by route for three years. Traditional route showed a declining pattern (by 16 percent), while the Alternative route showed a small increase by 4 percent between 2011-12 and 2013-14. Both routes combined showed a decline of 14 percent in the past three years.

Table 5. Program Completers by Route, 2011-12 to 2013-14

Academic Year	All Routes	Traditional Route	Alternative Route
2011-12	12,041	10,480	1,561
2012-13	11,039	9,484	1,555
2013-14	10,414	8,793	1,621
3-year Change	-14%	-16%	4%



Age Distribution of Program Completers, 2013-14

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 8.4. In 2013-14 year, the average age was 31.9 years with a standard deviation of 8.8. It appears that the average age of program completers has gone down by 1.0 year 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, 2011-12 to 2013-14

Academic Year	Average Age	Standard Deviation
2011-12	32.9 years	8.6
2012-13	31.4 years	8.4
2013-14	31.9 years	8.8

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 2013-14, 2014-15, and 2015-16:

- *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). 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 800 candidates in mathematics, 700 in science, and 1,500 in special education through the traditional route. In addition, the program sponsors have set goals to increase 260 in mathematics, another 226 in science and more than 700 in special education through the alternative route. When all three shortage areas were combined for each of the three years, the totals ranged from 4,151 in 2014-15 to 4,534 in 2015-16.

Table 7. Annual Goals to increase number of prospective teachers in Mathematics, Science, Special Education: 2013-14, 2014-15, and 2015-16

Route	Subject Area	2013-14	2014-15	2015-16
Traditional	Mathematics	961	768	834
	Science	829	665	731
	Special Education	1,552	1,504	1,587
Alternative	Mathematics	318	260	261
	Science	281	226	248
	Special Education	757	728	873
Grand Total	Math, Science, Special Ed	4,698	4,151	4,534

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 Subjects 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 (initial) 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
English Language Development	Physics (Specialized)*
General Science (Foundational-Level)	Social Science
Geosciences	World Languages**
Geosciences (Specialized)*	

**Commission has taken action to sunset the Specialized Science credentials due to the integrated nature of NGSS.*
***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 organized in 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: Multiple Subjects & CSET: Writing, CSU EAP, CSU EPT and ELM, SAT, ACT, College Board Advanced Placement exams, 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 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. 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. All Multiple Subject program completers have to take and pass the CSET Multiple Subjects exams. Educational Specialist program completers have the option of taking CSET subject matter exams in one of the core subjects. In 2013-14, sixty percent (60%) 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 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, task-specific rubrics, and assessor training. Pursuant to SB 1209 (Chap. 517, Stats. 2006), each teacher preparation program was 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 are required to satisfy this requirement.

The TPA is a program-level requirement, and the Commission does not collect individual 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 other Commission-approved assessments, the structure, cut score, and total volume are presented in the annual exams 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. The Commission is currently considering revisions to these TPEs as part of the larger work of streamlining and strengthening the accreditation system. Adoption of revised TPEs is anticipated in fall 2015.

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 have transitioned to these new standards by January 31, 2015. The Commission is currently considering revisions to the program standards for Multiple and Single Subject programs. Adoption of revised program standards is anticipated in fall 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. The TPEs for Special Educators were updated to ensure alignment with the Common Core State Standards and English learners requirements in 2014.

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 entitled, “One System: Reforming Education to Serve All Students” was released in March 2015. The Commission is currently in the process of gathering significant stakeholder input on the recommendations contained in the report and to determine potential changes to teacher preparation for teachers serving students with disabilities. The Commission anticipates a focus on additional policy and programmatic efforts on this important topic over the next year.

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, and 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. At this time, the Subject Matter requirements for prospective elementary teachers and science teachers are being reviewed to ensure alignment with the Next Generation Science Standards (NGSS).

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 updated program 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 2013-2014 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 2013-2014 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 8 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	Multiple subject and education specialist credential (excluding ECSE) 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
	effective teaching of K-8 reading		
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 or Education Specialist (excludes ECSE) credential programs only.*

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

Institutional Pass-Rate Data for Academic Year 2013-2014

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 2013-14

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 2013-2014 academic year ranged from 85 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 70 percent to 100 percent. The overall pass rate for 2013-14 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, 2011-12 to 2013-14

Assessment	Traditional Route	Alternative Route
Program Completers, 2013-14	96%	96%
Program Completers, 2012-13	97%	98%
Program Completers, 2011-12	97%	97%
Program Completers 2013-14 Pass rate Range	85% to 100%	70% to 100%
Program Completers 2012-13 Pass rate Range	64% to 100%	82% to 100%
Program Completers 2011-12 Pass rate Range	90% to 100%	77% to 100%

Table 12. Assessment Pass Rate for Program Completers, 2013-14

Assessment Name	Institution Pass Rate	Institution Score Range	Statewide Pass Rate	Statewide Score Range
CBEST	99% to 100%	145 to 189	100%	149 to 157
CSET – all subjects	91% to 100%	232 to 277	97 to 100%	235 to 257
CSET: Writing	100%	222 to 263	100%	231 to 240
RICA	75% to 100%	227 to 250	94%	227 to 238

**Pass rate data is for both Traditional and Alternative routes.*

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 for program completers for the current year (2013-14) and two prior years (2012-13 and 2011-12).

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/2013/PSA-13-06.pdf.

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 §80033).

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 the first task of the Teaching Performance Assessment), and who subsequently pass the remaining portions of the teaching 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 that prepare educators for California's public schools.

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

[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

program improvement activities. Biennial reports move accreditation away from a "snapshot" 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 Committee on Accreditation (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_2013_14_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 is one (1) teacher preparation program that has been designated as "at risk of becoming low-performing". The one institution is:

- Pasadena Unified School District (Accreditation with Major Stipulations)

Pasadena Unified School District does not offer a preliminary educator preparation program. It only offers an educator induction program.

In addition, there are two (2) preparation programs that have been designated "low-performing institutions". These institutions are:

- Fielding Graduate University (Accreditation with Probationary Stipulations)
- Tracy Unified School District (Accreditation with Probationary Stipulations)

Tracy Unified School District does not offer a preliminary educator preparation program. It only offers educator induction programs. Fielding Graduate University does not offer a preliminary teacher preparation program. It only offers preparation for school administrators.

Finally, the Committee on Accreditation took action to Deny Accreditation to Metropolitan Education District. Metropolitan Education offered only Designated Subjects preparation programs.

The two institutions that were listed in last year's report as at risk of becoming low performing – California State University, Monterey Bay and Hebrew Union College, are no longer classified as such. In addition, the institution listed as low performing in last year's report – Pacific Oaks College – is no longer listed as such.

California State University, Monterey Bay was revisited by a CTC accreditation team in May 2015 and it was determined that, after the institution had significant change in unit and program leadership and after implementing a series of corrective actions in response to the stipulations placed upon it by COA, all stipulations were removed at a June 2015 meeting of the COA. COA voted to upgrade the accreditation status of CSU Monterey Bay from Accreditation with Major Stipulations to Accreditation. A copy of the team report may be accessed: http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-06/2015-06-item-08.pdf.

Hebrew Union College successfully responded to some of the stipulations placed upon it as a result of the 2014 accreditation visit. In June 2015, the COA acted to remove some stipulations and to upgrade its accreditation status from Accreditation with Major Stipulations to Accreditation with Stipulations. Commission staff and the COA continue to work with Hebrew Union College to address the remaining stipulations. A copy of the report may be accessed at: http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-06/2015-06-item-26.pdf.

Pacific Oaks College was revisited by a CTC accreditation team in May 2015. As a result of the review by this team of the corrective action taken by the institution to address the stipulations, all but two of the stipulations were removed and the accreditation status was upgraded from Accreditation with Probationary Stipulations to Accreditation with Stipulations. Staff and the COA continue to work with the institution to ensure all stipulations are sufficiently addressed. The revisit report may be accessed at: http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-06/2015-06-item-40.pdf.

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 2013-14 to 2015-16. 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/STDS-prep-program.html) 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. This content must be addressed by all initial teacher 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

If a teacher has not earned and authorization to teach English learners, the individual may complete a CTEL program or take and pass the CTEL examination to earn the authorization to teach students who are English 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. The report of the Special Education Task Force entitled, "One System: Reforming Education to Serve All Students" was released in March 2015.

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 few years, 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 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 Subject, Mathematics, and English Language Arts. The CSET Examinations in Multiple Subject, 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 completing the review of 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 have 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 teacher education policy community. The Task Force has met on several occasions and released a report with recommendations for improving outcomes for students with disabilities, including for teacher preparation in March 2015.

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 began ensuring alignment with these revised standards during accreditation site visits in spring 2015.

In addition, requirements for Multiple Subject, Single Subject, 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 2014, several bills impacting teacher preparation were signed into law.

- AB 2560 (Chap. 110, Stats. 2014) directed the Commission, as the licensing agency for individuals designated as mandated reporters, to require all applicants for initial issuance or renewal of a teaching or services credential to read and attest by ink or electronic signature, as appropriate, a specified statement that the applicant understands the duties imposed by the Child Abuse and Neglect Reporting Act. This bill did not place any new requirements on credentialed individuals, but rather was intended to ensure that they understand their existing responsibilities.
- SB 173 (Chap. 545, Stats. 2014) required the Commission and the Academic Senate for California Community Colleges to meet to review their current requirements for noncredit adult education and adult education instructors, and develop and submit recommendations to the Legislature for modifying or establishing reciprocity standards for instructors of adult education courses by July 1, 2015.
- SB 858 (Chap. 32, Stats. 2014) was the 2014 education budget trailer bill, and made multiple changes, one of which was to require that the Commission review and update if appropriate, requirements for the issuance and renewal of permits authorizing service in the care, development, supervision, and instruction of children in child care and development programs. It also required that, by August 1, 2020, teachers assigned to transitional kindergarten classrooms complete at least 24 semester units of early childhood education/childhood development coursework, or obtain a child development teacher permit.

Strengthening and Streamlining the Accreditation System

The Commission began work to strengthen and streamline its preparation program standards, update its performance assessments, and increase the focus of its accreditation system on outcome measures in 2014. The plan for the work was presented at the June 2014 Commission meeting. Six task groups began meeting in December 2014 and a number of agenda items have been presented to the Commission regarding this work.

- Preliminary Teacher Preparation:
  http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5D.pdf
- Performance Assessments:
  http://www.ctc.ca.gov/commission/agendas/2015-04/2015-04-4A.pdf
- Induction of New Teachers:
  http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5F.pdf
- Accreditation Policies and Procedures:
  http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5C.pdf
- Surveys—Program Completers and Employers:
  http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5E.pdf
- Data Warehouse and Dashboards:
  http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5G.pdf

The Commission's 2015-16 budget includes funds to update the state's teaching performance assessment, develop the initial administrator performance assessment, and to update the Commission's data systems to support the development of a comprehensive data warehouse and program and institutional dashboards. This work will continue in 2015-16 and 2016-17 with the expectation that revised preparation programs and revised teaching performance assessments will be in use in 2017-18 and the revised accreditation system will also be in place in 2017-18.

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Assessment Data for Enrolled Students, Completed Non-Clinical, 2013-14 (Group 1) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Alliant International University	098	CBEST	60	240	123	1				97	149
Alliant International University	105	English Subtest I	100	300	220	1				97	247
Alliant International University	106	English Subtest II	100	300	220	1				98	250
Alliant International University	107	English Subtest III	100	300	220	1				93	239
Alliant International University	108	English Subtest IV	100	300	220	1				94	240
Antioch University	098	CBEST	60	240	123	19	18	154	95	97	149
Antioch University	101	Multiple Subjects Subtest I	100	300	220	17	15	240	88	88	236
Antioch University	102	Multiple Subjects Subtest II	100	300	220	17	15	249	88	90	241
Antioch University	103	Multiple Subjects Subtest III	100	300	220	17	17	244	100	92	238
Antioch University	081.1	RICA.1	100	300	220	13	10	220	77	73	228
Bard College	098	CBEST	60	240	123	2				97	149
Bard College	114	Social Science Subtest I	100	300	220	2				76	231
Bard College	115	Social Science Subtest II	100	300	220	2				86	237
Bard College	116	Social Science Subtest III	100	300	220	2				82	235
Biola University	120	Biology/Life Science Subtest III	100	300	220	2				86	235
Biola University	098	CBEST	60	240	123	63	59	148	94	97	149
Biola University	105	English Subtest I	100	300	220	9				97	247
Biola University	106	English Subtest II	100	300	220	9				98	250
Biola University	107	English Subtest III	100	300	220	9				93	239
Biola University	108	English Subtest IV	100	300	220	9				94	240
Biola University	110	Mathematics Subtest I	100	300	220	2				62	224
Biola University	111	Mathematics Subtest II	100	300	220	2				75	227
Biola University	112	Mathematics Subtest III	100	300	220	1				75	245
Biola University	101	Multiple Subjects Subtest I	100	300	220	35	33	241	94	88	236
Biola University	102	Multiple Subjects Subtest II	100	300	220	35	32	243	91	90	241
Biola University	103	Multiple Subjects Subtest III	100	300	220	36	36	241	100	92	238
Biola University	129	Physical Education Subtest I	100	300	220	2				81	229
Biola University	130	Physical Education Subtest II	100	300	220	1				90	231
Biola University	131	Physical Education Subtest III	100	300	220	1				90	233
Biola University	081.1	RICA.1	100	300	220	21	13	227	62	73	228
Biola University	118	Science Subtest I	100	300	220	3				91	240
Biola University	119	Science Subtest II	100	300	220	3				85	237
Biola University	114	Social Science Subtest I	100	300	220	5				76	231

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Biola University	115	Social Science Subtest II	100	300	220	5				86	237
Biola University	116	Social Science Subtest III	100	300	220	5				82	235
Brandman University	140	Art Subtest I	100	300	220	3					
Brandman University	141	Art Subtest II	100	300	220	3					
Brandman University	120	Biology/Life Science Subtest III	100	300	220	5				86	235
Brandman University	124	Biology/Life Science Subtest IV	100	300	220	3					
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	170	170	149	100	97	149
Brandman University	121	Chemistry Subtest III	100	300	220	1					
Brandman University	125	Chemistry Subtest IV	100	300	220	1					
Brandman University	122	Earth/Planetary Science Subtest III	100	300	220	1					
Brandman University	105	English Subtest I	100	300	220	9				97	247
Brandman University	106	English Subtest II	100	300	220	9				98	250
Brandman University	107	English Subtest III	100	300	220	9				93	239
Brandman University	108	English Subtest IV	100	300	220	9				94	240
Brandman University	181	Home Economics Subtest I	100	300	220	3					
Brandman University	182	Home Economics Subtest II	100	300	220	2					
Brandman University	183	Home Economics Subtest III	100	300	220	2					
Brandman University	110	Mathematics Subtest I	100	300	220	14	5	204	36	62	224
Brandman University	111	Mathematics Subtest II	100	300	220	7				75	227
Brandman University	112	Mathematics Subtest III	100	300	220	1				75	245
Brandman University	101	Multiple Subjects Subtest I	100	300	220	87	59	229	68	88	236
Brandman University	102	Multiple Subjects Subtest II	100	300	220	79	60	231	76	90	241
Brandman University	103	Multiple Subjects Subtest III	100	300	220	81	66	233	81	92	238
Brandman University	129	Physical Education Subtest I	100	300	220	4				81	229
Brandman University	130	Physical Education Subtest II	100	300	220	4				90	231
Brandman University	131	Physical Education Subtest III	100	300	220	5				90	233
Brandman University	081	RICA	0	120	81	1				90	89
Brandman University	092	RICA Video	100	300	220	1					
Brandman University	081.1	RICA.1	100	300	220	20	11	217	55	73	228
Brandman University	118	Science Subtest I	100	300	220	2				91	240

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Brandman University	119	Science Subtest II	100	300	220	2				85	237
Brandman University	114	Social Science Subtest I	100	300	220	14	8	224	57	76	231
Brandman University	115	Social Science Subtest II	100	300	220	12	10	236	83	86	237
Brandman University	116	Social Science Subtest III	100	300	220	11	8	230	73	82	235
Brandman University	145	Spanish Subtest I	100	300	220	5				100	241
Brandman University	146	Spanish Subtest II	100	300	220	5				100	238
Brandman University	147	Spanish Subtest III	100	300	220	5				91	248
Brandman University	142	Writing Skills	100	300	220	3				90	231
CA State Polytechnic Univ.-Pomona	120	Biology/Life Science Subtest III	100	300	220	2				86	235
CA State Polytechnic Univ.-Pomona	124	Biology/Life Science Subtest IV	100	300	220	1					
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	77	76	148	99	97	149
CA State Polytechnic Univ.-Pomona	121	Chemistry Subtest III	100	300	220	1					
CA State Polytechnic Univ.-Pomona	125	Chemistry Subtest IV	100	300	220	1					
CA State Polytechnic Univ.-Pomona	105	English Subtest I	100	300	220	3				97	247
CA State Polytechnic Univ.-Pomona	106	English Subtest II	100	300	220	3				98	250
CA State Polytechnic Univ.-Pomona	107	English Subtest III	100	300	220	3				93	239
CA State Polytechnic Univ.-Pomona	108	English Subtest IV	100	300	220	3				94	240
CA State Polytechnic Univ.-Pomona	110	Mathematics Subtest I	100	300	220	4				62	224
CA State Polytechnic Univ.-Pomona	111	Mathematics Subtest II	100	300	220	4				75	227
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	50	40	232	80	88	236
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	47	44	244	94	90	241
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	49	43	233	88	92	238
CA State Polytechnic Univ.-Pomona	129	Physical Education Subtest I	100	300	220	1				81	229
CA State Polytechnic Univ.-Pomona	130	Physical Education Subtest II	100	300	220	1				90	231
CA State Polytechnic Univ.-Pomona	131	Physical Education Subtest III	100	300	220	1				90	233
CA State Polytechnic Univ.-Pomona	123	Physics Subtest III	100	300	220	1					
CA State Polytechnic Univ.-Pomona	081	RICA	0	120	81	1				90	89
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	10	7	223	70	73	228
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	2				91	240
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	2				85	237
CA State Polytechnic Univ.-Pomona	145	Spanish Subtest I	100	300	220	4				100	241
CA State Polytechnic Univ.-Pomona	146	Spanish Subtest II	100	300	220	4				100	238
CA State Polytechnic Univ.-Pomona	147	Spanish Subtest III	100	300	220	4				91	248

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CA State Polytechnic Univ.-Pomona	142	Writing Skills	100	300	220	2				90	231
California Baptist University	120	Biology/Life Science Subtest III	100	300	220	2				86	235
California Baptist University	175	Business Subtest I	100	300	220	1					
California Baptist University	176	Business Subtest II	100	300	220	1					
California Baptist University	177	Business Subtest III	100	300	220	1					
California Baptist University	098	CBEST	60	240	123	40	39	151	98	97	149
California Baptist University	105	English Subtest I	100	300	220	2				97	247
California Baptist University	106	English Subtest II	100	300	220	2				98	250
California Baptist University	107	English Subtest III	100	300	220	2				93	239
California Baptist University	108	English Subtest IV	100	300	220	2				94	240
California Baptist University	148	French Subtest I	100	300	220	1					
California Baptist University	149	French Subtest II	100	300	220	1					
California Baptist University	150	French Subtest III	100	300	220	1					
California Baptist University	110	Mathematics Subtest I	100	300	220	1				62	224
California Baptist University	111	Mathematics Subtest II	100	300	220	1				75	227
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	26	26	238	100	88	236
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	25	24	238	96	90	241
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	26	26	239	100	92	238
California Baptist University	129	Physical Education Subtest I	100	300	220	3				81	229
California Baptist University	130	Physical Education Subtest II	100	300	220	3				90	231
California Baptist University	131	Physical Education Subtest III	100	300	220	3				90	233
California Baptist University	081.1	RICA.1	100	300	220	26	22	229	85	73	228
California Baptist University	118	Science Subtest I	100	300	220	4				91	240
California Baptist University	119	Science Subtest II	100	300	220	4				85	237
California Baptist University	114	Social Science Subtest I	100	300	220	5				76	231
California Baptist University	115	Social Science Subtest II	100	300	220	5				86	237
California Baptist University	116	Social Science Subtest III	100	300	220	5				82	235
California Baptist University	142	Writing Skills	100	300	220	4				90	231
California Lutheran University	140	Art Subtest I	100	300	220	1					
California Lutheran University	141	Art Subtest II	100	300	220	1					
California Lutheran University	120	Biology/Life Science Subtest III	100	300	220	1				86	235
California Lutheran University	098	CBEST	60	240	123	17	17	153	100	97	149
California Lutheran University	121	Chemistry Subtest III	100	300	220	1					

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
California Lutheran University	105	English Subtest I	100	300	220	4				97	247
California Lutheran University	106	English Subtest II	100	300	220	4				98	250
California Lutheran University	107	English Subtest III	100	300	220	4				93	239
California Lutheran University	108	English Subtest IV	100	300	220	4				94	240
California Lutheran University	110	Mathematics Subtest I	100	300	220	1				62	224
California Lutheran University	111	Mathematics Subtest II	100	300	220	1				75	227
California Lutheran University	112	Mathematics Subtest III	100	300	220	1				75	245
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	7				88	236
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	7				90	241
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	7				92	238
California Lutheran University	129	Physical Education Subtest I	100	300	220	1				81	229
California Lutheran University	130	Physical Education Subtest II	100	300	220	1				90	231
California Lutheran University	131	Physical Education Subtest III	100	300	220	1				90	233
California Lutheran University	081.1	RICA.1	100	300	220	6				73	228
California Lutheran University	118	Science Subtest I	100	300	220	2				91	240
California Lutheran University	119	Science Subtest II	100	300	220	2				85	237
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	098	CBEST	60	240	123	61	61	159	100	97	149
California Polytechnic State Univ.-SLO	101	Multiple Subjects Subtest I	100	300	220	52	52	247	100	88	236
California Polytechnic State Univ.-SLO	102	Multiple Subjects Subtest II	100	300	220	52	52	265	100	90	241
California Polytechnic State Univ.-SLO	103	Multiple Subjects Subtest III	100	300	220	52	52	244	100	92	238
California Polytechnic State Univ.-SLO	081.1	RICA.1	100	300	220	52	49	240	94	73	228
California Polytechnic State Univ.-SLO	114	Social Science Subtest I	100	300	220	1				76	231
California Polytechnic State Univ.-SLO	115	Social Science Subtest II	100	300	220	1				86	237
California Polytechnic State Univ.-SLO	116	Social Science Subtest III	100	300	220	1				82	235
California Polytechnic State Univ.-SLO	142	Writing Skills	100	300	220	2				90	231
Chapman University	120	Biology/Life Science Subtest III	100	300	220	2				86	235
Chapman University	098	CBEST	60	240	123	47	46	162	98	97	149
Chapman University	105	English Subtest I	100	300	220	9				97	247
Chapman University	106	English Subtest II	100	300	220	9				98	250
Chapman University	107	English Subtest III	100	300	220	9				93	239

Assessment Data for Enrolled Students, Completed Non-Clinical, 2013-14 (Group 1) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Chapman University	108	English Subtest IV	100	300	220	9				94	240
Chapman University	110	Mathematics Subtest I	100	300	220	4				62	224
Chapman University	111	Mathematics Subtest II	100	300	220	4				75	227
Chapman University	112	Mathematics Subtest III	100	300	220	1				75	245
Chapman University	101	Multiple Subjects Subtest I	100	300	220	25	23	241	92	88	236
Chapman University	102	Multiple Subjects Subtest II	100	300	220	25	25	240	100	90	241
Chapman University	103	Multiple Subjects Subtest III	100	300	220	25	24	239	96	92	238
Chapman University	136	Music Subtest I	100	300	220	2				100	256
Chapman University	137	Music Subtest II	100	300	220	2				100	254
Chapman University	138	Music Subtest III	100	300	220	2				100	252
Chapman University	081.1	RICA.1	100	300	220	17	14	231	82	73	228
Chapman University	118	Science Subtest I	100	300	220	2				91	240
Chapman University	119	Science Subtest II	100	300	220	2				85	237
Chapman University	114	Social Science Subtest I	100	300	220	5				76	231
Chapman University	115	Social Science Subtest II	100	300	220	5				86	237
Chapman University	116	Social Science Subtest III	100	300	220	4				82	235
Chapman University	142	Writing Skills	100	300	220	3				90	231
Claremont Graduate University	098	CBEST	60	240	123	3				97	149
Claremont Graduate University	105	English Subtest I	100	300	220	1				97	247
Claremont Graduate University	106	English Subtest II	100	300	220	1				98	250
Claremont Graduate University	107	English Subtest III	100	300	220	1				93	239
Claremont Graduate University	108	English Subtest IV	100	300	220	1				94	240
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	2				88	236
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	2				90	241
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	2				92	238
Claremont Graduate University	081.1	RICA.1	100	300	220	3				73	228
Concordia University	140	Art Subtest I	100	300	220	1					
Concordia University	141	Art Subtest II	100	300	220	2					
Concordia University	120	Biology/Life Science Subtest III	100	300	220	1				86	235
Concordia University	098	CBEST	60	240	123	48	48	150	100	97	149
Concordia University	122	Earth/Planetary Science Subtest III	100	300	220	1					
Concordia University	105	English Subtest I	100	300	220	2				97	247
Concordia University	106	English Subtest II	100	300	220	2				98	250

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Concordia University	107	English Subtest III	100	300	220	2				93	239
Concordia University	108	English Subtest IV	100	300	220	2				94	240
Concordia University	110	Mathematics Subtest I	100	300	220	3				62	224
Concordia University	111	Mathematics Subtest II	100	300	220	3				75	227
Concordia University	112	Mathematics Subtest III	100	300	220	3				75	245
Concordia University	101	Multiple Subjects Subtest I	100	300	220	36	30	238	83	88	236
Concordia University	102	Multiple Subjects Subtest II	100	300	220	36	30	242	83	90	241
Concordia University	103	Multiple Subjects Subtest III	100	300	220	36	33	240	92	92	238
Concordia University	136	Music Subtest I	100	300	220	1				100	256
Concordia University	137	Music Subtest II	100	300	220	1				100	254
Concordia University	138	Music Subtest III	100	300	220	1				100	252
Concordia University	129	Physical Education Subtest I	100	300	220	1				81	229
Concordia University	130	Physical Education Subtest II	100	300	220	1				90	231
Concordia University	131	Physical Education Subtest III	100	300	220	1				90	233
Concordia University	081	RICA	0	120	81	2				90	89
Concordia University	081.1	RICA.1	100	300	220	10	7	228	70	73	228
Concordia University	118	Science Subtest I	100	300	220	2				91	240
Concordia University	119	Science Subtest II	100	300	220	2				85	237
Concordia University	114	Social Science Subtest I	100	300	220	3				76	231
Concordia University	115	Social Science Subtest II	100	300	220	3				86	237
Concordia University	116	Social Science Subtest III	100	300	220	3				82	235
Concordia University	145	Spanish Subtest I	100	300	220	1				100	241
Concordia University	146	Spanish Subtest II	100	300	220	1				100	238
Concordia University	147	Spanish Subtest III	100	300	220	1				91	248
Concordia University	142	Writing Skills	100	300	220	3				90	231
CSU Bakersfield	120	Biology/Life Science Subtest III	100	300	220	2				86	235
CSU Bakersfield	098	CBEST	60	240	123	112	106	144	95	97	149
CSU Bakersfield	105	English Subtest I	100	300	220	10	10	239	100	97	247
CSU Bakersfield	106	English Subtest II	100	300	220	10	10	243	100	98	250
CSU Bakersfield	107	English Subtest III	100	300	220	10	9	238	90	93	239
CSU Bakersfield	108	English Subtest IV	100	300	220	10	10	232	100	94	240
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	1				62	224
CSU Bakersfield	111	Mathematics Subtest II	100	300	220	1				75	227

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	64	58	236	91	88	236
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	64	58	240	91	90	241
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	64	57	238	89	92	238
CSU Bakersfield	136	Music Subtest I	100	300	220	1				100	256
CSU Bakersfield	137	Music Subtest II	100	300	220	1				100	254
CSU Bakersfield	138	Music Subtest III	100	300	220	1				100	252
CSU Bakersfield	129	Physical Education Subtest I	100	300	220	3				81	229
CSU Bakersfield	130	Physical Education Subtest II	100	300	220	3				90	231
CSU Bakersfield	131	Physical Education Subtest III	100	300	220	3				90	233
CSU Bakersfield	081.1	RICA.1	100	300	220	24	18	229	75	73	228
CSU Bakersfield	118	Science Subtest I	100	300	220	2				91	240
CSU Bakersfield	119	Science Subtest II	100	300	220	2				85	237
CSU Bakersfield	114	Social Science Subtest I	100	300	220	2				76	231
CSU Bakersfield	115	Social Science Subtest II	100	300	220	2				86	237
CSU Bakersfield	116	Social Science Subtest III	100	300	220	2				82	235
CSU Bakersfield	145	Spanish Subtest I	100	300	220	1				100	241
CSU Bakersfield	146	Spanish Subtest II	100	300	220	1				100	238
CSU Bakersfield	147	Spanish Subtest III	100	300	220	1				91	248
CSU Dominguez Hills	120	Biology/Life Science Subtest III	100	300	220	2				86	235
CSU Dominguez Hills	124	Biology/Life Science Subtest IV	100	300	220	1					
CSU Dominguez Hills	098	CBEST	60	240	123	25	25	146	100	97	149
CSU Dominguez Hills	121	Chemistry Subtest III	100	300	220	2					
CSU Dominguez Hills	105	English Subtest I	100	300	220	1				97	247
CSU Dominguez Hills	106	English Subtest II	100	300	220	1				98	250
CSU Dominguez Hills	107	English Subtest III	100	300	220	1				93	239
CSU Dominguez Hills	108	English Subtest IV	100	300	220	1				94	240
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	1				62	224
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	1				75	227
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	3				88	236
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	3				90	241
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	3				92	238
CSU Dominguez Hills	081	RICA	0	120	81	1				90	89
CSU Dominguez Hills	081.1	RICA.1	100	300	220	2				73	228

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Dominguez Hills	118	Science Subtest I	100	300	220	6				91	240
CSU Dominguez Hills	119	Science Subtest II	100	300	220	6				85	237
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	2				76	231
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	2				86	237
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	2				82	235
CSU East Bay	098	CBEST	60	240	123	14	14	152	100	97	149
CSU East Bay	110	Mathematics Subtest I	100	300	220	2				62	224
CSU East Bay	111	Mathematics Subtest II	100	300	220	2				75	227
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	8				88	236
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	8				90	241
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	8				92	238
CSU East Bay	081.1	RICA.1	100	300	220	8				73	228
CSU East Bay	114	Social Science Subtest I	100	300	220	3				76	231
CSU East Bay	115	Social Science Subtest II	100	300	220	3				86	237
CSU East Bay	116	Social Science Subtest III	100	300	220	3				82	235
CSU Los Angeles	098	CBEST	60	240	123	22	22	142	100	97	149
CSU Los Angeles	105	English Subtest I	100	300	220	4				97	247
CSU Los Angeles	106	English Subtest II	100	300	220	4				98	250
CSU Los Angeles	107	English Subtest III	100	300	220	4				93	239
CSU Los Angeles	108	English Subtest IV	100	300	220	4				94	240
CSU Los Angeles	110	Mathematics Subtest I	100	300	220	2				62	224
CSU Los Angeles	111	Mathematics Subtest II	100	300	220	2				75	227
CSU Los Angeles	112	Mathematics Subtest III	100	300	220	1				75	245
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	9				88	236
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	9				90	241
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	9				92	238
CSU Los Angeles	081.1	RICA.1	100	300	220	6				73	228
CSU Los Angeles	114	Social Science Subtest I	100	300	220	3				76	231
CSU Los Angeles	115	Social Science Subtest II	100	300	220	3				86	237
CSU Los Angeles	116	Social Science Subtest III	100	300	220	3				82	235
CSU Los Angeles	142	Writing Skills	100	300	220	1				90	231
CSU Northridge	186	American Sign Language Subtest I	100	300	220	3					
CSU Northridge	187	American Sign Language Subtest II	100	300	220	3					

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Northridge	188	American Sign Language Subtest III	100	300	220	3					
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	2				86	235
CSU Northridge	098	CBEST	60	240	123	39	35	152	90	97	149
CSU Northridge	122	Earth/Planetary Science Subtest III	100	300	220	2					
CSU Northridge	105	English Subtest I	100	300	220	5				97	247
CSU Northridge	106	English Subtest II	100	300	220	5				98	250
CSU Northridge	107	English Subtest III	100	300	220	5				93	239
CSU Northridge	108	English Subtest IV	100	300	220	5				94	240
CSU Northridge	110	Mathematics Subtest I	100	300	220	3				62	224
CSU Northridge	111	Mathematics Subtest II	100	300	220	2				75	227
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	7				88	236
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	7				90	241
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	8				92	238
CSU Northridge	123	Physics Subtest III	100	300	220	1					
CSU Northridge	081.1	RICA.1	100	300	220	2				73	228
CSU Northridge	118	Science Subtest I	100	300	220	5				91	240
CSU Northridge	119	Science Subtest II	100	300	220	5				85	237
CSU Northridge	114	Social Science Subtest I	100	300	220	1				76	231
CSU Northridge	115	Social Science Subtest II	100	300	220	1				86	237
CSU Northridge	116	Social Science Subtest III	100	300	220	1				82	235
CSU Northridge	145	Spanish Subtest I	100	300	220	2				100	241
CSU Northridge	146	Spanish Subtest II	100	300	220	2				100	238
CSU Northridge	147	Spanish Subtest III	100	300	220	2				91	248
CSU Northridge	142	Writing Skills	100	300	220	2				90	231
CSU San Bernardino	120	Biology/Life Science Subtest III	100	300	220	1				86	235
CSU San Bernardino	098	CBEST	60	240	123	40	40	150	100	97	149
CSU San Bernardino	105	English Subtest I	100	300	220	4				97	247
CSU San Bernardino	106	English Subtest II	100	300	220	4				98	250
CSU San Bernardino	107	English Subtest III	100	300	220	4				93	239
CSU San Bernardino	108	English Subtest IV	100	300	220	4				94	240
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					

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	21	21	238	100	88	236
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	21	21	247	100	90	241
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	21	21	239	100	92	238
CSU San Bernardino	081.1	RICA.1	100	300	220	8				73	228
CSU San Bernardino	114	Social Science Subtest I	100	300	220	4				76	231
CSU San Bernardino	115	Social Science Subtest II	100	300	220	4				86	237
CSU San Bernardino	116	Social Science Subtest III	100	300	220	4				82	235
CSU San Marcos	098	CBEST	60	240	123	56	52	143	93	97	149
CSU San Marcos	105	English Subtest I	100	300	220	1				97	247
CSU San Marcos	106	English Subtest II	100	300	220	1				98	250
CSU San Marcos	107	English Subtest III	100	300	220	1				93	239
CSU San Marcos	108	English Subtest IV	100	300	220	1				94	240
CSU San Marcos	101	Multiple Subjects Subtest I	100	300	220	59	49	231	83	88	236
CSU San Marcos	102	Multiple Subjects Subtest II	100	300	220	54	49	240	91	90	241
CSU San Marcos	103	Multiple Subjects Subtest III	100	300	220	54	48	235	89	92	238
CSU San Marcos	081.1	RICA.1	100	300	220	28	16	220	57	73	228
CSU San Marcos	114	Social Science Subtest I	100	300	220	3				76	231
CSU San Marcos	115	Social Science Subtest II	100	300	220	3				86	237
CSU San Marcos	116	Social Science Subtest III	100	300	220	3				82	235
CSU San Marcos	142	Writing Skills	100	300	220	10	9	222	90	90	231
Holy Names University	098	CBEST	60	240	123	15	14	144	93	97	149
Holy Names University	105	English Subtest I	100	300	220	1				97	247
Holy Names University	106	English Subtest II	100	300	220	1				98	250
Holy Names University	107	English Subtest III	100	300	220	1				93	239
Holy Names University	108	English Subtest IV	100	300	220	1				94	240
Holy Names University	110	Mathematics Subtest I	100	300	220	1				62	224
Holy Names University	111	Mathematics Subtest II	100	300	220	1				75	227
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	10	10	236	100	88	236
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	10	10	233	100	90	241
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	10	10	239	100	92	238
Holy Names University	081.1	RICA.1	100	300	220	5				73	228
Holy Names University	114	Social Science Subtest I	100	300	220	2				76	231
Holy Names University	115	Social Science Subtest II	100	300	220	2				86	237

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Holy Names University	116	Social Science Subtest III	100	300	220	2				82	235
Holy Names University	145	Spanish Subtest I	100	300	220	1				100	241
Holy Names University	146	Spanish Subtest II	100	300	220	1				100	238
Holy Names University	147	Spanish Subtest III	100	300	220	1				91	248
Holy Names University	142	Writing Skills	100	300	220	2				90	231
Hope International University	098	CBEST	60	240	123	4				97	149
Hope International University	105	English Subtest I	100	300	220	1				97	247
Hope International University	106	English Subtest II	100	300	220	1				98	250
Hope International University	107	English Subtest III	100	300	220	1				93	239
Hope International University	108	English Subtest IV	100	300	220	1				94	240
Hope International University	101	Multiple Subjects Subtest I	100	300	220	3				88	236
Hope International University	102	Multiple Subjects Subtest II	100	300	220	3				90	241
Hope International University	103	Multiple Subjects Subtest III	100	300	220	4				92	238
Hope International University	081.1	RICA.1	100	300	220	3				73	228
Hope International University	142	Writing Skills	100	300	220	1				90	231
Humphreys College	098	CBEST	60	240	123	14	10	125	71	97	149
Humphreys College	081.1	RICA.1	100	300	220	1				73	228
La Sierra University	098	CBEST	60	240	123	8				97	149
La Sierra University	101	Multiple Subjects Subtest I	100	300	220	2				88	236
La Sierra University	102	Multiple Subjects Subtest II	100	300	220	2				90	241
La Sierra University	103	Multiple Subjects Subtest III	100	300	220	2				92	238
La Sierra University	129	Physical Education Subtest I	100	300	220	1				81	229
La Sierra University	130	Physical Education Subtest II	100	300	220	1				90	231
La Sierra University	131	Physical Education Subtest III	100	300	220	1				90	233
La Sierra University	114	Social Science Subtest I	100	300	220	1				76	231
La Sierra University	115	Social Science Subtest II	100	300	220	1				86	237
La Sierra University	116	Social Science Subtest III	100	300	220	1				82	235
Mount Saint Mary's College	098	CBEST	60	240	123	19	19	139	100	97	149
Mount Saint Mary's College	105	English Subtest I	100	300	220	3				97	247
Mount Saint Mary's College	106	English Subtest II	100	300	220	3				98	250
Mount Saint Mary's College	107	English Subtest III	100	300	220	3				93	239
Mount Saint Mary's College	108	English Subtest IV	100	300	220	3				94	240
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	14	13	235	93	88	236

Assessment Data for Enrolled Students, Completed Non-Clinical, 2013-14 (Group 1) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	14	13	238	93	90	241
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	14	13	241	93	92	238
Mount Saint Mary's College	081.1	RICA.1	100	300	220	4				73	228
Mount Saint Mary's College	114	Social Science Subtest I	100	300	220	1				76	231
Mount Saint Mary's College	115	Social Science Subtest II	100	300	220	1				86	237
Mount Saint Mary's College	116	Social Science Subtest III	100	300	220	1				82	235
Mount Saint Mary's College	145	Spanish Subtest I	100	300	220	1				100	241
Mount Saint Mary's College	146	Spanish Subtest II	100	300	220	1				100	238
Mount Saint Mary's College	147	Spanish Subtest III	100	300	220	1				91	248
Mount Saint Mary's College	142	Writing Skills	100	300	220	1				90	231
National University	172	Agriculture Subtest I	100	300	220	1					
National University	173	Agriculture Subtest II	100	300	220	1					
National University	174	Agriculture Subtest III	100	300	220	1					
National University	140	Art Subtest I	100	300	220	1					
National University	141	Art Subtest II	100	300	220	1					
National University	120	Biology/Life Science Subtest III	100	300	220	4				86	235
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	317	305	149	96	97	149
National University	121	Chemistry Subtest III	100	300	220	1					
National University	122	Earth/Planetary Science Subtest III	100	300	220	2					
National University	105	English Subtest I	100	300	220	20	18	247	90	97	247
National University	106	English Subtest II	100	300	220	20	18	243	90	98	250
National University	107	English Subtest III	100	300	220	19	17	239	89	93	239
National University	108	English Subtest IV	100	300	220	19	17	235	89	94	240
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	16	9	219	56	62	224
National University	111	Mathematics Subtest II	100	300	220	12	7	217	58	75	227
National University	112	Mathematics Subtest III	100	300	220	1				75	245
National University	101	Multiple Subjects Subtest I	100	300	220	194	170	235	88	88	236

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
National University	102	Multiple Subjects Subtest II	100	300	220	188	168	240	89	90	241
National University	103	Multiple Subjects Subtest III	100	300	220	192	179	239	93	92	238
National University	136	Music Subtest I	100	300	220	1				100	256
National University	137	Music Subtest II	100	300	220	1				100	254
National University	138	Music Subtest III	100	300	220	1				100	252
National University	129	Physical Education Subtest I	100	300	220	13	11	226	85	81	229
National University	130	Physical Education Subtest II	100	300	220	12	10	230	83	90	231
National University	131	Physical Education Subtest III	100	300	220	12	12	237	100	90	233
National University	123	Physics Subtest III	100	300	220	1					
National University	081	RICA	0	120	81	2				90	89
National University	081.1	RICA.1	100	300	220	67	44	226	66	73	228
National University	118	Science Subtest I	100	300	220	12	10	231	83	91	240
National University	119	Science Subtest II	100	300	220	12	8	219	67	85	237
National University	114	Social Science Subtest I	100	300	220	19	15	226	79	76	231
National University	115	Social Science Subtest II	100	300	220	19	17	232	89	86	237
National University	116	Social Science Subtest III	100	300	220	19	17	232	89	82	235
National University	145	Spanish Subtest I	100	300	220	2				100	241
National University	146	Spanish Subtest II	100	300	220	2				100	238
National University	147	Spanish Subtest III	100	300	220	2				91	248
National University	142	Writing Skills	100	300	220	10	9	230	90	90	231
Pacific Oaks College	098	CBEST	60	240	123	17	17	142	100	97	149
Pacific Oaks College	081	RICA	0	120	81	1				90	89
Pacific Oaks College	081.1	RICA.1	100	300	220	2				73	228
Pacific Union College	098	CBEST	60	240	123	11	11	158	100	97	149
Pacific Union College	105	English Subtest I	100	300	220	1				97	247
Pacific Union College	106	English Subtest II	100	300	220	1				98	250
Pacific Union College	107	English Subtest III	100	300	220	1				93	239
Pacific Union College	108	English Subtest IV	100	300	220	1				94	240
Pacific Union College	101	Multiple Subjects Subtest I	100	300	220	7				88	236
Pacific Union College	102	Multiple Subjects Subtest II	100	300	220	7				90	241
Pacific Union College	103	Multiple Subjects Subtest III	100	300	220	6				92	238
Pacific Union College	081.1	RICA.1	100	300	220	2				73	228
Pacific Union College	118	Science Subtest I	100	300	220	1				91	240

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Pacific Union College	114	Social Science Subtest I	100	300	220	1				76	231
Pacific Union College	115	Social Science Subtest II	100	300	220	1				86	237
Pacific Union College	116	Social Science Subtest III	100	300	220	1				82	235
Pacific Union College	142	Writing Skills	100	300	220	1				90	231
Patten University	098	CBEST	60	240	123	10	10	154	100	97	149
Patten University	105	English Subtest I	100	300	220	3				97	247
Patten University	106	English Subtest II	100	300	220	3				98	250
Patten University	107	English Subtest III	100	300	220	3				93	239
Patten University	108	English Subtest IV	100	300	220	3				94	240
Patten University	110	Mathematics Subtest I	100	300	220	1				62	224
Patten University	111	Mathematics Subtest II	100	300	220	1				75	227
Patten University	101	Multiple Subjects Subtest I	100	300	220	4				88	236
Patten University	102	Multiple Subjects Subtest II	100	300	220	4				90	241
Patten University	103	Multiple Subjects Subtest III	100	300	220	4				92	238
Patten University	129	Physical Education Subtest I	100	300	220	2				81	229
Patten University	130	Physical Education Subtest II	100	300	220	2				90	231
Patten University	131	Physical Education Subtest III	100	300	220	2				90	233
Patten University	081.1	RICA.1	100	300	220	2				73	228
Point Loma Nazarene University	098	CBEST	60	240	123	38	38	146	100	97	149
Point Loma Nazarene University	105	English Subtest I	100	300	220	5				97	247
Point Loma Nazarene University	106	English Subtest II	100	300	220	5				98	250
Point Loma Nazarene University	107	English Subtest III	100	300	220	5				93	239
Point Loma Nazarene University	108	English Subtest IV	100	300	220	4				94	240
Point Loma Nazarene University	110	Mathematics Subtest I	100	300	220	1				62	224
Point Loma Nazarene University	111	Mathematics Subtest II	100	300	220	1				75	227
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	14	11	226	79	88	236
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	15	10	236	67	90	241
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	15	12	232	80	92	238
Point Loma Nazarene University	136	Music Subtest I	100	300	220	4				100	256
Point Loma Nazarene University	137	Music Subtest II	100	300	220	4				100	254
Point Loma Nazarene University	138	Music Subtest III	100	300	220	4				100	252
Point Loma Nazarene University	129	Physical Education Subtest I	100	300	220	1				81	229
Point Loma Nazarene University	130	Physical Education Subtest II	100	300	220	1				90	231

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Point Loma Nazarene University	131	Physical Education Subtest III	100	300	220	1				90	233
Point Loma Nazarene University	081	RICA	0	120	81	1				90	89
Point Loma Nazarene University	081.1	RICA.1	100	300	220	5				73	228
Point Loma Nazarene University	118	Science Subtest I	100	300	220	1				91	240
Point Loma Nazarene University	119	Science Subtest II	100	300	220	1				85	237
Point Loma Nazarene University	114	Social Science Subtest I	100	300	220	5				76	231
Point Loma Nazarene University	115	Social Science Subtest II	100	300	220	6				86	237
Point Loma Nazarene University	116	Social Science Subtest III	100	300	220	6				82	235
Point Loma Nazarene University	142	Writing Skills	100	300	220	1				90	231
Saint Mary's College of California	098	CBEST	60	240	123	1				97	149
Saint Mary's College of California	114	Social Science Subtest I	100	300	220	1				76	231
San Diego Christian College	098	CBEST	60	240	123	3				97	149
San Diego Christian College	101	Multiple Subjects Subtest I	100	300	220	1				88	236
San Diego Christian College	102	Multiple Subjects Subtest II	100	300	220	1				90	241
San Diego Christian College	103	Multiple Subjects Subtest III	100	300	220	1				92	238
San Diego Christian College	129	Physical Education Subtest I	100	300	220	1				81	229
San Diego Christian College	130	Physical Education Subtest II	100	300	220	1				90	231
San Diego Christian College	131	Physical Education Subtest III	100	300	220	1				90	233
San Diego Christian College	081.1	RICA.1	100	300	220	1				73	228
San Diego Christian College	142	Writing Skills	100	300	220	1				90	231
Sonoma State University	120	Biology/Life Science Subtest III	100	300	220	2				86	235
Sonoma State University	098	CBEST	60	240	123	14	14	151	100	97	149
Sonoma State University	105	English Subtest I	100	300	220	2				97	247
Sonoma State University	106	English Subtest II	100	300	220	2				98	250
Sonoma State University	107	English Subtest III	100	300	220	2				93	239
Sonoma State University	108	English Subtest IV	100	300	220	2				94	240
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	3				88	236
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	3				90	241
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	3				92	238
Sonoma State University	118	Science Subtest I	100	300	220	2				91	240
Sonoma State University	119	Science Subtest II	100	300	220	2				85	237
Sonoma State University	114	Social Science Subtest I	100	300	220	4				76	231
Sonoma State University	115	Social Science Subtest II	100	300	220	4				86	237

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Sonoma State University	116	Social Science Subtest III	100	300	220	4				82	235
The Master's College	098	CBEST	60	240	123	2				97	149
The Master's College	105	English Subtest I	100	300	220	1				97	247
The Master's College	106	English Subtest II	100	300	220	1				98	250
The Master's College	107	English Subtest III	100	300	220	1				93	239
The Master's College	108	English Subtest IV	100	300	220	1				94	240
The Master's College	114	Social Science Subtest I	100	300	220	1				76	231
The Master's College	115	Social Science Subtest II	100	300	220	1				86	237
The Master's College	116	Social Science Subtest III	100	300	220	1				82	235
UC Los Angeles	098	CBEST	60	240	123	2				97	149
UC Los Angeles	114	Social Science Subtest I	100	300	220	2				76	231
UC Los Angeles	115	Social Science Subtest II	100	300	220	2				86	237
UC Los Angeles	116	Social Science Subtest III	100	300	220	2				82	235
UC Santa Barbara	098	CBEST	60	240	123	1				97	149
UC Santa Barbara	101	Multiple Subjects Subtest I	100	300	220	1				88	236
UC Santa Barbara	102	Multiple Subjects Subtest II	100	300	220	1				90	241
UC Santa Barbara	103	Multiple Subjects Subtest III	100	300	220	1				92	238
UC Santa Cruz	120	Biology/Life Science Subtest III	100	300	220	4				86	235
UC Santa Cruz	124	Biology/Life Science Subtest IV	100	300	220	1					
UC Santa Cruz	098	CBEST	60	240	123	71	70	162	99	97	149
UC Santa Cruz	121	Chemistry Subtest III	100	300	220	1					
UC Santa Cruz	122	Earth/Planetary Science Subtest III	100	300	220	1					
UC Santa Cruz	105	English Subtest I	100	300	220	8				97	247
UC Santa Cruz	106	English Subtest II	100	300	220	8				98	250
UC Santa Cruz	107	English Subtest III	100	300	220	8				93	239
UC Santa Cruz	108	English Subtest IV	100	300	220	8				94	240
UC Santa Cruz	110	Mathematics Subtest I	100	300	220	2				62	224
UC Santa Cruz	111	Mathematics Subtest II	100	300	220	2				75	227
UC Santa Cruz	112	Mathematics Subtest III	100	300	220	2				75	245
UC Santa Cruz	101	Multiple Subjects Subtest I	100	300	220	39	38	245	97	88	236
UC Santa Cruz	102	Multiple Subjects Subtest II	100	300	220	39	38	250	97	90	241
UC Santa Cruz	103	Multiple Subjects Subtest III	100	300	220	39	38	241	97	92	238
UC Santa Cruz	081.1	RICA.1	100	300	220	5				73	228

Assessment Data for Enrolled Students, Completed Non-Clinical, 2013-14 (Group 1) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
UC Santa Cruz	118	Science Subtest I	100	300	220	6				91	240
UC Santa Cruz	119	Science Subtest II	100	300	220	6				85	237
UC Santa Cruz	114	Social Science Subtest I	100	300	220	12	12	241	100	76	231
UC Santa Cruz	115	Social Science Subtest II	100	300	220	12	12	253	100	86	237
UC Santa Cruz	116	Social Science Subtest III	100	300	220	12	12	248	100	82	235
UC Santa Cruz	142	Writing Skills	100	300	220	5				90	231
United States University	098	CBEST	60	240	123	1				97	149
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	7				86	235
University of LaVerne	098	CBEST	60	240	123	137	132	141	96	97	149
University of LaVerne	105	English Subtest I	100	300	220	4				97	247
University of LaVerne	106	English Subtest II	100	300	220	4				98	250
University of LaVerne	107	English Subtest III	100	300	220	4				93	239
University of LaVerne	108	English Subtest IV	100	300	220	4				94	240
University of LaVerne	178	Health Science Subtest I	100	300	220	1					
University of LaVerne	110	Mathematics Subtest I	100	300	220	4				62	224
University of LaVerne	111	Mathematics Subtest II	100	300	220	3				75	227
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	89	74	231	83	88	236
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	88	77	233	88	90	241
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	91	83	234	91	92	238
University of LaVerne	129	Physical Education Subtest I	100	300	220	4				81	229
University of LaVerne	130	Physical Education Subtest II	100	300	220	4				90	231
University of LaVerne	131	Physical Education Subtest III	100	300	220	4				90	233
University of LaVerne	123	Physics Subtest III	100	300	220	1					
University of LaVerne	081	RICA	0	120	81	1				90	89
University of LaVerne	081.1	RICA.1	100	300	220	70	48	226	69	73	228
University of LaVerne	118	Science Subtest I	100	300	220	9				91	240
University of LaVerne	119	Science Subtest II	100	300	220	9				85	237
University of LaVerne	114	Social Science Subtest I	100	300	220	11	8	226	73	76	231
University of LaVerne	115	Social Science Subtest II	100	300	220	12	11	236	92	86	237
University of LaVerne	116	Social Science Subtest III	100	300	220	11	8	237	73	82	235
University of LaVerne	145	Spanish Subtest I	100	300	220	2				100	241
University of LaVerne	146	Spanish Subtest II	100	300	220	2				100	238
University of LaVerne	147	Spanish Subtest III	100	300	220	2				91	248

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of LaVerne	142	Writing Skills	100	300	220	3				90	231
University of Phoenix	098	CBEST	60	240	123	13	13	151	100	97	149
University of Phoenix	110	Mathematics Subtest I	100	300	220	3				62	224
University of Phoenix	111	Mathematics Subtest II	100	300	220	3				75	227
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	5				88	236
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	5				90	241
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	5				92	238
University of Phoenix	081.1	RICA.1	100	300	220	2				73	228
University of Phoenix	118	Science Subtest I	100	300	220	1				91	240
University of Phoenix	119	Science Subtest II	100	300	220	1				85	237
University of Phoenix	114	Social Science Subtest I	100	300	220	1				76	231
University of Phoenix	115	Social Science Subtest II	100	300	220	1				86	237
University of Phoenix	116	Social Science Subtest III	100	300	220	1				82	235
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	1				86	235
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	85	85	152	100	97	149
University of Redlands	122	Earth/Planetary Science Subtest III	100	300	220	1					
University of Redlands	105	English Subtest I	100	300	220	8				97	247
University of Redlands	106	English Subtest II	100	300	220	8				98	250
University of Redlands	107	English Subtest III	100	300	220	8				93	239
University of Redlands	108	English Subtest IV	100	300	220	8				94	240
University of Redlands	110	Mathematics Subtest I	100	300	220	9				62	224
University of Redlands	111	Mathematics Subtest II	100	300	220	7				75	227
University of Redlands	112	Mathematics Subtest III	100	300	220	1				75	245
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	44	42	237	95	88	236
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	44	39	243	89	90	241
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	45	40	239	89	92	238
University of Redlands	129	Physical Education Subtest I	100	300	220	2				81	229
University of Redlands	130	Physical Education Subtest II	100	300	220	2				90	231
University of Redlands	131	Physical Education Subtest III	100	300	220	2				90	233
University of Redlands	081.1	RICA.1	100	300	220	23	19	232	83	73	228

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of Redlands	118	Science Subtest I	100	300	220	3				91	240
University of Redlands	119	Science Subtest II	100	300	220	3				85	237
University of Redlands	114	Social Science Subtest I	100	300	220	9				76	231
University of Redlands	115	Social Science Subtest II	100	300	220	9				86	237
University of Redlands	116	Social Science Subtest III	100	300	220	9				82	235
University of Redlands	145	Spanish Subtest I	100	300	220	2				100	241
University of Redlands	146	Spanish Subtest II	100	300	220	2				100	238
University of Redlands	147	Spanish Subtest III	100	300	220	2				91	248
University of San Diego	098	CBEST	60	240	123	6				97	149
University of San Diego	101	Multiple Subjects Subtest I	100	300	220	3				88	236
University of San Diego	102	Multiple Subjects Subtest II	100	300	220	3				90	241
University of San Diego	103	Multiple Subjects Subtest III	100	300	220	3				92	238
University of San Diego	123	Physics Subtest III	100	300	220	1					
University of San Diego	081.1	RICA.1	100	300	220	2				73	228
University of San Diego	118	Science Subtest I	100	300	220	1				91	240
University of San Diego	119	Science Subtest II	100	300	220	1				85	237
University of San Francisco	098	CBEST	60	240	123	19	19	185	100	97	149
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	11	11	242	100	88	236
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	11	11	245	100	90	241
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	11	11	239	100	92	238
University of San Francisco	081.1	RICA.1	100	300	220	13	12	236	92	73	228
University of San Francisco	142	Writing Skills	100	300	220	11	11	227	100	90	231
University of the Pacific	140	Art Subtest I	100	300	220	1					
University of the Pacific	120	Biology/Life Science Subtest III	100	300	220	1				86	235
University of the Pacific	098	CBEST	60	240	123	80	70	147	88	97	149
University of the Pacific	121	Chemistry Subtest III	100	300	220	1					
University of the Pacific	105	English Subtest I	100	300	220	4				97	247
University of the Pacific	106	English Subtest II	100	300	220	4				98	250
University of the Pacific	107	English Subtest III	100	300	220	4				93	239
University of the Pacific	108	English Subtest IV	100	300	220	4				94	240
University of the Pacific	110	Mathematics Subtest I	100	300	220	2				62	224
University of the Pacific	111	Mathematics Subtest II	100	300	220	2				75	227
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	24	20	238	83	88	236

Assessment Data for Enrolled Students, Completed Non-Clinical, 2013-14 (Group 1) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	23	18	241	78	90	241
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	23	21	240	91	92	238
University of the Pacific	129	Physical Education Subtest I	100	300	220	4				81	229
University of the Pacific	130	Physical Education Subtest II	100	300	220	4				90	231
University of the Pacific	131	Physical Education Subtest III	100	300	220	4				90	233
University of the Pacific	081.1	RICA.1	100	300	220	2				73	228
University of the Pacific	114	Social Science Subtest I	100	300	220	6				76	231
University of the Pacific	115	Social Science Subtest II	100	300	220	7				86	237
University of the Pacific	116	Social Science Subtest III	100	300	220	7				82	235
University of the Pacific	145	Spanish Subtest I	100	300	220	2				100	241
University of the Pacific	146	Spanish Subtest II	100	300	220	2				100	238
University of the Pacific	147	Spanish Subtest III	100	300	220	2				91	248
University of the Pacific	142	Writing Skills	100	300	220	1				90	231
Vanguard University	120	Biology/Life Science Subtest III	100	300	220	1				86	235
Vanguard University	124	Biology/Life Science Subtest IV	100	300	220	1					
Vanguard University	098	CBEST	60	240	123	31	29	152	94	97	149
Vanguard University	105	English Subtest I	100	300	220	1				97	247
Vanguard University	106	English Subtest II	100	300	220	1				98	250
Vanguard University	107	English Subtest III	100	300	220	1				93	239
Vanguard University	108	English Subtest IV	100	300	220	1				94	240
Vanguard University	110	Mathematics Subtest I	100	300	220	6				62	224
Vanguard University	111	Mathematics Subtest II	100	300	220	6				75	227
Vanguard University	101	Multiple Subjects Subtest I	100	300	220	13	13	236	100	88	236
Vanguard University	102	Multiple Subjects Subtest II	100	300	220	13	12	242	92	90	241
Vanguard University	103	Multiple Subjects Subtest III	100	300	220	13	13	242	100	92	238
Vanguard University	136	Music Subtest I	100	300	220	1				100	256
Vanguard University	137	Music Subtest II	100	300	220	1				100	254
Vanguard University	138	Music Subtest III	100	300	220	1				100	252
Vanguard University	081.1	RICA.1	100	300	220	6				73	228
Vanguard University	114	Social Science Subtest I	100	300	220	4				76	231
Vanguard University	115	Social Science Subtest II	100	300	220	3				86	237
Vanguard University	116	Social Science Subtest III	100	300	220	3				82	235
Western Governors University	098	CBEST	60	240	123	9				97	149

Assessment Data for Enrolled Students, Completed Non-Clinical, 2013-14 (Group 1) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Western Governors University	101	Multiple Subjects Subtest I	100	300	220	1				88	236
Western Governors University	102	Multiple Subjects Subtest II	100	300	220	1				90	241
Western Governors University	103	Multiple Subjects Subtest III	100	300	220	1				92	238
Western Governors University	142	Writing Skills	100	300	220	1				90	231
Whittier College	120	Biology/Life Science Subtest III	100	300	220	1				86	235
Whittier College	098	CBEST	60	240	123	19	19	147	100	97	149
Whittier College	110	Mathematics Subtest I	100	300	220	1				62	224
Whittier College	111	Mathematics Subtest II	100	300	220	1				75	227
Whittier College	101	Multiple Subjects Subtest I	100	300	220	7				88	236
Whittier College	102	Multiple Subjects Subtest II	100	300	220	8				90	241
Whittier College	103	Multiple Subjects Subtest III	100	300	220	9				92	238
Whittier College	081.1	RICA.1	100	300	220	1				73	228
Whittier College	118	Science Subtest I	100	300	220	1				91	240
Whittier College	119	Science Subtest II	100	300	220	1				85	237
Whittier College	114	Social Science Subtest I	100	300	220	3				76	231
Whittier College	115	Social Science Subtest II	100	300	220	3				86	237
Whittier College	116	Social Science Subtest III	100	300	220	2				82	235

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Alliant International University	098	CBEST	60	240	123	4				93	149
Alliant International University	105	English Subtest I	100	300	220	1				92	245
Alliant International University	106	English Subtest II	100	300	220	1				94	249
Alliant International University	107	English Subtest III	100	300	220	1				86	234
Alliant International University	108	English Subtest IV	100	300	220	1				86	235
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	1				88	236
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	1				90	242
Alliant International University	103	Multiple Subjects Subtest III	100	300	220	1				90	237
Alliant International University	118	Science Subtest I	100	300	220	1				91	243
Alliant International University	119	Science Subtest II	100	300	220	1				85	240
Antioch University	098	CBEST	60	240	123	25	20	146	80	93	149
Antioch University	101	Multiple Subjects Subtest I	100	300	220	16	12	243	75	88	236
Antioch University	102	Multiple Subjects Subtest II	100	300	220	16	14	253	88	90	242
Antioch University	103	Multiple Subjects Subtest III	100	300	220	14	13	243	93	90	237
Antioch University	081.1	RICA.1	100	300	220	4				70	227
Azusa Pacific University	186	American Sign Language Subtest I	100	300	220	2					
Azusa Pacific University	187	American Sign Language Subtest II	100	300	220	2					
Azusa Pacific University	188	American Sign Language Subtest III	100	300	220	2					
Azusa Pacific University	140	Art Subtest I	100	300	220	3				90	243
Azusa Pacific University	141	Art Subtest II	100	300	220	3				85	238
Azusa Pacific University	120	Biology/Life Science Subtest III	100	300	220	8				86	235
Azusa Pacific University	124	Biology/Life Science Subtest IV	100	300	220	3				85	238
Azusa Pacific University	175	Business Subtest I	100	300	220	1					
Azusa Pacific University	176	Business Subtest II	100	300	220	1					
Azusa Pacific University	177	Business Subtest III	100	300	220	1					
Azusa Pacific University	098	CBEST	60	240	123	414	394	146	95	93	149
Azusa Pacific University	121	Chemistry Subtest III	100	300	220	3				89	242
Azusa Pacific University	125	Chemistry Subtest IV	100	300	220	1					
Azusa Pacific University	105	English Subtest I	100	300	220	20	17	239	85	92	245
Azusa Pacific University	106	English Subtest II	100	300	220	18	17	250	94	94	249
Azusa Pacific University	107	English Subtest III	100	300	220	18	15	228	83	86	234
Azusa Pacific University	108	English Subtest IV	100	300	220	18	12	220	67	86	235
Azusa Pacific University	178	Health Science Subtest I	100	300	220	1				63	219

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Azusa Pacific University	179	Health Science Subtest II	100	300	220	1				90	244
Azusa Pacific University	180	Health Science Subtest III	100	300	220	1				90	244
Azusa Pacific University	163	Mandarin Subtest I	100	300	220	1				100	253
Azusa Pacific University	164	Mandarin Subtest II	100	300	220	1				100	235
Azusa Pacific University	165	Mandarin Subtest III	100	300	220	1				100	264
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	37	19	216	51	60	222
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	27	14	215	52	69	225
Azusa Pacific University	112	Mathematics Subtest III	100	300	220	2				75	234
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	209	168	230	80	88	236
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	210	173	234	82	90	242
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	212	183	233	86	90	237
Azusa Pacific University	136	Music Subtest I	100	300	220	4				94	253
Azusa Pacific University	137	Music Subtest II	100	300	220	4				92	257
Azusa Pacific University	138	Music Subtest III	100	300	220	4				96	248
Azusa Pacific University	129	Physical Education Subtest I	100	300	220	29	22	224	76	76	226
Azusa Pacific University	130	Physical Education Subtest II	100	300	220	27	18	222	67	77	227
Azusa Pacific University	131	Physical Education Subtest III	100	300	220	26	19	219	73	71	223
Azusa Pacific University	081	RICA	0	120	81	2				88	88
Azusa Pacific University	081.1	RICA.1	100	300	220	64	31	219	48	70	227
Azusa Pacific University	118	Science Subtest I	100	300	220	13	13	242	100	91	243
Azusa Pacific University	119	Science Subtest II	100	300	220	13	11	230	85	85	240
Azusa Pacific University	114	Social Science Subtest I	100	300	220	23	14	221	61	75	228
Azusa Pacific University	115	Social Science Subtest II	100	300	220	22	15	225	68	83	235
Azusa Pacific University	116	Social Science Subtest III	100	300	220	22	17	226	77	86	235
Azusa Pacific University	145	Spanish Subtest I	100	300	220	5				88	235
Azusa Pacific University	146	Spanish Subtest II	100	300	220	5				92	239
Azusa Pacific University	147	Spanish Subtest III	100	300	220	5				97	249
Azusa Pacific University	142	Writing Skills	100	300	220	3				94	234
Bard College	098	CBEST	60	240	123	32	32	160	100	93	149
Bard College	105	English Subtest I	100	300	220	11	11	257	100	92	245
Bard College	106	English Subtest II	100	300	220	10	9	255	90	94	249
Bard College	107	English Subtest III	100	300	220	11	9	236	82	86	234
Bard College	108	English Subtest IV	100	300	220	10	9	247	90	86	235

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Bard College	136	Music Subtest I	100	300	220	23	23	260	100	94	253
Bard College	137	Music Subtest II	100	300	220	24	21	255	88	92	257
Bard College	138	Music Subtest III	100	300	220	23	22	256	96	96	248
Bard College	114	Social Science Subtest I	100	300	220	5				75	228
Bard College	115	Social Science Subtest II	100	300	220	5				83	235
Bard College	116	Social Science Subtest III	100	300	220	3				86	235
Biola University	140	Art Subtest I	100	300	220	1				90	243
Biola University	141	Art Subtest II	100	300	220	1				85	238
Biola University	098	CBEST	60	240	123	194	159	146	82	93	149
Biola University	105	English Subtest I	100	300	220	5				92	245
Biola University	106	English Subtest II	100	300	220	5				94	249
Biola University	107	English Subtest III	100	300	220	5				86	234
Biola University	108	English Subtest IV	100	300	220	5				86	235
Biola University	110	Mathematics Subtest I	100	300	220	4				60	222
Biola University	111	Mathematics Subtest II	100	300	220	3				69	225
Biola University	112	Mathematics Subtest III	100	300	220	1				75	234
Biola University	101	Multiple Subjects Subtest I	100	300	220	35	32	239	91	88	236
Biola University	102	Multiple Subjects Subtest II	100	300	220	34	31	245	91	90	242
Biola University	103	Multiple Subjects Subtest III	100	300	220	36	31	240	86	90	237
Biola University	081.1	RICA.1	100	300	220	24	16	226	67	70	227
Biola University	114	Social Science Subtest I	100	300	220	4				75	228
Biola University	115	Social Science Subtest II	100	300	220	4				83	235
Biola University	116	Social Science Subtest III	100	300	220	4				86	235
Brandman University	186	American Sign Language Subtest I	100	300	220	1					
Brandman University	187	American Sign Language Subtest II	100	300	220	1					
Brandman University	188	American Sign Language Subtest III	100	300	220	1					
Brandman University	140	Art Subtest I	100	300	220	2				90	243
Brandman University	141	Art Subtest II	100	300	220	2				85	238
Brandman University	120	Biology/Life Science Subtest III	100	300	220	12	11	233	92	86	235
Brandman University	124	Biology/Life Science Subtest IV	100	300	220	4				85	238
Brandman University	175	Business Subtest I	100	300	220	1					
Brandman University	098	CBEST	60	240	123	337	337	148	100	93	149
Brandman University	121	Chemistry Subtest III	100	300	220	1				89	242

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Brandman University	122	Earth/Planetary Science Subtest III	100	300	220	3				88	234
Brandman University	105	English Subtest I	100	300	220	24	23	240	96	92	245
Brandman University	106	English Subtest II	100	300	220	23	22	247	96	94	249
Brandman University	107	English Subtest III	100	300	220	22	22	238	100	86	234
Brandman University	108	English Subtest IV	100	300	220	22	22	240	100	86	235
Brandman University	148	French Subtest I	100	300	220	1				90	252
Brandman University	149	French Subtest II	100	300	220	1				100	245
Brandman University	150	French Subtest III	100	300	220	1				100	273
Brandman University	178	Health Science Subtest I	100	300	220	3				63	219
Brandman University	179	Health Science Subtest II	100	300	220	2				90	244
Brandman University	180	Health Science Subtest III	100	300	220	2				90	244
Brandman University	181	Home Economics Subtest I	100	300	220	3					
Brandman University	182	Home Economics Subtest II	100	300	220	3					
Brandman University	183	Home Economics Subtest III	100	300	220	2					
Brandman University	184	Industrial And Tech Ed Subtest I	100	300	220	2					
Brandman University	110	Mathematics Subtest I	100	300	220	22	8	204	36	60	222
Brandman University	111	Mathematics Subtest II	100	300	220	14	7	208	50	69	225
Brandman University	101	Multiple Subjects Subtest I	100	300	220	181	153	233	85	88	236
Brandman University	102	Multiple Subjects Subtest II	100	300	220	164	148	237	90	90	242
Brandman University	103	Multiple Subjects Subtest III	100	300	220	165	152	237	92	90	237
Brandman University	129	Physical Education Subtest I	100	300	220	10	8	234	80	76	226
Brandman University	130	Physical Education Subtest II	100	300	220	10	10	239	100	77	227
Brandman University	131	Physical Education Subtest III	100	300	220	10	7	233	70	71	223
Brandman University	092	RICA Video	100	300	220	2					
Brandman University	081.1	RICA.1	100	300	220	81	48	220	59	70	227
Brandman University	118	Science Subtest I	100	300	220	14	13	256	93	91	243
Brandman University	119	Science Subtest II	100	300	220	14	12	243	86	85	240
Brandman University	114	Social Science Subtest I	100	300	220	26	20	225	77	75	228
Brandman University	115	Social Science Subtest II	100	300	220	25	22	233	88	83	235
Brandman University	116	Social Science Subtest III	100	300	220	24	21	235	88	86	235
Brandman University	145	Spanish Subtest I	100	300	220	4				88	235
Brandman University	146	Spanish Subtest II	100	300	220	4				92	239
Brandman University	147	Spanish Subtest III	100	300	220	4				97	249

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Brandman University	142	Writing Skills	100	300	220	3				94	234
CA State Polytechnic Univ.-Pomona	120	Biology/Life Science Subtest III	100	300	220	4				86	235
CA State Polytechnic Univ.-Pomona	124	Biology/Life Science Subtest IV	100	300	220	1				85	238
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	77	77	151	100	93	149
CA State Polytechnic Univ.-Pomona	121	Chemistry Subtest III	100	300	220	3				89	242
CA State Polytechnic Univ.-Pomona	122	Earth/Planetary Science Subtest III	100	300	220	1				88	234
CA State Polytechnic Univ.-Pomona	105	English Subtest I	100	300	220	2				92	245
CA State Polytechnic Univ.-Pomona	106	English Subtest II	100	300	220	2				94	249
CA State Polytechnic Univ.-Pomona	107	English Subtest III	100	300	220	2				86	234
CA State Polytechnic Univ.-Pomona	108	English Subtest IV	100	300	220	2				86	235
CA State Polytechnic Univ.-Pomona	110	Mathematics Subtest I	100	300	220	3				60	222
CA State Polytechnic Univ.-Pomona	111	Mathematics Subtest II	100	300	220	2				69	225
CA State Polytechnic Univ.-Pomona	112	Mathematics Subtest III	100	300	220	1				75	234
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	34	28	231	82	88	236
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	37	34	237	92	90	242
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	32	26	233	81	90	237
CA State Polytechnic Univ.-Pomona	136	Music Subtest I	100	300	220	1				94	253
CA State Polytechnic Univ.-Pomona	137	Music Subtest II	100	300	220	1				92	257
CA State Polytechnic Univ.-Pomona	138	Music Subtest III	100	300	220	1				96	248
CA State Polytechnic Univ.-Pomona	129	Physical Education Subtest I	100	300	220	3				76	226
CA State Polytechnic Univ.-Pomona	130	Physical Education Subtest II	100	300	220	2				77	227
CA State Polytechnic Univ.-Pomona	131	Physical Education Subtest III	100	300	220	2				71	223
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	3				70	227
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	8				91	243
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	8				85	240
CA State Polytechnic Univ.-Pomona	114	Social Science Subtest I	100	300	220	6				75	228
CA State Polytechnic Univ.-Pomona	115	Social Science Subtest II	100	300	220	6				83	235
CA State Polytechnic Univ.-Pomona	116	Social Science Subtest III	100	300	220	5				86	235
California Baptist University	120	Biology/Life Science Subtest III	100	300	220	2				86	235
California Baptist University	175	Business Subtest I	100	300	220	1					
California Baptist University	176	Business Subtest II	100	300	220	1					
California Baptist University	177	Business Subtest III	100	300	220	1					
California Baptist University	098	CBEST	60	240	123	122	107	140	88	93	149

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
California Baptist University	105	English Subtest I	100	300	220	6				92	245
California Baptist University	106	English Subtest II	100	300	220	6				94	249
California Baptist University	107	English Subtest III	100	300	220	5				86	234
California Baptist University	108	English Subtest IV	100	300	220	4				86	235
California Baptist University	178	Health Science Subtest I	100	300	220	1				63	219
California Baptist University	179	Health Science Subtest II	100	300	220	1				90	244
California Baptist University	180	Health Science Subtest III	100	300	220	1				90	244
California Baptist University	110	Mathematics Subtest I	100	300	220	9				60	222
California Baptist University	111	Mathematics Subtest II	100	300	220	4				69	225
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	65	47	228	72	88	236
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	54	38	231	70	90	242
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	57	43	229	75	90	237
California Baptist University	129	Physical Education Subtest I	100	300	220	7				76	226
California Baptist University	130	Physical Education Subtest II	100	300	220	7				77	227
California Baptist University	131	Physical Education Subtest III	100	300	220	7				71	223
California Baptist University	123	Physics Subtest III	100	300	220	1				72	238
California Baptist University	081	RICA	0	120	81	3				88	88
California Baptist University	092	RICA Video	100	300	220	1					
California Baptist University	081.1	RICA.1	100	300	220	22	11	220	50	70	227
California Baptist University	118	Science Subtest I	100	300	220	4				91	243
California Baptist University	119	Science Subtest II	100	300	220	4				85	240
California Baptist University	114	Social Science Subtest I	100	300	220	5				75	228
California Baptist University	115	Social Science Subtest II	100	300	220	6				83	235
California Baptist University	116	Social Science Subtest III	100	300	220	5				86	235
California Lutheran University	140	Art Subtest I	100	300	220	3				90	243
California Lutheran University	141	Art Subtest II	100	300	220	3				85	238
California Lutheran University	120	Biology/Life Science Subtest III	100	300	220	1				86	235
California Lutheran University	098	CBEST	60	240	123	80	70	147	88	93	149
California Lutheran University	105	English Subtest I	100	300	220	5				92	245
California Lutheran University	106	English Subtest II	100	300	220	5				94	249
California Lutheran University	107	English Subtest III	100	300	220	5				86	234
California Lutheran University	108	English Subtest IV	100	300	220	5				86	235
California Lutheran University	148	French Subtest I	100	300	220	2				90	252

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
California Lutheran University	149	French Subtest II	100	300	220	2				100	245
California Lutheran University	150	French Subtest III	100	300	220	2				100	273
California Lutheran University	110	Mathematics Subtest I	100	300	220	3				60	222
California Lutheran University	111	Mathematics Subtest II	100	300	220	3				69	225
California Lutheran University	112	Mathematics Subtest III	100	300	220	1				75	234
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	48	42	234	88	88	236
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	45	43	244	96	90	242
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	49	44	239	90	90	237
California Lutheran University	136	Music Subtest I	100	300	220	1				94	253
California Lutheran University	129	Physical Education Subtest I	100	300	220	1				76	226
California Lutheran University	130	Physical Education Subtest II	100	300	220	1				77	227
California Lutheran University	131	Physical Education Subtest III	100	300	220	1				71	223
California Lutheran University	081.1	RICA.1	100	300	220	8				70	227
California Lutheran University	118	Science Subtest I	100	300	220	2				91	243
California Lutheran University	119	Science Subtest II	100	300	220	2				85	240
California Lutheran University	114	Social Science Subtest I	100	300	220	6				75	228
California Lutheran University	115	Social Science Subtest II	100	300	220	6				83	235
California Lutheran University	116	Social Science Subtest III	100	300	220	6				86	235
California Lutheran University	145	Spanish Subtest I	100	300	220	1				88	235
California Lutheran University	146	Spanish Subtest II	100	300	220	1				92	239
California Lutheran University	147	Spanish Subtest III	100	300	220	1				97	249
California Lutheran University	142	Writing Skills	100	300	220	5				94	234
California Polytechnic State Univ.-SLO	120	Biology/Life Science Subtest III	100	300	220	2				86	235
California Polytechnic State Univ.-SLO	098	CBEST	60	240	123	39	39	162	100	93	149
California Polytechnic State Univ.-SLO	121	Chemistry Subtest III	100	300	220	1				89	242
California Polytechnic State Univ.-SLO	105	English Subtest I	100	300	220	4				92	245
California Polytechnic State Univ.-SLO	106	English Subtest II	100	300	220	4				94	249
California Polytechnic State Univ.-SLO	107	English Subtest III	100	300	220	4				86	234
California Polytechnic State Univ.-SLO	108	English Subtest IV	100	300	220	4				86	235
California Polytechnic State Univ.-SLO	101	Multiple Subjects Subtest I	100	300	220	37	35	244	95	88	236
California Polytechnic State Univ.-SLO	102	Multiple Subjects Subtest II	100	300	220	37	37	257	100	90	242
California Polytechnic State Univ.-SLO	103	Multiple Subjects Subtest III	100	300	220	37	36	242	97	90	237
California Polytechnic State Univ.-SLO	081.1	RICA.1	100	300	220	25	23	237	92	70	227

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
California Polytechnic State Univ.-SLO	118	Science Subtest I	100	300	220	3				91	243
California Polytechnic State Univ.-SLO	119	Science Subtest II	100	300	220	3				85	240
California Polytechnic State Univ.-SLO	142	Writing Skills	100	300	220	9				94	234
CALState Teach	098	CBEST	60	240	123	554	533	154	96	93	149
CALState Teach	101	Multiple Subjects Subtest I	100	300	220	545	510	243	94	88	236
CALState Teach	102	Multiple Subjects Subtest II	100	300	220	537	516	249	96	90	242
CALState Teach	103	Multiple Subjects Subtest III	100	300	220	542	509	242	94	90	237
CALState Teach	081	RICA	0	120	81	1				88	88
CALState Teach	081.1	RICA.1	100	300	220	106	75	232	71	70	227
CALState Teach	142	Writing Skills	100	300	220	39	37	242	95	94	234
Chapman University	098	CBEST	60	240	123	34	32	151	94	93	149
Chapman University	105	English Subtest I	100	300	220	1				92	245
Chapman University	107	English Subtest III	100	300	220	1				86	234
Chapman University	101	Multiple Subjects Subtest I	100	300	220	18	16	233	89	88	236
Chapman University	102	Multiple Subjects Subtest II	100	300	220	18	15	236	83	90	242
Chapman University	103	Multiple Subjects Subtest III	100	300	220	15	15	237	100	90	237
Chapman University	129	Physical Education Subtest I	100	300	220	1				76	226
Chapman University	130	Physical Education Subtest II	100	300	220	1				77	227
Chapman University	131	Physical Education Subtest III	100	300	220	1				71	223
Chapman University	081.1	RICA.1	100	300	220	6				70	227
Chapman University	114	Social Science Subtest I	100	300	220	4				75	228
Chapman University	115	Social Science Subtest II	100	300	220	3				83	235
Chapman University	116	Social Science Subtest III	100	300	220	3				86	235
Claremont Graduate University	120	Biology/Life Science Subtest III	100	300	220	2				86	235
Claremont Graduate University	098	CBEST	60	240	123	18	17	152	94	93	149
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	6				60	222
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	6				69	225
Claremont Graduate University	112	Mathematics Subtest III	100	300	220	4				75	234
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	10	7	228	70	88	236
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	10	7	233	70	90	242
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	10	8	234	80	90	237
Claremont Graduate University	081.1	RICA.1	100	300	220	4				70	227
Claremont Graduate University	118	Science Subtest I	100	300	220	2				91	243

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Claremont Graduate University	119	Science Subtest II	100	300	220	2				85	240
Concordia University	120	Biology/Life Science Subtest III	100	300	220	3				86	235
Concordia University	098	CBEST	60	240	123	31	31	158	100	93	149
Concordia University	121	Chemistry Subtest III	100	300	220	1				89	242
Concordia University	105	English Subtest I	100	300	220	2				92	245
Concordia University	106	English Subtest II	100	300	220	2				94	249
Concordia University	107	English Subtest III	100	300	220	2				86	234
Concordia University	108	English Subtest IV	100	300	220	2				86	235
Concordia University	110	Mathematics Subtest I	100	300	220	1				60	222
Concordia University	111	Mathematics Subtest II	100	300	220	1				69	225
Concordia University	101	Multiple Subjects Subtest I	100	300	220	19	19	239	100	88	236
Concordia University	102	Multiple Subjects Subtest II	100	300	220	18	18	246	100	90	242
Concordia University	103	Multiple Subjects Subtest III	100	300	220	18	18	236	100	90	237
Concordia University	123	Physics Subtest III	100	300	220	1				72	238
Concordia University	081.1	RICA.1	100	300	220	3				70	227
Concordia University	118	Science Subtest I	100	300	220	5				91	243
Concordia University	119	Science Subtest II	100	300	220	5				85	240
Concordia University	114	Social Science Subtest I	100	300	220	4				75	228
Concordia University	115	Social Science Subtest II	100	300	220	4				83	235
Concordia University	116	Social Science Subtest III	100	300	220	4				86	235
CSU Bakersfield	140	Art Subtest I	100	300	220	1				90	243
CSU Bakersfield	141	Art Subtest II	100	300	220	1				85	238
CSU Bakersfield	120	Biology/Life Science Subtest III	100	300	220	6				86	235
CSU Bakersfield	098	CBEST	60	240	123	440	348	140	79	93	149
CSU Bakersfield	121	Chemistry Subtest III	100	300	220	3				89	242
CSU Bakersfield	122	Earth/Planetary Science Subtest III	100	300	220	3				88	234
CSU Bakersfield	105	English Subtest I	100	300	220	22	20	243	91	92	245
CSU Bakersfield	106	English Subtest II	100	300	220	21	19	249	90	94	249
CSU Bakersfield	107	English Subtest III	100	300	220	21	15	227	71	86	234
CSU Bakersfield	108	English Subtest IV	100	300	220	19	13	227	68	86	235
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	7				60	222
CSU Bakersfield	111	Mathematics Subtest II	100	300	220	5				69	225
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	128	106	232	83	88	236

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	118	104	242	88	90	242
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	130	100	231	77	90	237
CSU Bakersfield	136	Music Subtest I	100	300	220	5				94	253
CSU Bakersfield	137	Music Subtest II	100	300	220	3				92	257
CSU Bakersfield	138	Music Subtest III	100	300	220	5				96	248
CSU Bakersfield	129	Physical Education Subtest I	100	300	220	4				76	226
CSU Bakersfield	130	Physical Education Subtest II	100	300	220	4				77	227
CSU Bakersfield	131	Physical Education Subtest III	100	300	220	4				71	223
CSU Bakersfield	081	RICA	0	120	81	2				88	88
CSU Bakersfield	081.1	RICA.1	100	300	220	21	13	222	62	70	227
CSU Bakersfield	118	Science Subtest I	100	300	220	12	11	246	92	91	243
CSU Bakersfield	119	Science Subtest II	100	300	220	12	11	240	92	85	240
CSU Bakersfield	114	Social Science Subtest I	100	300	220	12	6	221	50	75	228
CSU Bakersfield	115	Social Science Subtest II	100	300	220	11	8	230	73	83	235
CSU Bakersfield	116	Social Science Subtest III	100	300	220	9				86	235
CSU Bakersfield	145	Spanish Subtest I	100	300	220	3				88	235
CSU Bakersfield	146	Spanish Subtest II	100	300	220	3				92	239
CSU Bakersfield	147	Spanish Subtest III	100	300	220	3				97	249
CSU Bakersfield	142	Writing Skills	100	300	220	3				94	234
CSU Channel Islands	120	Biology/Life Science Subtest III	100	300	220	1				86	235
CSU Channel Islands	098	CBEST	60	240	123	45	45	158	100	93	149
CSU Channel Islands	121	Chemistry Subtest III	100	300	220	1				89	242
CSU Channel Islands	105	English Subtest I	100	300	220	2				92	245
CSU Channel Islands	106	English Subtest II	100	300	220	2				94	249
CSU Channel Islands	107	English Subtest III	100	300	220	2				86	234
CSU Channel Islands	108	English Subtest IV	100	300	220	2				86	235
CSU Channel Islands	110	Mathematics Subtest I	100	300	220	2				60	222
CSU Channel Islands	111	Mathematics Subtest II	100	300	220	2				69	225
CSU Channel Islands	112	Mathematics Subtest III	100	300	220	1				75	234
CSU Channel Islands	101	Multiple Subjects Subtest I	100	300	220	25	25	238	100	88	236
CSU Channel Islands	102	Multiple Subjects Subtest II	100	300	220	25	25	249	100	90	242
CSU Channel Islands	103	Multiple Subjects Subtest III	100	300	220	25	25	244	100	90	237
CSU Channel Islands	081.1	RICA.1	100	300	220	20	18	229	90	70	227

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Channel Islands	118	Science Subtest I	100	300	220	2				91	243
CSU Channel Islands	119	Science Subtest II	100	300	220	2				85	240
CSU Channel Islands	114	Social Science Subtest I	100	300	220	6				75	228
CSU Channel Islands	115	Social Science Subtest II	100	300	220	6				83	235
CSU Channel Islands	116	Social Science Subtest III	100	300	220	6				86	235
CSU Channel Islands	142	Writing Skills	100	300	220	2				94	234
CSU Chico	120	Biology/Life Science Subtest III	100	300	220	1				86	235
CSU Chico	098	CBEST	60	240	123	76	74	152	97	93	149
CSU Chico	105	English Subtest I	100	300	220	5				92	245
CSU Chico	106	English Subtest II	100	300	220	5				94	249
CSU Chico	107	English Subtest III	100	300	220	5				86	234
CSU Chico	108	English Subtest IV	100	300	220	5				86	235
CSU Chico	178	Health Science Subtest I	100	300	220	1				63	219
CSU Chico	179	Health Science Subtest II	100	300	220	1				90	244
CSU Chico	180	Health Science Subtest III	100	300	220	1				90	244
CSU Chico	110	Mathematics Subtest I	100	300	220	2				60	222
CSU Chico	111	Mathematics Subtest II	100	300	220	2				69	225
CSU Chico	101	Multiple Subjects Subtest I	100	300	220	44	37	235	84	88	236
CSU Chico	102	Multiple Subjects Subtest II	100	300	220	44	44	241	100	90	242
CSU Chico	103	Multiple Subjects Subtest III	100	300	220	44	41	237	93	90	237
CSU Chico	136	Music Subtest I	100	300	220	1				94	253
CSU Chico	137	Music Subtest II	100	300	220	1				92	257
CSU Chico	138	Music Subtest III	100	300	220	1				96	248
CSU Chico	081.1	RICA.1	100	300	220	24	15	222	63	70	227
CSU Chico	118	Science Subtest I	100	300	220	2				91	243
CSU Chico	119	Science Subtest II	100	300	220	3				85	240
CSU Chico	114	Social Science Subtest I	100	300	220	8				75	228
CSU Chico	115	Social Science Subtest II	100	300	220	8				83	235
CSU Chico	116	Social Science Subtest III	100	300	220	8				86	235
CSU Chico	145	Spanish Subtest I	100	300	220	2				88	235
CSU Chico	146	Spanish Subtest II	100	300	220	2				92	239
CSU Chico	147	Spanish Subtest III	100	300	220	2				97	249
CSU Chico	142	Writing Skills	100	300	220	23	23	230	100	94	234

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Dominguez Hills	192	Arabic Subtest I	100	300	220	1					
CSU Dominguez Hills	193	Arabic Subtest II	100	300	220	1					
CSU Dominguez Hills	140	Art Subtest I	100	300	220	2				90	243
CSU Dominguez Hills	141	Art Subtest II	100	300	220	2				85	238
CSU Dominguez Hills	120	Biology/Life Science Subtest III	100	300	220	9				86	235
CSU Dominguez Hills	124	Biology/Life Science Subtest IV	100	300	220	1				85	238
CSU Dominguez Hills	098	CBEST	60	240	123	311	311	145	100	93	149
CSU Dominguez Hills	121	Chemistry Subtest III	100	300	220	4				89	242
CSU Dominguez Hills	105	English Subtest I	100	300	220	15	15	240	100	92	245
CSU Dominguez Hills	106	English Subtest II	100	300	220	15	15	247	100	94	249
CSU Dominguez Hills	107	English Subtest III	100	300	220	15	15	243	100	86	234
CSU Dominguez Hills	108	English Subtest IV	100	300	220	15	13	240	87	86	235
CSU Dominguez Hills	160	Korean Subtest I	100	300	220	1					
CSU Dominguez Hills	161	Korean Subtest II	100	300	220	1					
CSU Dominguez Hills	162	Korean Subtest III	100	300	220	1					
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	24	14	215	58	60	222
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	19	16	230	84	69	225
CSU Dominguez Hills	112	Mathematics Subtest III	100	300	220	5				75	234
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	140	122	234	87	88	236
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	132	126	239	95	90	242
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	141	133	235	94	90	237
CSU Dominguez Hills	129	Physical Education Subtest I	100	300	220	5				76	226
CSU Dominguez Hills	130	Physical Education Subtest II	100	300	220	5				77	227
CSU Dominguez Hills	131	Physical Education Subtest III	100	300	220	5				71	223
CSU Dominguez Hills	123	Physics Subtest III	100	300	220	2				72	238
CSU Dominguez Hills	081	RICA	0	120	81	9				88	88
CSU Dominguez Hills	081.1	RICA.1	100	300	220	32	21	225	66	70	227
CSU Dominguez Hills	118	Science Subtest I	100	300	220	23	22	244	96	91	243
CSU Dominguez Hills	119	Science Subtest II	100	300	220	23	21	242	91	85	240
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	11	8	225	73	75	228
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	11	9	228	82	83	235
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	10	9	244	90	86	235
CSU Dominguez Hills	145	Spanish Subtest I	100	300	220	3				88	235

Appendix A-1: IPRC Section III.

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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Dominguez Hills	146	Spanish Subtest II	100	300	220	3				92	239
CSU Dominguez Hills	147	Spanish Subtest III	100	300	220	3				97	249
CSU Dominguez Hills	142	Writing Skills	100	300	220	6				94	234
CSU East Bay	140	Art Subtest I	100	300	220	5				90	243
CSU East Bay	141	Art Subtest II	100	300	220	5				85	238
CSU East Bay	120	Biology/Life Science Subtest III	100	300	220	5				86	235
CSU East Bay	098	CBEST	60	240	123	182	180	157	99	93	149
CSU East Bay	121	Chemistry Subtest III	100	300	220	1				89	242
CSU East Bay	105	English Subtest I	100	300	220	12	12	252	100	92	245
CSU East Bay	106	English Subtest II	100	300	220	12	12	255	100	94	249
CSU East Bay	107	English Subtest III	100	300	220	12	12	231	100	86	234
CSU East Bay	108	English Subtest IV	100	300	220	12	12	240	100	86	235
CSU East Bay	110	Mathematics Subtest I	100	300	220	11	10	245	91	60	222
CSU East Bay	111	Mathematics Subtest II	100	300	220	11	11	239	100	69	225
CSU East Bay	112	Mathematics Subtest III	100	300	220	2				75	234
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	98	96	242	98	88	236
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	98	98	249	100	90	242
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	98	98	242	100	90	237
CSU East Bay	136	Music Subtest I	100	300	220	4				94	253
CSU East Bay	137	Music Subtest II	100	300	220	4				92	257
CSU East Bay	138	Music Subtest III	100	300	220	4				96	248
CSU East Bay	129	Physical Education Subtest I	100	300	220	3				76	226
CSU East Bay	130	Physical Education Subtest II	100	300	220	3				77	227
CSU East Bay	131	Physical Education Subtest III	100	300	220	3				71	223
CSU East Bay	123	Physics Subtest III	100	300	220	2				72	238
CSU East Bay	127	Physics Subtest IV	100	300	220	2					
CSU East Bay	081.1	RICA.1	100	300	220	17	12	230	71	70	227
CSU East Bay	118	Science Subtest I	100	300	220	12	12	251	100	91	243
CSU East Bay	119	Science Subtest II	100	300	220	12	12	256	100	85	240
CSU East Bay	114	Social Science Subtest I	100	300	220	18	16	233	89	75	228
CSU East Bay	115	Social Science Subtest II	100	300	220	18	18	240	100	83	235
CSU East Bay	116	Social Science Subtest III	100	300	220	18	17	241	94	86	235
CSU East Bay	145	Spanish Subtest I	100	300	220	4				88	235

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU East Bay	146	Spanish Subtest II	100	300	220	4				92	239
CSU East Bay	147	Spanish Subtest III	100	300	220	4				97	249
CSU East Bay	142	Writing Skills	100	300	220	7				94	234
CSU Fresno	140	Art Subtest I	100	300	220	2				90	243
CSU Fresno	141	Art Subtest II	100	300	220	2				85	238
CSU Fresno	120	Biology/Life Science Subtest III	100	300	220	5				86	235
CSU Fresno	098	CBEST	60	240	123	371	370	145	100	93	149
CSU Fresno	105	English Subtest I	100	300	220	5				92	245
CSU Fresno	106	English Subtest II	100	300	220	5				94	249
CSU Fresno	107	English Subtest III	100	300	220	5				86	234
CSU Fresno	108	English Subtest IV	100	300	220	5				86	235
CSU Fresno	148	French Subtest I	100	300	220	1				90	252
CSU Fresno	149	French Subtest II	100	300	220	1				100	245
CSU Fresno	150	French Subtest III	100	300	220	1				100	273
CSU Fresno	110	Mathematics Subtest I	100	300	220	5				60	222
CSU Fresno	111	Mathematics Subtest II	100	300	220	5				69	225
CSU Fresno	112	Mathematics Subtest III	100	300	220	5				75	234
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	227	210	235	93	88	236
CSU Fresno	102	Multiple Subjects Subtest II	100	300	220	225	212	243	94	90	242
CSU Fresno	103	Multiple Subjects Subtest III	100	300	220	227	215	236	95	90	237
CSU Fresno	136	Music Subtest I	100	300	220	2				94	253
CSU Fresno	137	Music Subtest II	100	300	220	2				92	257
CSU Fresno	138	Music Subtest III	100	300	220	2				96	248
CSU Fresno	129	Physical Education Subtest I	100	300	220	8				76	226
CSU Fresno	130	Physical Education Subtest II	100	300	220	8				77	227
CSU Fresno	131	Physical Education Subtest III	100	300	220	8				71	223
CSU Fresno	081	RICA	0	120	81	2				88	88
CSU Fresno	081.1	RICA.1	100	300	220	54	41	230	76	70	227
CSU Fresno	118	Science Subtest I	100	300	220	6				91	243
CSU Fresno	119	Science Subtest II	100	300	220	6				85	240
CSU Fresno	114	Social Science Subtest I	100	300	220	14	12	235	86	75	228
CSU Fresno	115	Social Science Subtest II	100	300	220	14	13	247	93	83	235
CSU Fresno	116	Social Science Subtest III	100	300	220	14	13	237	93	86	235

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Fresno	145	Spanish Subtest I	100	300	220	1				88	235
CSU Fresno	146	Spanish Subtest II	100	300	220	1				92	239
CSU Fresno	147	Spanish Subtest III	100	300	220	1				97	249
CSU Fresno	142	Writing Skills	100	300	220	3				94	234
CSU Fullerton	140	Art Subtest I	100	300	220	7				90	243
CSU Fullerton	141	Art Subtest II	100	300	220	7				85	238
CSU Fullerton	120	Biology/Life Science Subtest III	100	300	220	8				86	235
CSU Fullerton	124	Biology/Life Science Subtest IV	100	300	220	1				85	238
CSU Fullerton	098	CBEST	60	240	123	404	403	155	100	93	149
CSU Fullerton	105	English Subtest I	100	300	220	16	16	260	100	92	245
CSU Fullerton	106	English Subtest II	100	300	220	16	16	263	100	94	249
CSU Fullerton	107	English Subtest III	100	300	220	16	16	245	100	86	234
CSU Fullerton	108	English Subtest IV	100	300	220	16	16	243	100	86	235
CSU Fullerton	163	Mandarin Subtest I	100	300	220	2				100	253
CSU Fullerton	164	Mandarin Subtest II	100	300	220	2				100	235
CSU Fullerton	165	Mandarin Subtest III	100	300	220	2				100	264
CSU Fullerton	110	Mathematics Subtest I	100	300	220	7				60	222
CSU Fullerton	111	Mathematics Subtest II	100	300	220	7				69	225
CSU Fullerton	112	Mathematics Subtest III	100	300	220	1				75	234
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	227	227	240	100	88	236
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	227	227	249	100	90	242
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	227	227	241	100	90	237
CSU Fullerton	136	Music Subtest I	100	300	220	1				94	253
CSU Fullerton	137	Music Subtest II	100	300	220	1				92	257
CSU Fullerton	138	Music Subtest III	100	300	220	1				96	248
CSU Fullerton	123	Physics Subtest III	100	300	220	1				72	238
CSU Fullerton	127	Physics Subtest IV	100	300	220	1					
CSU Fullerton	081.1	RICA.1	100	300	220	35	30	235	86	70	227
CSU Fullerton	118	Science Subtest I	100	300	220	16	16	247	100	91	243
CSU Fullerton	119	Science Subtest II	100	300	220	16	16	248	100	85	240
CSU Fullerton	114	Social Science Subtest I	100	300	220	25	25	239	100	75	228
CSU Fullerton	115	Social Science Subtest II	100	300	220	25	25	245	100	83	235
CSU Fullerton	116	Social Science Subtest III	100	300	220	25	25	243	100	86	235

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Fullerton	145	Spanish Subtest I	100	300	220	3				88	235
CSU Fullerton	146	Spanish Subtest II	100	300	220	3				92	239
CSU Fullerton	147	Spanish Subtest III	100	300	220	3				97	249
CSU Fullerton	169	Vietnamese Subtest I	100	300	220	1					
CSU Fullerton	170	Vietnamese Subtest II	100	300	220	1					
CSU Fullerton	171	Vietnamese Subtest III	100	300	220	1					
CSU Fullerton	142	Writing Skills	100	300	220	10	10	224	100	94	234
CSU Long Beach	140	Art Subtest I	100	300	220	4				90	243
CSU Long Beach	141	Art Subtest II	100	300	220	4				85	238
CSU Long Beach	120	Biology/Life Science Subtest III	100	300	220	17	16	239	94	86	235
CSU Long Beach	098	CBEST	60	240	123	601	558	150	93	93	149
CSU Long Beach	121	Chemistry Subtest III	100	300	220	5				89	242
CSU Long Beach	122	Earth/Planetary Science Subtest III	100	300	220	3				88	234
CSU Long Beach	105	English Subtest I	100	300	220	14	14	251	100	92	245
CSU Long Beach	106	English Subtest II	100	300	220	14	14	246	100	94	249
CSU Long Beach	107	English Subtest III	100	300	220	14	13	241	93	86	234
CSU Long Beach	108	English Subtest IV	100	300	220	14	14	240	100	86	235
CSU Long Beach	178	Health Science Subtest I	100	300	220	1				63	219
CSU Long Beach	179	Health Science Subtest II	100	300	220	1				90	244
CSU Long Beach	180	Health Science Subtest III	100	300	220	1				90	244
CSU Long Beach	303	Italian	100	300	220	1					
CSU Long Beach	163	Mandarin Subtest I	100	300	220	3				100	253
CSU Long Beach	164	Mandarin Subtest II	100	300	220	3				100	235
CSU Long Beach	165	Mandarin Subtest III	100	300	220	3				100	264
CSU Long Beach	110	Mathematics Subtest I	100	300	220	24	18	237	75	60	222
CSU Long Beach	111	Mathematics Subtest II	100	300	220	23	17	231	74	69	225
CSU Long Beach	112	Mathematics Subtest III	100	300	220	3				75	234
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	198	178	238	90	88	236
CSU Long Beach	102	Multiple Subjects Subtest II	100	300	220	198	186	244	94	90	242
CSU Long Beach	103	Multiple Subjects Subtest III	100	300	220	200	180	236	90	90	237
CSU Long Beach	129	Physical Education Subtest I	100	300	220	14	11	219	79	76	226
CSU Long Beach	130	Physical Education Subtest II	100	300	220	12	9	225	75	77	227
CSU Long Beach	131	Physical Education Subtest III	100	300	220	13	9	215	69	71	223

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Long Beach	123	Physics Subtest III	100	300	220	2				72	238
CSU Long Beach	081	RICA	0	120	81	2				88	88
CSU Long Beach	081.1	RICA.1	100	300	220	53	46	231	87	70	227
CSU Long Beach	118	Science Subtest I	100	300	220	39	35	242	90	91	243
CSU Long Beach	119	Science Subtest II	100	300	220	38	30	240	79	85	240
CSU Long Beach	114	Social Science Subtest I	100	300	220	18	15	233	83	75	228
CSU Long Beach	115	Social Science Subtest II	100	300	220	18	15	240	83	83	235
CSU Long Beach	116	Social Science Subtest III	100	300	220	18	17	240	94	86	235
CSU Long Beach	145	Spanish Subtest I	100	300	220	1				88	235
CSU Long Beach	146	Spanish Subtest II	100	300	220	1				92	239
CSU Long Beach	147	Spanish Subtest III	100	300	220	1				97	249
CSU Long Beach	142	Writing Skills	100	300	220	6				94	234
CSU Los Angeles	140	Art Subtest I	100	300	220	5				90	243
CSU Los Angeles	141	Art Subtest II	100	300	220	5				85	238
CSU Los Angeles	120	Biology/Life Science Subtest III	100	300	220	3				86	235
CSU Los Angeles	098	CBEST	60	240	123	386	320	140	83	93	149
CSU Los Angeles	121	Chemistry Subtest III	100	300	220	1				89	242
CSU Los Angeles	105	English Subtest I	100	300	220	13	13	260	100	92	245
CSU Los Angeles	106	English Subtest II	100	300	220	13	13	256	100	94	249
CSU Los Angeles	107	English Subtest III	100	300	220	13	13	241	100	86	234
CSU Los Angeles	108	English Subtest IV	100	300	220	13	13	238	100	86	235
CSU Los Angeles	163	Mandarin Subtest I	100	300	220	1				100	253
CSU Los Angeles	164	Mandarin Subtest II	100	300	220	1				100	235
CSU Los Angeles	165	Mandarin Subtest III	100	300	220	1				100	264
CSU Los Angeles	110	Mathematics Subtest I	100	300	220	10	10	246	100	60	222
CSU Los Angeles	111	Mathematics Subtest II	100	300	220	10	10	239	100	69	225
CSU Los Angeles	112	Mathematics Subtest III	100	300	220	5				75	234
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	150	116	230	77	88	236
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	141	121	236	86	90	242
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	148	120	232	81	90	237
CSU Los Angeles	136	Music Subtest I	100	300	220	1				94	253
CSU Los Angeles	137	Music Subtest II	100	300	220	1				92	257
CSU Los Angeles	138	Music Subtest III	100	300	220	1				96	248

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Los Angeles	129	Physical Education Subtest I	100	300	220	1				76	226
CSU Los Angeles	130	Physical Education Subtest II	100	300	220	1				77	227
CSU Los Angeles	131	Physical Education Subtest III	100	300	220	1				71	223
CSU Los Angeles	081	RICA	0	120	81	2				88	88
CSU Los Angeles	081.1	RICA.1	100	300	220	16	8	220	50	70	227
CSU Los Angeles	118	Science Subtest I	100	300	220	6				91	243
CSU Los Angeles	119	Science Subtest II	100	300	220	6				85	240
CSU Los Angeles	114	Social Science Subtest I	100	300	220	12	10	237	83	75	228
CSU Los Angeles	115	Social Science Subtest II	100	300	220	11	11	247	100	83	235
CSU Los Angeles	116	Social Science Subtest III	100	300	220	11	11	242	100	86	235
CSU Los Angeles	145	Spanish Subtest I	100	300	220	8				88	235
CSU Los Angeles	146	Spanish Subtest II	100	300	220	8				92	239
CSU Los Angeles	147	Spanish Subtest III	100	300	220	8				97	249
CSU Los Angeles	142	Writing Skills	100	300	220	4				94	234
CSU Monterey Bay	098	CBEST	60	240	123	29	28	152	97	93	149
CSU Monterey Bay	105	English Subtest I	100	300	220	1				92	245
CSU Monterey Bay	106	English Subtest II	100	300	220	1				94	249
CSU Monterey Bay	107	English Subtest III	100	300	220	1				86	234
CSU Monterey Bay	108	English Subtest IV	100	300	220	1				86	235
CSU Monterey Bay	110	Mathematics Subtest I	100	300	220	2				60	222
CSU Monterey Bay	111	Mathematics Subtest II	100	300	220	1				69	225
CSU Monterey Bay	101	Multiple Subjects Subtest I	100	300	220	24	18	235	75	88	236
CSU Monterey Bay	102	Multiple Subjects Subtest II	100	300	220	23	19	245	83	90	242
CSU Monterey Bay	103	Multiple Subjects Subtest III	100	300	220	24	23	238	96	90	237
CSU Monterey Bay	081.1	RICA.1	100	300	220	11	10	234	91	70	227
CSU Monterey Bay	114	Social Science Subtest I	100	300	220	1				75	228
CSU Monterey Bay	115	Social Science Subtest II	100	300	220	1				83	235
CSU Monterey Bay	116	Social Science Subtest III	100	300	220	1				86	235
CSU Monterey Bay	142	Writing Skills	100	300	220	4				94	234
CSU Northridge	186	American Sign Language Subtest I	100	300	220	4					
CSU Northridge	187	American Sign Language Subtest II	100	300	220	4					
CSU Northridge	188	American Sign Language Subtest III	100	300	220	4					
CSU Northridge	140	Art Subtest I	100	300	220	2				90	243

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Northridge	141	Art Subtest II	100	300	220	2				85	238
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	8				86	235
CSU Northridge	124	Biology/Life Science Subtest IV	100	300	220	1				85	238
CSU Northridge	098	CBEST	60	240	123	283	264	149	93	93	149
CSU Northridge	121	Chemistry Subtest III	100	300	220	1				89	242
CSU Northridge	125	Chemistry Subtest IV	100	300	220	1					
CSU Northridge	122	Earth/Planetary Science Subtest III	100	300	220	1				88	234
CSU Northridge	105	English Subtest I	100	300	220	17	17	250	100	92	245
CSU Northridge	106	English Subtest II	100	300	220	17	17	254	100	94	249
CSU Northridge	107	English Subtest III	100	300	220	17	16	253	94	86	234
CSU Northridge	108	English Subtest IV	100	300	220	17	15	239	88	86	235
CSU Northridge	178	Health Science Subtest I	100	300	220	2				63	219
CSU Northridge	179	Health Science Subtest II	100	300	220	2				90	244
CSU Northridge	180	Health Science Subtest III	100	300	220	2				90	244
CSU Northridge	110	Mathematics Subtest I	100	300	220	6				60	222
CSU Northridge	111	Mathematics Subtest II	100	300	220	6				69	225
CSU Northridge	112	Mathematics Subtest III	100	300	220	2				75	234
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	178	161	237	90	88	236
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	175	165	244	94	90	242
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	178	164	238	92	90	237
CSU Northridge	136	Music Subtest I	100	300	220	4				94	253
CSU Northridge	137	Music Subtest II	100	300	220	4				92	257
CSU Northridge	138	Music Subtest III	100	300	220	4				96	248
CSU Northridge	129	Physical Education Subtest I	100	300	220	2				76	226
CSU Northridge	130	Physical Education Subtest II	100	300	220	2				77	227
CSU Northridge	131	Physical Education Subtest III	100	300	220	2				71	223
CSU Northridge	123	Physics Subtest III	100	300	220	1				72	238
CSU Northridge	081.1	RICA.1	100	300	220	68	50	228	74	70	227
CSU Northridge	118	Science Subtest I	100	300	220	12	12	253	100	91	243
CSU Northridge	119	Science Subtest II	100	300	220	12	12	250	100	85	240
CSU Northridge	114	Social Science Subtest I	100	300	220	15	15	241	100	75	228
CSU Northridge	115	Social Science Subtest II	100	300	220	15	15	243	100	83	235
CSU Northridge	116	Social Science Subtest III	100	300	220	15	15	233	100	86	235

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Northridge	145	Spanish Subtest I	100	300	220	1				88	235
CSU Northridge	146	Spanish Subtest II	100	300	220	1				92	239
CSU Northridge	147	Spanish Subtest III	100	300	220	1				97	249
CSU Northridge	142	Writing Skills	100	300	220	41	37	224	90	94	234
CSU Sacramento	120	Biology/Life Science Subtest III	100	300	220	3				86	235
CSU Sacramento	098	CBEST	60	240	123	180	177	151	98	93	149
CSU Sacramento	105	English Subtest I	100	300	220	6				92	245
CSU Sacramento	106	English Subtest II	100	300	220	6				94	249
CSU Sacramento	107	English Subtest III	100	300	220	6				86	234
CSU Sacramento	108	English Subtest IV	100	300	220	6				86	235
CSU Sacramento	110	Mathematics Subtest I	100	300	220	1				60	222
CSU Sacramento	111	Mathematics Subtest II	100	300	220	1				69	225
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	141	136	240	96	88	236
CSU Sacramento	102	Multiple Subjects Subtest II	100	300	220	141	137	246	97	90	242
CSU Sacramento	103	Multiple Subjects Subtest III	100	300	220	141	139	241	99	90	237
CSU Sacramento	081.1	RICA.1	100	300	220	74	53	228	72	70	227
CSU Sacramento	118	Science Subtest I	100	300	220	4				91	243
CSU Sacramento	119	Science Subtest II	100	300	220	4				85	240
CSU Sacramento	114	Social Science Subtest I	100	300	220	4				75	228
CSU Sacramento	115	Social Science Subtest II	100	300	220	4				83	235
CSU Sacramento	116	Social Science Subtest III	100	300	220	4				86	235
CSU Sacramento	145	Spanish Subtest I	100	300	220	1				88	235
CSU Sacramento	146	Spanish Subtest II	100	300	220	1				92	239
CSU Sacramento	147	Spanish Subtest III	100	300	220	1				97	249
CSU Sacramento	142	Writing Skills	100	300	220	5				94	234
CSU San Bernardino	120	Biology/Life Science Subtest III	100	300	220	1				86	235
CSU San Bernardino	098	CBEST	60	240	123	50	49	146	98	93	149
CSU San Bernardino	105	English Subtest I	100	300	220	4				92	245
CSU San Bernardino	106	English Subtest II	100	300	220	4				94	249
CSU San Bernardino	107	English Subtest III	100	300	220	4				86	234
CSU San Bernardino	108	English Subtest IV	100	300	220	4				86	235
CSU San Bernardino	110	Mathematics Subtest I	100	300	220	2				60	222
CSU San Bernardino	111	Mathematics Subtest II	100	300	220	2				69	225

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU San Bernardino	112	Mathematics Subtest III	100	300	220	1				75	234
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	26	24	239	92	88	236
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	27	23	241	85	90	242
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	26	24	235	92	90	237
CSU San Bernardino	081.1	RICA.1	100	300	220	6				70	227
CSU San Bernardino	118	Science Subtest I	100	300	220	1				91	243
CSU San Bernardino	119	Science Subtest II	100	300	220	1				85	240
CSU San Bernardino	114	Social Science Subtest I	100	300	220	1				75	228
CSU San Bernardino	115	Social Science Subtest II	100	300	220	1				83	235
CSU San Bernardino	116	Social Science Subtest III	100	300	220	1				86	235
CSU San Marcos	098	CBEST	60	240	123	69	61	143	88	93	149
CSU San Marcos	101	Multiple Subjects Subtest I	100	300	220	62	56	237	90	88	236
CSU San Marcos	102	Multiple Subjects Subtest II	100	300	220	46	42	241	91	90	242
CSU San Marcos	103	Multiple Subjects Subtest III	100	300	220	46	45	235	98	90	237
CSU San Marcos	081.1	RICA.1	100	300	220	35	26	229	74	70	227
CSU San Marcos	114	Social Science Subtest I	100	300	220	1				75	228
CSU San Marcos	115	Social Science Subtest II	100	300	220	1				83	235
CSU San Marcos	116	Social Science Subtest III	100	300	220	1				86	235
CSU San Marcos	142	Writing Skills	100	300	220	6				94	234
CSU Stanislaus	140	Art Subtest I	100	300	220	1				90	243
CSU Stanislaus	141	Art Subtest II	100	300	220	1				85	238
CSU Stanislaus	120	Biology/Life Science Subtest III	100	300	220	5				86	235
CSU Stanislaus	124	Biology/Life Science Subtest IV	100	300	220	4				85	238
CSU Stanislaus	098	CBEST	60	240	123	211	200	145	95	93	149
CSU Stanislaus	122	Earth/Planetary Science Subtest III	100	300	220	2				88	234
CSU Stanislaus	126	Earth/Planetary Science Subtest IV	100	300	220	1					
CSU Stanislaus	105	English Subtest I	100	300	220	7				92	245
CSU Stanislaus	106	English Subtest II	100	300	220	7				94	249
CSU Stanislaus	107	English Subtest III	100	300	220	7				86	234
CSU Stanislaus	108	English Subtest IV	100	300	220	7				86	235
CSU Stanislaus	148	French Subtest I	100	300	220	2				90	252
CSU Stanislaus	149	French Subtest II	100	300	220	2				100	245
CSU Stanislaus	150	French Subtest III	100	300	220	2				100	273

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Stanislaus	178	Health Science Subtest I	100	300	220	1				63	219
CSU Stanislaus	179	Health Science Subtest II	100	300	220	1				90	244
CSU Stanislaus	180	Health Science Subtest III	100	300	220	1				90	244
CSU Stanislaus	110	Mathematics Subtest I	100	300	220	4				60	222
CSU Stanislaus	111	Mathematics Subtest II	100	300	220	4				69	225
CSU Stanislaus	112	Mathematics Subtest III	100	300	220	1				75	234
CSU Stanislaus	101	Multiple Subjects Subtest I	100	300	220	146	128	235	88	88	236
CSU Stanislaus	102	Multiple Subjects Subtest II	100	300	220	147	135	240	92	90	242
CSU Stanislaus	103	Multiple Subjects Subtest III	100	300	220	150	137	237	91	90	237
CSU Stanislaus	129	Physical Education Subtest I	100	300	220	3				76	226
CSU Stanislaus	130	Physical Education Subtest II	100	300	220	3				77	227
CSU Stanislaus	131	Physical Education Subtest III	100	300	220	3				71	223
CSU Stanislaus	123	Physics Subtest III	100	300	220	1				72	238
CSU Stanislaus	127	Physics Subtest IV	100	300	220	1					
CSU Stanislaus	081	RICA	0	120	81	2				88	88
CSU Stanislaus	081.1	RICA.1	100	300	220	65	46	225	71	70	227
CSU Stanislaus	118	Science Subtest I	100	300	220	2				91	243
CSU Stanislaus	119	Science Subtest II	100	300	220	2				85	240
CSU Stanislaus	114	Social Science Subtest I	100	300	220	8				75	228
CSU Stanislaus	115	Social Science Subtest II	100	300	220	8				83	235
CSU Stanislaus	116	Social Science Subtest III	100	300	220	8				86	235
CSU Stanislaus	145	Spanish Subtest I	100	300	220	2				88	235
CSU Stanislaus	146	Spanish Subtest II	100	300	220	2				92	239
CSU Stanislaus	147	Spanish Subtest III	100	300	220	2				97	249
CSU Stanislaus	142	Writing Skills	100	300	220	12	12	228	100	94	234
Dominican University of California	140	Art Subtest I	100	300	220	1				90	243
Dominican University of California	141	Art Subtest II	100	300	220	1				85	238
Dominican University of California	120	Biology/Life Science Subtest III	100	300	220	2				86	235
Dominican University of California	098	CBEST	60	240	123	75	71	154	95	93	149
Dominican University of California	105	English Subtest I	100	300	220	6				92	245
Dominican University of California	106	English Subtest II	100	300	220	6				94	249
Dominican University of California	107	English Subtest III	100	300	220	6				86	234
Dominican University of California	108	English Subtest IV	100	300	220	6				86	235

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Dominican University of California	163	Mandarin Subtest I	100	300	220	1				100	253
Dominican University of California	164	Mandarin Subtest II	100	300	220	1				100	235
Dominican University of California	165	Mandarin Subtest III	100	300	220	1				100	264
Dominican University of California	110	Mathematics Subtest I	100	300	220	5				60	222
Dominican University of California	111	Mathematics Subtest II	100	300	220	5				69	225
Dominican University of California	112	Mathematics Subtest III	100	300	220	1				75	234
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	50	48	242	96	88	236
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	53	50	245	94	90	242
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	52	49	239	94	90	237
Dominican University of California	129	Physical Education Subtest I	100	300	220	2				76	226
Dominican University of California	130	Physical Education Subtest II	100	300	220	2				77	227
Dominican University of California	131	Physical Education Subtest III	100	300	220	2				71	223
Dominican University of California	123	Physics Subtest III	100	300	220	1				72	238
Dominican University of California	081.1	RICA.1	100	300	220	23	18	236	78	70	227
Dominican University of California	118	Science Subtest I	100	300	220	3				91	243
Dominican University of California	119	Science Subtest II	100	300	220	3				85	240
Dominican University of California	114	Social Science Subtest I	100	300	220	7				75	228
Dominican University of California	115	Social Science Subtest II	100	300	220	7				83	235
Dominican University of California	116	Social Science Subtest III	100	300	220	7				86	235
Dominican University of California	145	Spanish Subtest I	100	300	220	1				88	235
Dominican University of California	146	Spanish Subtest II	100	300	220	1				92	239
Dominican University of California	147	Spanish Subtest III	100	300	220	1				97	249
Dominican University of California	142	Writing Skills	100	300	220	18	18	239	100	94	234
Fresno Pacific University	140	Art Subtest I	100	300	220	3				90	243
Fresno Pacific University	141	Art Subtest II	100	300	220	3				85	238
Fresno Pacific University	120	Biology/Life Science Subtest III	100	300	220	2				86	235
Fresno Pacific University	098	CBEST	60	240	123	225	223	149	99	93	149
Fresno Pacific University	121	Chemistry Subtest III	100	300	220	1				89	242
Fresno Pacific University	105	English Subtest I	100	300	220	10	10	243	100	92	245
Fresno Pacific University	106	English Subtest II	100	300	220	11	10	250	91	94	249
Fresno Pacific University	107	English Subtest III	100	300	220	10	8	235	80	86	234
Fresno Pacific University	108	English Subtest IV	100	300	220	11	10	241	91	86	235
Fresno Pacific University	110	Mathematics Subtest I	100	300	220	7				60	222

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Fresno Pacific University	111	Mathematics Subtest II	100	300	220	4				69	225
Fresno Pacific University	112	Mathematics Subtest III	100	300	220	3				75	234
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	124	111	237	90	88	236
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	123	115	240	93	90	242
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	125	115	237	92	90	237
Fresno Pacific University	129	Physical Education Subtest I	100	300	220	6				76	226
Fresno Pacific University	130	Physical Education Subtest II	100	300	220	6				77	227
Fresno Pacific University	131	Physical Education Subtest III	100	300	220	5				71	223
Fresno Pacific University	081.1	RICA.1	100	300	220	33	24	226	73	70	227
Fresno Pacific University	118	Science Subtest I	100	300	220	4				91	243
Fresno Pacific University	119	Science Subtest II	100	300	220	4				85	240
Fresno Pacific University	114	Social Science Subtest I	100	300	220	22	17	229	77	75	228
Fresno Pacific University	115	Social Science Subtest II	100	300	220	22	20	237	91	83	235
Fresno Pacific University	116	Social Science Subtest III	100	300	220	22	19	236	86	86	235
Fresno Pacific University	145	Spanish Subtest I	100	300	220	3				88	235
Fresno Pacific University	146	Spanish Subtest II	100	300	220	3				92	239
Fresno Pacific University	147	Spanish Subtest III	100	300	220	3				97	249
Holy Names University	098	CBEST	60	240	123	57	46	146	81	93	149
Holy Names University	121	Chemistry Subtest III	100	300	220	1				89	242
Holy Names University	125	Chemistry Subtest IV	100	300	220	1					
Holy Names University	105	English Subtest I	100	300	220	4				92	245
Holy Names University	106	English Subtest II	100	300	220	4				94	249
Holy Names University	107	English Subtest III	100	300	220	4				86	234
Holy Names University	108	English Subtest IV	100	300	220	4				86	235
Holy Names University	110	Mathematics Subtest I	100	300	220	2				60	222
Holy Names University	111	Mathematics Subtest II	100	300	220	2				69	225
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	27	26	244	96	88	236
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	23	21	243	91	90	242
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	23	19	238	83	90	237
Holy Names University	129	Physical Education Subtest I	100	300	220	1				76	226
Holy Names University	081	RICA	0	120	81	1				88	88
Holy Names University	081.1	RICA.1	100	300	220	3				70	227
Holy Names University	118	Science Subtest I	100	300	220	2				91	243

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Holy Names University	119	Science Subtest II	100	300	220	2				85	240
Holy Names University	114	Social Science Subtest I	100	300	220	3				75	228
Holy Names University	115	Social Science Subtest II	100	300	220	2				83	235
Holy Names University	116	Social Science Subtest III	100	300	220	2				86	235
Holy Names University	147	Spanish Subtest III	100	300	220	1				97	249
Holy Names University	142	Writing Skills	100	300	220	1				94	234
Hope International University	120	Biology/Life Science Subtest III	100	300	220	2				86	235
Hope International University	098	CBEST	60	240	123	27	24	145	89	93	149
Hope International University	105	English Subtest I	100	300	220	4				92	245
Hope International University	106	English Subtest II	100	300	220	4				94	249
Hope International University	107	English Subtest III	100	300	220	4				86	234
Hope International University	108	English Subtest IV	100	300	220	4				86	235
Hope International University	178	Health Science Subtest I	100	300	220	1				63	219
Hope International University	179	Health Science Subtest II	100	300	220	1				90	244
Hope International University	180	Health Science Subtest III	100	300	220	1				90	244
Hope International University	110	Mathematics Subtest I	100	300	220	2				60	222
Hope International University	111	Mathematics Subtest II	100	300	220	2				69	225
Hope International University	112	Mathematics Subtest III	100	300	220	1				75	234
Hope International University	101	Multiple Subjects Subtest I	100	300	220	12	8	229	67	88	236
Hope International University	102	Multiple Subjects Subtest II	100	300	220	10	8	239	80	90	242
Hope International University	103	Multiple Subjects Subtest III	100	300	220	11	10	241	91	90	237
Hope International University	136	Music Subtest I	100	300	220	1				94	253
Hope International University	137	Music Subtest II	100	300	220	1				92	257
Hope International University	138	Music Subtest III	100	300	220	1				96	248
Hope International University	129	Physical Education Subtest I	100	300	220	3				76	226
Hope International University	130	Physical Education Subtest II	100	300	220	3				77	227
Hope International University	131	Physical Education Subtest III	100	300	220	3				71	223
Hope International University	118	Science Subtest I	100	300	220	3				91	243
Hope International University	119	Science Subtest II	100	300	220	3				85	240
Hope International University	114	Social Science Subtest I	100	300	220	3				75	228
Hope International University	115	Social Science Subtest II	100	300	220	3				83	235
Hope International University	116	Social Science Subtest III	100	300	220	3				86	235
Hope International University	142	Writing Skills	100	300	220	4				94	234

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Humboldt State University	098	CBEST	60	240	123	6				93	149
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	101	Multiple Subjects Subtest I	100	300	220	1				88	236
Humboldt State University	102	Multiple Subjects Subtest II	100	300	220	1				90	242
Humboldt State University	103	Multiple Subjects Subtest III	100	300	220	1				90	237
Humboldt State University	114	Social Science Subtest I	100	300	220	1				75	228
Humboldt State University	115	Social Science Subtest II	100	300	220	1				83	235
Humboldt State University	116	Social Science Subtest III	100	300	220	1				86	235
Humphreys College	098	CBEST	60	240	123	23	13	123	57	93	149
Humphreys College	081.1	RICA.1	100	300	220	1				70	227
La Sierra University	098	CBEST	60	240	123	17	14	138	82	93	149
La Sierra University	105	English Subtest I	100	300	220	1				92	245
La Sierra University	106	English Subtest II	100	300	220	1				94	249
La Sierra University	107	English Subtest III	100	300	220	1				86	234
La Sierra University	108	English Subtest IV	100	300	220	1				86	235
La Sierra University	110	Mathematics Subtest I	100	300	220	1				60	222
La Sierra University	101	Multiple Subjects Subtest I	100	300	220	4				88	236
La Sierra University	102	Multiple Subjects Subtest II	100	300	220	4				90	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				76	226
La Sierra University	130	Physical Education Subtest II	100	300	220	1				77	227
La Sierra University	131	Physical Education Subtest III	100	300	220	1				71	223
La Sierra University	118	Science Subtest I	100	300	220	1				91	243
La Sierra University	114	Social Science Subtest I	100	300	220	2				75	228
La Sierra University	115	Social Science Subtest II	100	300	220	2				83	235
La Sierra University	116	Social Science Subtest III	100	300	220	2				86	235
La Sierra University	142	Writing Skills	100	300	220	1				94	234
Loyola Marymount University	140	Art Subtest I	100	300	220	4				90	243
Loyola Marymount University	141	Art Subtest II	100	300	220	3				85	238
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	8				86	235
Loyola Marymount University	098	CBEST	60	240	123	316	307	157	97	93	149
Loyola Marymount University	105	English Subtest I	100	300	220	34	33	250	97	92	245

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Loyola Marymount University	106	English Subtest II	100	300	220	35	35	253	100	94	249
Loyola Marymount University	107	English Subtest III	100	300	220	34	28	232	82	86	234
Loyola Marymount University	108	English Subtest IV	100	300	220	33	29	240	88	86	235
Loyola Marymount University	184	Industrial And Tech Ed Subtest I	100	300	220	2					
Loyola Marymount University	185	Industrial And Tech Ed Subtest II	100	300	220	2					
Loyola Marymount University	163	Mandarin Subtest I	100	300	220	1				100	253
Loyola Marymount University	164	Mandarin Subtest II	100	300	220	1				100	235
Loyola Marymount University	165	Mandarin Subtest III	100	300	220	1				100	264
Loyola Marymount University	110	Mathematics Subtest I	100	300	220	13	8	227	62	60	222
Loyola Marymount University	111	Mathematics Subtest II	100	300	220	11	8	230	73	69	225
Loyola Marymount University	112	Mathematics Subtest III	100	300	220	2				75	234
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	165	156	242	95	88	236
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	164	146	245	89	90	242
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	168	148	237	88	90	237
Loyola Marymount University	136	Music Subtest I	100	300	220	1				94	253
Loyola Marymount University	137	Music Subtest II	100	300	220	1				92	257
Loyola Marymount University	138	Music Subtest III	100	300	220	1				96	248
Loyola Marymount University	123	Physics Subtest III	100	300	220	1				72	238
Loyola Marymount University	081	RICA	0	120	81	3				88	88
Loyola Marymount University	081.1	RICA.1	100	300	220	63	51	231	81	70	227
Loyola Marymount University	118	Science Subtest I	100	300	220	8				91	243
Loyola Marymount University	119	Science Subtest II	100	300	220	8				85	240
Loyola Marymount University	114	Social Science Subtest I	100	300	220	15	10	221	67	75	228
Loyola Marymount University	115	Social Science Subtest II	100	300	220	16	11	228	69	83	235
Loyola Marymount University	116	Social Science Subtest III	100	300	220	14	10	231	71	86	235
Loyola Marymount University	145	Spanish Subtest I	100	300	220	7				88	235
Loyola Marymount University	146	Spanish Subtest II	100	300	220	7				92	239
Loyola Marymount University	147	Spanish Subtest III	100	300	220	8				97	249
Loyola Marymount University	142	Writing Skills	100	300	220	4				94	234
Mills College	098	CBEST	60	240	123	3				93	149
Mount Saint Mary's College	098	CBEST	60	240	123	49	49	144	100	93	149
Mount Saint Mary's College	105	English Subtest I	100	300	220	4				92	245
Mount Saint Mary's College	106	English Subtest II	100	300	220	3				94	249

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Mount Saint Mary's College	107	English Subtest III	100	300	220	2				86	234
Mount Saint Mary's College	108	English Subtest IV	100	300	220	2				86	235
Mount Saint Mary's College	110	Mathematics Subtest I	100	300	220	3				60	222
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	24	21	234	88	88	236
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	25	20	231	80	90	242
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	26	20	230	77	90	237
Mount Saint Mary's College	081.1	RICA.1	100	300	220	1				70	227
Mount Saint Mary's College	114	Social Science Subtest I	100	300	220	6				75	228
Mount Saint Mary's College	115	Social Science Subtest II	100	300	220	4				83	235
Mount Saint Mary's College	116	Social Science Subtest III	100	300	220	4				86	235
Mount Saint Mary's College	145	Spanish Subtest I	100	300	220	2				88	235
Mount Saint Mary's College	146	Spanish Subtest II	100	300	220	2				92	239
Mount Saint Mary's College	147	Spanish Subtest III	100	300	220	2				97	249
Mount Saint Mary's College	142	Writing Skills	100	300	220	1				94	234
National Hispanic University	140	Art Subtest I	100	300	220	1				90	243
National Hispanic University	141	Art Subtest II	100	300	220	1				85	238
National Hispanic University	120	Biology/Life Science Subtest III	100	300	220	3				86	235
National Hispanic University	098	CBEST	60	240	123	129	107	139	83	93	149
National Hispanic University	121	Chemistry Subtest III	100	300	220	2				89	242
National Hispanic University	105	English Subtest I	100	300	220	4				92	245
National Hispanic University	106	English Subtest II	100	300	220	3				94	249
National Hispanic University	107	English Subtest III	100	300	220	3				86	234
National Hispanic University	108	English Subtest IV	100	300	220	3				86	235
National Hispanic University	110	Mathematics Subtest I	100	300	220	15	6	204	40	60	222
National Hispanic University	111	Mathematics Subtest II	100	300	220	8				69	225
National Hispanic University	112	Mathematics Subtest III	100	300	220	3				75	234
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	57	48	233	84	88	236
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	56	47	235	84	90	242
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	60	46	231	77	90	237
National Hispanic University	129	Physical Education Subtest I	100	300	220	8				76	226
National Hispanic University	130	Physical Education Subtest II	100	300	220	8				77	227
National Hispanic University	131	Physical Education Subtest III	100	300	220	8				71	223
National Hispanic University	081	RICA	0	120	81	1				88	88

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
National Hispanic University	092	RICA Video	100	300	220	2					
National Hispanic University	081.1	RICA.1	100	300	220	33	21	219	64	70	227
National Hispanic University	118	Science Subtest I	100	300	220	3				91	243
National Hispanic University	119	Science Subtest II	100	300	220	3				85	240
National Hispanic University	114	Social Science Subtest I	100	300	220	15	10	222	67	75	228
National Hispanic University	115	Social Science Subtest II	100	300	220	14	10	232	71	83	235
National Hispanic University	116	Social Science Subtest III	100	300	220	13	11	235	85	86	235
National Hispanic University	145	Spanish Subtest I	100	300	220	6				88	235
National Hispanic University	146	Spanish Subtest II	100	300	220	6				92	239
National Hispanic University	147	Spanish Subtest III	100	300	220	8				97	249
National Hispanic University	142	Writing Skills	100	300	220	8				94	234
National University	186	American Sign Language Subtest I	100	300	220	1					
National University	140	Art Subtest I	100	300	220	1				90	243
National University	141	Art Subtest II	100	300	220	1				85	238
National University	120	Biology/Life Science Subtest III	100	300	220	10	8	219	80	86	235
National University	124	Biology/Life Science Subtest IV	100	300	220	3				85	238
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	1123	990	144	88	93	149
National University	122	Earth/Planetary Science Subtest III	100	300	220	4				88	234
National University	105	English Subtest I	100	300	220	55	42	238	76	92	245
National University	106	English Subtest II	100	300	220	50	47	245	94	94	249
National University	107	English Subtest III	100	300	220	44	33	232	75	86	234
National University	108	English Subtest IV	100	300	220	43	35	229	81	86	235
National University	190	Filipino Subtest I	100	300	220	1					
National University	191	Filipino Subtest II	100	300	220	1					
National University	148	French Subtest I	100	300	220	1				90	252
National University	149	French Subtest II	100	300	220	1				100	245
National University	150	French Subtest III	100	300	220	2				100	273
National University	178	Health Science Subtest I	100	300	220	5				63	219
National University	179	Health Science Subtest II	100	300	220	4				90	244
National University	180	Health Science Subtest III	100	300	220	4				90	244

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
National University	110	Mathematics Subtest I	100	300	220	49	14	202	29	60	222
National University	111	Mathematics Subtest II	100	300	220	29	11	206	38	69	225
National University	112	Mathematics Subtest III	100	300	220	5				75	234
National University	101	Multiple Subjects Subtest I	100	300	220	575	427	228	74	88	236
National University	102	Multiple Subjects Subtest II	100	300	220	539	418	233	78	90	242
National University	103	Multiple Subjects Subtest III	100	300	220	570	443	230	78	90	237
National University	136	Music Subtest I	100	300	220	5				94	253
National University	137	Music Subtest II	100	300	220	4				92	257
National University	138	Music Subtest III	100	300	220	4				96	248
National University	129	Physical Education Subtest I	100	300	220	27	22	233	81	76	226
National University	130	Physical Education Subtest II	100	300	220	26	17	228	65	77	227
National University	131	Physical Education Subtest III	100	300	220	26	18	225	69	71	223
National University	123	Physics Subtest III	100	300	220	3				72	238
National University	127	Physics Subtest IV	100	300	220	1					
National University	081	RICA	0	120	81	6				88	88
National University	092	RICA Video	100	300	220	2					
National University	081.1	RICA.1	100	300	220	48	24	215	50	70	227
National University	118	Science Subtest I	100	300	220	24	11	221	46	91	243
National University	119	Science Subtest II	100	300	220	20	10	218	50	85	240
National University	114	Social Science Subtest I	100	300	220	49	25	216	51	75	228
National University	115	Social Science Subtest II	100	300	220	46	35	227	76	83	235
National University	116	Social Science Subtest III	100	300	220	41	31	229	76	86	235
National University	145	Spanish Subtest I	100	300	220	6				88	235
National University	146	Spanish Subtest II	100	300	220	7				92	239
National University	147	Spanish Subtest III	100	300	220	9				97	249
National University	142	Writing Skills	100	300	220	20	13	210	65	94	234
Notre Dame de Namur University	140	Art Subtest I	100	300	220	2				90	243
Notre Dame de Namur University	141	Art Subtest II	100	300	220	2				85	238
Notre Dame de Namur University	120	Biology/Life Science Subtest III	100	300	220	2				86	235
Notre Dame de Namur University	098	CBEST	60	240	123	164	150	155	91	93	149
Notre Dame de Namur University	122	Earth/Planetary Science Subtest III	100	300	220	1				88	234
Notre Dame de Namur University	105	English Subtest I	100	300	220	9				92	245
Notre Dame de Namur University	106	English Subtest II	100	300	220	9				94	249

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Notre Dame de Namur University	107	English Subtest III	100	300	220	9				86	234
Notre Dame de Namur University	108	English Subtest IV	100	300	220	9				86	235
Notre Dame de Namur University	163	Mandarin Subtest I	100	300	220	1				100	253
Notre Dame de Namur University	164	Mandarin Subtest II	100	300	220	1				100	235
Notre Dame de Namur University	165	Mandarin Subtest III	100	300	220	1				100	264
Notre Dame de Namur University	110	Mathematics Subtest I	100	300	220	11	9	232	82	60	222
Notre Dame de Namur University	111	Mathematics Subtest II	100	300	220	10	7	230	70	69	225
Notre Dame de Namur University	112	Mathematics Subtest III	100	300	220	2				75	234
Notre Dame de Namur University	101	Multiple Subjects Subtest I	100	300	220	84	75	239	89	88	236
Notre Dame de Namur University	102	Multiple Subjects Subtest II	100	300	220	81	73	244	90	90	242
Notre Dame de Namur University	103	Multiple Subjects Subtest III	100	300	220	83	78	242	94	90	237
Notre Dame de Namur University	129	Physical Education Subtest I	100	300	220	6				76	226
Notre Dame de Namur University	130	Physical Education Subtest II	100	300	220	5				77	227
Notre Dame de Namur University	131	Physical Education Subtest III	100	300	220	5				71	223
Notre Dame de Namur University	123	Physics Subtest III	100	300	220	1				72	238
Notre Dame de Namur University	081.1	RICA.1	100	300	220	15	13	232	87	70	227
Notre Dame de Namur University	118	Science Subtest I	100	300	220	9				91	243
Notre Dame de Namur University	119	Science Subtest II	100	300	220	9				85	240
Notre Dame de Namur University	114	Social Science Subtest I	100	300	220	7				75	228
Notre Dame de Namur University	115	Social Science Subtest II	100	300	220	7				83	235
Notre Dame de Namur University	116	Social Science Subtest III	100	300	220	7				86	235
Notre Dame de Namur University	142	Writing Skills	100	300	220	3				94	234
Pacific Oaks College	098	CBEST	60	240	123	81	69	138	85	93	149
Pacific Oaks College	081	RICA	0	120	81	1				88	88
Pacific Oaks College	081.1	RICA.1	100	300	220	10	3	211	30	70	227
Pacific Union College	098	CBEST	60	240	123	21	21	148	100	93	149
Pacific Union College	105	English Subtest I	100	300	220	1				92	245
Pacific Union College	106	English Subtest II	100	300	220	1				94	249
Pacific Union College	107	English Subtest III	100	300	220	1				86	234
Pacific Union College	108	English Subtest IV	100	300	220	1				86	235
Pacific Union College	101	Multiple Subjects Subtest I	100	300	220	5				88	236
Pacific Union College	102	Multiple Subjects Subtest II	100	300	220	5				90	242
Pacific Union College	103	Multiple Subjects Subtest III	100	300	220	5				90	237

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Pacific Union College	129	Physical Education Subtest I	100	300	220	1				76	226
Pacific Union College	130	Physical Education Subtest II	100	300	220	1				77	227
Pacific Union College	131	Physical Education Subtest III	100	300	220	1				71	223
Patten University	140	Art Subtest I	100	300	220	1				90	243
Patten University	120	Biology/Life Science Subtest III	100	300	220	1				86	235
Patten University	124	Biology/Life Science Subtest IV	100	300	220	1				85	238
Patten University	098	CBEST	60	240	123	13	12	164	92	93	149
Patten University	106	English Subtest II	100	300	220	1				94	249
Patten University	107	English Subtest III	100	300	220	1				86	234
Patten University	108	English Subtest IV	100	300	220	1				86	235
Patten University	163	Mandarin Subtest I	100	300	220	1				100	253
Patten University	164	Mandarin Subtest II	100	300	220	1				100	235
Patten University	165	Mandarin Subtest III	100	300	220	1				100	264
Patten University	110	Mathematics Subtest I	100	300	220	2				60	222
Patten University	111	Mathematics Subtest II	100	300	220	1				69	225
Patten University	101	Multiple Subjects Subtest I	100	300	220	2				88	236
Patten University	102	Multiple Subjects Subtest II	100	300	220	2				90	242
Patten University	103	Multiple Subjects Subtest III	100	300	220	2				90	237
Patten University	129	Physical Education Subtest I	100	300	220	2				76	226
Patten University	130	Physical Education Subtest II	100	300	220	2				77	227
Patten University	131	Physical Education Subtest III	100	300	220	2				71	223
Patten University	114	Social Science Subtest I	100	300	220	1				75	228
Patten University	115	Social Science Subtest II	100	300	220	1				83	235
Patten University	116	Social Science Subtest III	100	300	220	1				86	235
Patten University	145	Spanish Subtest I	100	300	220	1				88	235
Patten University	146	Spanish Subtest II	100	300	220	1				92	239
Patten University	147	Spanish Subtest III	100	300	220	1				97	249
Pepperdine University	098	CBEST	60	240	123	57	52	156	91	93	149
Pepperdine University	101	Multiple Subjects Subtest I	100	300	220	6				88	236
Pepperdine University	102	Multiple Subjects Subtest II	100	300	220	6				90	242
Pepperdine University	103	Multiple Subjects Subtest III	100	300	220	6				90	237
Pepperdine University	081	RICA	0	120	81	1				88	88
Pepperdine University	081.1	RICA.1	100	300	220	13	8	228	62	70	227

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Pepperdine University	142	Writing Skills	100	300	220	6				94	234
Point Loma Nazarene University	172	Agriculture Subtest I	100	300	220	1					
Point Loma Nazarene University	173	Agriculture Subtest II	100	300	220	1					
Point Loma Nazarene University	174	Agriculture Subtest III	100	300	220	1					
Point Loma Nazarene University	120	Biology/Life Science Subtest III	100	300	220	1				86	235
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	158	138	147	87	93	149
Point Loma Nazarene University	121	Chemistry Subtest III	100	300	220	1				89	242
Point Loma Nazarene University	125	Chemistry Subtest IV	100	300	220	1					
Point Loma Nazarene University	105	English Subtest I	100	300	220	7				92	245
Point Loma Nazarene University	106	English Subtest II	100	300	220	8				94	249
Point Loma Nazarene University	107	English Subtest III	100	300	220	8				86	234
Point Loma Nazarene University	108	English Subtest IV	100	300	220	8				86	235
Point Loma Nazarene University	178	Health Science Subtest I	100	300	220	2				63	219
Point Loma Nazarene University	179	Health Science Subtest II	100	300	220	1				90	244
Point Loma Nazarene University	180	Health Science Subtest III	100	300	220	1				90	244
Point Loma Nazarene University	110	Mathematics Subtest I	100	300	220	5				60	222
Point Loma Nazarene University	111	Mathematics Subtest II	100	300	220	2				69	225
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	81	70	233	86	88	236
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	76	64	239	84	90	242
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	82	72	237	88	90	237
Point Loma Nazarene University	136	Music Subtest I	100	300	220	2				94	253
Point Loma Nazarene University	137	Music Subtest II	100	300	220	2				92	257
Point Loma Nazarene University	138	Music Subtest III	100	300	220	2				96	248
Point Loma Nazarene University	129	Physical Education Subtest I	100	300	220	1				76	226
Point Loma Nazarene University	130	Physical Education Subtest II	100	300	220	1				77	227
Point Loma Nazarene University	131	Physical Education Subtest III	100	300	220	1				71	223
Point Loma Nazarene University	081	RICA	0	120	81	1				88	88
Point Loma Nazarene University	081.1	RICA.1	100	300	220	46	22	216	48	70	227
Point Loma Nazarene University	118	Science Subtest I	100	300	220	3				91	243
Point Loma Nazarene University	119	Science Subtest II	100	300	220	2				85	240

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Point Loma Nazarene University	114	Social Science Subtest I	100	300	220	6				75	228
Point Loma Nazarene University	115	Social Science Subtest II	100	300	220	6				83	235
Point Loma Nazarene University	116	Social Science Subtest III	100	300	220	6				86	235
Point Loma Nazarene University	145	Spanish Subtest I	100	300	220	1				88	235
Point Loma Nazarene University	146	Spanish Subtest II	100	300	220	1				92	239
Point Loma Nazarene University	147	Spanish Subtest III	100	300	220	1				97	249
Point Loma Nazarene University	142	Writing Skills	100	300	220	2				94	234
Saint Mary's College of California	098	CBEST	60	240	123	77	76	151	99	93	149
Saint Mary's College of California	105	English Subtest I	100	300	220	2				92	245
Saint Mary's College of California	106	English Subtest II	100	300	220	2				94	249
Saint Mary's College of California	107	English Subtest III	100	300	220	2				86	234
Saint Mary's College of California	108	English Subtest IV	100	300	220	2				86	235
Saint Mary's College of California	110	Mathematics Subtest I	100	300	220	3				60	222
Saint Mary's College of California	111	Mathematics Subtest II	100	300	220	2				69	225
Saint Mary's College of California	112	Mathematics Subtest III	100	300	220	1				75	234
Saint Mary's College of California	101	Multiple Subjects Subtest I	100	300	220	60	56	240	93	88	236
Saint Mary's College of California	102	Multiple Subjects Subtest II	100	300	220	59	55	246	93	90	242
Saint Mary's College of California	103	Multiple Subjects Subtest III	100	300	220	60	55	239	92	90	237
Saint Mary's College of California	081.1	RICA.1	100	300	220	3				70	227
Saint Mary's College of California	118	Science Subtest I	100	300	220	1				91	243
Saint Mary's College of California	119	Science Subtest II	100	300	220	1				85	240
Saint Mary's College of California	114	Social Science Subtest I	100	300	220	4				75	228
Saint Mary's College of California	115	Social Science Subtest II	100	300	220	4				83	235
Saint Mary's College of California	116	Social Science Subtest III	100	300	220	3				86	235
Saint Mary's College of California	142	Writing Skills	100	300	220	3				94	234
San Diego Christian College	140	Art Subtest I	100	300	220	1				90	243
San Diego Christian College	141	Art Subtest II	100	300	220	1				85	238
San Diego Christian College	098	CBEST	60	240	123	18	15	139	83	93	149
San Diego Christian College	105	English Subtest I	100	300	220	1				92	245
San Diego Christian College	106	English Subtest II	100	300	220	1				94	249
San Diego Christian College	107	English Subtest III	100	300	220	1				86	234
San Diego Christian College	108	English Subtest IV	100	300	220	1				86	235
San Diego Christian College	110	Mathematics Subtest I	100	300	220	3				60	222

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
San Diego Christian College	111	Mathematics Subtest II	100	300	220	3				69	225
San Diego Christian College	101	Multiple Subjects Subtest I	100	300	220	11	8	227	73	88	236
San Diego Christian College	102	Multiple Subjects Subtest II	100	300	220	9				90	242
San Diego Christian College	103	Multiple Subjects Subtest III	100	300	220	11	9	232	82	90	237
San Diego Christian College	136	Music Subtest I	100	300	220	1				94	253
San Diego Christian College	137	Music Subtest II	100	300	220	1				92	257
San Diego Christian College	138	Music Subtest III	100	300	220	1				96	248
San Diego Christian College	129	Physical Education Subtest I	100	300	220	2				76	226
San Diego Christian College	130	Physical Education Subtest II	100	300	220	1				77	227
San Diego Christian College	131	Physical Education Subtest III	100	300	220	1				71	223
San Diego Christian College	142	Writing Skills	100	300	220	6				94	234
San Diego State University	120	Biology/Life Science Subtest III	100	300	220	2				86	235
San Diego State University	124	Biology/Life Science Subtest IV	100	300	220	1				85	238
San Diego State University	098	CBEST	60	240	123	173	152	147	88	93	149
San Diego State University	105	English Subtest I	100	300	220	3				92	245
San Diego State University	106	English Subtest II	100	300	220	2				94	249
San Diego State University	107	English Subtest III	100	300	220	2				86	234
San Diego State University	108	English Subtest IV	100	300	220	2				86	235
San Diego State University	110	Mathematics Subtest I	100	300	220	1				60	222
San Diego State University	111	Mathematics Subtest II	100	300	220	1				69	225
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	82	70	233	85	88	236
San Diego State University	102	Multiple Subjects Subtest II	100	300	220	79	72	243	91	90	242
San Diego State University	103	Multiple Subjects Subtest III	100	300	220	75	65	232	87	90	237
San Diego State University	123	Physics Subtest III	100	300	220	2				72	238
San Diego State University	081.1	RICA.1	100	300	220	35	22	224	63	70	227
San Diego State University	118	Science Subtest I	100	300	220	5				91	243
San Diego State University	119	Science Subtest II	100	300	220	5				85	240
San Diego State University	114	Social Science Subtest I	100	300	220	12	11	242	92	75	228
San Diego State University	115	Social Science Subtest II	100	300	220	12	11	245	92	83	235
San Diego State University	116	Social Science Subtest III	100	300	220	13	12	241	92	86	235
San Diego State University	145	Spanish Subtest I	100	300	220	6				88	235
San Diego State University	146	Spanish Subtest II	100	300	220	6				92	239
San Diego State University	147	Spanish Subtest III	100	300	220	7				97	249

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
San Diego State University	142	Writing Skills	100	300	220	3				94	234
San Francisco State University	098	CBEST	60	240	123	76	75	156	99	93	149
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	55	53	244	96	88	236
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	55	53	252	96	90	242
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	55	55	244	100	90	237
San Francisco State University	081	RICA	0	120	81	5				88	88
San Francisco State University	081.1	RICA.1	100	300	220	24	20	232	83	70	227
San Francisco State University	142	Writing Skills	100	300	220	57	55	242	96	94	234
San Jose State University	140	Art Subtest I	100	300	220	2				90	243
San Jose State University	141	Art Subtest II	100	300	220	2				85	238
San Jose State University	120	Biology/Life Science Subtest III	100	300	220	12	12	241	100	86	235
San Jose State University	098	CBEST	60	240	123	280	280	159	100	93	149
San Jose State University	121	Chemistry Subtest III	100	300	220	2				89	242
San Jose State University	122	Earth/Planetary Science Subtest III	100	300	220	1				88	234
San Jose State University	105	English Subtest I	100	300	220	6				92	245
San Jose State University	106	English Subtest II	100	300	220	6				94	249
San Jose State University	107	English Subtest III	100	300	220	6				86	234
San Jose State University	108	English Subtest IV	100	300	220	6				86	235
San Jose State University	148	French Subtest I	100	300	220	1				90	252
San Jose State University	149	French Subtest II	100	300	220	1				100	245
San Jose State University	150	French Subtest III	100	300	220	1				100	273
San Jose State University	157	Japanese Subtest I	100	300	220	1					
San Jose State University	158	Japanese Subtest II	100	300	220	1					
San Jose State University	159	Japanese Subtest III	100	300	220	1					
San Jose State University	163	Mandarin Subtest I	100	300	220	1				100	253
San Jose State University	164	Mandarin Subtest II	100	300	220	1				100	235
San Jose State University	165	Mandarin Subtest III	100	300	220	1				100	264
San Jose State University	110	Mathematics Subtest I	100	300	220	11	10	255	91	60	222
San Jose State University	111	Mathematics Subtest II	100	300	220	11	11	249	100	69	225
San Jose State University	112	Mathematics Subtest III	100	300	220	10	10	252	100	75	234
San Jose State University	101	Multiple Subjects Subtest I	100	300	220	139	138	245	99	88	236
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	139	138	251	99	90	242
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	140	138	245	99	90	237

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
San Jose State University	136	Music Subtest I	100	300	220	2				94	253
San Jose State University	137	Music Subtest II	100	300	220	2				92	257
San Jose State University	138	Music Subtest III	100	300	220	2				96	248
San Jose State University	123	Physics Subtest III	100	300	220	2				72	238
San Jose State University	081	RICA	0	120	81	10	10	98	100	88	88
San Jose State University	081.1	RICA.1	100	300	220	44	41	235	93	70	227
San Jose State University	118	Science Subtest I	100	300	220	22	22	254	100	91	243
San Jose State University	119	Science Subtest II	100	300	220	22	22	249	100	85	240
San Jose State University	114	Social Science Subtest I	100	300	220	22	21	242	95	75	228
San Jose State University	115	Social Science Subtest II	100	300	220	22	22	246	100	83	235
San Jose State University	116	Social Science Subtest III	100	300	220	22	22	241	100	86	235
San Jose State University	145	Spanish Subtest I	100	300	220	9				88	235
San Jose State University	146	Spanish Subtest II	100	300	220	9				92	239
San Jose State University	147	Spanish Subtest III	100	300	220	9				97	249
San Jose State University	142	Writing Skills	100	300	220	2				94	234
Santa Clara University	120	Biology/Life Science Subtest III	100	300	220	1				86	235
Santa Clara University	098	CBEST	60	240	123	56	55	161	98	93	149
Santa Clara University	105	English Subtest I	100	300	220	4				92	245
Santa Clara University	106	English Subtest II	100	300	220	4				94	249
Santa Clara University	107	English Subtest III	100	300	220	4				86	234
Santa Clara University	108	English Subtest IV	100	300	220	4				86	235
Santa Clara University	110	Mathematics Subtest I	100	300	220	7				60	222
Santa Clara University	111	Mathematics Subtest II	100	300	220	6				69	225
Santa Clara University	112	Mathematics Subtest III	100	300	220	3				75	234
Santa Clara University	101	Multiple Subjects Subtest I	100	300	220	21	21	243	100	88	236
Santa Clara University	102	Multiple Subjects Subtest II	100	300	220	21	21	248	100	90	242
Santa Clara University	103	Multiple Subjects Subtest III	100	300	220	20	20	244	100	90	237
Santa Clara University	136	Music Subtest I	100	300	220	2				94	253
Santa Clara University	137	Music Subtest II	100	300	220	1				92	257
Santa Clara University	138	Music Subtest III	100	300	220	2				96	248
Santa Clara University	123	Physics Subtest III	100	300	220	1				72	238
Santa Clara University	081.1	RICA.1	100	300	220	5				70	227
Santa Clara University	118	Science Subtest I	100	300	220	2				91	243

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Santa Clara University	119	Science Subtest II	100	300	220	2				85	240
Santa Clara University	114	Social Science Subtest I	100	300	220	7				75	228
Santa Clara University	115	Social Science Subtest II	100	300	220	7				83	235
Santa Clara University	116	Social Science Subtest III	100	300	220	7				86	235
Santa Clara University	142	Writing Skills	100	300	220	3				94	234
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 III	100	300	220	1					
Simpson University	140	Art Subtest I	100	300	220	2				90	243
Simpson University	141	Art Subtest II	100	300	220	2				85	238
Simpson University	120	Biology/Life Science Subtest III	100	300	220	2				86	235
Simpson University	175	Business Subtest I	100	300	220	2					
Simpson University	176	Business Subtest II	100	300	220	2					
Simpson University	177	Business Subtest III	100	300	220	2					
Simpson University	098	CBEST	60	240	123	66	60	153	91	93	149
Simpson University	122	Earth/Planetary Science Subtest III	100	300	220	1				88	234
Simpson University	105	English Subtest I	100	300	220	4				92	245
Simpson University	106	English Subtest II	100	300	220	4				94	249
Simpson University	107	English Subtest III	100	300	220	4				86	234
Simpson University	108	English Subtest IV	100	300	220	4				86	235
Simpson University	110	Mathematics Subtest I	100	300	220	4				60	222
Simpson University	111	Mathematics Subtest II	100	300	220	4				69	225
Simpson University	112	Mathematics Subtest III	100	300	220	2				75	234
Simpson University	101	Multiple Subjects Subtest I	100	300	220	36	28	234	78	88	236
Simpson University	102	Multiple Subjects Subtest II	100	300	220	35	30	243	86	90	242
Simpson University	103	Multiple Subjects Subtest III	100	300	220	36	33	242	92	90	237
Simpson University	129	Physical Education Subtest I	100	300	220	1				76	226
Simpson University	130	Physical Education Subtest II	100	300	220	1				77	227
Simpson University	131	Physical Education Subtest III	100	300	220	1				71	223
Simpson University	081.1	RICA.1	100	300	220	12	11	228	92	70	227
Simpson University	118	Science Subtest I	100	300	220	3				91	243
Simpson University	119	Science Subtest II	100	300	220	3				85	240
Simpson University	114	Social Science Subtest I	100	300	220	6				75	228

Appendix A-1: IPRC Section III.

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

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Simpson University	115	Social Science Subtest II	100	300	220	6				83	235
Simpson University	116	Social Science Subtest III	100	300	220	6				86	235
Simpson University	145	Spanish Subtest I	100	300	220	1				88	235
Simpson University	146	Spanish Subtest II	100	300	220	1				92	239
Simpson University	147	Spanish Subtest III	100	300	220	1				97	249
Simpson University	142	Writing Skills	100	300	220	4				94	234
Sonoma State University	120	Biology/Life Science Subtest III	100	300	220	1				86	235
Sonoma State University	098	CBEST	60	240	123	49	49	153	100	93	149
Sonoma State University	105	English Subtest I	100	300	220	1				92	245
Sonoma State University	106	English Subtest II	100	300	220	1				94	249
Sonoma State University	107	English Subtest III	100	300	220	1				86	234
Sonoma State University	108	English Subtest IV	100	300	220	1				86	235
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	62	59	240	95	88	236
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	62	61	247	98	90	242
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	62	61	242	98	90	237
Sonoma State University	081.1	RICA.1	100	300	220	22	17	226	77	70	227
Sonoma State University	118	Science Subtest I	100	300	220	1				91	243
Sonoma State University	119	Science Subtest II	100	300	220	1				85	240
Sonoma State University	114	Social Science Subtest I	100	300	220	1				75	228
Sonoma State University	115	Social Science Subtest II	100	300	220	1				83	235
Sonoma State University	116	Social Science Subtest III	100	300	220	1				86	235
Sonoma State University	142	Writing Skills	100	300	220	19	19	234	100	94	234
The Master's College	120	Biology/Life Science Subtest III	100	300	220	1				86	235
The Master's College	098	CBEST	60	240	123	1				93	149
The Master's College	118	Science Subtest I	100	300	220	1				91	243
The Master's College	119	Science Subtest II	100	300	220	1				85	240
Touro University-CA College of Education	098	CBEST	60	240	123	28	24	148	86	93	149
Touro University-CA College of Education	081	RICA	0	120	81	1				88	88
UC Berkeley	120	Biology/Life Science Subtest III	100	300	220	4				86	235
UC Berkeley	098	CBEST	60	240	123	10	10	177	100	93	149
UC Berkeley	121	Chemistry Subtest III	100	300	220	1				89	242
UC Berkeley	110	Mathematics Subtest I	100	300	220	4				60	222
UC Berkeley	111	Mathematics Subtest II	100	300	220	4				69	225

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
UC Berkeley	112	Mathematics Subtest III	100	300	220	4				75	234
UC Berkeley	118	Science Subtest I	100	300	220	5				91	243
UC Berkeley	119	Science Subtest II	100	300	220	5				85	240
UC Riverside	098	CBEST	60	240	123	3				93	149
UC Riverside	081.1	RICA.1	100	300	220	3				70	227
UC San Diego	120	Biology/Life Science Subtest III	100	300	220	2				86	235
UC San Diego	098	CBEST	60	240	123	13	13	167	100	93	149
UC San Diego	105	English Subtest I	100	300	220	3				92	245
UC San Diego	106	English Subtest II	100	300	220	3				94	249
UC San Diego	107	English Subtest III	100	300	220	3				86	234
UC San Diego	108	English Subtest IV	100	300	220	3				86	235
UC San Diego	110	Mathematics Subtest I	100	300	220	2				60	222
UC San Diego	111	Mathematics Subtest II	100	300	220	2				69	225
UC San Diego	112	Mathematics Subtest III	100	300	220	2				75	234
UC San Diego	101	Multiple Subjects Subtest I	100	300	220	6				88	236
UC San Diego	102	Multiple Subjects Subtest II	100	300	220	6				90	242
UC San Diego	103	Multiple Subjects Subtest III	100	300	220	6				90	237
UC San Diego	123	Physics Subtest III	100	300	220	1				72	238
UC San Diego	081.1	RICA.1	100	300	220	3				70	227
UC San Diego	118	Science Subtest I	100	300	220	3				91	243
UC San Diego	119	Science Subtest II	100	300	220	3				85	240
UC San Diego	142	Writing Skills	100	300	220	1				94	234
UC Santa Barbara	120	Biology/Life Science Subtest III	100	300	220	11	11	251	100	86	235
UC Santa Barbara	098	CBEST	60	240	123	85	85	169	100	93	149
UC Santa Barbara	121	Chemistry Subtest III	100	300	220	1				89	242
UC Santa Barbara	122	Earth/Planetary Science Subtest III	100	300	220	2				88	234
UC Santa Barbara	105	English Subtest I	100	300	220	8				92	245
UC Santa Barbara	106	English Subtest II	100	300	220	8				94	249
UC Santa Barbara	107	English Subtest III	100	300	220	8				86	234
UC Santa Barbara	108	English Subtest IV	100	300	220	8				86	235
UC Santa Barbara	110	Mathematics Subtest I	100	300	220	7				60	222
UC Santa Barbara	111	Mathematics Subtest II	100	300	220	7				69	225
UC Santa Barbara	112	Mathematics Subtest III	100	300	220	4				75	234

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
UC Santa Barbara	101	Multiple Subjects Subtest I	100	300	220	51	51	250	100	88	236
UC Santa Barbara	102	Multiple Subjects Subtest II	100	300	220	51	51	254	100	90	242
UC Santa Barbara	103	Multiple Subjects Subtest III	100	300	220	51	51	244	100	90	237
UC Santa Barbara	123	Physics Subtest III	100	300	220	3				72	238
UC Santa Barbara	081.1	RICA.1	100	300	220	35	31	237	89	70	227
UC Santa Barbara	118	Science Subtest I	100	300	220	17	17	259	100	91	243
UC Santa Barbara	119	Science Subtest II	100	300	220	17	17	259	100	85	240
UC Santa Barbara	114	Social Science Subtest I	100	300	220	5				75	228
UC Santa Barbara	115	Social Science Subtest II	100	300	220	5				83	235
UC Santa Barbara	116	Social Science Subtest III	100	300	220	5				86	235
UC Santa Barbara	142	Writing Skills	100	300	220	3				94	234
University of LaVerne	140	Art Subtest I	100	300	220	3				90	243
University of LaVerne	141	Art Subtest II	100	300	220	2				85	238
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	6				86	235
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	259	226	142	87	93	149
University of LaVerne	122	Earth/Planetary Science Subtest III	100	300	220	3				88	234
University of LaVerne	126	Earth/Planetary Science Subtest IV	100	300	220	1					
University of LaVerne	105	English Subtest I	100	300	220	17	15	242	88	92	245
University of LaVerne	106	English Subtest II	100	300	220	16	14	248	88	94	249
University of LaVerne	107	English Subtest III	100	300	220	14	10	225	71	86	234
University of LaVerne	108	English Subtest IV	100	300	220	15	9	221	60	86	235
University of LaVerne	178	Health Science Subtest I	100	300	220	2				63	219
University of LaVerne	179	Health Science Subtest II	100	300	220	2				90	244
University of LaVerne	180	Health Science Subtest III	100	300	220	2				90	244
University of LaVerne	110	Mathematics Subtest I	100	300	220	16	4	204	25	60	222
University of LaVerne	111	Mathematics Subtest II	100	300	220	13	3	204	23	69	225
University of LaVerne	112	Mathematics Subtest III	100	300	220	3				75	234
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	124	84	227	68	88	236
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	110	79	232	72	90	242
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	123	95	232	77	90	237

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of LaVerne	136	Music Subtest I	100	300	220	1				94	253
University of LaVerne	137	Music Subtest II	100	300	220	1				92	257
University of LaVerne	138	Music Subtest III	100	300	220	1				96	248
University of LaVerne	129	Physical Education Subtest I	100	300	220	4				76	226
University of LaVerne	130	Physical Education Subtest II	100	300	220	3				77	227
University of LaVerne	131	Physical Education Subtest III	100	300	220	3				71	223
University of LaVerne	123	Physics Subtest III	100	300	220	1				72	238
University of LaVerne	127	Physics Subtest IV	100	300	220	1					
University of LaVerne	081	RICA	0	120	81	5				88	88
University of LaVerne	081.1	RICA.1	100	300	220	35	21	221	60	70	227
University of LaVerne	118	Science Subtest I	100	300	220	13	10	229	77	91	243
University of LaVerne	119	Science Subtest II	100	300	220	12	7	218	58	85	240
University of LaVerne	114	Social Science Subtest I	100	300	220	24	17	221	71	75	228
University of LaVerne	115	Social Science Subtest II	100	300	220	22	18	229	82	83	235
University of LaVerne	116	Social Science Subtest III	100	300	220	21	15	222	71	86	235
University of LaVerne	145	Spanish Subtest I	100	300	220	2				88	235
University of LaVerne	146	Spanish Subtest II	100	300	220	2				92	239
University of LaVerne	147	Spanish Subtest III	100	300	220	2				97	249
University of LaVerne	142	Writing Skills	100	300	220	3				94	234
University of Phoenix	140	Art Subtest I	100	300	220	5				90	243
University of Phoenix	141	Art Subtest II	100	300	220	5				85	238
University of Phoenix	120	Biology/Life Science Subtest III	100	300	220	12	4	212	33	86	235
University of Phoenix	124	Biology/Life Science Subtest IV	100	300	220	3				85	238
University of Phoenix	098	CBEST	60	240	123	634	547	142	86	93	149
University of Phoenix	121	Chemistry Subtest III	100	300	220	2				89	242
University of Phoenix	125	Chemistry Subtest IV	100	300	220	2					
University of Phoenix	122	Earth/Planetary Science Subtest III	100	300	220	1				88	234
University of Phoenix	105	English Subtest I	100	300	220	47	37	235	79	92	245
University of Phoenix	106	English Subtest II	100	300	220	40	35	243	88	94	249
University of Phoenix	107	English Subtest III	100	300	220	37	29	227	78	86	234
University of Phoenix	108	English Subtest IV	100	300	220	37	28	232	76	86	235
University of Phoenix	148	French Subtest I	100	300	220	1				90	252
University of Phoenix	149	French Subtest II	100	300	220	1				100	245

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of Phoenix	150	French Subtest III	100	300	220	1				100	273
University of Phoenix	178	Health Science Subtest I	100	300	220	3				63	219
University of Phoenix	179	Health Science Subtest II	100	300	220	3				90	244
University of Phoenix	180	Health Science Subtest III	100	300	220	3				90	244
University of Phoenix	110	Mathematics Subtest I	100	300	220	45	20	207	44	60	222
University of Phoenix	111	Mathematics Subtest II	100	300	220	28	15	214	54	69	225
University of Phoenix	112	Mathematics Subtest III	100	300	220	8				75	234
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	180	140	229	78	88	236
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	173	132	231	76	90	242
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	174	143	232	82	90	237
University of Phoenix	129	Physical Education Subtest I	100	300	220	20	11	216	55	76	226
University of Phoenix	130	Physical Education Subtest II	100	300	220	18	12	220	67	77	227
University of Phoenix	131	Physical Education Subtest III	100	300	220	17	9	214	53	71	223
University of Phoenix	123	Physics Subtest III	100	300	220	2				72	238
University of Phoenix	127	Physics Subtest IV	100	300	220	1					
University of Phoenix	081	RICA	0	120	81	6				88	88
University of Phoenix	081.1	RICA.1	100	300	220	27	12	215	44	70	227
University of Phoenix	118	Science Subtest I	100	300	220	30	23	227	77	91	243
University of Phoenix	119	Science Subtest II	100	300	220	21	10	211	48	85	240
University of Phoenix	114	Social Science Subtest I	100	300	220	44	27	217	61	75	228
University of Phoenix	115	Social Science Subtest II	100	300	220	42	28	225	67	83	235
University of Phoenix	116	Social Science Subtest III	100	300	220	39	28	225	72	86	235
University of Phoenix	145	Spanish Subtest I	100	300	220	5				88	235
University of Phoenix	146	Spanish Subtest II	100	300	220	5				92	239
University of Phoenix	147	Spanish Subtest III	100	300	220	5				97	249
University of Phoenix	142	Writing Skills	100	300	220	5				94	234
University of Redlands	140	Art Subtest I	100	300	220	3				90	243
University of Redlands	141	Art Subtest II	100	300	220	3				85	238
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	8				86	235
University of Redlands	124	Biology/Life Science Subtest IV	100	300	220	3				85	238
University of Redlands	098	CBEST	60	240	123	251	248	150	99	93	149
University of Redlands	121	Chemistry Subtest III	100	300	220	3				89	242
University of Redlands	125	Chemistry Subtest IV	100	300	220	2					

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of Redlands	122	Earth/Planetary Science Subtest III	100	300	220	3				88	234
University of Redlands	105	English Subtest I	100	300	220	31	30	243	97	92	245
University of Redlands	106	English Subtest II	100	300	220	31	25	241	81	94	249
University of Redlands	107	English Subtest III	100	300	220	31	25	231	81	86	234
University of Redlands	108	English Subtest IV	100	300	220	31	29	237	94	86	235
University of Redlands	148	French Subtest I	100	300	220	1				90	252
University of Redlands	149	French Subtest II	100	300	220	1				100	245
University of Redlands	150	French Subtest III	100	300	220	1				100	273
University of Redlands	178	Health Science Subtest I	100	300	220	1				63	219
University of Redlands	179	Health Science Subtest II	100	300	220	1				90	244
University of Redlands	180	Health Science Subtest III	100	300	220	1				90	244
University of Redlands	110	Mathematics Subtest I	100	300	220	24	14	220	58	60	222
University of Redlands	111	Mathematics Subtest II	100	300	220	19	10	217	53	69	225
University of Redlands	112	Mathematics Subtest III	100	300	220	4				75	234
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	101	85	233	84	88	236
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	99	85	238	86	90	242
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	99	89	237	90	90	237
University of Redlands	136	Music Subtest I	100	300	220	1				94	253
University of Redlands	137	Music Subtest II	100	300	220	1				92	257
University of Redlands	138	Music Subtest III	100	300	220	1				96	248
University of Redlands	129	Physical Education Subtest I	100	300	220	5				76	226
University of Redlands	130	Physical Education Subtest II	100	300	220	5				77	227
University of Redlands	131	Physical Education Subtest III	100	300	220	5				71	223
University of Redlands	081	RICA	0	120	81	1				88	88
University of Redlands	081.1	RICA.1	100	300	220	10	6	227	60	70	227
University of Redlands	118	Science Subtest I	100	300	220	10	10	241	100	91	243
University of Redlands	119	Science Subtest II	100	300	220	10	9	229	90	85	240
University of Redlands	114	Social Science Subtest I	100	300	220	26	13	211	50	75	228
University of Redlands	115	Social Science Subtest II	100	300	220	25	15	222	60	83	235
University of Redlands	116	Social Science Subtest III	100	300	220	25	16	228	64	86	235
University of San Diego	098	CBEST	60	240	123	116	113	158	97	93	149
University of San Diego	121	Chemistry Subtest III	100	300	220	1				89	242
University of San Diego	105	English Subtest I	100	300	220	10	10	254	100	92	245

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of San Diego	106	English Subtest II	100	300	220	10	10	258	100	94	249
University of San Diego	107	English Subtest III	100	300	220	10	10	234	100	86	234
University of San Diego	108	English Subtest IV	100	300	220	10	9	237	90	86	235
University of San Diego	110	Mathematics Subtest I	100	300	220	3				60	222
University of San Diego	111	Mathematics Subtest II	100	300	220	3				69	225
University of San Diego	112	Mathematics Subtest III	100	300	220	3				75	234
University of San Diego	101	Multiple Subjects Subtest I	100	300	220	61	60	244	98	88	236
University of San Diego	102	Multiple Subjects Subtest II	100	300	220	62	61	248	98	90	242
University of San Diego	103	Multiple Subjects Subtest III	100	300	220	62	60	244	97	90	237
University of San Diego	081.1	RICA.1	100	300	220	20	16	230	80	70	227
University of San Diego	118	Science Subtest I	100	300	220	2				91	243
University of San Diego	119	Science Subtest II	100	300	220	2				85	240
University of San Diego	114	Social Science Subtest I	100	300	220	24	21	234	88	75	228
University of San Diego	115	Social Science Subtest II	100	300	220	23	21	240	91	83	235
University of San Diego	116	Social Science Subtest III	100	300	220	23	23	237	100	86	235
University of San Diego	145	Spanish Subtest I	100	300	220	3				88	235
University of San Diego	146	Spanish Subtest II	100	300	220	3				92	239
University of San Diego	147	Spanish Subtest III	100	300	220	3				97	249
University of San Diego	142	Writing Skills	100	300	220	6				94	234
University of San Francisco	140	Art Subtest I	100	300	220	1				90	243
University of San Francisco	141	Art Subtest II	100	300	220	1				85	238
University of San Francisco	120	Biology/Life Science Subtest III	100	300	220	2				86	235
University of San Francisco	098	CBEST	60	240	123	133	129	162	97	93	149
University of San Francisco	105	English Subtest I	100	300	220	12	12	243	100	92	245
University of San Francisco	106	English Subtest II	100	300	220	12	12	251	100	94	249
University of San Francisco	107	English Subtest III	100	300	220	12	12	239	100	86	234
University of San Francisco	108	English Subtest IV	100	300	220	12	12	244	100	86	235
University of San Francisco	110	Mathematics Subtest I	100	300	220	2				60	222
University of San Francisco	111	Mathematics Subtest II	100	300	220	2				69	225
University of San Francisco	112	Mathematics Subtest III	100	300	220	1				75	234
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	46	40	240	87	88	236
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	45	42	244	93	90	242
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	46	42	241	91	90	237

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of San Francisco	081	RICA	0	120	81	1				88	88
University of San Francisco	081.1	RICA.1	100	300	220	8				70	227
University of San Francisco	118	Science Subtest I	100	300	220	1				91	243
University of San Francisco	119	Science Subtest II	100	300	220	2				85	240
University of San Francisco	114	Social Science Subtest I	100	300	220	6				75	228
University of San Francisco	115	Social Science Subtest II	100	300	220	7				83	235
University of San Francisco	116	Social Science Subtest III	100	300	220	7				86	235
University of San Francisco	145	Spanish Subtest I	100	300	220	1				88	235
University of San Francisco	146	Spanish Subtest II	100	300	220	1				92	239
University of San Francisco	147	Spanish Subtest III	100	300	220	1				97	249
University of San Francisco	142	Writing Skills	100	300	220	5				94	234
University of Southern California	120	Biology/Life Science Subtest III	100	300	220	19	16	235	84	86	235
University of Southern California	098	CBEST	60	240	123	418	396	159	95	93	149
University of Southern California	121	Chemistry Subtest III	100	300	220	4				89	242
University of Southern California	122	Earth/Planetary Science Subtest III	100	300	220	4				88	234
University of Southern California	105	English Subtest I	100	300	220	63	56	244	89	92	245
University of Southern California	106	English Subtest II	100	300	220	63	58	247	92	94	249
University of Southern California	107	English Subtest III	100	300	220	61	49	231	80	86	234
University of Southern California	108	English Subtest IV	100	300	220	60	50	235	83	86	235
University of Southern California	110	Mathematics Subtest I	100	300	220	28	23	234	82	60	222
University of Southern California	111	Mathematics Subtest II	100	300	220	27	21	228	78	69	225
University of Southern California	112	Mathematics Subtest III	100	300	220	22	15	225	68	75	234
University of Southern California	101	Multiple Subjects Subtest I	100	300	220	123	117	243	95	88	236
University of Southern California	102	Multiple Subjects Subtest II	100	300	220	122	114	245	93	90	242
University of Southern California	103	Multiple Subjects Subtest III	100	300	220	120	111	243	93	90	237
University of Southern California	136	Music Subtest I	100	300	220	8				94	253
University of Southern California	137	Music Subtest II	100	300	220	7				92	257
University of Southern California	138	Music Subtest III	100	300	220	8				96	248
University of Southern California	123	Physics Subtest III	100	300	220	3				72	238
University of Southern California	081.1	RICA.1	100	300	220	37	34	234	92	70	227
University of Southern California	118	Science Subtest I	100	300	220	30	27	248	90	91	243
University of Southern California	119	Science Subtest II	100	300	220	29	24	247	83	85	240
University of Southern California	114	Social Science Subtest I	100	300	220	84	63	230	75	75	228

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of Southern California	115	Social Science Subtest II	100	300	220	82	69	238	84	83	235
University of Southern California	116	Social Science Subtest III	100	300	220	79	69	239	87	86	235
University of Southern California	142	Writing Skills	100	300	220	8				94	234
University of the Pacific	140	Art Subtest I	100	300	220	1				90	243
University of the Pacific	141	Art Subtest II	100	300	220	1				85	238
University of the Pacific	098	CBEST	60	240	123	24	24	141	100	93	149
University of the Pacific	105	English Subtest I	100	300	220	1				92	245
University of the Pacific	106	English Subtest II	100	300	220	1				94	249
University of the Pacific	107	English Subtest III	100	300	220	1				86	234
University of the Pacific	108	English Subtest IV	100	300	220	1				86	235
University of the Pacific	110	Mathematics Subtest I	100	300	220	1				60	222
University of the Pacific	111	Mathematics Subtest II	100	300	220	1				69	225
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	15	13	226	87	88	236
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	14	11	230	79	90	242
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	14	10	229	71	90	237
University of the Pacific	081.1	RICA.1	100	300	220	4				70	227
University of the Pacific	114	Social Science Subtest I	100	300	220	2				75	228
University of the Pacific	115	Social Science Subtest II	100	300	220	2				83	235
University of the Pacific	116	Social Science Subtest III	100	300	220	2				86	235
University of the Pacific	145	Spanish Subtest I	100	300	220	2				88	235
University of the Pacific	146	Spanish Subtest II	100	300	220	2				92	239
University of the Pacific	147	Spanish Subtest III	100	300	220	2				97	249
Vanguard University	098	CBEST	60	240	123	4				93	149
Vanguard University	105	English Subtest I	100	300	220	1				92	245
Vanguard University	106	English Subtest II	100	300	220	1				94	249
Vanguard University	107	English Subtest III	100	300	220	1				86	234
Vanguard University	108	English Subtest IV	100	300	220	1				86	235
Vanguard University	110	Mathematics Subtest I	100	300	220	1				60	222
Vanguard University	111	Mathematics Subtest II	100	300	220	1				69	225
Vanguard University	112	Mathematics Subtest III	100	300	220	1				75	234
Vanguard University	101	Multiple Subjects Subtest I	100	300	220	1				88	236
Vanguard University	102	Multiple Subjects Subtest II	100	300	220	1				90	242
Vanguard University	103	Multiple Subjects Subtest III	100	300	220	1				90	237

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Western Governors University	098	CBEST	60	240	123	216	209	162	97	93	149
Western Governors University	101	Multiple Subjects Subtest I	100	300	220	5				88	236
Western Governors University	102	Multiple Subjects Subtest II	100	300	220	5				90	242
Western Governors University	103	Multiple Subjects Subtest III	100	300	220	5				90	237
Western Governors University	081.1	RICA.1	100	300	220	16	10	222	63	70	227
Western Governors University	142	Writing Skills	100	300	220	5				94	234
Westmont College	140	Art Subtest I	100	300	220	1				90	243
Westmont College	141	Art Subtest II	100	300	220	1				85	238
Westmont College	098	CBEST	60	240	123	1				93	149
Westmont College	101	Multiple Subjects Subtest I	100	300	220	12	12	238	100	88	236
Westmont College	102	Multiple Subjects Subtest II	100	300	220	12	12	250	100	90	242
Westmont College	103	Multiple Subjects Subtest III	100	300	220	12	12	239	100	90	237
Westmont College	081.1	RICA.1	100	300	220	8				70	227
Westmont College	142	Writing Skills	100	300	220	12	12	240	100	94	234
Whittier College	098	CBEST	60	240	123	25	24	149	96	93	149
Whittier College	105	English Subtest I	100	300	220	1				92	245
Whittier College	106	English Subtest II	100	300	220	1				94	249
Whittier College	107	English Subtest III	100	300	220	1				86	234
Whittier College	108	English Subtest IV	100	300	220	1				86	235
Whittier College	101	Multiple Subjects Subtest I	100	300	220	8				88	236
Whittier College	102	Multiple Subjects Subtest II	100	300	220	8				90	242
Whittier College	103	Multiple Subjects Subtest III	100	300	220	8				90	237
Whittier College	129	Physical Education Subtest I	100	300	220	3				76	226
Whittier College	130	Physical Education Subtest II	100	300	220	3				77	227
Whittier College	131	Physical Education Subtest III	100	300	220	3				71	223
Whittier College	081.1	RICA.1	100	300	220	1				70	227
Whittier College	114	Social Science Subtest I	100	300	220	2				75	228
Whittier College	115	Social Science Subtest II	100	300	220	2				83	235
Whittier College	116	Social Science Subtest III	100	300	220	1				86	235
William Jessup University	098	CBEST	60	240	123	64	56	144	88	93	149
William Jessup University	101	Multiple Subjects Subtest I	100	300	220	37	33	235	89	88	236
William Jessup University	102	Multiple Subjects Subtest II	100	300	220	33	31	242	94	90	242
William Jessup University	103	Multiple Subjects Subtest III	100	300	220	33	31	238	94	90	237

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
William Jessup University	081.1	RICA.1	100	300	220	8				70	227

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Alliant International University	120	Biology/Life Science Subtest III	100	300	220	1				99	244
Alliant International University	098	CBEST	60	240	123	7				100	157
Alliant International University	105	English Subtest I	100	300	220	1				100	253
Alliant International University	106	English Subtest II	100	300	220	1				100	257
Alliant International University	107	English Subtest III	100	300	220	1				100	247
Alliant International University	108	English Subtest IV	100	300	220	1				100	244
Alliant International University	110	Mathematics Subtest I	100	300	220	1				99	247
Alliant International University	111	Mathematics Subtest II	100	300	220	1				99	241
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	3				100	243
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	3				100	249
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				94	236
Alliant International University	118	Science Subtest I	100	300	220	2				100	251
Alliant International University	119	Science Subtest II	100	300	220	2				99	250
Antioch University	098	CBEST	60	240	123	20	20	158	100	100	157
Antioch University	101	Multiple Subjects Subtest I	100	300	220	21	21	248	100	100	243
Antioch University	102	Multiple Subjects Subtest II	100	300	220	21	21	254	100	100	249
Antioch University	103	Multiple Subjects Subtest III	100	300	220	21	21	252	100	100	243
Antioch University	081.1	RICA.1	100	300	220	21	21	238	100	94	236
Antioch University	142	Writing Skills	100	300	220	1				100	240
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	2				100	244
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	5				99	244
Azusa Pacific University	124	Biology/Life Science Subtest IV	100	300	220	1				100	256
Azusa Pacific University	098	CBEST	60	240	123	221	221	155	100	100	157
Azusa Pacific University	105	English Subtest I	100	300	220	11	11	262	100	100	253
Azusa Pacific University	106	English Subtest II	100	300	220	11	11	265	100	100	257
Azusa Pacific University	107	English Subtest III	100	300	220	11	11	258	100	100	247
Azusa Pacific University	108	English Subtest IV	100	300	220	11	11	243	100	100	244
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	9				99	247

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	9				99	241
Azusa Pacific University	112	Mathematics Subtest III	100	300	220	2				97	252
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	149	149	241	100	100	243
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	149	149	247	100	100	249
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	149	149	242	100	100	243
Azusa Pacific University	136	Music Subtest I	100	300	220	1				100	253
Azusa Pacific University	137	Music Subtest II	100	300	220	1				100	257
Azusa Pacific University	138	Music Subtest III	100	300	220	1				100	249
Azusa Pacific University	129	Physical Education Subtest I	100	300	220	4				100	235
Azusa Pacific University	130	Physical Education Subtest II	100	300	220	4				100	236
Azusa Pacific University	131	Physical Education Subtest III	100	300	220	4				100	238
Azusa Pacific University	081	RICA	0	120	81	1				97	89
Azusa Pacific University	092	RICA Video	100	300	220	2				100	232
Azusa Pacific University	081.1	RICA.1	100	300	220	145	138	235	95	94	236
Azusa Pacific University	118	Science Subtest I	100	300	220	5				100	251
Azusa Pacific University	119	Science Subtest II	100	300	220	5				99	250
Azusa Pacific University	114	Social Science Subtest I	100	300	220	12	12	236	100	100	241
Azusa Pacific University	115	Social Science Subtest II	100	300	220	12	12	242	100	100	246
Azusa Pacific University	116	Social Science Subtest III	100	300	220	12	12	245	100	100	244
Azusa Pacific University	145	Spanish Subtest I	100	300	220	2				99	242
Azusa Pacific University	146	Spanish Subtest II	100	300	220	2				99	245
Azusa Pacific University	147	Spanish Subtest III	100	300	220	2				99	254
Azusa Pacific University	142	Writing Skills	100	300	220	5				100	240
Bard College	098	CBEST	60	240	123	9				100	157
Bard College	105	English Subtest I	100	300	220	2				100	253
Bard College	106	English Subtest II	100	300	220	2				100	257
Bard College	107	English Subtest III	100	300	220	2				100	247
Bard College	108	English Subtest IV	100	300	220	2				100	244
Bard College	110	Mathematics Subtest I	100	300	220	1				99	247
Bard College	111	Mathematics Subtest II	100	300	220	1				99	241
Bard College	112	Mathematics Subtest III	100	300	220	1				97	252
Bard College	114	Social Science Subtest I	100	300	220	5				100	241
Bard College	115	Social Science Subtest II	100	300	220	5				100	246

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Bard College	116	Social Science Subtest III	100	300	220	5				100	244
Biola University	120	Biology/Life Science Subtest III	100	300	220	3				99	244
Biola University	124	Biology/Life Science Subtest IV	100	300	220	1				100	256
Biola University	098	CBEST	60	240	123	59	59	155	100	100	157
Biola University	105	English Subtest I	100	300	220	11	11	247	100	100	253
Biola University	106	English Subtest II	100	300	220	11	11	257	100	100	257
Biola University	107	English Subtest III	100	300	220	11	11	245	100	100	247
Biola University	108	English Subtest IV	100	300	220	11	11	238	100	100	244
Biola University	110	Mathematics Subtest I	100	300	220	4				99	247
Biola University	111	Mathematics Subtest II	100	300	220	4				99	241
Biola University	101	Multiple Subjects Subtest I	100	300	220	34	34	247	100	100	243
Biola University	102	Multiple Subjects Subtest II	100	300	220	34	34	251	100	100	249
Biola University	103	Multiple Subjects Subtest III	100	300	220	34	34	250	100	100	243
Biola University	081.1	RICA.1	100	300	220	32	29	239	91	94	236
Biola University	118	Science Subtest I	100	300	220	3				100	251
Biola University	119	Science Subtest II	100	300	220	3				99	250
Biola University	114	Social Science Subtest I	100	300	220	1				100	241
Biola University	115	Social Science Subtest II	100	300	220	1				100	246
Biola University	116	Social Science Subtest III	100	300	220	1				100	244
Biola University	145	Spanish Subtest I	100	300	220	1				99	242
Biola University	146	Spanish Subtest II	100	300	220	1				99	245
Biola University	147	Spanish Subtest III	100	300	220	1				99	254
Brandman University	140	Art Subtest I	100	300	220	1				100	244
Brandman University	141	Art Subtest II	100	300	220	1				100	240
Brandman University	120	Biology/Life Science Subtest III	100	300	220	3				99	244
Brandman University	098	CBEST	60	240	123	152	152	156	100	100	157
Brandman University	121	Chemistry Subtest III	100	300	220	1				100	256
Brandman University	125	Chemistry Subtest IV	100	300	220	1					
Brandman University	122	Earth/Planetary Science Subtest III	100	300	220	2				100	243
Brandman University	105	English Subtest I	100	300	220	16	16	248	100	100	253
Brandman University	106	English Subtest II	100	300	220	16	16	251	100	100	257
Brandman University	107	English Subtest III	100	300	220	16	16	246	100	100	247
Brandman University	108	English Subtest IV	100	300	220	16	16	238	100	100	244

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Brandman University	178	Health Science Subtest I	100	300	220	3				100	244
Brandman University	179	Health Science Subtest II	100	300	220	3				100	248
Brandman University	180	Health Science Subtest III	100	300	220	3				100	252
Brandman University	110	Mathematics Subtest I	100	300	220	9				99	247
Brandman University	111	Mathematics Subtest II	100	300	220	9				99	241
Brandman University	112	Mathematics Subtest III	100	300	220	1				97	252
Brandman University	101	Multiple Subjects Subtest I	100	300	220	96	96	242	100	100	243
Brandman University	102	Multiple Subjects Subtest II	100	300	220	96	96	244	100	100	249
Brandman University	103	Multiple Subjects Subtest III	100	300	220	96	96	242	100	100	243
Brandman University	136	Music Subtest I	100	300	220	2				100	253
Brandman University	137	Music Subtest II	100	300	220	2				100	257
Brandman University	138	Music Subtest III	100	300	220	2				100	249
Brandman University	129	Physical Education Subtest I	100	300	220	7				100	235
Brandman University	130	Physical Education Subtest II	100	300	220	7				100	236
Brandman University	131	Physical Education Subtest III	100	300	220	7				100	238
Brandman University	081	RICA	0	120	81	2				97	89
Brandman University	092	RICA Video	100	300	220	2				100	232
Brandman University	081.1	RICA.1	100	300	220	94	93	233	99	94	236
Brandman University	118	Science Subtest I	100	300	220	6				100	251
Brandman University	119	Science Subtest II	100	300	220	6				99	250
Brandman University	114	Social Science Subtest I	100	300	220	10	10	232	100	100	241
Brandman University	115	Social Science Subtest II	100	300	220	10	10	236	100	100	246
Brandman University	116	Social Science Subtest III	100	300	220	10	10	249	100	100	244
Brandman University	142	Writing Skills	100	300	220	4				100	240
CA State Polytechnic Univ.-Pomona	120	Biology/Life Science Subtest III	100	300	220	3				99	244
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	139	139	150	100	100	157
CA State Polytechnic Univ.-Pomona	121	Chemistry Subtest III	100	300	220	1				100	256
CA State Polytechnic Univ.-Pomona	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
CA State Polytechnic Univ.-Pomona	110	Mathematics Subtest I	100	300	220	6				99	247
CA State Polytechnic Univ.-Pomona	111	Mathematics Subtest II	100	300	220	6				99	241
CA State Polytechnic Univ.-Pomona	112	Mathematics Subtest III	100	300	220	2				97	252
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	65	65	242	100	100	243
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	65	65	249	100	100	249

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	66	66	239	100	100	243
CA State Polytechnic Univ.-Pomona	129	Physical Education Subtest I	100	300	220	4				100	235
CA State Polytechnic Univ.-Pomona	130	Physical Education Subtest II	100	300	220	4				100	236
CA State Polytechnic Univ.-Pomona	131	Physical Education Subtest III	100	300	220	4				100	238
CA State Polytechnic Univ.-Pomona	123	Physics Subtest III	100	300	220	5				100	251
CA State Polytechnic Univ.-Pomona	127	Physics Subtest IV	100	300	220	1					
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	65	63	236	97	94	236
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	9				100	251
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	9				99	250
CA State Polytechnic Univ.-Pomona	114	Social Science Subtest I	100	300	220	9				100	241
CA State Polytechnic Univ.-Pomona	115	Social Science Subtest II	100	300	220	9				100	246
CA State Polytechnic Univ.-Pomona	116	Social Science Subtest III	100	300	220	9				100	244
CA State Polytechnic Univ.-Pomona	145	Spanish Subtest I	100	300	220	2				99	242
CA State Polytechnic Univ.-Pomona	146	Spanish Subtest II	100	300	220	2				99	245
CA State Polytechnic Univ.-Pomona	147	Spanish Subtest III	100	300	220	2				99	254
California Baptist University	098	CBEST	60	240	123	54	54	151	100	100	157
California Baptist University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
California Baptist University	105	English Subtest I	100	300	220	7				100	253
California Baptist University	106	English Subtest II	100	300	220	7				100	257
California Baptist University	107	English Subtest III	100	300	220	7				100	247
California Baptist University	108	English Subtest IV	100	300	220	7				100	244
California Baptist University	178	Health Science Subtest I	100	300	220	1				100	244
California Baptist University	179	Health Science Subtest II	100	300	220	1				100	248
California Baptist University	180	Health Science Subtest III	100	300	220	1				100	252
California Baptist University	110	Mathematics Subtest I	100	300	220	1				99	247
California Baptist University	111	Mathematics Subtest II	100	300	220	1				99	241
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	44	44	239	100	100	243
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	44	44	241	100	100	249
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	44	44	240	100	100	243
California Baptist University	129	Physical Education Subtest I	100	300	220	2				100	235
California Baptist University	130	Physical Education Subtest II	100	300	220	2				100	236
California Baptist University	131	Physical Education Subtest III	100	300	220	2				100	238
California Baptist University	123	Physics Subtest III	100	300	220	1				100	251

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
California Baptist University	081	RICA	0	120	81	1				97	89
California Baptist University	081.1	RICA.1	100	300	220	42	40	232	95	94	236
California Baptist University	118	Science Subtest I	100	300	220	2				100	251
California Baptist University	119	Science Subtest II	100	300	220	2				99	250
California Baptist University	114	Social Science Subtest I	100	300	220	2				100	241
California Baptist University	115	Social Science Subtest II	100	300	220	2				100	246
California Baptist University	116	Social Science Subtest III	100	300	220	2				100	244
California Baptist University	142	Writing Skills	100	300	220	9				100	240
California Lutheran University	140	Art Subtest I	100	300	220	1				100	244
California Lutheran University	141	Art Subtest II	100	300	220	1				100	240
California Lutheran University	120	Biology/Life Science Subtest III	100	300	220	1				99	244
California Lutheran University	098	CBEST	60	240	123	67	67	159	100	100	157
California Lutheran University	121	Chemistry Subtest III	100	300	220	4				100	256
California Lutheran University	105	English Subtest I	100	300	220	8				100	253
California Lutheran University	106	English Subtest II	100	300	220	8				100	257
California Lutheran University	107	English Subtest III	100	300	220	8				100	247
California Lutheran University	108	English Subtest IV	100	300	220	8				100	244
California Lutheran University	110	Mathematics Subtest I	100	300	220	7				99	247
California Lutheran University	111	Mathematics Subtest II	100	300	220	7				99	241
California Lutheran University	112	Mathematics Subtest III	100	300	220	2				97	252
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	40	40	245	100	100	243
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	40	40	250	100	100	249
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	40	40	244	100	100	243
California Lutheran University	081.1	RICA.1	100	300	220	40	38	237	95	94	236
California Lutheran University	118	Science Subtest I	100	300	220	5				100	251
California Lutheran University	119	Science Subtest II	100	300	220	5				99	250
California Lutheran University	114	Social Science Subtest I	100	300	220	5				100	241
California Lutheran University	115	Social Science Subtest II	100	300	220	5				100	246
California Lutheran University	116	Social Science Subtest III	100	300	220	5				100	244
California Lutheran University	145	Spanish Subtest I	100	300	220	1				99	242
California Lutheran University	146	Spanish Subtest II	100	300	220	1				99	245
California Lutheran University	147	Spanish Subtest III	100	300	220	1				99	254
California Lutheran University	142	Writing Skills	100	300	220	7				100	240

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	14	14	242	100	99	244
California Polytechnic State Univ.-SLO	098	CBEST	60	240	123	136	136	162	100	100	157
California Polytechnic State Univ.-SLO	121	Chemistry Subtest III	100	300	220	3				100	256
California Polytechnic State Univ.-SLO	105	English Subtest I	100	300	220	13	13	257	100	100	253
California Polytechnic State Univ.-SLO	106	English Subtest II	100	300	220	13	13	261	100	100	257
California Polytechnic State Univ.-SLO	107	English Subtest III	100	300	220	13	13	248	100	100	247
California Polytechnic State Univ.-SLO	108	English Subtest IV	100	300	220	13	13	240	100	100	244
California Polytechnic State Univ.-SLO	110	Mathematics Subtest I	100	300	220	3				99	247
California Polytechnic State Univ.-SLO	111	Mathematics Subtest II	100	300	220	3				99	241
California Polytechnic State Univ.-SLO	112	Mathematics Subtest III	100	300	220	3				97	252
California Polytechnic State Univ.-SLO	101	Multiple Subjects Subtest I	100	300	220	84	84	246	100	100	243
California Polytechnic State Univ.-SLO	102	Multiple Subjects Subtest II	100	300	220	84	84	255	100	100	249
California Polytechnic State Univ.-SLO	103	Multiple Subjects Subtest III	100	300	220	84	84	247	100	100	243
California Polytechnic State Univ.-SLO	123	Physics Subtest III	100	300	220	5				100	251
California Polytechnic State Univ.-SLO	081.1	RICA.1	100	300	220	84	82	240	98	94	236
California Polytechnic State Univ.-SLO	118	Science Subtest I	100	300	220	22	22	256	100	100	251
California Polytechnic State Univ.-SLO	119	Science Subtest II	100	300	220	22	22	261	100	99	250
California Polytechnic State Univ.-SLO	114	Social Science Subtest I	100	300	220	12	12	250	100	100	241
California Polytechnic State Univ.-SLO	115	Social Science Subtest II	100	300	220	12	12	247	100	100	246
California Polytechnic State Univ.-SLO	116	Social Science Subtest III	100	300	220	12	12	243	100	100	244
California Polytechnic State Univ.-SLO	142	Writing Skills	100	300	220	17	17	246	100	100	240
CALState Teach	098	CBEST	60	240	123	195	195	158	100	100	157
CALState Teach	101	Multiple Subjects Subtest I	100	300	220	215	214	247	100	100	243
CALState Teach	102	Multiple Subjects Subtest II	100	300	220	215	215	251	100	100	249
CALState Teach	103	Multiple Subjects Subtest III	100	300	220	215	214	247	100	100	243
CALState Teach	081	RICA	0	120	81	3				97	89
CALState Teach	092	RICA Video	100	300	220	1				100	232
CALState Teach	081.1	RICA.1	100	300	220	195	177	237	91	94	236
CALState Teach	142	Writing Skills	100	300	220	20	20	250	100	100	240
Chapman University	140	Art Subtest I	100	300	220	1				100	244

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Chapman University	141	Art Subtest II	100	300	220	1				100	240
Chapman University	120	Biology/Life Science Subtest III	100	300	220	1				99	244
Chapman University	098	CBEST	60	240	123	39	39	157	100	100	157
Chapman University	105	English Subtest I	100	300	220	7				100	253
Chapman University	106	English Subtest II	100	300	220	7				100	257
Chapman University	107	English Subtest III	100	300	220	7				100	247
Chapman University	108	English Subtest IV	100	300	220	7				100	244
Chapman University	110	Mathematics Subtest I	100	300	220	3				99	247
Chapman University	111	Mathematics Subtest II	100	300	220	3				99	241
Chapman University	112	Mathematics Subtest III	100	300	220	1				97	252
Chapman University	101	Multiple Subjects Subtest I	100	300	220	24	24	243	100	100	243
Chapman University	102	Multiple Subjects Subtest II	100	300	220	24	24	248	100	100	249
Chapman University	103	Multiple Subjects Subtest III	100	300	220	24	24	244	100	100	243
Chapman University	136	Music Subtest I	100	300	220	3				100	253
Chapman University	137	Music Subtest II	100	300	220	3				100	257
Chapman University	138	Music Subtest III	100	300	220	3				100	249
Chapman University	081.1	RICA.1	100	300	220	24	23	241	96	94	236
Chapman University	118	Science Subtest I	100	300	220	1				100	251
Chapman University	119	Science Subtest II	100	300	220	1				99	250
Chapman University	114	Social Science Subtest I	100	300	220	1				100	241
Chapman University	115	Social Science Subtest II	100	300	220	1				100	246
Chapman University	116	Social Science Subtest III	100	300	220	1				100	244
Chapman University	145	Spanish Subtest I	100	300	220	1				99	242
Chapman University	146	Spanish Subtest II	100	300	220	1				99	245
Chapman University	147	Spanish Subtest III	100	300	220	1				99	254
Chapman University	142	Writing Skills	100	300	220	3				100	240
Claremont Graduate University	098	CBEST	60	240	123	17	17	162	100	100	157
Claremont Graduate University	105	English Subtest I	100	300	220	1				100	253
Claremont Graduate University	106	English Subtest II	100	300	220	1				100	257
Claremont Graduate University	107	English Subtest III	100	300	220	1				100	247
Claremont Graduate University	108	English Subtest IV	100	300	220	1				100	244
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	4				99	247
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	4				99	241

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Claremont Graduate University	112	Mathematics Subtest III	100	300	220	2				97	252
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	8				100	243
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	8				100	249
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	8				100	243
Claremont Graduate University	081.1	RICA.1	100	300	220	8				94	236
Claremont Graduate University	114	Social Science Subtest I	100	300	220	2				100	241
Claremont Graduate University	115	Social Science Subtest II	100	300	220	2				100	246
Claremont Graduate University	116	Social Science Subtest III	100	300	220	2				100	244
Concordia University	140	Art Subtest I	100	300	220	1				100	244
Concordia University	141	Art Subtest II	100	300	220	1				100	240
Concordia University	120	Biology/Life Science Subtest III	100	300	220	1				99	244
Concordia University	098	CBEST	60	240	123	46	46	154	100	100	157
Concordia University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
Concordia University	105	English Subtest I	100	300	220	3				100	253
Concordia University	106	English Subtest II	100	300	220	3				100	257
Concordia University	107	English Subtest III	100	300	220	3				100	247
Concordia University	108	English Subtest IV	100	300	220	3				100	244
Concordia University	110	Mathematics Subtest I	100	300	220	3				99	247
Concordia University	111	Mathematics Subtest II	100	300	220	3				99	241
Concordia University	112	Mathematics Subtest III	100	300	220	2				97	252
Concordia University	101	Multiple Subjects Subtest I	100	300	220	27	27	242	100	100	243
Concordia University	102	Multiple Subjects Subtest II	100	300	220	27	27	246	100	100	249
Concordia University	103	Multiple Subjects Subtest III	100	300	220	27	27	243	100	100	243
Concordia University	136	Music Subtest I	100	300	220	1				100	253
Concordia University	137	Music Subtest II	100	300	220	1				100	257
Concordia University	138	Music Subtest III	100	300	220	1				100	249
Concordia University	129	Physical Education Subtest I	100	300	220	1				100	235
Concordia University	130	Physical Education Subtest II	100	300	220	1				100	236
Concordia University	131	Physical Education Subtest III	100	300	220	1				100	238
Concordia University	081.1	RICA.1	100	300	220	24	23	237	96	94	236
Concordia University	118	Science Subtest I	100	300	220	3				100	251
Concordia University	119	Science Subtest II	100	300	220	3				99	250
Concordia University	114	Social Science Subtest I	100	300	220	8				100	241

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Concordia University	115	Social Science Subtest II	100	300	220	8				100	246
Concordia University	116	Social Science Subtest III	100	300	220	8				100	244
Concordia University	142	Writing Skills	100	300	220	1				100	240
CSU Bakersfield	140	Art Subtest I	100	300	220	1				100	244
CSU Bakersfield	141	Art Subtest II	100	300	220	1				100	240
CSU Bakersfield	120	Biology/Life Science Subtest III	100	300	220	4				99	244
CSU Bakersfield	098	CBEST	60	240	123	179	179	152	100	100	157
CSU Bakersfield	121	Chemistry Subtest III	100	300	220	1				100	256
CSU Bakersfield	105	English Subtest I	100	300	220	10	10	253	100	100	253
CSU Bakersfield	106	English Subtest II	100	300	220	10	10	259	100	100	257
CSU Bakersfield	107	English Subtest III	100	300	220	10	10	241	100	100	247
CSU Bakersfield	108	English Subtest IV	100	300	220	10	10	253	100	100	244
CSU Bakersfield	148	French Subtest I	100	300	220	1					
CSU Bakersfield	149	French Subtest II	100	300	220	1					
CSU Bakersfield	150	French Subtest III	100	300	220	1					
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	1				99	247
CSU Bakersfield	111	Mathematics Subtest II	100	300	220	1				99	241
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	111	111	239	100	100	243
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	111	111	245	100	100	249
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	111	111	242	100	100	243
CSU Bakersfield	136	Music Subtest I	100	300	220	1				100	253
CSU Bakersfield	137	Music Subtest II	100	300	220	1				100	257
CSU Bakersfield	138	Music Subtest III	100	300	220	1				100	249
CSU Bakersfield	129	Physical Education Subtest I	100	300	220	2				100	235
CSU Bakersfield	130	Physical Education Subtest II	100	300	220	2				100	236
CSU Bakersfield	131	Physical Education Subtest III	100	300	220	2				100	238
CSU Bakersfield	081	RICA	0	120	81	1				97	89
CSU Bakersfield	081.1	RICA.1	100	300	220	106	100	235	94	94	236
CSU Bakersfield	118	Science Subtest I	100	300	220	5				100	251
CSU Bakersfield	119	Science Subtest II	100	300	220	5				99	250
CSU Bakersfield	114	Social Science Subtest I	100	300	220	4				100	241
CSU Bakersfield	115	Social Science Subtest II	100	300	220	4				100	246
CSU Bakersfield	116	Social Science Subtest III	100	300	220	4				100	244

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Channel Islands	120	Biology/Life Science Subtest III	100	300	220	5				99	244
CSU Channel Islands	098	CBEST	60	240	123	68	68	157	100	100	157
CSU Channel Islands	121	Chemistry Subtest III	100	300	220	1				100	256
CSU Channel Islands	105	English Subtest I	100	300	220	2				100	253
CSU Channel Islands	106	English Subtest II	100	300	220	2				100	257
CSU Channel Islands	107	English Subtest III	100	300	220	2				100	247
CSU Channel Islands	108	English Subtest IV	100	300	220	2				100	244
CSU Channel Islands	110	Mathematics Subtest I	100	300	220	3				99	247
CSU Channel Islands	111	Mathematics Subtest II	100	300	220	3				99	241
CSU Channel Islands	112	Mathematics Subtest III	100	300	220	2				97	252
CSU Channel Islands	101	Multiple Subjects Subtest I	100	300	220	38	38	241	100	100	243
CSU Channel Islands	102	Multiple Subjects Subtest II	100	300	220	38	38	245	100	100	249
CSU Channel Islands	103	Multiple Subjects Subtest III	100	300	220	38	38	241	100	100	243
CSU Channel Islands	081.1	RICA.1	100	300	220	39	36	239	92	94	236
CSU Channel Islands	118	Science Subtest I	100	300	220	7				100	251
CSU Channel Islands	119	Science Subtest II	100	300	220	7				99	250
CSU Channel Islands	114	Social Science Subtest I	100	300	220	7				100	241
CSU Channel Islands	115	Social Science Subtest II	100	300	220	7				100	246
CSU Channel Islands	116	Social Science Subtest III	100	300	220	7				100	244
CSU Chico	120	Biology/Life Science Subtest III	100	300	220	2				99	244
CSU Chico	098	CBEST	60	240	123	153	153	153	100	100	157
CSU Chico	121	Chemistry Subtest III	100	300	220	1				100	256
CSU Chico	105	English Subtest I	100	300	220	2				100	253
CSU Chico	106	English Subtest II	100	300	220	2				100	257
CSU Chico	107	English Subtest III	100	300	220	2				100	247
CSU Chico	108	English Subtest IV	100	300	220	2				100	244
CSU Chico	110	Mathematics Subtest I	100	300	220	1				99	247
CSU Chico	111	Mathematics Subtest II	100	300	220	1				99	241
CSU Chico	101	Multiple Subjects Subtest I	100	300	220	136	136	241	100	100	243
CSU Chico	102	Multiple Subjects Subtest II	100	300	220	136	136	251	100	100	249
CSU Chico	103	Multiple Subjects Subtest III	100	300	220	136	136	243	100	100	243
CSU Chico	136	Music Subtest I	100	300	220	4				100	253
CSU Chico	137	Music Subtest II	100	300	220	4				100	257

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Chico	138	Music Subtest III	100	300	220	4				100	249
CSU Chico	092	RICA Video	100	300	220	1				100	232
CSU Chico	081.1	RICA.1	100	300	220	135	126	236	93	94	236
CSU Chico	118	Science Subtest I	100	300	220	4				100	251
CSU Chico	119	Science Subtest II	100	300	220	4				99	250
CSU Chico	114	Social Science Subtest I	100	300	220	7				100	241
CSU Chico	115	Social Science Subtest II	100	300	220	7				100	246
CSU Chico	116	Social Science Subtest III	100	300	220	7				100	244
CSU Chico	142	Writing Skills	100	300	220	55	55	232	100	100	240
CSU Dominguez Hills	140	Art Subtest I	100	300	220	1				100	244
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	1				99	244
CSU Dominguez Hills	098	CBEST	60	240	123	134	133	147	99	100	157
CSU Dominguez Hills	121	Chemistry Subtest III	100	300	220	5				100	256
CSU Dominguez Hills	105	English Subtest I	100	300	220	5				100	253
CSU Dominguez Hills	106	English Subtest II	100	300	220	5				100	257
CSU Dominguez Hills	107	English Subtest III	100	300	220	5				100	247
CSU Dominguez Hills	108	English Subtest IV	100	300	220	5				100	244
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	12	12	250	100	99	247
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	12	12	241	100	99	241
CSU Dominguez Hills	112	Mathematics Subtest III	100	300	220	2				97	252
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	58	58	239	100	100	243
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	58	58	240	100	100	249
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	58	58	239	100	100	243
CSU Dominguez Hills	129	Physical Education Subtest I	100	300	220	1				100	235
CSU Dominguez Hills	130	Physical Education Subtest II	100	300	220	1				100	236
CSU Dominguez Hills	131	Physical Education Subtest III	100	300	220	1				100	238
CSU Dominguez Hills	081	RICA	0	120	81	7				97	89
CSU Dominguez Hills	081.1	RICA.1	100	300	220	48	39	227	81	94	236
CSU Dominguez Hills	118	Science Subtest I	100	300	220	16	16	233	100	100	251

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Dominguez Hills	119	Science Subtest II	100	300	220	16	16	240	100	99	250
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	3				100	241
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	3				100	246
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	3				100	244
CSU Dominguez Hills	142	Writing Skills	100	300	220	2				100	240
CSU East Bay	140	Art Subtest I	100	300	220	2				100	244
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	9				99	244
CSU East Bay	124	Biology/Life Science Subtest IV	100	300	220	1				100	256
CSU East Bay	098	CBEST	60	240	123	143	143	160	100	100	157
CSU East Bay	121	Chemistry Subtest III	100	300	220	1				100	256
CSU East Bay	122	Earth/Planetary Science Subtest III	100	300	220	2				100	243
CSU East Bay	105	English Subtest I	100	300	220	11	11	259	100	100	253
CSU East Bay	106	English Subtest II	100	300	220	11	11	257	100	100	257
CSU East Bay	107	English Subtest III	100	300	220	11	11	242	100	100	247
CSU East Bay	108	English Subtest IV	100	300	220	11	11	255	100	100	244
CSU East Bay	110	Mathematics Subtest I	100	300	220	6				99	247
CSU East Bay	111	Mathematics Subtest II	100	300	220	6				99	241
CSU East Bay	112	Mathematics Subtest III	100	300	220	2				97	252
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	89	89	246	100	100	243
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	89	89	252	100	100	249
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	89	89	244	100	100	243
CSU East Bay	136	Music Subtest I	100	300	220	2				100	253
CSU East Bay	137	Music Subtest II	100	300	220	2				100	257
CSU East Bay	138	Music Subtest III	100	300	220	2				100	249
CSU East Bay	129	Physical Education Subtest I	100	300	220	3				100	235
CSU East Bay	130	Physical Education Subtest II	100	300	220	3				100	236
CSU East Bay	131	Physical Education Subtest III	100	300	220	3				100	238
CSU East Bay	092	RICA Video	100	300	220	1				100	232
CSU East Bay	081.1	RICA.1	100	300	220	87	84	240	97	94	236
CSU East Bay	118	Science Subtest I	100	300	220	13	13	260	100	100	251
CSU East Bay	119	Science Subtest II	100	300	220	13	13	256	100	99	250
CSU East Bay	114	Social Science Subtest I	100	300	220	12	12	242	100	100	241

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU East Bay	115	Social Science Subtest II	100	300	220	12	12	246	100	100	246
CSU East Bay	116	Social Science Subtest III	100	300	220	12	12	244	100	100	244
CSU East Bay	142	Writing Skills	100	300	220	6				100	240
CSU Fresno	140	Art Subtest I	100	300	220	2				100	244
CSU Fresno	141	Art Subtest II	100	300	220	2				100	240
CSU Fresno	120	Biology/Life Science Subtest III	100	300	220	6				99	244
CSU Fresno	098	CBEST	60	240	123	278	278	148	100	100	157
CSU Fresno	121	Chemistry Subtest III	100	300	220	2				100	256
CSU Fresno	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
CSU Fresno	105	English Subtest I	100	300	220	6				100	253
CSU Fresno	106	English Subtest II	100	300	220	6				100	257
CSU Fresno	107	English Subtest III	100	300	220	6				100	247
CSU Fresno	108	English Subtest IV	100	300	220	6				100	244
CSU Fresno	110	Mathematics Subtest I	100	300	220	3				99	247
CSU Fresno	111	Mathematics Subtest II	100	300	220	3				99	241
CSU Fresno	112	Mathematics Subtest III	100	300	220	3				97	252
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	163	161	236	99	100	243
CSU Fresno	102	Multiple Subjects Subtest II	100	300	220	163	160	242	98	100	249
CSU Fresno	103	Multiple Subjects Subtest III	100	300	220	163	163	237	100	100	243
CSU Fresno	136	Music Subtest I	100	300	220	1				100	253
CSU Fresno	137	Music Subtest II	100	300	220	1				100	257
CSU Fresno	138	Music Subtest III	100	300	220	1				100	249
CSU Fresno	129	Physical Education Subtest I	100	300	220	2				100	235
CSU Fresno	130	Physical Education Subtest II	100	300	220	2				100	236
CSU Fresno	131	Physical Education Subtest III	100	300	220	2				100	238
CSU Fresno	081	RICA	0	120	81	1				97	89
CSU Fresno	092	RICA Video	100	300	220	1				100	232
CSU Fresno	081.1	RICA.1	100	300	220	157	144	233	92	94	236
CSU Fresno	118	Science Subtest I	100	300	220	1				100	251
CSU Fresno	119	Science Subtest II	100	300	220	1				99	250
CSU Fresno	114	Social Science Subtest I	100	300	220	20	20	238	100	100	241
CSU Fresno	115	Social Science Subtest II	100	300	220	20	20	243	100	100	246
CSU Fresno	116	Social Science Subtest III	100	300	220	20	20	237	100	100	244

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Fresno	142	Writing Skills	100	300	220	2				100	240
CSU Fullerton	140	Art Subtest I	100	300	220	8				100	244
CSU Fullerton	141	Art Subtest II	100	300	220	8				100	240
CSU Fullerton	120	Biology/Life Science Subtest III	100	300	220	8				99	244
CSU Fullerton	098	CBEST	60	240	123	395	395	154	100	100	157
CSU Fullerton	121	Chemistry Subtest III	100	300	220	2				100	256
CSU Fullerton	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
CSU Fullerton	105	English Subtest I	100	300	220	20	20	245	100	100	253
CSU Fullerton	106	English Subtest II	100	300	220	20	20	254	100	100	257
CSU Fullerton	107	English Subtest III	100	300	220	20	20	248	100	100	247
CSU Fullerton	108	English Subtest IV	100	300	220	20	20	240	100	100	244
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	21	21	250	100	99	247
CSU Fullerton	111	Mathematics Subtest II	100	300	220	21	21	245	100	99	241
CSU Fullerton	112	Mathematics Subtest III	100	300	220	2				97	252
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	186	186	241	100	100	243
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	186	186	248	100	100	249
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	186	186	241	100	100	243
CSU Fullerton	129	Physical Education Subtest I	100	300	220	1				100	235
CSU Fullerton	130	Physical Education Subtest II	100	300	220	1				100	236
CSU Fullerton	131	Physical Education Subtest III	100	300	220	1				100	238
CSU Fullerton	081.1	RICA.1	100	300	220	180	167	237	93	94	236
CSU Fullerton	118	Science Subtest I	100	300	220	13	13	256	100	100	251
CSU Fullerton	119	Science Subtest II	100	300	220	13	12	247	92	99	250
CSU Fullerton	114	Social Science Subtest I	100	300	220	29	29	245	100	100	241
CSU Fullerton	115	Social Science Subtest II	100	300	220	29	29	250	100	100	246
CSU Fullerton	116	Social Science Subtest III	100	300	220	29	29	242	100	100	244
CSU Fullerton	145	Spanish Subtest I	100	300	220	6				99	242
CSU Fullerton	146	Spanish Subtest II	100	300	220	6				99	245
CSU Fullerton	147	Spanish Subtest III	100	300	220	6				99	254
CSU Fullerton	142	Writing Skills	100	300	220	6				100	240

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Long Beach	140	Art Subtest I	100	300	220	1				100	244
CSU Long Beach	141	Art Subtest II	100	300	220	1				100	240
CSU Long Beach	120	Biology/Life Science Subtest III	100	300	220	14	14	240	100	99	244
CSU Long Beach	098	CBEST	60	240	123	353	353	154	100	100	157
CSU Long Beach	121	Chemistry Subtest III	100	300	220	2				100	256
CSU Long Beach	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
CSU Long Beach	105	English Subtest I	100	300	220	14	14	253	100	100	253
CSU Long Beach	106	English Subtest II	100	300	220	14	14	250	100	100	257
CSU Long Beach	107	English Subtest III	100	300	220	14	14	252	100	100	247
CSU Long Beach	108	English Subtest IV	100	300	220	14	14	245	100	100	244
CSU Long Beach	178	Health Science Subtest I	100	300	220	1				100	244
CSU Long Beach	179	Health Science Subtest II	100	300	220	1				100	248
CSU Long Beach	180	Health Science Subtest III	100	300	220	1				100	252
CSU Long Beach	181	Home Economics Subtest I	100	300	220	2					
CSU Long Beach	182	Home Economics Subtest II	100	300	220	2					
CSU Long Beach	183	Home Economics Subtest III	100	300	220	2					
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					
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	22	22	250	100	99	247
CSU Long Beach	111	Mathematics Subtest II	100	300	220	22	22	245	100	99	241
CSU Long Beach	112	Mathematics Subtest III	100	300	220	2				97	252
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	158	158	242	100	100	243
CSU Long Beach	102	Multiple Subjects Subtest II	100	300	220	158	158	246	100	100	249
CSU Long Beach	103	Multiple Subjects Subtest III	100	300	220	158	158	240	100	100	243
CSU Long Beach	129	Physical Education Subtest I	100	300	220	5				100	235
CSU Long Beach	130	Physical Education Subtest II	100	300	220	5				100	236
CSU Long Beach	131	Physical Education Subtest III	100	300	220	5				100	238
CSU Long Beach	123	Physics Subtest III	100	300	220	1				100	251
CSU Long Beach	081.1	RICA.1	100	300	220	148	129	233	87	94	236

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Long Beach	118	Science Subtest I	100	300	220	24	24	247	100	100	251
CSU Long Beach	119	Science Subtest II	100	300	220	24	24	251	100	99	250
CSU Long Beach	114	Social Science Subtest I	100	300	220	9				100	241
CSU Long Beach	115	Social Science Subtest II	100	300	220	9				100	246
CSU Long Beach	116	Social Science Subtest III	100	300	220	9				100	244
CSU Long Beach	142	Writing Skills	100	300	220	4				100	240
CSU Los Angeles	140	Art Subtest I	100	300	220	2				100	244
CSU Los Angeles	141	Art Subtest II	100	300	220	2				100	240
CSU Los Angeles	120	Biology/Life Science Subtest III	100	300	220	7				99	244
CSU Los Angeles	098	CBEST	60	240	123	143	143	148	100	100	157
CSU Los Angeles	121	Chemistry Subtest III	100	300	220	1				100	256
CSU Los Angeles	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
CSU Los Angeles	105	English Subtest I	100	300	220	10	10	244	100	100	253
CSU Los Angeles	106	English Subtest II	100	300	220	10	10	254	100	100	257
CSU Los Angeles	107	English Subtest III	100	300	220	10	10	241	100	100	247
CSU Los Angeles	108	English Subtest IV	100	300	220	10	10	243	100	100	244
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	110	Mathematics Subtest I	100	300	220	9				99	247
CSU Los Angeles	111	Mathematics Subtest II	100	300	220	9				99	241
CSU Los Angeles	112	Mathematics Subtest III	100	300	220	6				97	252
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	56	56	239	100	100	243
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	56	56	244	100	100	249
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	56	56	238	100	100	243
CSU Los Angeles	129	Physical Education Subtest I	100	300	220	2				100	235
CSU Los Angeles	130	Physical Education Subtest II	100	300	220	2				100	236
CSU Los Angeles	131	Physical Education Subtest III	100	300	220	2				100	238
CSU Los Angeles	123	Physics Subtest III	100	300	220	1				100	251
CSU Los Angeles	081.1	RICA.1	100	300	220	52	48	236	92	94	236
CSU Los Angeles	118	Science Subtest I	100	300	220	10	10	249	100	100	251
CSU Los Angeles	119	Science Subtest II	100	300	220	10	10	247	100	99	250
CSU Los Angeles	114	Social Science Subtest I	100	300	220	8				100	241

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Los Angeles	115	Social Science Subtest II	100	300	220	8				100	246
CSU Los Angeles	116	Social Science Subtest III	100	300	220	8				100	244
CSU Los Angeles	145	Spanish Subtest I	100	300	220	6				99	242
CSU Los Angeles	146	Spanish Subtest II	100	300	220	6				99	245
CSU Los Angeles	147	Spanish Subtest III	100	300	220	6				99	254
CSU Los Angeles	142	Writing Skills	100	300	220	2				100	240
CSU Monterey Bay	120	Biology/Life Science Subtest III	100	300	220	1				99	244
CSU Monterey Bay	098	CBEST	60	240	123	40	40	146	100	100	157
CSU Monterey Bay	105	English Subtest I	100	300	220	1				100	253
CSU Monterey Bay	106	English Subtest II	100	300	220	1				100	257
CSU Monterey Bay	107	English Subtest III	100	300	220	1				100	247
CSU Monterey Bay	108	English Subtest IV	100	300	220	1				100	244
CSU Monterey Bay	110	Mathematics Subtest I	100	300	220	1				99	247
CSU Monterey Bay	111	Mathematics Subtest II	100	300	220	1				99	241
CSU Monterey Bay	101	Multiple Subjects Subtest I	100	300	220	37	37	240	100	100	243
CSU Monterey Bay	102	Multiple Subjects Subtest II	100	300	220	37	37	245	100	100	249
CSU Monterey Bay	103	Multiple Subjects Subtest III	100	300	220	37	37	240	100	100	243
CSU Monterey Bay	081.1	RICA.1	100	300	220	37	37	233	100	94	236
CSU Monterey Bay	118	Science Subtest I	100	300	220	1				100	251
CSU Monterey Bay	119	Science Subtest II	100	300	220	1				99	250
CSU Monterey Bay	114	Social Science Subtest I	100	300	220	3				100	241
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	142	Writing Skills	100	300	220	11	11	222	100	100	240
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	140	Art Subtest I	100	300	220	3				100	244
CSU Northridge	141	Art Subtest II	100	300	220	3				100	240
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	10	10	242	100	99	244
CSU Northridge	124	Biology/Life Science Subtest IV	100	300	220	2				100	256
CSU Northridge	175	Business Subtest I	100	300	220	1					
CSU Northridge	176	Business Subtest II	100	300	220	1					

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Northridge	177	Business Subtest III	100	300	220	1					
CSU Northridge	098	CBEST	60	240	123	248	248	154	100	100	157
CSU Northridge	121	Chemistry Subtest III	100	300	220	2				100	256
CSU Northridge	105	English Subtest I	100	300	220	10	10	266	100	100	253
CSU Northridge	106	English Subtest II	100	300	220	10	10	261	100	100	257
CSU Northridge	107	English Subtest III	100	300	220	10	10	260	100	100	247
CSU Northridge	108	English Subtest IV	100	300	220	10	10	239	100	100	244
CSU Northridge	148	French Subtest I	100	300	220	2					
CSU Northridge	149	French Subtest II	100	300	220	2					
CSU Northridge	150	French Subtest III	100	300	220	2					
CSU Northridge	110	Mathematics Subtest I	100	300	220	14	14	243	100	99	247
CSU Northridge	111	Mathematics Subtest II	100	300	220	14	14	245	100	99	241
CSU Northridge	112	Mathematics Subtest III	100	300	220	5				97	252
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	167	167	241	100	100	243
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	167	167	247	100	100	249
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	167	167	241	100	100	243
CSU Northridge	136	Music Subtest I	100	300	220	3				100	253
CSU Northridge	137	Music Subtest II	100	300	220	3				100	257
CSU Northridge	138	Music Subtest III	100	300	220	3				100	249
CSU Northridge	123	Physics Subtest III	100	300	220	1				100	251
CSU Northridge	081	RICA	0	120	81	1				97	89
CSU Northridge	092	RICA Video	100	300	220	1				100	232
CSU Northridge	081.1	RICA.1	100	300	220	166	164	236	99	94	236
CSU Northridge	118	Science Subtest I	100	300	220	13	13	250	100	100	251
CSU Northridge	119	Science Subtest II	100	300	220	13	13	247	100	99	250
CSU Northridge	114	Social Science Subtest I	100	300	220	13	13	249	100	100	241
CSU Northridge	115	Social Science Subtest II	100	300	220	13	13	255	100	100	246
CSU Northridge	116	Social Science Subtest III	100	300	220	13	13	244	100	100	244
CSU Northridge	145	Spanish Subtest I	100	300	220	2				99	242
CSU Northridge	146	Spanish Subtest II	100	300	220	2				99	245
CSU Northridge	147	Spanish Subtest III	100	300	220	2				99	254
CSU Northridge	142	Writing Skills	100	300	220	38	38	233	100	100	240
CSU Sacramento	140	Art Subtest I	100	300	220	1				100	244

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Sacramento	141	Art Subtest II	100	300	220	1				100	240
CSU Sacramento	120	Biology/Life Science Subtest III	100	300	220	13	13	244	100	99	244
CSU Sacramento	098	CBEST	60	240	123	242	242	156	100	100	157
CSU Sacramento	121	Chemistry Subtest III	100	300	220	3				100	256
CSU Sacramento	125	Chemistry Subtest IV	100	300	220	2					
CSU Sacramento	122	Earth/Planetary Science Subtest III	100	300	220	3				100	243
CSU Sacramento	105	English Subtest I	100	300	220	10	10	251	100	100	253
CSU Sacramento	106	English Subtest II	100	300	220	10	10	258	100	100	257
CSU Sacramento	107	English Subtest III	100	300	220	10	10	249	100	100	247
CSU Sacramento	108	English Subtest IV	100	300	220	10	10	244	100	100	244
CSU Sacramento	181	Home Economics Subtest I	100	300	220	1					
CSU Sacramento	182	Home Economics Subtest II	100	300	220	1					
CSU Sacramento	183	Home Economics Subtest III	100	300	220	1					
CSU Sacramento	110	Mathematics Subtest I	100	300	220	8				99	247
CSU Sacramento	111	Mathematics Subtest II	100	300	220	8				99	241
CSU Sacramento	112	Mathematics Subtest III	100	300	220	5				97	252
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	115	114	244	99	100	243
CSU Sacramento	102	Multiple Subjects Subtest II	100	300	220	115	114	253	99	100	249
CSU Sacramento	103	Multiple Subjects Subtest III	100	300	220	115	114	246	99	100	243
CSU Sacramento	129	Physical Education Subtest I	100	300	220	1				100	235
CSU Sacramento	130	Physical Education Subtest II	100	300	220	1				100	236
CSU Sacramento	131	Physical Education Subtest III	100	300	220	1				100	238
CSU Sacramento	123	Physics Subtest III	100	300	220	2				100	251
CSU Sacramento	127	Physics Subtest IV	100	300	220	1					
CSU Sacramento	081.1	RICA.1	100	300	220	116	116	239	100	94	236
CSU Sacramento	118	Science Subtest I	100	300	220	19	19	247	100	100	251
CSU Sacramento	119	Science Subtest II	100	300	220	19	19	250	100	99	250
CSU Sacramento	114	Social Science Subtest I	100	300	220	10	10	237	100	100	241
CSU Sacramento	115	Social Science Subtest II	100	300	220	10	10	241	100	100	246
CSU Sacramento	116	Social Science Subtest III	100	300	220	10	10	237	100	100	244
CSU Sacramento	145	Spanish Subtest I	100	300	220	4				99	242
CSU Sacramento	146	Spanish Subtest II	100	300	220	4				99	245
CSU Sacramento	147	Spanish Subtest III	100	300	220	4				99	254

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Sacramento	142	Writing Skills	100	300	220	5				100	240
CSU San Bernardino	120	Biology/Life Science Subtest III	100	300	220	5				99	244
CSU San Bernardino	124	Biology/Life Science Subtest IV	100	300	220	1				100	256
CSU San Bernardino	098	CBEST	60	240	123	180	180	151	100	100	157
CSU San Bernardino	121	Chemistry Subtest III	100	300	220	1				100	256
CSU San Bernardino	122	Earth/Planetary Science Subtest III	100	300	220	2				100	243
CSU San Bernardino	126	Earth/Planetary Science Subtest IV	100	300	220	2					
CSU San Bernardino	105	English Subtest I	100	300	220	12	12	255	100	100	253
CSU San Bernardino	106	English Subtest II	100	300	220	12	12	264	100	100	257
CSU San Bernardino	107	English Subtest III	100	300	220	12	12	249	100	100	247
CSU San Bernardino	108	English Subtest IV	100	300	220	12	12	240	100	100	244
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	9				99	247
CSU San Bernardino	111	Mathematics Subtest II	100	300	220	9				99	241
CSU San Bernardino	112	Mathematics Subtest III	100	300	220	2				97	252
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	83	83	240	100	100	243
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	83	83	245	100	100	249
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	83	83	241	100	100	243
CSU San Bernardino	136	Music Subtest I	100	300	220	2				100	253
CSU San Bernardino	137	Music Subtest II	100	300	220	2				100	257
CSU San Bernardino	138	Music Subtest III	100	300	220	2				100	249
CSU San Bernardino	129	Physical Education Subtest I	100	300	220	1				100	235
CSU San Bernardino	130	Physical Education Subtest II	100	300	220	1				100	236
CSU San Bernardino	131	Physical Education Subtest III	100	300	220	1				100	238
CSU San Bernardino	081.1	RICA.1	100	300	220	85	84	234	99	94	236
CSU San Bernardino	118	Science Subtest I	100	300	220	5				100	251
CSU San Bernardino	119	Science Subtest II	100	300	220	5				99	250
CSU San Bernardino	114	Social Science Subtest I	100	300	220	8				100	241
CSU San Bernardino	115	Social Science Subtest II	100	300	220	8				100	246
CSU San Bernardino	116	Social Science Subtest III	100	300	220	8				100	244
CSU San Bernardino	145	Spanish Subtest I	100	300	220	4				99	242

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU San Bernardino	146	Spanish Subtest II	100	300	220	4				99	245
CSU San Bernardino	147	Spanish Subtest III	100	300	220	4				99	254
CSU San Bernardino	142	Writing Skills	100	300	220	2				100	240
CSU San Marcos	120	Biology/Life Science Subtest III	100	300	220	2				99	244
CSU San Marcos	098	CBEST	60	240	123	131	131	154	100	100	157
CSU San Marcos	105	English Subtest I	100	300	220	4				100	253
CSU San Marcos	106	English Subtest II	100	300	220	4				100	257
CSU San Marcos	107	English Subtest III	100	300	220	4				100	247
CSU San Marcos	108	English Subtest IV	100	300	220	4				100	244
CSU San Marcos	110	Mathematics Subtest I	100	300	220	6				99	247
CSU San Marcos	111	Mathematics Subtest II	100	300	220	6				99	241
CSU San Marcos	112	Mathematics Subtest III	100	300	220	2				97	252
CSU San Marcos	101	Multiple Subjects Subtest I	100	300	220	125	125	243	100	100	243
CSU San Marcos	102	Multiple Subjects Subtest II	100	300	220	125	125	249	100	100	249
CSU San Marcos	103	Multiple Subjects Subtest III	100	300	220	125	125	242	100	100	243
CSU San Marcos	129	Physical Education Subtest I	100	300	220	2				100	235
CSU San Marcos	130	Physical Education Subtest II	100	300	220	2				100	236
CSU San Marcos	131	Physical Education Subtest III	100	300	220	2				100	238
CSU San Marcos	123	Physics Subtest III	100	300	220	1				100	251
CSU San Marcos	081.1	RICA.1	100	300	220	123	121	238	98	94	236
CSU San Marcos	118	Science Subtest I	100	300	220	3				100	251
CSU San Marcos	119	Science Subtest II	100	300	220	3				99	250
CSU San Marcos	114	Social Science Subtest I	100	300	220	5				100	241
CSU San Marcos	115	Social Science Subtest II	100	300	220	5				100	246
CSU San Marcos	116	Social Science Subtest III	100	300	220	5				100	244
CSU San Marcos	145	Spanish Subtest I	100	300	220	9				99	242
CSU San Marcos	146	Spanish Subtest II	100	300	220	9				99	245
CSU San Marcos	147	Spanish Subtest III	100	300	220	9				99	254
CSU San Marcos	142	Writing Skills	100	300	220	24	24	242	100	100	240
CSU Stanislaus	140	Art Subtest I	100	300	220	3				100	244
CSU Stanislaus	141	Art Subtest II	100	300	220	3				100	240
CSU Stanislaus	120	Biology/Life Science Subtest III	100	300	220	3				99	244
CSU Stanislaus	124	Biology/Life Science Subtest IV	100	300	220	2				100	256

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Stanislaus	098	CBEST	60	240	123	136	136	150	100	100	157
CSU Stanislaus	105	English Subtest I	100	300	220	7				100	253
CSU Stanislaus	106	English Subtest II	100	300	220	7				100	257
CSU Stanislaus	107	English Subtest III	100	300	220	7				100	247
CSU Stanislaus	108	English Subtest IV	100	300	220	7				100	244
CSU Stanislaus	101	Multiple Subjects Subtest I	100	300	220	78	78	239	100	100	243
CSU Stanislaus	102	Multiple Subjects Subtest II	100	300	220	78	78	246	100	100	249
CSU Stanislaus	103	Multiple Subjects Subtest III	100	300	220	78	78	242	100	100	243
CSU Stanislaus	136	Music Subtest I	100	300	220	3				100	253
CSU Stanislaus	137	Music Subtest II	100	300	220	3				100	257
CSU Stanislaus	138	Music Subtest III	100	300	220	3				100	249
CSU Stanislaus	129	Physical Education Subtest I	100	300	220	2				100	235
CSU Stanislaus	130	Physical Education Subtest II	100	300	220	2				100	236
CSU Stanislaus	131	Physical Education Subtest III	100	300	220	2				100	238
CSU Stanislaus	123	Physics Subtest III	100	300	220	1				100	251
CSU Stanislaus	127	Physics Subtest IV	100	300	220	1					
CSU Stanislaus	081.1	RICA.1	100	300	220	76	65	233	86	94	236
CSU Stanislaus	118	Science Subtest I	100	300	220	2				100	251
CSU Stanislaus	119	Science Subtest II	100	300	220	2				99	250
CSU Stanislaus	114	Social Science Subtest I	100	300	220	13	13	243	100	100	241
CSU Stanislaus	115	Social Science Subtest II	100	300	220	13	13	247	100	100	246
CSU Stanislaus	116	Social Science Subtest III	100	300	220	13	13	236	100	100	244
CSU Stanislaus	142	Writing Skills	100	300	220	1				100	240
Dominican University of California	140	Art Subtest I	100	300	220	1				100	244
Dominican University of California	141	Art Subtest II	100	300	220	1				100	240
Dominican University of California	120	Biology/Life Science Subtest III	100	300	220	2				99	244
Dominican University of California	098	CBEST	60	240	123	29	29	167	100	100	157
Dominican University of California	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
Dominican University of California	105	English Subtest I	100	300	220	2				100	253
Dominican University of California	106	English Subtest II	100	300	220	2				100	257
Dominican University of California	107	English Subtest III	100	300	220	2				100	247
Dominican University of California	108	English Subtest IV	100	300	220	2				100	244
Dominican University of California	110	Mathematics Subtest I	100	300	220	1				99	247

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Dominican University of California	111	Mathematics Subtest II	100	300	220	1				99	241
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	35	35	247	100	100	243
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	35	35	250	100	100	249
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	35	35	249	100	100	243
Dominican University of California	081.1	RICA.1	100	300	220	35	33	237	94	94	236
Dominican University of California	118	Science Subtest I	100	300	220	3				100	251
Dominican University of California	119	Science Subtest II	100	300	220	3				99	250
Dominican University of California	114	Social Science Subtest I	100	300	220	2				100	241
Dominican University of California	115	Social Science Subtest II	100	300	220	2				100	246
Dominican University of California	116	Social Science Subtest III	100	300	220	2				100	244
Dominican University of California	142	Writing Skills	100	300	220	13	13	242	100	100	240
Fresno Pacific University	120	Biology/Life Science Subtest III	100	300	220	4				99	244
Fresno Pacific University	098	CBEST	60	240	123	95	95	151	100	100	157
Fresno Pacific University	121	Chemistry Subtest III	100	300	220	2				100	256
Fresno Pacific University	105	English Subtest I	100	300	220	6				100	253
Fresno Pacific University	106	English Subtest II	100	300	220	6				100	257
Fresno Pacific University	107	English Subtest III	100	300	220	6				100	247
Fresno Pacific University	108	English Subtest IV	100	300	220	6				100	244
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	67	67	241	100	100	243
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	67	67	244	100	100	249
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	67	67	242	100	100	243
Fresno Pacific University	129	Physical Education Subtest I	100	300	220	1				100	235
Fresno Pacific University	130	Physical Education Subtest II	100	300	220	1				100	236
Fresno Pacific University	131	Physical Education Subtest III	100	300	220	1				100	238
Fresno Pacific University	081.1	RICA.1	100	300	220	67	67	237	100	94	236
Fresno Pacific University	118	Science Subtest I	100	300	220	6				100	251
Fresno Pacific University	119	Science Subtest II	100	300	220	6				99	250
Fresno Pacific University	114	Social Science Subtest I	100	300	220	13	13	243	100	100	241
Fresno Pacific University	115	Social Science Subtest II	100	300	220	13	13	239	100	100	246
Fresno Pacific University	116	Social Science Subtest III	100	300	220	13	13	242	100	100	244
Fresno Pacific University	142	Writing Skills	100	300	220	1				100	240
Hebrew Union College	098	CBEST	60	240	123	2				100	157
Hebrew Union College	101	Multiple Subjects Subtest I	100	300	220	9				100	243

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Hebrew Union College	102	Multiple Subjects Subtest II	100	300	220	7				100	249
Hebrew Union College	103	Multiple Subjects Subtest III	100	300	220	8				100	243
Hebrew Union College	081.1	RICA.1	100	300	220	8				94	236
Hebrew Union College	142	Writing Skills	100	300	220	7				100	240
Holy Names University	098	CBEST	60	240	123	8				100	157
Holy Names University	121	Chemistry Subtest III	100	300	220	1				100	256
Holy Names University	105	English Subtest I	100	300	220	4				100	253
Holy Names University	106	English Subtest II	100	300	220	4				100	257
Holy Names University	107	English Subtest III	100	300	220	4				100	247
Holy Names University	108	English Subtest IV	100	300	220	4				100	244
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	4				100	243
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	4				100	249
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	4				100	243
Holy Names University	129	Physical Education Subtest I	100	300	220	1				100	235
Holy Names University	130	Physical Education Subtest II	100	300	220	1				100	236
Holy Names University	131	Physical Education Subtest III	100	300	220	1				100	238
Holy Names University	081.1	RICA.1	100	300	220	4				94	236
Holy Names University	118	Science Subtest I	100	300	220	1				100	251
Holy Names University	119	Science Subtest II	100	300	220	1				99	250
Holy Names University	142	Writing Skills	100	300	220	2				100	240
Hope International University	098	CBEST	60	240	123	8				100	157
Hope International University	110	Mathematics Subtest I	100	300	220	2				99	247
Hope International University	111	Mathematics Subtest II	100	300	220	2				99	241
Hope International University	101	Multiple Subjects Subtest I	100	300	220	5				100	243
Hope International University	102	Multiple Subjects Subtest II	100	300	220	5				100	249
Hope International University	103	Multiple Subjects Subtest III	100	300	220	5				100	243
Hope International University	081.1	RICA.1	100	300	220	5				94	236
Humboldt State University	140	Art Subtest I	100	300	220	1				100	244
Humboldt State University	141	Art Subtest II	100	300	220	1				100	240
Humboldt State University	120	Biology/Life Science Subtest III	100	300	220	4				99	244
Humboldt State University	098	CBEST	60	240	123	70	70	160	100	100	157
Humboldt State University	105	English Subtest I	100	300	220	1				100	253
Humboldt State University	106	English Subtest II	100	300	220	1				100	257

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Humboldt State University	107	English Subtest III	100	300	220	1				100	247
Humboldt State University	108	English Subtest IV	100	300	220	1				100	244
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	241
Humboldt State University	112	Mathematics Subtest III	100	300	220	1				97	252
Humboldt State University	101	Multiple Subjects Subtest I	100	300	220	43	43	249	100	100	243
Humboldt State University	102	Multiple Subjects Subtest II	100	300	220	43	43	254	100	100	249
Humboldt State University	103	Multiple Subjects Subtest III	100	300	220	43	43	244	100	100	243
Humboldt State University	123	Physics Subtest III	100	300	220	1				100	251
Humboldt State University	081.1	RICA.1	100	300	220	44	42	243	95	94	236
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	250
Humboldt State University	114	Social Science Subtest I	100	300	220	4				100	241
Humboldt State University	115	Social Science Subtest II	100	300	220	4				100	246
Humboldt State University	116	Social Science Subtest III	100	300	220	4				100	244
Humboldt State University	142	Writing Skills	100	300	220	3				100	240
Humphreys College	098	CBEST	60	240	123	3				100	157
Humphreys College	081.1	RICA.1	100	300	220	3				94	236
La Sierra University	098	CBEST	60	240	123	3				100	157
La Sierra University	105	English Subtest I	100	300	220	1				100	253
La Sierra University	106	English Subtest II	100	300	220	1				100	257
La Sierra University	107	English Subtest III	100	300	220	1				100	247
La Sierra University	108	English Subtest IV	100	300	220	1				100	244
La Sierra University	101	Multiple Subjects Subtest I	100	300	220	1				100	243
La Sierra University	102	Multiple Subjects Subtest II	100	300	220	1				100	249
La Sierra University	103	Multiple Subjects Subtest III	100	300	220	1				100	243
La Sierra University	136	Music Subtest I	100	300	220	1				100	253
La Sierra University	137	Music Subtest II	100	300	220	1				100	257
La Sierra University	138	Music Subtest III	100	300	220	1				100	249
La Sierra University	081.1	RICA.1	100	300	220	1				94	236
Loyola Marymount University	140	Art Subtest I	100	300	220	2				100	244
Loyola Marymount University	141	Art Subtest II	100	300	220	2				100	240
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	2				99	244

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Loyola Marymount University	098	CBEST	60	240	123	106	106	161	100	100	157
Loyola Marymount University	121	Chemistry Subtest III	100	300	220	1				100	256
Loyola Marymount University	125	Chemistry Subtest IV	100	300	220	1					
Loyola Marymount University	105	English Subtest I	100	300	220	13	13	245	100	100	253
Loyola Marymount University	106	English Subtest II	100	300	220	13	13	251	100	100	257
Loyola Marymount University	107	English Subtest III	100	300	220	13	13	245	100	100	247
Loyola Marymount University	108	English Subtest IV	100	300	220	13	13	248	100	100	244
Loyola Marymount University	163	Mandarin Subtest I	100	300	220	1					
Loyola Marymount University	164	Mandarin Subtest II	100	300	220	1					
Loyola Marymount University	165	Mandarin Subtest III	100	300	220	1					
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	241
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	63	63	245	100	100	243
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	63	63	250	100	100	249
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	63	63	245	100	100	243
Loyola Marymount University	136	Music Subtest I	100	300	220	1				100	253
Loyola Marymount University	137	Music Subtest II	100	300	220	1				100	257
Loyola Marymount University	138	Music Subtest III	100	300	220	1				100	249
Loyola Marymount University	129	Physical Education Subtest I	100	300	220	2				100	235
Loyola Marymount University	130	Physical Education Subtest II	100	300	220	2				100	236
Loyola Marymount University	131	Physical Education Subtest III	100	300	220	2				100	238
Loyola Marymount University	081.1	RICA.1	100	300	220	63	62	235	98	94	236
Loyola Marymount University	118	Science Subtest I	100	300	220	3				100	251
Loyola Marymount University	119	Science Subtest II	100	300	220	3				99	250
Loyola Marymount University	114	Social Science Subtest I	100	300	220	4				100	241
Loyola Marymount University	115	Social Science Subtest II	100	300	220	4				100	246
Loyola Marymount University	116	Social Science Subtest III	100	300	220	4				100	244
Mills College	098	CBEST	60	240	123	48	48	177	100	100	157
Mills College	101	Multiple Subjects Subtest I	100	300	220	5				100	243
Mills College	102	Multiple Subjects Subtest II	100	300	220	5				100	249
Mills College	103	Multiple Subjects Subtest III	100	300	220	5				100	243
Mills College	081.1	RICA.1	100	300	220	23	23	243	100	94	236
Mills College	142	Writing Skills	100	300	220	5				100	240

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Mount Saint Mary's College	120	Biology/Life Science Subtest III	100	300	220	1				99	244
Mount Saint Mary's College	098	CBEST	60	240	123	27	27	153	100	100	157
Mount Saint Mary's College	105	English Subtest I	100	300	220	2				100	253
Mount Saint Mary's College	106	English Subtest II	100	300	220	2				100	257
Mount Saint Mary's College	107	English Subtest III	100	300	220	2				100	247
Mount Saint Mary's College	108	English Subtest IV	100	300	220	2				100	244
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	19	18	240	95	100	243
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	18	18	242	100	100	249
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	19	18	242	95	100	243
Mount Saint Mary's College	123	Physics Subtest III	100	300	220	1				100	251
Mount Saint Mary's College	127	Physics Subtest IV	100	300	220	1					
Mount Saint Mary's College	081.1	RICA.1	100	300	220	17	14	233	82	94	236
Mount Saint Mary's College	118	Science Subtest I	100	300	220	1				100	251
Mount Saint Mary's College	119	Science Subtest II	100	300	220	1				99	250
Mount Saint Mary's College	114	Social Science Subtest I	100	300	220	3				100	241
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				99	242
Mount Saint Mary's College	146	Spanish Subtest II	100	300	220	1				99	245
Mount Saint Mary's College	147	Spanish Subtest III	100	300	220	1				99	254
National Hispanic University	140	Art Subtest I	100	300	220	1				100	244
National Hispanic University	141	Art Subtest II	100	300	220	1				100	240
National Hispanic University	120	Biology/Life Science Subtest III	100	300	220	2				99	244
National Hispanic University	098	CBEST	60	240	123	14	14	157	100	100	157
National Hispanic University	105	English Subtest I	100	300	220	1				100	253
National Hispanic University	106	English Subtest II	100	300	220	1				100	257
National Hispanic University	107	English Subtest III	100	300	220	1				100	247
National Hispanic University	108	English Subtest IV	100	300	220	1				100	244
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	5				100	243
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	5				100	249
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	5				100	243
National Hispanic University	129	Physical Education Subtest I	100	300	220	1				100	235
National Hispanic University	130	Physical Education Subtest II	100	300	220	1				100	236

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
National Hispanic University	131	Physical Education Subtest III	100	300	220	1				100	238
National Hispanic University	081	RICA	0	120	81	1				97	89
National Hispanic University	081.1	RICA.1	100	300	220	4				94	236
National Hispanic University	118	Science Subtest I	100	300	220	2				100	251
National Hispanic University	119	Science Subtest II	100	300	220	2				99	250
National Hispanic University	145	Spanish Subtest I	100	300	220	1				99	242
National Hispanic University	146	Spanish Subtest II	100	300	220	1				99	245
National Hispanic University	147	Spanish Subtest III	100	300	220	1				99	254
National University	140	Art Subtest I	100	300	220	8				100	244
National University	141	Art Subtest II	100	300	220	8				100	240
National University	120	Biology/Life Science Subtest III	100	300	220	16	16	235	100	99	244
National University	124	Biology/Life Science Subtest IV	100	300	220	1				100	256
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	596	596	152	100	100	157
National University	121	Chemistry Subtest III	100	300	220	1				100	256
National University	122	Earth/Planetary Science Subtest III	100	300	220	6				100	243
National University	105	English Subtest I	100	300	220	47	47	245	100	100	253
National University	106	English Subtest II	100	300	220	47	47	249	100	100	257
National University	107	English Subtest III	100	300	220	47	47	241	100	100	247
National University	108	English Subtest IV	100	300	220	47	47	240	100	100	244
National University	148	French Subtest I	100	300	220	2					
National University	149	French Subtest II	100	300	220	2					
National University	150	French Subtest III	100	300	220	2					
National University	178	Health Science Subtest I	100	300	220	6				100	244
National University	179	Health Science Subtest II	100	300	220	6				100	248
National University	180	Health Science Subtest III	100	300	220	6				100	252
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	29	29	242	100	99	247
National University	111	Mathematics Subtest II	100	300	220	29	29	241	100	99	241

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
National University	112	Mathematics Subtest III	100	300	220	8				97	252
National University	101	Multiple Subjects Subtest I	100	300	220	363	363	240	100	100	243
National University	102	Multiple Subjects Subtest II	100	300	220	363	363	245	100	100	249
National University	103	Multiple Subjects Subtest III	100	300	220	363	363	241	100	100	243
National University	136	Music Subtest I	100	300	220	3				100	253
National University	137	Music Subtest II	100	300	220	3				100	257
National University	138	Music Subtest III	100	300	220	3				100	249
National University	129	Physical Education Subtest I	100	300	220	24	24	234	100	100	235
National University	130	Physical Education Subtest II	100	300	220	24	24	234	100	100	236
National University	131	Physical Education Subtest III	100	300	220	24	24	234	100	100	238
National University	123	Physics Subtest III	100	300	220	4				100	251
National University	081	RICA	0	120	81	2				97	89
National University	092	RICA Video	100	300	220	5				100	232
National University	081.1	RICA.1	100	300	220	361	314	231	87	94	236
National University	118	Science Subtest I	100	300	220	36	36	247	100	100	251
National University	119	Science Subtest II	100	300	220	36	35	240	97	99	250
National University	114	Social Science Subtest I	100	300	220	45	45	240	100	100	241
National University	115	Social Science Subtest II	100	300	220	45	45	246	100	100	246
National University	116	Social Science Subtest III	100	300	220	45	45	243	100	100	244
National University	145	Spanish Subtest I	100	300	220	5				99	242
National University	146	Spanish Subtest II	100	300	220	5				99	245
National University	147	Spanish Subtest III	100	300	220	5				99	254
National University	142	Writing Skills	100	300	220	17	17	231	100	100	240
Notre Dame de Namur University	120	Biology/Life Science Subtest III	100	300	220	2				99	244
Notre Dame de Namur University	098	CBEST	60	240	123	74	74	164	100	100	157
Notre Dame de Namur University	121	Chemistry Subtest III	100	300	220	1				100	256
Notre Dame de Namur University	105	English Subtest I	100	300	220	9				100	253
Notre Dame de Namur University	106	English Subtest II	100	300	220	9				100	257
Notre Dame de Namur University	107	English Subtest III	100	300	220	9				100	247
Notre Dame de Namur University	108	English Subtest IV	100	300	220	9				100	244
Notre Dame de Namur University	110	Mathematics Subtest I	100	300	220	6				99	247
Notre Dame de Namur University	111	Mathematics Subtest II	100	300	220	6				99	241
Notre Dame de Namur University	112	Mathematics Subtest III	100	300	220	2				97	252

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Notre Dame de Namur University	101	Multiple Subjects Subtest I	100	300	220	40	40	242	100	100	243
Notre Dame de Namur University	102	Multiple Subjects Subtest II	100	300	220	40	40	249	100	100	249
Notre Dame de Namur University	103	Multiple Subjects Subtest III	100	300	220	40	40	243	100	100	243
Notre Dame de Namur University	129	Physical Education Subtest I	100	300	220	2				100	235
Notre Dame de Namur University	130	Physical Education Subtest II	100	300	220	2				100	236
Notre Dame de Namur University	131	Physical Education Subtest III	100	300	220	2				100	238
Notre Dame de Namur University	081	RICA	0	120	81	1				97	89
Notre Dame de Namur University	081.1	RICA.1	100	300	220	36	33	237	92	94	236
Notre Dame de Namur University	118	Science Subtest I	100	300	220	4				100	251
Notre Dame de Namur University	119	Science Subtest II	100	300	220	4				99	250
Notre Dame de Namur University	114	Social Science Subtest I	100	300	220	7				100	241
Notre Dame de Namur University	115	Social Science Subtest II	100	300	220	7				100	246
Notre Dame de Namur University	116	Social Science Subtest III	100	300	220	7				100	244
Notre Dame de Namur University	145	Spanish Subtest I	100	300	220	3				99	242
Notre Dame de Namur University	146	Spanish Subtest II	100	300	220	3				99	245
Notre Dame de Namur University	147	Spanish Subtest III	100	300	220	3				99	254
Notre Dame de Namur University	142	Writing Skills	100	300	220	3				100	240
Pacific Oaks College	098	CBEST	60	240	123	15	15	151	100	100	157
Pacific Oaks College	081.1	RICA.1	100	300	220	10	9	231	90	94	236
Pacific Union College	098	CBEST	60	240	123	4				100	157
Pacific Union College	101	Multiple Subjects Subtest I	100	300	220	4				100	243
Pacific Union College	102	Multiple Subjects Subtest II	100	300	220	4				100	249
Pacific Union College	103	Multiple Subjects Subtest III	100	300	220	4				100	243
Pacific Union College	081.1	RICA.1	100	300	220	4				94	236
Patten University	098	CBEST	60	240	123	5				100	157
Patten University	105	English Subtest I	100	300	220	1				100	253
Patten University	106	English Subtest II	100	300	220	1				100	257
Patten University	107	English Subtest III	100	300	220	1				100	247
Patten University	108	English Subtest IV	100	300	220	1				100	244
Patten University	163	Mandarin Subtest I	100	300	220	1					
Patten University	164	Mandarin Subtest II	100	300	220	1					
Patten University	165	Mandarin Subtest III	100	300	220	1					
Patten University	110	Mathematics Subtest I	100	300	220	1				99	247

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Patten University	111	Mathematics Subtest II	100	300	220	1				99	241
Patten University	112	Mathematics Subtest III	100	300	220	1				97	252
Patten University	101	Multiple Subjects Subtest I	100	300	220	1				100	243
Patten University	102	Multiple Subjects Subtest II	100	300	220	1				100	249
Patten University	103	Multiple Subjects Subtest III	100	300	220	1				100	243
Patten University	129	Physical Education Subtest I	100	300	220	1				100	235
Patten University	130	Physical Education Subtest II	100	300	220	1				100	236
Patten University	131	Physical Education Subtest III	100	300	220	1				100	238
Patten University	081.1	RICA.1	100	300	220	1				94	236
Pepperdine University	098	CBEST	60	240	123	73	73	160	100	100	157
Pepperdine University	101	Multiple Subjects Subtest I	100	300	220	12	12	250	100	100	243
Pepperdine University	102	Multiple Subjects Subtest II	100	300	220	12	12	256	100	100	249
Pepperdine University	103	Multiple Subjects Subtest III	100	300	220	12	12	247	100	100	243
Pepperdine University	092	RICA Video	100	300	220	1				100	232
Pepperdine University	081.1	RICA.1	100	300	220	42	40	235	95	94	236
Pepperdine University	142	Writing Skills	100	300	220	12	12	245	100	100	240
Point Loma Nazarene University	140	Art Subtest I	100	300	220	1				100	244
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	3				99	244
Point Loma Nazarene University	124	Biology/Life Science Subtest IV	100	300	220	2				100	256
Point Loma Nazarene University	098	CBEST	60	240	123	60	60	156	100	100	157
Point Loma Nazarene University	105	English Subtest I	100	300	220	4				100	253
Point Loma Nazarene University	106	English Subtest II	100	300	220	4				100	257
Point Loma Nazarene University	107	English Subtest III	100	300	220	4				100	247
Point Loma Nazarene University	108	English Subtest IV	100	300	220	4				100	244
Point Loma Nazarene University	178	Health Science Subtest I	100	300	220	2				100	244
Point Loma Nazarene University	179	Health Science Subtest II	100	300	220	2				100	248
Point Loma Nazarene University	180	Health Science Subtest III	100	300	220	2				100	252
Point Loma Nazarene University	110	Mathematics Subtest I	100	300	220	2				99	247
Point Loma Nazarene University	111	Mathematics Subtest II	100	300	220	2				99	241
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	46	45	243	98	100	243
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	46	44	247	96	100	249
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	46	46	246	100	100	243

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Point Loma Nazarene University	136	Music Subtest I	100	300	220	1				100	253
Point Loma Nazarene University	137	Music Subtest II	100	300	220	1				100	257
Point Loma Nazarene University	138	Music Subtest III	100	300	220	1				100	249
Point Loma Nazarene University	081	RICA	0	120	81	1				97	89
Point Loma Nazarene University	081.1	RICA.1	100	300	220	42	39	236	93	94	236
Point Loma Nazarene University	118	Science Subtest I	100	300	220	1				100	251
Point Loma Nazarene University	119	Science Subtest II	100	300	220	1				99	250
Point Loma Nazarene University	114	Social Science Subtest I	100	300	220	5				100	241
Point Loma Nazarene University	115	Social Science Subtest II	100	300	220	5				100	246
Point Loma Nazarene University	116	Social Science Subtest III	100	300	220	5				100	244
Point Loma Nazarene University	145	Spanish Subtest I	100	300	220	2				99	242
Point Loma Nazarene University	146	Spanish Subtest II	100	300	220	2				99	245
Point Loma Nazarene University	147	Spanish Subtest III	100	300	220	2				99	254
Point Loma Nazarene University	142	Writing Skills	100	300	220	6				100	240
Saint Mary's College of California	098	CBEST	60	240	123	68	68	164	100	100	157
Saint Mary's College of California	105	English Subtest I	100	300	220	3				100	253
Saint Mary's College of California	106	English Subtest II	100	300	220	3				100	257
Saint Mary's College of California	107	English Subtest III	100	300	220	3				100	247
Saint Mary's College of California	108	English Subtest IV	100	300	220	3				100	244
Saint Mary's College of California	110	Mathematics Subtest I	100	300	220	3				99	247
Saint Mary's College of California	111	Mathematics Subtest II	100	300	220	3				99	241
Saint Mary's College of California	101	Multiple Subjects Subtest I	100	300	220	48	48	244	100	100	243
Saint Mary's College of California	102	Multiple Subjects Subtest II	100	300	220	49	47	251	96	100	249
Saint Mary's College of California	103	Multiple Subjects Subtest III	100	300	220	49	47	242	96	100	243
Saint Mary's College of California	081	RICA	0	120	81	1				97	89
Saint Mary's College of California	081.1	RICA.1	100	300	220	44	41	239	93	94	236
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	250
Saint Mary's College of California	114	Social Science Subtest I	100	300	220	12	12	240	100	100	241
Saint Mary's College of California	115	Social Science Subtest II	100	300	220	12	12	242	100	100	246
Saint Mary's College of California	116	Social Science Subtest III	100	300	220	12	12	243	100	100	244
Saint Mary's College of California	145	Spanish Subtest I	100	300	220	1				99	242
Saint Mary's College of California	146	Spanish Subtest II	100	300	220	1				99	245

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Saint Mary's College of California	147	Spanish Subtest III	100	300	220	1				99	254
Saint Mary's College of California	142	Writing Skills	100	300	220	6				100	240
San Diego Christian College	098	CBEST	60	240	123	7				100	157
San Diego Christian College	105	English Subtest I	100	300	220	3				100	253
San Diego Christian College	106	English Subtest II	100	300	220	3				100	257
San Diego Christian College	107	English Subtest III	100	300	220	3				100	247
San Diego Christian College	108	English Subtest IV	100	300	220	3				100	244
San Diego Christian College	101	Multiple Subjects Subtest I	100	300	220	7				100	243
San Diego Christian College	102	Multiple Subjects Subtest II	100	300	220	7				100	249
San Diego Christian College	103	Multiple Subjects Subtest III	100	300	220	7				100	243
San Diego Christian College	136	Music Subtest I	100	300	220	1				100	253
San Diego Christian College	137	Music Subtest II	100	300	220	1				100	257
San Diego Christian College	138	Music Subtest III	100	300	220	1				100	249
San Diego Christian College	129	Physical Education Subtest I	100	300	220	1				100	235
San Diego Christian College	130	Physical Education Subtest II	100	300	220	1				100	236
San Diego Christian College	131	Physical Education Subtest III	100	300	220	1				100	238
San Diego Christian College	081.1	RICA.1	100	300	220	7				94	236
San Diego Christian College	142	Writing Skills	100	300	220	5				100	240
San Diego State University	140	Art Subtest I	100	300	220	1				100	244
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	6				99	244
San Diego State University	124	Biology/Life Science Subtest IV	100	300	220	2				100	256
San Diego State University	098	CBEST	60	240	123	189	189	156	100	100	157
San Diego State University	121	Chemistry Subtest III	100	300	220	2				100	256
San Diego State University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
San Diego State University	105	English Subtest I	100	300	220	8				100	253
San Diego State University	106	English Subtest II	100	300	220	8				100	257
San Diego State University	107	English Subtest III	100	300	220	8				100	247
San Diego State University	108	English Subtest IV	100	300	220	8				100	244
San Diego State University	110	Mathematics Subtest I	100	300	220	3				99	247
San Diego State University	111	Mathematics Subtest II	100	300	220	3				99	241
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	107	107	244	100	100	243
San Diego State University	102	Multiple Subjects Subtest II	100	300	220	107	107	252	100	100	249

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
San Diego State University	103	Multiple Subjects Subtest III	100	300	220	107	107	242	100	100	243
San Diego State University	129	Physical Education Subtest I	100	300	220	1				100	235
San Diego State University	130	Physical Education Subtest II	100	300	220	1				100	236
San Diego State University	131	Physical Education Subtest III	100	300	220	1				100	238
San Diego State University	081	RICA	0	120	81	2				97	89
San Diego State University	081.1	RICA.1	100	300	220	107	104	237	97	94	236
San Diego State University	118	Science Subtest I	100	300	220	8				100	251
San Diego State University	119	Science Subtest II	100	300	220	8				99	250
San Diego State University	114	Social Science Subtest I	100	300	220	16	16	244	100	100	241
San Diego State University	115	Social Science Subtest II	100	300	220	16	16	251	100	100	246
San Diego State University	116	Social Science Subtest III	100	300	220	16	16	252	100	100	244
San Diego State University	145	Spanish Subtest I	100	300	220	1				99	242
San Diego State University	146	Spanish Subtest II	100	300	220	1				99	245
San Diego State University	147	Spanish Subtest III	100	300	220	1				99	254
San Diego State University	142	Writing Skills	100	300	220	6				100	240
San Francisco State University	098	CBEST	60	240	123	171	171	160	100	100	157
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	22	21	246	95	100	243
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	22	21	251	95	100	249
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	22	21	242	95	100	243
San Francisco State University	081	RICA	0	120	81	1				97	89
San Francisco State University	092	RICA Video	100	300	220	1				100	232
San Francisco State University	081.1	RICA.1	100	300	220	79	72	235	91	94	236
San Francisco State University	142	Writing Skills	100	300	220	22	22	237	100	100	240
San Jose State University	140	Art Subtest I	100	300	220	2				100	244
San Jose State University	141	Art Subtest II	100	300	220	2				100	240
San Jose State University	120	Biology/Life Science Subtest III	100	300	220	8				99	244
San Jose State University	098	CBEST	60	240	123	219	219	162	100	100	157
San Jose State University	121	Chemistry Subtest III	100	300	220	3				100	256
San Jose State University	122	Earth/Planetary Science Subtest III	100	300	220	2				100	243
San Jose State University	105	English Subtest I	100	300	220	5				100	253
San Jose State University	106	English Subtest II	100	300	220	5				100	257
San Jose State University	107	English Subtest III	100	300	220	5				100	247
San Jose State University	108	English Subtest IV	100	300	220	5				100	244

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	163	Mandarin Subtest I	100	300	220	2					
San Jose State University	164	Mandarin Subtest II	100	300	220	2					
San Jose State University	165	Mandarin Subtest III	100	300	220	2					
San Jose State University	110	Mathematics Subtest I	100	300	220	8				99	247
San Jose State University	111	Mathematics Subtest II	100	300	220	8				99	241
San Jose State University	112	Mathematics Subtest III	100	300	220	8				97	252
San Jose State University	101	Multiple Subjects Subtest I	100	300	220	132	132	248	100	100	243
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	131	131	253	100	100	249
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	131	131	246	100	100	243
San Jose State University	129	Physical Education Subtest I	100	300	220	6				100	235
San Jose State University	130	Physical Education Subtest II	100	300	220	6				100	236
San Jose State University	131	Physical Education Subtest III	100	300	220	6				100	238
San Jose State University	123	Physics Subtest III	100	300	220	3				100	251
San Jose State University	081.1	RICA.1	100	300	220	127	121	238	95	94	236
San Jose State University	118	Science Subtest I	100	300	220	15	15	253	100	100	251
San Jose State University	119	Science Subtest II	100	300	220	15	15	250	100	99	250
San Jose State University	114	Social Science Subtest I	100	300	220	9				100	241
San Jose State University	115	Social Science Subtest II	100	300	220	9				100	246
San Jose State University	116	Social Science Subtest III	100	300	220	9				100	244
San Jose State University	145	Spanish Subtest I	100	300	220	2				99	242
San Jose State University	146	Spanish Subtest II	100	300	220	2				99	245
San Jose State University	147	Spanish Subtest III	100	300	220	2				99	254
San Jose State University	142	Writing Skills	100	300	220	2				100	240
Santa Clara University	120	Biology/Life Science Subtest III	100	300	220	2				99	244
Santa Clara University	098	CBEST	60	240	123	62	62	167	100	100	157
Santa Clara University	121	Chemistry Subtest III	100	300	220	1				100	256
Santa Clara University	105	English Subtest I	100	300	220	3				100	253
Santa Clara University	106	English Subtest II	100	300	220	3				100	257
Santa Clara University	107	English Subtest III	100	300	220	3				100	247
Santa Clara University	108	English Subtest IV	100	300	220	3				100	244

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Santa Clara University	110	Mathematics Subtest I	100	300	220	10	10	258	100	99	247
Santa Clara University	111	Mathematics Subtest II	100	300	220	10	10	240	100	99	241
Santa Clara University	112	Mathematics Subtest III	100	300	220	6				97	252
Santa Clara University	101	Multiple Subjects Subtest I	100	300	220	29	29	244	100	100	243
Santa Clara University	102	Multiple Subjects Subtest II	100	300	220	29	29	256	100	100	249
Santa Clara University	103	Multiple Subjects Subtest III	100	300	220	29	29	244	100	100	243
Santa Clara University	136	Music Subtest I	100	300	220	1				100	253
Santa Clara University	137	Music Subtest II	100	300	220	1				100	257
Santa Clara University	138	Music Subtest III	100	300	220	1				100	249
Santa Clara University	129	Physical Education Subtest I	100	300	220	1				100	235
Santa Clara University	130	Physical Education Subtest II	100	300	220	1				100	236
Santa Clara University	131	Physical Education Subtest III	100	300	220	1				100	238
Santa Clara University	123	Physics Subtest III	100	300	220	3				100	251
Santa Clara University	127	Physics Subtest IV	100	300	220	1					
Santa Clara University	081.1	RICA.1	100	300	220	27	26	238	96	94	236
Santa Clara University	118	Science Subtest I	100	300	220	5				100	251
Santa Clara University	119	Science Subtest II	100	300	220	5				99	250
Santa Clara University	114	Social Science Subtest I	100	300	220	11	11	245	100	100	241
Santa Clara University	115	Social Science Subtest II	100	300	220	11	11	251	100	100	246
Santa Clara University	116	Social Science Subtest III	100	300	220	11	11	244	100	100	244
Santa Clara University	142	Writing Skills	100	300	220	2				100	240
Simpson University	140	Art Subtest I	100	300	220	1				100	244
Simpson University	141	Art Subtest II	100	300	220	1				100	240
Simpson University	120	Biology/Life Science Subtest III	100	300	220	2				99	244
Simpson University	124	Biology/Life Science Subtest IV	100	300	220	1				100	256
Simpson University	175	Business Subtest I	100	300	220	1					
Simpson University	176	Business Subtest II	100	300	220	1					
Simpson University	177	Business Subtest III	100	300	220	1					
Simpson University	098	CBEST	60	240	123	72	72	159	100	100	157
Simpson University	105	English Subtest I	100	300	220	5				100	253
Simpson University	106	English Subtest II	100	300	220	5				100	257
Simpson University	107	English Subtest III	100	300	220	5				100	247
Simpson University	108	English Subtest IV	100	300	220	5				100	244

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Simpson University	110	Mathematics Subtest I	100	300	220	8				99	247
Simpson University	111	Mathematics Subtest II	100	300	220	8				99	241
Simpson University	112	Mathematics Subtest III	100	300	220	3				97	252
Simpson University	101	Multiple Subjects Subtest I	100	300	220	48	48	245	100	100	243
Simpson University	102	Multiple Subjects Subtest II	100	300	220	48	48	245	100	100	249
Simpson University	103	Multiple Subjects Subtest III	100	300	220	48	48	245	100	100	243
Simpson University	136	Music Subtest I	100	300	220	1				100	253
Simpson University	137	Music Subtest II	100	300	220	1				100	257
Simpson University	138	Music Subtest III	100	300	220	1				100	249
Simpson University	081	RICA	0	120	81	2				97	89
Simpson University	081.1	RICA.1	100	300	220	44	39	234	89	94	236
Simpson University	118	Science Subtest I	100	300	220	1				100	251
Simpson University	119	Science Subtest II	100	300	220	1				99	250
Simpson University	114	Social Science Subtest I	100	300	220	10	10	248	100	100	241
Simpson University	115	Social Science Subtest II	100	300	220	10	10	248	100	100	246
Simpson University	116	Social Science Subtest III	100	300	220	10	10	247	100	100	244
Simpson University	145	Spanish Subtest I	100	300	220	1				99	242
Simpson University	146	Spanish Subtest II	100	300	220	1				99	245
Simpson University	147	Spanish Subtest III	100	300	220	1				99	254
Simpson University	142	Writing Skills	100	300	220	8				100	240
Sonoma State University	120	Biology/Life Science Subtest III	100	300	220	5				99	244
Sonoma State University	098	CBEST	60	240	123	117	117	161	100	100	157
Sonoma State University	121	Chemistry Subtest III	100	300	220	3				100	256
Sonoma State University	105	English Subtest I	100	300	220	6				100	253
Sonoma State University	106	English Subtest II	100	300	220	6				100	257
Sonoma State University	107	English Subtest III	100	300	220	6				100	247
Sonoma State University	108	English Subtest IV	100	300	220	6				100	244
Sonoma State University	110	Mathematics Subtest I	100	300	220	4				99	247
Sonoma State University	111	Mathematics Subtest II	100	300	220	4				99	241
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	65	65	241	100	100	243
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	65	65	247	100	100	249
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	65	65	241	100	100	243
Sonoma State University	136	Music Subtest I	100	300	220	3				100	253

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Sonoma State University	137	Music Subtest II	100	300	220	3				100	257
Sonoma State University	138	Music Subtest III	100	300	220	3				100	249
Sonoma State University	129	Physical Education Subtest I	100	300	220	6				100	235
Sonoma State University	130	Physical Education Subtest II	100	300	220	6				100	236
Sonoma State University	131	Physical Education Subtest III	100	300	220	6				100	238
Sonoma State University	123	Physics Subtest III	100	300	220	2				100	251
Sonoma State University	081.1	RICA.1	100	300	220	59	54	231	92	94	236
Sonoma State University	118	Science Subtest I	100	300	220	10	10	263	100	100	251
Sonoma State University	119	Science Subtest II	100	300	220	10	10	252	100	99	250
Sonoma State University	114	Social Science Subtest I	100	300	220	17	17	240	100	100	241
Sonoma State University	115	Social Science Subtest II	100	300	220	17	17	245	100	100	246
Sonoma State University	116	Social Science Subtest III	100	300	220	17	17	240	100	100	244
Sonoma State University	145	Spanish Subtest I	100	300	220	3				99	242
Sonoma State University	146	Spanish Subtest II	100	300	220	3				99	245
Sonoma State University	147	Spanish Subtest III	100	300	220	3				99	254
Sonoma State University	142	Writing Skills	100	300	220	14	14	227	100	100	240
Stanford University	120	Biology/Life Science Subtest III	100	300	220	8				99	244
Stanford University	098	CBEST	60	240	123	89	89	188	100	100	157
Stanford University	121	Chemistry Subtest III	100	300	220	2				100	256
Stanford University	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
Stanford University	105	English Subtest I	100	300	220	20	20	263	100	100	253
Stanford University	106	English Subtest II	100	300	220	20	20	272	100	100	257
Stanford University	107	English Subtest III	100	300	220	20	20	262	100	100	247
Stanford University	108	English Subtest IV	100	300	220	20	20	271	100	100	244
Stanford University	148	French Subtest I	100	300	220	1					
Stanford University	149	French Subtest II	100	300	220	1					
Stanford University	150	French Subtest III	100	300	220	1					
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	12	12	253	100	99	247
Stanford University	111	Mathematics Subtest II	100	300	220	12	12	246	100	99	241
Stanford University	112	Mathematics Subtest III	100	300	220	8				97	252

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Stanford University	101	Multiple Subjects Subtest I	100	300	220	24	24	273	100	100	243
Stanford University	102	Multiple Subjects Subtest II	100	300	220	24	24	277	100	100	249
Stanford University	103	Multiple Subjects Subtest III	100	300	220	24	24	264	100	100	243
Stanford University	123	Physics Subtest III	100	300	220	1				100	251
Stanford University	081.1	RICA.1	100	300	220	23	23	250	100	94	236
Stanford University	118	Science Subtest I	100	300	220	13	13	263	100	100	251
Stanford University	119	Science Subtest II	100	300	220	13	13	265	100	99	250
Stanford University	114	Social Science Subtest I	100	300	220	16	16	246	100	100	241
Stanford University	115	Social Science Subtest II	100	300	220	16	16	251	100	100	246
Stanford University	116	Social Science Subtest III	100	300	220	16	16	254	100	100	244
Stanford University	145	Spanish Subtest I	100	300	220	10	10	253	100	99	242
Stanford University	146	Spanish Subtest II	100	300	220	10	10	251	100	99	245
Stanford University	147	Spanish Subtest III	100	300	220	10	10	263	100	99	254
Stanford University	142	Writing Skills	100	300	220	7				100	240
Teachers College of San Joaquin	098	CBEST	60	240	123	4				100	157
Teachers College of San Joaquin	118	Science Subtest I	100	300	220	1				100	251
Teachers College of San Joaquin	119	Science Subtest II	100	300	220	1				99	250
Teachers College of San Joaquin	114	Social Science Subtest I	100	300	220	1				100	241
Teachers College of San Joaquin	115	Social Science Subtest II	100	300	220	1				100	246
Teachers College of San Joaquin	116	Social Science Subtest III	100	300	220	1				100	244
The Master's College	120	Biology/Life Science Subtest III	100	300	220	3				99	244
The Master's College	098	CBEST	60	240	123	12	12	170	100	100	157
The Master's College	121	Chemistry Subtest III	100	300	220	1				100	256
The Master's College	105	English Subtest I	100	300	220	1				100	253
The Master's College	106	English Subtest II	100	300	220	1				100	257
The Master's College	107	English Subtest III	100	300	220	1				100	247
The Master's College	108	English Subtest IV	100	300	220	1				100	244
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	241
The Master's College	101	Multiple Subjects Subtest I	100	300	220	4				100	243
The Master's College	102	Multiple Subjects Subtest II	100	300	220	4				100	249
The Master's College	103	Multiple Subjects Subtest III	100	300	220	4				100	243
The Master's College	136	Music Subtest I	100	300	220	1				100	253

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
The Master's College	137	Music Subtest II	100	300	220	1				100	257
The Master's College	138	Music Subtest III	100	300	220	1				100	249
The Master's College	081.1	RICA.1	100	300	220	4				94	236
The Master's College	118	Science Subtest I	100	300	220	4				100	251
The Master's College	119	Science Subtest II	100	300	220	4				99	250
The Master's College	145	Spanish Subtest I	100	300	220	1				99	242
The Master's College	146	Spanish Subtest II	100	300	220	1				99	245
The Master's College	147	Spanish Subtest III	100	300	220	1				99	254
The Master's College	142	Writing Skills	100	300	220	1				100	240
Touro University-CA College of Education	098	CBEST	60	240	123	11	11	152	100	100	157
Touro University-CA College of Education	081.1	RICA.1	100	300	220	7				94	236
UC Berkeley	120	Biology/Life Science Subtest III	100	300	220	10	10	258	100	99	244
UC Berkeley	098	CBEST	60	240	123	42	42	189	100	100	157
UC Berkeley	121	Chemistry Subtest III	100	300	220	1				100	256
UC Berkeley	105	English Subtest I	100	300	220	8				100	253
UC Berkeley	106	English Subtest II	100	300	220	8				100	257
UC Berkeley	107	English Subtest III	100	300	220	8				100	247
UC Berkeley	108	English Subtest IV	100	300	220	8				100	244
UC Berkeley	110	Mathematics Subtest I	100	300	220	4				99	247
UC Berkeley	111	Mathematics Subtest II	100	300	220	4				99	241
UC Berkeley	112	Mathematics Subtest III	100	300	220	3				97	252
UC Berkeley	101	Multiple Subjects Subtest I	100	300	220	20	20	255	100	100	243
UC Berkeley	102	Multiple Subjects Subtest II	100	300	220	20	20	261	100	100	249
UC Berkeley	103	Multiple Subjects Subtest III	100	300	220	20	20	254	100	100	243
UC Berkeley	081.1	RICA.1	100	300	220	20	20	245	100	94	236
UC Berkeley	118	Science Subtest I	100	300	220	11	11	265	100	100	251
UC Berkeley	119	Science Subtest II	100	300	220	11	11	276	100	99	250
UC Berkeley	142	Writing Skills	100	300	220	5				100	240
UC Davis	172	Agriculture Subtest I	100	300	220	5					
UC Davis	173	Agriculture Subtest II	100	300	220	5					
UC Davis	174	Agriculture Subtest III	100	300	220	5					
UC Davis	120	Biology/Life Science Subtest III	100	300	220	9				99	244
UC Davis	098	CBEST	60	240	123	149	149	169	100	100	157

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
UC Davis	121	Chemistry Subtest III	100	300	220	3				100	256
UC Davis	122	Earth/Planetary Science Subtest III	100	300	220	2				100	243
UC Davis	105	English Subtest I	100	300	220	21	21	260	100	100	253
UC Davis	106	English Subtest II	100	300	220	21	21	260	100	100	257
UC Davis	107	English Subtest III	100	300	220	21	21	251	100	100	247
UC Davis	108	English Subtest IV	100	300	220	21	21	248	100	100	244
UC Davis	110	Mathematics Subtest I	100	300	220	7				99	247
UC Davis	111	Mathematics Subtest II	100	300	220	7				99	241
UC Davis	112	Mathematics Subtest III	100	300	220	6				97	252
UC Davis	101	Multiple Subjects Subtest I	100	300	220	79	79	250	100	100	243
UC Davis	102	Multiple Subjects Subtest II	100	300	220	79	79	258	100	100	249
UC Davis	103	Multiple Subjects Subtest III	100	300	220	79	79	248	100	100	243
UC Davis	123	Physics Subtest III	100	300	220	2				100	251
UC Davis	081.1	RICA.1	100	300	220	79	79	243	100	94	236
UC Davis	118	Science Subtest I	100	300	220	16	16	256	100	100	251
UC Davis	119	Science Subtest II	100	300	220	16	16	259	100	99	250
UC Davis	114	Social Science Subtest I	100	300	220	20	20	244	100	100	241
UC Davis	115	Social Science Subtest II	100	300	220	20	20	248	100	100	246
UC Davis	116	Social Science Subtest III	100	300	220	20	20	246	100	100	244
UC Davis	142	Writing Skills	100	300	220	7				100	240
UC Irvine	140	Art Subtest I	100	300	220	1				100	244
UC Irvine	141	Art Subtest II	100	300	220	1				100	240
UC Irvine	120	Biology/Life Science Subtest III	100	300	220	17	17	244	100	99	244
UC Irvine	098	CBEST	60	240	123	189	189	165	100	100	157
UC Irvine	121	Chemistry Subtest III	100	300	220	7				100	256
UC Irvine	122	Earth/Planetary Science Subtest III	100	300	220	3				100	243
UC Irvine	105	English Subtest I	100	300	220	24	24	254	100	100	253
UC Irvine	106	English Subtest II	100	300	220	24	24	259	100	100	257
UC Irvine	107	English Subtest III	100	300	220	24	24	242	100	100	247
UC Irvine	108	English Subtest IV	100	300	220	24	24	240	100	100	244
UC Irvine	110	Mathematics Subtest I	100	300	220	23	23	253	100	99	247
UC Irvine	111	Mathematics Subtest II	100	300	220	23	22	242	96	99	241
UC Irvine	112	Mathematics Subtest III	100	300	220	7				97	252

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
UC Irvine	101	Multiple Subjects Subtest I	100	300	220	72	72	246	100	100	243
UC Irvine	102	Multiple Subjects Subtest II	100	300	220	72	72	252	100	100	249
UC Irvine	103	Multiple Subjects Subtest III	100	300	220	72	72	244	100	100	243
UC Irvine	136	Music Subtest I	100	300	220	8				100	253
UC Irvine	137	Music Subtest II	100	300	220	8				100	257
UC Irvine	138	Music Subtest III	100	300	220	8				100	249
UC Irvine	123	Physics Subtest III	100	300	220	4				100	251
UC Irvine	081.1	RICA.1	100	300	220	71	69	242	97	94	236
UC Irvine	118	Science Subtest I	100	300	220	32	32	251	100	100	251
UC Irvine	119	Science Subtest II	100	300	220	32	32	248	100	99	250
UC Irvine	114	Social Science Subtest I	100	300	220	16	16	250	100	100	241
UC Irvine	115	Social Science Subtest II	100	300	220	16	16	253	100	100	246
UC Irvine	116	Social Science Subtest III	100	300	220	16	16	257	100	100	244
UC Irvine	145	Spanish Subtest I	100	300	220	7				99	242
UC Irvine	146	Spanish Subtest II	100	300	220	7				99	245
UC Irvine	147	Spanish Subtest III	100	300	220	7				99	254
UC Irvine	142	Writing Skills	100	300	220	6				100	240
UC Los Angeles	120	Biology/Life Science Subtest III	100	300	220	11	11	234	100	99	244
UC Los Angeles	098	CBEST	60	240	123	113	113	169	100	100	157
UC Los Angeles	121	Chemistry Subtest III	100	300	220	3				100	256
UC Los Angeles	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
UC Los Angeles	105	English Subtest I	100	300	220	13	13	258	100	100	253
UC Los Angeles	106	English Subtest II	100	300	220	13	13	261	100	100	257
UC Los Angeles	107	English Subtest III	100	300	220	13	13	256	100	100	247
UC Los Angeles	108	English Subtest IV	100	300	220	13	13	237	100	100	244
UC Los Angeles	110	Mathematics Subtest I	100	300	220	8				99	247
UC Los Angeles	111	Mathematics Subtest II	100	300	220	8				99	241
UC Los Angeles	112	Mathematics Subtest III	100	300	220	7				97	252
UC Los Angeles	101	Multiple Subjects Subtest I	100	300	220	49	49	250	100	100	243
UC Los Angeles	102	Multiple Subjects Subtest II	100	300	220	49	49	252	100	100	249
UC Los Angeles	103	Multiple Subjects Subtest III	100	300	220	49	49	245	100	100	243
UC Los Angeles	123	Physics Subtest III	100	300	220	1				100	251
UC Los Angeles	081.1	RICA.1	100	300	220	49	49	244	100	94	236

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
UC Los Angeles	118	Science Subtest I	100	300	220	16	16	253	100	100	251
UC Los Angeles	119	Science Subtest II	100	300	220	16	16	252	100	99	250
UC Los Angeles	114	Social Science Subtest I	100	300	220	13	13	243	100	100	241
UC Los Angeles	115	Social Science Subtest II	100	300	220	13	13	251	100	100	246
UC Los Angeles	116	Social Science Subtest III	100	300	220	13	13	243	100	100	244
UC Los Angeles	142	Writing Skills	100	300	220	3				100	240
UC Riverside	098	CBEST	60	240	123	63	63	153	100	100	157
UC Riverside	101	Multiple Subjects Subtest I	100	300	220	4				100	243
UC Riverside	102	Multiple Subjects Subtest II	100	300	220	4				100	249
UC Riverside	103	Multiple Subjects Subtest III	100	300	220	4				100	243
UC Riverside	081.1	RICA.1	100	300	220	29	29	238	100	94	236
UC Riverside	142	Writing Skills	100	300	220	4				100	240
UC San Diego	120	Biology/Life Science Subtest III	100	300	220	1				99	244
UC San Diego	098	CBEST	60	240	123	29	29	171	100	100	157
UC San Diego	101	Multiple Subjects Subtest I	100	300	220	39	39	252	100	100	243
UC San Diego	102	Multiple Subjects Subtest II	100	300	220	39	39	259	100	100	249
UC San Diego	103	Multiple Subjects Subtest III	100	300	220	39	39	248	100	100	243
UC San Diego	081.1	RICA.1	100	300	220	38	37	243	97	94	236
UC San Diego	118	Science Subtest I	100	300	220	1				100	251
UC San Diego	119	Science Subtest II	100	300	220	1				99	250
UC San Diego	142	Writing Skills	100	300	220	10	10	246	100	100	240
UC Santa Barbara	120	Biology/Life Science Subtest III	100	300	220	6				99	244
UC Santa Barbara	098	CBEST	60	240	123	74	74	173	100	100	157
UC Santa Barbara	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
UC Santa Barbara	105	English Subtest I	100	300	220	11	11	262	100	100	253
UC Santa Barbara	106	English Subtest II	100	300	220	11	11	269	100	100	257
UC Santa Barbara	107	English Subtest III	100	300	220	11	11	240	100	100	247
UC Santa Barbara	108	English Subtest IV	100	300	220	11	11	250	100	100	244
UC Santa Barbara	110	Mathematics Subtest I	100	300	220	10	10	235	100	99	247
UC Santa Barbara	111	Mathematics Subtest II	100	300	220	10	10	237	100	99	241
UC Santa Barbara	112	Mathematics Subtest III	100	300	220	6				97	252
UC Santa Barbara	101	Multiple Subjects Subtest I	100	300	220	35	35	248	100	100	243
UC Santa Barbara	102	Multiple Subjects Subtest II	100	300	220	35	35	258	100	100	249

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
UC Santa Barbara	103	Multiple Subjects Subtest III	100	300	220	35	35	248	100	100	243
UC Santa Barbara	123	Physics Subtest III	100	300	220	3				100	251
UC Santa Barbara	081.1	RICA.1	100	300	220	35	35	246	100	94	236
UC Santa Barbara	118	Science Subtest I	100	300	220	10	10	254	100	100	251
UC Santa Barbara	119	Science Subtest II	100	300	220	10	10	250	100	99	250
UC Santa Barbara	114	Social Science Subtest I	100	300	220	5				100	241
UC Santa Barbara	115	Social Science Subtest II	100	300	220	5				100	246
UC Santa Barbara	116	Social Science Subtest III	100	300	220	5				100	244
UC Santa Barbara	145	Spanish Subtest I	100	300	220	7				99	242
UC Santa Barbara	146	Spanish Subtest II	100	300	220	7				99	245
UC Santa Barbara	147	Spanish Subtest III	100	300	220	7				99	254
UC Santa Barbara	142	Writing Skills	100	300	220	4				100	240
UC Santa Cruz	120	Biology/Life Science Subtest III	100	300	220	6				99	244
UC Santa Cruz	124	Biology/Life Science Subtest IV	100	300	220	1				100	256
UC Santa Cruz	098	CBEST	60	240	123	59	59	168	100	100	157
UC Santa Cruz	122	Earth/Planetary Science Subtest III	100	300	220	3				100	243
UC Santa Cruz	105	English Subtest I	100	300	220	7				100	253
UC Santa Cruz	106	English Subtest II	100	300	220	7				100	257
UC Santa Cruz	107	English Subtest III	100	300	220	7				100	247
UC Santa Cruz	108	English Subtest IV	100	300	220	7				100	244
UC Santa Cruz	110	Mathematics Subtest I	100	300	220	1				99	247
UC Santa Cruz	111	Mathematics Subtest II	100	300	220	1				99	241
UC Santa Cruz	112	Mathematics Subtest III	100	300	220	1				97	252
UC Santa Cruz	101	Multiple Subjects Subtest I	100	300	220	31	31	251	100	100	243
UC Santa Cruz	102	Multiple Subjects Subtest II	100	300	220	31	31	260	100	100	249
UC Santa Cruz	103	Multiple Subjects Subtest III	100	300	220	31	31	248	100	100	243
UC Santa Cruz	081.1	RICA.1	100	300	220	31	30	242	97	94	236
UC Santa Cruz	118	Science Subtest I	100	300	220	9				100	251
UC Santa Cruz	119	Science Subtest II	100	300	220	9				99	250
UC Santa Cruz	114	Social Science Subtest I	100	300	220	6				100	241
UC Santa Cruz	115	Social Science Subtest II	100	300	220	6				100	246
UC Santa Cruz	116	Social Science Subtest III	100	300	220	6				100	244
UC Santa Cruz	142	Writing Skills	100	300	220	3				100	240

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of LaVerne	140	Art Subtest I	100	300	220	1				100	244
University of LaVerne	141	Art Subtest II	100	300	220	1				100	240
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	3				99	244
University of LaVerne	124	Biology/Life Science Subtest IV	100	300	220	2				100	256
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	154	154	151	100	100	157
University of LaVerne	105	English Subtest I	100	300	220	14	14	247	100	100	253
University of LaVerne	106	English Subtest II	100	300	220	14	14	247	100	100	257
University of LaVerne	107	English Subtest III	100	300	220	14	14	247	100	100	247
University of LaVerne	108	English Subtest IV	100	300	220	14	14	251	100	100	244
University of LaVerne	178	Health Science Subtest I	100	300	220	1				100	244
University of LaVerne	179	Health Science Subtest II	100	300	220	1				100	248
University of LaVerne	180	Health Science Subtest III	100	300	220	1				100	252
University of LaVerne	110	Mathematics Subtest I	100	300	220	9				99	247
University of LaVerne	111	Mathematics Subtest II	100	300	220	9				99	241
University of LaVerne	112	Mathematics Subtest III	100	300	220	1				97	252
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	87	86	240	99	100	243
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	87	87	240	100	100	249
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	87	87	242	100	100	243
University of LaVerne	129	Physical Education Subtest I	100	300	220	5				100	235
University of LaVerne	130	Physical Education Subtest II	100	300	220	5				100	236
University of LaVerne	131	Physical Education Subtest III	100	300	220	5				100	238
University of LaVerne	092	RICA Video	100	300	220	1				100	232
University of LaVerne	081.1	RICA.1	100	300	220	88	87	235	99	94	236
University of LaVerne	118	Science Subtest I	100	300	220	2				100	251
University of LaVerne	119	Science Subtest II	100	300	220	2				99	250
University of LaVerne	114	Social Science Subtest I	100	300	220	13	13	237	100	100	241
University of LaVerne	115	Social Science Subtest II	100	300	220	13	13	241	100	100	246
University of LaVerne	116	Social Science Subtest III	100	300	220	13	13	244	100	100	244
University of LaVerne	145	Spanish Subtest I	100	300	220	3				99	242
University of LaVerne	146	Spanish Subtest II	100	300	220	3				99	245

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of LaVerne	147	Spanish Subtest III	100	300	220	3				99	254
University of Phoenix	140	Art Subtest I	100	300	220	2				100	244
University of Phoenix	141	Art Subtest II	100	300	220	2				100	240
University of Phoenix	098	CBEST	60	240	123	137	137	145	100	100	157
University of Phoenix	105	English Subtest I	100	300	220	7				100	253
University of Phoenix	106	English Subtest II	100	300	220	7				100	257
University of Phoenix	107	English Subtest III	100	300	220	7				100	247
University of Phoenix	108	English Subtest IV	100	300	220	7				100	244
University of Phoenix	110	Mathematics Subtest I	100	300	220	12	11	238	92	99	247
University of Phoenix	111	Mathematics Subtest II	100	300	220	12	11	234	92	99	241
University of Phoenix	112	Mathematics Subtest III	100	300	220	2				97	252
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	88	88	236	100	100	243
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	88	88	240	100	100	249
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	88	88	237	100	100	243
University of Phoenix	129	Physical Education Subtest I	100	300	220	6				100	235
University of Phoenix	130	Physical Education Subtest II	100	300	220	6				100	236
University of Phoenix	131	Physical Education Subtest III	100	300	220	6				100	238
University of Phoenix	081.1	RICA.1	100	300	220	73	55	229	75	94	236
University of Phoenix	118	Science Subtest I	100	300	220	13	13	237	100	100	251
University of Phoenix	119	Science Subtest II	100	300	220	13	13	238	100	99	250
University of Phoenix	114	Social Science Subtest I	100	300	220	9				100	241
University of Phoenix	115	Social Science Subtest II	100	300	220	9				100	246
University of Phoenix	116	Social Science Subtest III	100	300	220	9				100	244
University of Phoenix	145	Spanish Subtest I	100	300	220	2				99	242
University of Phoenix	146	Spanish Subtest II	100	300	220	2				99	245
University of Phoenix	147	Spanish Subtest III	100	300	220	2				99	254
University of Phoenix	142	Writing Skills	100	300	220	1				100	240
University of Redlands	140	Art Subtest I	100	300	220	1				100	244
University of Redlands	141	Art Subtest II	100	300	220	1				100	240
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	7				99	244
University of Redlands	124	Biology/Life Science Subtest IV	100	300	220	6				100	256
University of Redlands	098	CBEST	60	240	123	175	175	157	100	100	157
University of Redlands	121	Chemistry Subtest III	100	300	220	2				100	256

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of Redlands	125	Chemistry Subtest IV	100	300	220	2					
University of Redlands	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
University of Redlands	105	English Subtest I	100	300	220	15	15	254	100	100	253
University of Redlands	106	English Subtest II	100	300	220	15	15	257	100	100	257
University of Redlands	107	English Subtest III	100	300	220	15	15	243	100	100	247
University of Redlands	108	English Subtest IV	100	300	220	15	15	247	100	100	244
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	8				99	247
University of Redlands	111	Mathematics Subtest II	100	300	220	8				99	241
University of Redlands	112	Mathematics Subtest III	100	300	220	1				97	252
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	93	93	241	100	100	243
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	93	93	250	100	100	249
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	93	93	240	100	100	243
University of Redlands	136	Music Subtest I	100	300	220	2				100	253
University of Redlands	137	Music Subtest II	100	300	220	2				100	257
University of Redlands	138	Music Subtest III	100	300	220	2				100	249
University of Redlands	129	Physical Education Subtest I	100	300	220	7				100	235
University of Redlands	130	Physical Education Subtest II	100	300	220	7				100	236
University of Redlands	131	Physical Education Subtest III	100	300	220	7				100	238
University of Redlands	081.1	RICA.1	100	300	220	83	73	232	88	94	236
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	250
University of Redlands	114	Social Science Subtest I	100	300	220	16	16	238	100	100	241
University of Redlands	115	Social Science Subtest II	100	300	220	16	16	249	100	100	246
University of Redlands	116	Social Science Subtest III	100	300	220	16	16	250	100	100	244
University of Redlands	145	Spanish Subtest I	100	300	220	5				99	242
University of Redlands	146	Spanish Subtest II	100	300	220	5				99	245
University of Redlands	147	Spanish Subtest III	100	300	220	5				99	254
University of San Diego	120	Biology/Life Science Subtest III	100	300	220	3				99	244
University of San Diego	098	CBEST	60	240	123	71	71	162	100	100	157
University of San Diego	121	Chemistry Subtest III	100	300	220	1				100	256
University of San Diego	105	English Subtest I	100	300	220	4				100	253

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of San Diego	106	English Subtest II	100	300	220	4				100	257
University of San Diego	107	English Subtest III	100	300	220	4				100	247
University of San Diego	108	English Subtest IV	100	300	220	4				100	244
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	241
University of San Diego	112	Mathematics Subtest III	100	300	220	1				97	252
University of San Diego	101	Multiple Subjects Subtest I	100	300	220	57	57	252	100	100	243
University of San Diego	102	Multiple Subjects Subtest II	100	300	220	57	57	255	100	100	249
University of San Diego	103	Multiple Subjects Subtest III	100	300	220	57	57	250	100	100	243
University of San Diego	081	RICA	0	120	81	3				97	89
University of San Diego	081.1	RICA.1	100	300	220	54	54	239	100	94	236
University of San Diego	114	Social Science Subtest I	100	300	220	4				100	241
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	3				99	242
University of San Diego	146	Spanish Subtest II	100	300	220	3				99	245
University of San Diego	147	Spanish Subtest III	100	300	220	3				99	254
University of San Diego	142	Writing Skills	100	300	220	8				100	240
University of San Francisco	120	Biology/Life Science Subtest III	100	300	220	2				99	244
University of San Francisco	098	CBEST	60	240	123	108	108	164	100	100	157
University of San Francisco	121	Chemistry Subtest III	100	300	220	2				100	256
University of San Francisco	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
University of San Francisco	126	Earth/Planetary Science Subtest IV	100	300	220	1					
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	43	43	249	100	100	243
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	43	43	253	100	100	249
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	43	43	251	100	100	243
University of San Francisco	129	Physical Education Subtest I	100	300	220	2				100	235
University of San Francisco	130	Physical Education Subtest II	100	300	220	2				100	236
University of San Francisco	131	Physical Education Subtest III	100	300	220	2				100	238
University of San Francisco	081.1	RICA.1	100	300	220	79	74	243	94	94	236
University of San Francisco	118	Science Subtest I	100	300	220	4				100	251
University of San Francisco	119	Science Subtest II	100	300	220	4				99	250
University of San Francisco	114	Social Science Subtest I	100	300	220	3				100	241

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of San Francisco	115	Social Science Subtest II	100	300	220	3				100	246
University of San Francisco	116	Social Science Subtest III	100	300	220	3				100	244
University of San Francisco	142	Writing Skills	100	300	220	20	20	248	100	100	240
University of Southern California	120	Biology/Life Science Subtest III	100	300	220	7				99	244
University of Southern California	098	CBEST	60	240	123	184	184	163	100	100	157
University of Southern California	121	Chemistry Subtest III	100	300	220	7				100	256
University of Southern California	122	Earth/Planetary Science Subtest III	100	300	220	1				100	243
University of Southern California	105	English Subtest I	100	300	220	32	32	253	100	100	253
University of Southern California	106	English Subtest II	100	300	220	32	32	255	100	100	257
University of Southern California	107	English Subtest III	100	300	220	32	32	242	100	100	247
University of Southern California	108	English Subtest IV	100	300	220	32	32	241	100	100	244
University of Southern California	110	Mathematics Subtest I	100	300	220	11	10	256	91	99	247
University of Southern California	111	Mathematics Subtest II	100	300	220	11	10	239	91	99	241
University of Southern California	112	Mathematics Subtest III	100	300	220	9				97	252
University of Southern California	101	Multiple Subjects Subtest I	100	300	220	69	69	245	100	100	243
University of Southern California	102	Multiple Subjects Subtest II	100	300	220	69	69	248	100	100	249
University of Southern California	103	Multiple Subjects Subtest III	100	300	220	69	69	245	100	100	243
University of Southern California	123	Physics Subtest III	100	300	220	1				100	251
University of Southern California	092	RICA Video	100	300	220	1				100	232
University of Southern California	081.1	RICA.1	100	300	220	61	57	238	93	94	236
University of Southern California	118	Science Subtest I	100	300	220	19	19	245	100	100	251
University of Southern California	119	Science Subtest II	100	300	220	19	19	246	100	99	250
University of Southern California	114	Social Science Subtest I	100	300	220	50	50	241	100	100	241
University of Southern California	115	Social Science Subtest II	100	300	220	50	50	242	100	100	246
University of Southern California	116	Social Science Subtest III	100	300	220	50	50	244	100	100	244
University of Southern California	142	Writing Skills	100	300	220	5				100	240
University of the Pacific	120	Biology/Life Science Subtest III	100	300	220	1				99	244
University of the Pacific	098	CBEST	60	240	123	88	88	157	100	100	157
University of the Pacific	105	English Subtest I	100	300	220	5				100	253
University of the Pacific	106	English Subtest II	100	300	220	5				100	257
University of the Pacific	107	English Subtest III	100	300	220	5				100	247
University of the Pacific	108	English Subtest IV	100	300	220	5				100	244
University of the Pacific	110	Mathematics Subtest I	100	300	220	3				99	247

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of the Pacific	111	Mathematics Subtest II	100	300	220	3				99	241
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	87	87	252	100	100	243
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	86	85	258	99	100	249
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	86	85	249	99	100	243
University of the Pacific	081.1	RICA.1	100	300	220	82	81	240	99	94	236
University of the Pacific	118	Science Subtest I	100	300	220	1				100	251
University of the Pacific	119	Science Subtest II	100	300	220	1				99	250
University of the Pacific	114	Social Science Subtest I	100	300	220	2				100	241
University of the Pacific	115	Social Science Subtest II	100	300	220	2				100	246
University of the Pacific	116	Social Science Subtest III	100	300	220	2				100	244
University of the Pacific	145	Spanish Subtest I	100	300	220	2				99	242
University of the Pacific	146	Spanish Subtest II	100	300	220	2				99	245
University of the Pacific	147	Spanish Subtest III	100	300	220	2				99	254
University of the Pacific	142	Writing Skills	100	300	220	19	19	263	100	100	240
Vanguard University	120	Biology/Life Science Subtest III	100	300	220	4				99	244
Vanguard University	124	Biology/Life Science Subtest IV	100	300	220	1				100	256
Vanguard University	098	CBEST	60	240	123	29	29	157	100	100	157
Vanguard University	121	Chemistry Subtest III	100	300	220	1				100	256
Vanguard University	105	English Subtest I	100	300	220	2				100	253
Vanguard University	106	English Subtest II	100	300	220	2				100	257
Vanguard University	107	English Subtest III	100	300	220	2				100	247
Vanguard University	108	English Subtest IV	100	300	220	2				100	244
Vanguard University	110	Mathematics Subtest I	100	300	220	1				99	247
Vanguard University	111	Mathematics Subtest II	100	300	220	1				99	241
Vanguard University	112	Mathematics Subtest III	100	300	220	1				97	252
Vanguard University	101	Multiple Subjects Subtest I	100	300	220	13	13	242	100	100	243
Vanguard University	102	Multiple Subjects Subtest II	100	300	220	13	13	246	100	100	249
Vanguard University	103	Multiple Subjects Subtest III	100	300	220	13	13	253	100	100	243
Vanguard University	129	Physical Education Subtest I	100	300	220	1				100	235
Vanguard University	130	Physical Education Subtest II	100	300	220	1				100	236
Vanguard University	131	Physical Education Subtest III	100	300	220	1				100	238
Vanguard University	081.1	RICA.1	100	300	220	13	11	235	85	94	236
Vanguard University	118	Science Subtest I	100	300	220	5				100	251

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Vanguard University	119	Science Subtest II	100	300	220	5				99	250
Vanguard University	114	Social Science Subtest I	100	300	220	1				100	241
Vanguard University	115	Social Science Subtest II	100	300	220	1				100	246
Vanguard University	116	Social Science Subtest III	100	300	220	1				100	244
Western Governors University	098	CBEST	60	240	123	76	76	166	100	100	157
Western Governors University	101	Multiple Subjects Subtest I	100	300	220	3				100	243
Western Governors University	102	Multiple Subjects Subtest II	100	300	220	3				100	249
Western Governors University	103	Multiple Subjects Subtest III	100	300	220	3				100	243
Western Governors University	081.1	RICA.1	100	300	220	43	41	240	95	94	236
Western Governors University	142	Writing Skills	100	300	220	3				100	240
Westmont College	098	CBEST	60	240	123	2				100	157
Westmont College	105	English Subtest I	100	300	220	1				100	253
Westmont College	106	English Subtest II	100	300	220	1				100	257
Westmont College	107	English Subtest III	100	300	220	1				100	247
Westmont College	108	English Subtest IV	100	300	220	1				100	244
Westmont College	101	Multiple Subjects Subtest I	100	300	220	17	17	249	100	100	243
Westmont College	102	Multiple Subjects Subtest II	100	300	220	17	17	259	100	100	249
Westmont College	103	Multiple Subjects Subtest III	100	300	220	17	17	249	100	100	243
Westmont College	081.1	RICA.1	100	300	220	16	16	243	100	94	236
Westmont College	142	Writing Skills	100	300	220	16	16	251	100	100	240
Whittier College	120	Biology/Life Science Subtest III	100	300	220	1				99	244
Whittier College	098	CBEST	60	240	123	25	25	156	100	100	157
Whittier College	105	English Subtest I	100	300	220	3				100	253
Whittier College	106	English Subtest II	100	300	220	3				100	257
Whittier College	107	English Subtest III	100	300	220	3				100	247
Whittier College	108	English Subtest IV	100	300	220	3				100	244
Whittier College	101	Multiple Subjects Subtest I	100	300	220	16	16	249	100	100	243
Whittier College	102	Multiple Subjects Subtest II	100	300	220	16	16	254	100	100	249
Whittier College	103	Multiple Subjects Subtest III	100	300	220	16	16	251	100	100	243
Whittier College	129	Physical Education Subtest I	100	300	220	1				100	235
Whittier College	130	Physical Education Subtest II	100	300	220	1				100	236
Whittier College	131	Physical Education Subtest III	100	300	220	1				100	238
Whittier College	081.1	RICA.1	100	300	220	16	14	232	88	94	236

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Whittier College	118	Science Subtest I	100	300	220	1				100	251
Whittier College	119	Science Subtest II	100	300	220	1				99	250
Whittier College	114	Social Science Subtest I	100	300	220	1				100	241
Whittier College	115	Social Science Subtest II	100	300	220	1				100	246
Whittier College	116	Social Science Subtest III	100	300	220	1				100	244
Whittier College	145	Spanish Subtest I	100	300	220	3				99	242
Whittier College	146	Spanish Subtest II	100	300	220	3				99	245
Whittier College	147	Spanish Subtest III	100	300	220	3				99	254
William Jessup University	098	CBEST	60	240	123	51	51	150	100	100	157
William Jessup University	105	English Subtest I	100	300	220	1				100	253
William Jessup University	106	English Subtest II	100	300	220	1				100	257
William Jessup University	107	English Subtest III	100	300	220	1				100	247
William Jessup University	108	English Subtest IV	100	300	220	1				100	244
William Jessup University	101	Multiple Subjects Subtest I	100	300	220	52	52	240	100	100	243
William Jessup University	102	Multiple Subjects Subtest II	100	300	220	52	52	247	100	100	249
William Jessup University	103	Multiple Subjects Subtest III	100	300	220	52	52	248	100	100	243
William Jessup University	081.1	RICA.1	100	300	220	49	42	228	86	94	236

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average 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	19	18	241	95	96	237
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	244
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					

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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	246
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				100	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	133	236	99	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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				100	237
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	43	41	235	95	96	237
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	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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
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				100	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				100	235
Brandman University	081.1	RICA.1	100	300	220	140	139	235	99	96	237
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	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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				100	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
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	120	108	233	90	96	237
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	246
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
California Baptist University	081	RICA	0	120	81	1				100	92
California Baptist University	081.1	RICA.1	100	300	220	34	32	233	94	96	237
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	244
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
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	246
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				100	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	38	237	97	96	237
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	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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	81	241	100	96	237
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
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	2				100	92
CALState Teach	092	RICA Video	100	300	220	3				100	235
CALState Teach	081.1	RICA.1	100	300	220	221	209	237	95	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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	96	237
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	246
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
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				96	237
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	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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				100	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	29	27	232	93	96	237
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	244
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
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				100	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	108	100	235	93	96	237
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	244
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	33	31	231	94	96	237
CSU Channel Islands	118	Science Subtest I	100	300	220	4				100	250
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				100	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	134	127	237	95	96	237
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	244
CSU Dominguez Hills	098	CBEST	60	240	123	146	146	146	100	100	156
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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	53	41	230	77	96	237
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	244
CSU East Bay	124	Biology/Life Science Subtest IV	100	300	220	2				100	253
CSU East Bay	098	CBEST	60	240	123	134	134	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	246
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average 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				100	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	66	65	238	98	96	237
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	6				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	244
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	246
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	157	154	237	98	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	157	237	99	100	243
CSU Fresno	136	Music Subtest I	100	300	220	3				98	251

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				100	237
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				100	235
CSU Fresno	081.1	RICA.1	100	300	220	148	138	235	93	96	237
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	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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	247	242	100	100	243
CSU Fullerton	136	Music Subtest I	100	300	220	1				98	251
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	1				100	92
CSU Fullerton	092	RICA Video	100	300	220	1				100	235
CSU Fullerton	081.1	RICA.1	100	300	220	238	232	238	97	96	237
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	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
CSU Long Beach	112	Mathematics Subtest III	100	300	220	5				95	246
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				100	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	092	RICA Video	100	300	220	1				100	235
CSU Long Beach	081.1	RICA.1	100	300	220	227	219	236	96	96	237
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	244
CSU Los Angeles	098	CBEST	60	240	123	199	199	150	100	100	156

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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
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				100	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	82	77	236	94	96	237
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	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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	1				100	92
CSU Monterey Bay	081.1	RICA.1	100	300	220	29	28	236	97	96	237
CSU Monterey Bay	118	Science Subtest I	100	300	220	3				100	250
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	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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				100	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				100	235
CSU Northridge	081.1	RICA.1	100	300	220	198	196	237	99	96	237
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	244
CSU Sacramento	098	CBEST	60	240	123	266	266	155	100	100	156

Assessment Data for Program Completers, 2012-13 (Group 4) - Traditional Route

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	151	151	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	151	151	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	154	150	240	97	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU San Bernardino	120	Biology/Life Science Subtest III	100	300	220	5				100	244
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	96	237
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
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	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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				100	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	149	146	240	98	96	237
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	244
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
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				100	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				100	235
CSU Stanislaus	081.1	RICA.1	100	300	220	135	127	235	94	96	237
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	244
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	246
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	31	31	247	100	100	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Dominican University of California	129	Physical Education Subtest I	100	300	220	3				100	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	96	237
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	244
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	246
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				100	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	3				100	235

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Fresno Pacific University	081.1	RICA.1	100	300	220	55	51	233	93	96	237
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	8				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				96	237
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				96	237
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				96	237

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	244
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
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	246
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				100	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	44	42	241	95	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				100	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				96	237
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	4				100	244
Loyola Marymount University	098	CBEST	60	240	123	130	130	156	100	100	156
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	246
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	81	80	239	99	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	25	25	240	100	96	237
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	13	10	227	77	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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				96	237
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
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	244
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	240	100	99	245
National University	108	English Subtest IV	100	300	220	33	33	246	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					

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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	30	237	100	100	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	233	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
National University	092	RICA Video	100	300	220	7				100	235
National University	081.1	RICA.1	100	300	220	360	322	232	89	96	237
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	90	90	162	100	100	156
Notre Dame de Namur University	101	Multiple Subjects Subtest I	100	300	220	7				100	244
Notre Dame de Namur University	102	Multiple Subjects Subtest II	100	300	220	7				100	248
Notre Dame de Namur University	103	Multiple Subjects Subtest III	100	300	220	7				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				100	235

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Notre Dame de Namur University	081.1	RICA.1	100	300	220	48	48	239	100	96	237
Notre Dame de Namur University	142	Writing Skills	100	300	220	7				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				100	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				96	237
Patten University	098	CBEST	60	240	123	4				100	156
Patten University	105	English Subtest I	100	300	220	1				100	248
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	45	44	237	98	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Point Loma Nazarene University	120	Biology/Life Science Subtest III	100	300	220	2				100	244
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	77	76	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				100	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					
Point Loma Nazarene University	081.1	RICA.1	100	300	220	42	41	236	98	96	237
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	244
Saint Mary's College of California	098	CBEST	60	240	123	84	84	155	100	100	156

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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	092	RICA Video	100	300	220	1				100	235
Saint Mary's College of California	081.1	RICA.1	100	300	220	62	60	239	97	96	237
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	244
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
San Diego Christian College	136	Music Subtest I	100	300	220	1				98	251
San Diego Christian College	137	Music Subtest II	100	300	220	1				98	251
San Diego Christian College	138	Music Subtest III	100	300	220	1				100	248
San Diego Christian College	081.1	RICA.1	100	300	220	4				96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	244
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	246
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	96	237
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	183	183	161	100	100	156
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	35	35	249	100	100	244
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	35	35	255	100	100	248
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	35	35	247	100	100	243

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	99	97	241	98	96	237
San Francisco State University	142	Writing Skills	100	300	220	35	35	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	244
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	246
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				100	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	147	144	240	98	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Santa Clara University	120	Biology/Life Science Subtest III	100	300	220	1				100	244
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	246
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	96	237
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	244
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	246
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				100	237

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	237
Simpson University	118	Science Subtest I	100	300	220	3				100	250
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	244
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				100	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	98	235	95	96	237
Sonoma State University	118	Science Subtest I	100	300	220	10	10	243	100	100	250

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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	244
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	246
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	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	237
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
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				100	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				96	237
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				96	237
UC Berkeley	120	Biology/Life Science Subtest III	100	300	220	5				100	244
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	246

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	237
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	244
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
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	246
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	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	244
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	246
UC Irvine	101	Multiple Subjects Subtest I	100	300	220	44	44	249	100	100	244
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	96	237
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	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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	42	256	100	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	42	41	248	98	96	237
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	244
UC Riverside	098	CBEST	60	240	123	80	80	158	100	100	156
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	246
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	96	237
UC Riverside	118	Science Subtest I	100	300	220	5				100	250
UC Riverside	119	Science Subtest II	100	300	220	5				100	250

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	244
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	246
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	96	237
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
UC Santa Barbara	120	Biology/Life Science Subtest III	100	300	220	7				100	244
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	246
UC Santa Barbara	101	Multiple Subjects Subtest I	100	300	220	43	43	253	100	100	244

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	237
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	244
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	246
UC Santa Cruz	101	Multiple Subjects Subtest I	100	300	220	24	24	247	100	100	244
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				100	235
UC Santa Cruz	081.1	RICA.1	100	300	220	23	23	238	100	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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				100	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				100	235
University of LaVerne	081.1	RICA.1	100	300	220	54	54	239	100	96	237
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
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	223	64	95	246
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	100	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				100	235
University of Phoenix	081.1	RICA.1	100	300	220	68	64	230	94	96	237
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
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	244

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	90	89	243	99	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				100	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	2				100	92
University of Redlands	092	RICA Video	100	300	220	1				100	235
University of Redlands	081.1	RICA.1	100	300	220	83	77	233	93	96	237

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of Redlands	118	Science Subtest I	100	300	220	8				100	250
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	244
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	246
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				100	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	96	237
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	237
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	244
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	246
University of Southern California	101	Multiple Subjects Subtest I	100	300	220	90	90	254	100	100	244
University of Southern California	102	Multiple Subjects Subtest II	100	300	220	90	90	252	100	100	248
University of Southern California	103	Multiple Subjects Subtest III	100	300	220	90	90	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	76	72	242	95	96	237
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	244
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	246
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				100	237
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	96	237
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				100	237
Vanguard University	130	Physical Education Subtest II	100	300	220	2				100	234

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Vanguard University	131	Physical Education Subtest III	100	300	220	2				99	236
Vanguard University	081.1	RICA.1	100	300	220	11	11	239	100	96	237
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
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	40	233	100	96	237
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	246
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	96	237
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	244
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	246

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				100	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	7				96	237
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
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	32	30	234	94	96	237
William Jessup University	142	Writing Skills	100	300	220	2				100	238

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average 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				96	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	96	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				96	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				99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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				100	234
Azusa Pacific University	081.1	RICA.1	100	300	220	133	129	236	97	96	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				99	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	96	238
Biola University	114	Social Science Subtest I	100	300	220	5				98	240

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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	99	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	199	190	236	95	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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	99	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	52	50	237	96	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	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
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	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	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
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				99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	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				100	234
CALState Teach	081.1	RICA.1	100	300	220	235	222	239	94	96	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
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				99	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	96	238

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	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				96	238
Claremont Graduate University	118	Science Subtest I	100	300	220	1				100	251
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				99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	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					
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Bakersfield	180	Health Science Subtest III	100	300	220	2				100	249
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	6				99	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	152	245	100	100	247
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	152	152	239	100	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	6				100	92
CSU Bakersfield	081.1	RICA.1	100	300	220	145	140	239	97	96	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
CSU Channel Islands	108	English Subtest IV	100	300	220	3				99	245
CSU Channel Islands	110	Mathematics Subtest I	100	300	220	1				99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Channel Islands	081	RICA	0	120	81	2				100	92
CSU Channel Islands	081.1	RICA.1	100	300	220	43	43	241	100	96	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				99	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	4				100	92
CSU Chico	081.1	RICA.1	100	300	220	94	93	239	99	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	99	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	84	67	231	80	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average 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	99	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	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	246
CSU Fresno	111	Mathematics Subtest II	100	300	220	9				99	245
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	158	149	234	94	96	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					

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Fullerton	165	Mandarin Subtest III	100	300	220	2					
CSU Fullerton	110	Mathematics Subtest I	100	300	220	23	23	242	100	99	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
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	2				100	234
CSU Fullerton	081.1	RICA.1	100	300	220	259	246	237	95	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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					
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	99	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	243	236	237	97	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
CSU Los Angeles	110	Mathematics Subtest I	100	300	220	24	24	254	100	99	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				100	234
CSU Los Angeles	081.1	RICA.1	100	300	220	100	86	234	86	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	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
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	99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				100	234
CSU Northridge	081.1	RICA.1	100	300	220	192	189	238	98	96	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
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	99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	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
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				99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	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
CSU San Marcos	110	Mathematics Subtest I	100	300	220	4				99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU San Marcos	081	RICA	0	120	81	1				100	92
CSU San Marcos	081.1	RICA.1	100	300	220	145	143	242	99	96	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				99	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				100	234
CSU Stanislaus	081.1	RICA.1	100	300	220	128	124	238	97	96	238
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	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	96	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
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	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				100	234
Fresno Pacific University	081.1	RICA.1	100	300	220	71	70	239	99	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average 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	9				100	244
Hebrew Union College	102	Multiple Subjects Subtest II	100	300	220	7				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				96	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	96	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				96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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				99	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	96	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				96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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				99	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	65	62	237	95	96	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	96	238
Mills College	142	Writing Skills	100	300	220	5				100	238

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	246
Mount Saint Mary's College	111	Mathematics Subtest II	100	300	220	1				99	245
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	10	7	235	70	96	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				99	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	1				100	92

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
National Hispanic University	081.1	RICA.1	100	300	220	14	14	234	100	96	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
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	99	246
National University	111	Mathematics Subtest II	100	300	220	33	33	238	100	99	245

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	10	10	89	100	100	92
National University	092	RICA Video	100	300	220	9				100	234
National University	081.1	RICA.1	100	300	220	418	389	234	93	96	238
National University	118	Science Subtest I	100	300	220	24	24	245	100	100	251
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				96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	238
Patten University	098	CBEST	60	240	123	6				100	155
Patten University	110	Mathematics Subtest I	100	300	220	1				99	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				96	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
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				99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	092	RICA Video	100	300	220	1				100	234
Pepperdine University	081.1	RICA.1	100	300	220	46	43	243	93	96	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
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				99	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	42	239	100	100	244
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	42	42	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Point Loma Nazarene University	081.1	RICA.1	100	300	220	40	39	238	98	96	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				99	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
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	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	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				96	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
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	99	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	96	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
San Francisco State University	081	RICA	0	120	81	48	48	95	100	100	92
San Francisco State University	081.1	RICA.1	100	300	220	88	88	245	100	96	238

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	99	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	190	241	97	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
San Jose State University	116	Social Science Subtest III	100	300	220	15	15	247	100	99	243
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				99	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	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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				99	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	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	246
Sonoma State University	111	Mathematics Subtest II	100	300	220	6				99	245
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	106	237	95	96	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					

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Stanford University	110	Mathematics Subtest I	100	300	220	11	11	250	100	99	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	23	23	254	100	96	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
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				99	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				96	238
Touro University-CA College of Education	098	CBEST	60	240	123	8				100	155
Touro University-CA College of Education	081.1	RICA.1	100	300	220	3				96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	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
UC Berkeley	127	Physics Subtest IV	100	300	220	2					
UC Berkeley	081.1	RICA.1	100	300	220	16	16	259	100	96	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	99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	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
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	99	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	96	238

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	246
UC Los Angeles	111	Mathematics Subtest II	100	300	220	7				99	245
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	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	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	44	237	98	96	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
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				99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	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				99	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	51	51	244	100	96	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
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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	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	96	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				96	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
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				99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	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
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	33	232	92	99	246
University of Phoenix	111	Mathematics Subtest II	100	300	220	35	33	234	94	99	245

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of Phoenix	112	Mathematics Subtest III	100	300	220	10	6	216	60	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	241	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				100	234
University of Phoenix	081.1	RICA.1	100	300	220	133	115	230	86	96	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	99	246
University of Redlands	111	Mathematics Subtest II	100	300	220	17	17	244	100	99	245

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average 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	245	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	092	RICA Video	100	300	220	1				100	234
University of Redlands	081.1	RICA.1	100	300	220	54	50	234	93	96	238
University of Redlands	118	Science Subtest I	100	300	220	8				100	251
University of Redlands	119	Science Subtest II	100	300	220	8				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	36	240	100	96	238

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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	86	82	244	95	96	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	420	413	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	99	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	1				100	234
University of Southern California	081.1	RICA.1	100	300	220	100	94	238	94	96	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
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				99	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	34	33	237	97	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				99	246
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	21	239	95	96	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	43	240	100	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	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
Whittier College	110	Mathematics Subtest I	100	300	220	3				99	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	96	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

						Institution Data				State Data	
Instituion	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
William Jessup University	081.1	RICA.1	100	300	220	32	30	235	94	96	238

Summary Pass Rate for Program Completers, 2013-14 (Group 3) - Traditional Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Alliant International University	7			96
Antioch University	21	21	100	96
Azusa Pacific University	227	219	96	96
Bard College	9			96
Biola University	59	56	95	96
Brandman University	158	157	99	96
CA State Polytechnic Univ.-Pomona	139	137	99	96
California Baptist University	64	62	97	96
California Lutheran University	74	72	97	96
California Polytechnic State Univ.-SLO	154	152	99	96
CALState Teach	215	196	91	96
Chapman University	42	41	98	96
Claremont Graduate University	17	17	100	96
Concordia University	47	45	96	96
CSU Bakersfield	179	173	97	96
CSU Channel Islands	69	64	93	96
CSU Chico	210	201	96	96
CSU Dominguez Hills	140	131	94	96
CSU East Bay	150	147	98	96
CSU Fresno	280	265	95	96
CSU Fullerton	402	387	96	96
CSU Long Beach	357	338	95	96
CSU Los Angeles	145	141	97	96
CSU Monterey Bay	51	51	100	96
CSU Northridge	288	286	99	96
CSU Sacramento	247	246	100	96
CSU San Bernardino	182	181	99	96
CSU San Marcos	157	155	99	96
CSU Stanislaus	138	127	92	96
Dominican University of California	44	42	95	96
Fresno Pacific University	96	96	100	96

Summary Pass Rate for Program Completers, 2013-14 (Group 3) - Traditional Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Hebrew Union College	10	9	90	96
Holy Names University	10	10	100	96
Hope International University	8			96
Humboldt State University	73	71	97	96
Humphreys College	3			96
La Sierra University	3			96
Loyola Marymount University	106	105	99	96
Mills College	53	53	100	96
Mount Saint Mary's College	27	23	85	96
National Hispanic University	14	14	100	96
National University	616	568	92	96
Notre Dame de Namur University	78	73	94	96
Pacific Oaks College	15	14	93	96
Pacific Union College	4			96
Patten University	5			96
Pepperdine University	85	83	98	96
Point Loma Nazarene University	67	64	96	96
Saint Mary's College of California	74	70	95	96
San Diego Christian College	12	12	100	96
San Diego State University	196	193	98	96
San Francisco State University	194	186	96	96
San Jose State University	222	216	97	96
Santa Clara University	64	62	97	96
Simpson University	80	75	94	96
Sonoma State University	132	127	96	96
Stanford University	99	99	100	96
Teachers College of San Joaquin	4			96
The Master's College	13	13	100	96
Touro University-CA College of Education	11	11	100	96
UC Berkeley	47	47	100	96
UC Davis	156	156	100	96

Summary Pass Rate for Program Completers, 2013-14 (Group 3) - Traditional Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
UC Irvine	195	192	98	96
UC Los Angeles	116	116	100	96
UC Riverside	67	67	100	96
UC San Diego	41	40	98	96
UC Santa Barbara	78	77	99	96
UC Santa Cruz	62	61	98	96
University of LaVerne	154	152	99	96
University of Phoenix	145	124	86	96
University of Redlands	175	165	94	96
University of San Diego	79	78	99	96
University of San Francisco	130	125	96	96
University of Southern California	190	185	97	96
University of the Pacific	107	105	98	96
Vanguard University	29	27	93	96
Western Governors University	80	78	98	96
Westmont College	18	18	100	96
Whittier College	25	23	92	96
William Jessup University	53	46	87	96

Summary Pass Rate for Program Completers, 2012-13 (Group 4) - Traditional Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Alliant International University	5			97
Antioch University	23	22	96	97
Argosy University	1			97
Azusa Pacific University	225	224	100	97
Bard College	12	12	100	97
Biola University	76	73	96	97
Brandman University	237	236	100	97
CA State Polytechnic Univ.-Pomona	274	262	96	97
California Baptist University	53	51	96	97
California Lutheran University	65	64	98	97
California Polytechnic State Univ.-SLO	145	145	100	97
CALState Teach	234	222	95	97
Chapman University	34	34	100	97
Claremont Graduate University	10	9	90	97
Concordia University	48	46	96	97
CSU Bakersfield	196	187	95	97
CSU Channel Islands	60	58	97	97
CSU Chico	227	220	97	97
CSU Dominguez Hills	147	135	92	97
CSU East Bay	140	139	99	97
CSU Fresno	313	299	96	97
CSU Fullerton	454	448	99	97
CSU Long Beach	515	507	98	97
CSU Los Angeles	203	198	98	97
CSU Monterey Bay	60	59	98	97
CSU Northridge	317	315	99	97
CSU Sacramento	276	272	99	97
CSU San Bernardino	171	171	100	97
CSU San Marcos	202	199	99	97
CSU Stanislaus	217	209	96	97
Dominican University of California	49	45	92	97

Summary Pass Rate for Program Completers, 2012-13 (Group 4) - Traditional Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Fresno Pacific University	84	80	95	97
Hebrew Union College	11	8	73	97
Holy Names University	10	10	100	97
Hope International University	6			97
Humboldt State University	75	73	97	97
La Sierra University	8			97
Loyola Marymount University	135	134	99	97
Mills College	44	44	100	97
Mount Saint Mary's College	24	21	88	97
National Hispanic University	17	17	100	97
National University	607	566	93	97
Notre Dame de Namur University	97	96	99	97
Pacific Union College	9			97
Patten University	4			97
Pepperdine University	81	80	99	97
Point Loma Nazarene University	85	81	95	97
Saint Mary's College of California	86	84	98	97
San Diego Christian College	9			97
San Diego State University	246	246	100	97
San Francisco State University	218	216	99	97
San Jose State University	208	205	99	97
Santa Clara University	33	33	100	97
Simpson University	43	43	100	97
Sonoma State University	175	170	97	97
Stanford University	84	84	100	97
Teachers College of San Joaquin	3			97
The Master's College	13	13	100	97
Touro University-CA College of Education	13	13	100	97
UC Berkeley	41	41	100	97
UC Davis	138	138	100	97
UC Irvine	159	159	100	97

Summary Pass Rate for Program Completers, 2012-13 (Group 4) - Traditional Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
UC Los Angeles	129	127	98	97
UC Riverside	80	79	99	97
UC San Diego	58	58	100	97
UC Santa Barbara	68	68	100	97
UC Santa Cruz	55	55	100	97
University of LaVerne	102	101	99	97
University of Phoenix	191	180	94	97
University of Redlands	178	172	97	97
University of San Diego	43	43	100	97
University of San Francisco	134	133	99	97
University of Southern California	305	288	94	97
University of the Pacific	92	89	97	97
Vanguard University	29	29	100	97
Western Governors University	88	88	100	97
Westmont College	18	17	94	97
Whittier College	19	19	100	97
William Jessup University	34	32	94	97

Summary Pass Rate for Program Completers, 2011-12 (Group 5) - Traditional Route

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	230	98	97
Biola University	67	67	100	97
Brandman University	303	292	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	242	95	97
Chapman University	54	54	100	97
Claremont Graduate University	15	15	100	97
Concordia University	46	46	100	97
CSU Bakersfield	240	233	97	97
CSU Channel Islands	68	68	100	97
CSU Chico	184	183	99	97
CSU Dominguez Hills	172	155	90	97
CSU East Bay	162	160	99	97
CSU Fresno	316	305	97	97
CSU Fullerton	472	458	97	97
CSU Long Beach	531	522	98	97
CSU Los Angeles	215	201	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	179	98	97
CSU Stanislaus	193	189	98	97
Dominican University of California	59	59	100	97
Fresno Pacific University	100	99	99	97

Summary Pass Rate for Program Completers, 2011-12 (Group 5) - Traditional Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Hebrew Union College	9			97
Holy Names University	14	14	100	97
Hope International University	7			97
Humboldt State University	77	75	97	97
La Sierra University	7			97
Loyola Marymount University	104	101	97	97
Mills College	53	51	96	97
Mount Saint Mary's College	20	17	85	97
National Hispanic University	26	25	96	97
National University	669	636	95	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	304	98	97
Santa Clara University	58	58	100	97
Simpson University	45	44	98	97
Sonoma State University	186	181	97	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	85	99	97

Summary Pass Rate for Program Completers, 2011-12 (Group 5) - Traditional Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
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
University of LaVerne	99	98	99	97
University of Phoenix	294	269	91	97
University of Redlands	130	125	96	97
University of San Diego	70	70	100	97
University of San Francisco	154	150	97	97
University of Southern California	444	406	91	97
University of the Pacific	65	64	98	97
Vanguard University	39	38	97	97
Western Governors University	89	89	100	97
Westmont College	10	10	100	97
Whittier College	25	25	100	97
William Jessup University	33	31	94	97

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Alliant International University	098	CBEST	60	240	123	13	13	155	100	100	153
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	9				99	241
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	8				100	242
Alliant International University	103	Multiple Subjects Subtest III	100	300	220	9				99	241
Alliant International University	129	Physical Education Subtest I	100	300	220	1					
Alliant International University	130	Physical Education Subtest II	100	300	220	1					
Alliant International University	131	Physical Education Subtest III	100	300	220	1					
Alliant International University	118	Science Subtest I	100	300	220	1				100	245
Alliant International University	119	Science Subtest II	100	300	220	1				100	248
Bay Area School of Enterprise	120	Biology/Life Science Subtest III	100	300	220	1					
Bay Area School of Enterprise	098	CBEST	60	240	123	22	22	174	100	100	168
Bay Area School of Enterprise	121	Chemistry Subtest III	100	300	220	2					
Bay Area School of Enterprise	105	English Subtest I	100	300	220	4					
Bay Area School of Enterprise	106	English Subtest II	100	300	220	4					
Bay Area School of Enterprise	107	English Subtest III	100	300	220	4					
Bay Area School of Enterprise	108	English Subtest IV	100	300	220	4					
Bay Area School of Enterprise	110	Mathematics Subtest I	100	300	220	5					
Bay Area School of Enterprise	111	Mathematics Subtest II	100	300	220	5					
Bay Area School of Enterprise	112	Mathematics Subtest III	100	300	220	2					
Bay Area School of Enterprise	101	Multiple Subjects Subtest I	100	300	220	6					
Bay Area School of Enterprise	102	Multiple Subjects Subtest II	100	300	220	6					
Bay Area School of Enterprise	103	Multiple Subjects Subtest III	100	300	220	6					
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	145	Spanish Subtest I	100	300	220	3					
Bay Area School of Enterprise	146	Spanish Subtest II	100	300	220	3					
Bay Area School of Enterprise	147	Spanish Subtest III	100	300	220	3					
Bay Area School of Enterprise	142	Writing Skills	100	300	220	1					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Brandman University	140	Art Subtest I	100	300	220	1					
Brandman University	141	Art Subtest II	100	300	220	1					
Brandman University	120	Biology/Life Science Subtest III	100	300	220	1					
Brandman University	098	CBEST	60	240	123	32	32	152	100	100	153
Brandman University	121	Chemistry Subtest III	100	300	220	1					
Brandman University	105	English Subtest I	100	300	220	1				100	245
Brandman University	106	English Subtest II	100	300	220	1				100	238
Brandman University	107	English Subtest III	100	300	220	1				100	231
Brandman University	108	English Subtest IV	100	300	220	1				100	234
Brandman University	101	Multiple Subjects Subtest I	100	300	220	24	24	237	100	99	241
Brandman University	102	Multiple Subjects Subtest II	100	300	220	24	24	238	100	100	242
Brandman University	103	Multiple Subjects Subtest III	100	300	220	24	24	239	100	99	241
Brandman University	129	Physical Education Subtest I	100	300	220	1					
Brandman University	130	Physical Education Subtest II	100	300	220	1					
Brandman University	131	Physical Education Subtest III	100	300	220	1					
Brandman University	123	Physics Subtest III	100	300	220	1					
Brandman University	081.1	RICA.1	100	300	220	16	6	218	38	61	223
Brandman University	118	Science Subtest I	100	300	220	1				100	245
Brandman University	119	Science Subtest II	100	300	220	1				100	248
Brandman University	114	Social Science Subtest I	100	300	220	1					
Brandman University	115	Social Science Subtest II	100	300	220	1					
Brandman University	116	Social Science Subtest III	100	300	220	1					
Brandman University	145	Spanish Subtest I	100	300	220	1					
Brandman University	146	Spanish Subtest II	100	300	220	1					
Brandman University	147	Spanish Subtest III	100	300	220	1					
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	13	13	146	100	100	153
CA State Polytechnic Univ.-Pomona	121	Chemistry Subtest III	100	300	220	1					
CA State Polytechnic Univ.-Pomona	105	English Subtest I	100	300	220	1				100	245
CA State Polytechnic Univ.-Pomona	106	English Subtest II	100	300	220	1				100	238
CA State Polytechnic Univ.-Pomona	107	English Subtest III	100	300	220	1				100	231
CA State Polytechnic Univ.-Pomona	108	English Subtest IV	100	300	220	1				100	234
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	9				99	241
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	9				100	242

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	9				99	241
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	5				61	223
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	1				100	245
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	1				100	248
Chapman University	098	CBEST	60	240	123	1				100	153
Chapman University	101	Multiple Subjects Subtest I	100	300	220	2				99	241
Chapman University	102	Multiple Subjects Subtest II	100	300	220	2				100	242
Chapman University	103	Multiple Subjects Subtest III	100	300	220	2				99	241
Chapman University	081.1	RICA.1	100	300	220	1				61	223
Chapman University	142	Writing Skills	100	300	220	1					
Claremont Graduate University	098	CBEST	60	240	123	7				100	153
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	6				99	241
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	6				100	242
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	6				99	241
Claremont Graduate University	081.1	RICA.1	100	300	220	5				61	223
CSU Bakersfield	098	CBEST	60	240	123	2				100	153
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	2				99	241
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	2				100	242
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	2				99	241
CSU Bakersfield	081.1	RICA.1	100	300	220	2				61	223
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	7				100	153
CSU Dominguez Hills	105	English Subtest I	100	300	220	1				100	245
CSU Dominguez Hills	106	English Subtest II	100	300	220	1				100	238
CSU Dominguez Hills	107	English Subtest III	100	300	220	1				100	231
CSU Dominguez Hills	108	English Subtest IV	100	300	220	1				100	234
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	2				100	237
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	2				100	242
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	2				99	241
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	2				100	242
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	2				99	241

Assessment Data for Enrolled Students, Completed Non-Clinical 2013-14 (Group 1) - Alternative Route

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Dominguez Hills	081.1	RICA.1	100	300	220	1				61	223
CSU Dominguez Hills	118	Science Subtest I	100	300	220	1				100	245
CSU Dominguez Hills	119	Science Subtest II	100	300	220	1				100	248
CSU East Bay	098	CBEST	60	240	123	6				100	153
CSU East Bay	105	English Subtest I	100	300	220	1				100	245
CSU East Bay	106	English Subtest II	100	300	220	1				100	238
CSU East Bay	107	English Subtest III	100	300	220	1				100	231
CSU East Bay	108	English Subtest IV	100	300	220	1				100	234
CSU East Bay	110	Mathematics Subtest I	100	300	220	2				100	237
CSU East Bay	111	Mathematics Subtest II	100	300	220	2				100	242
CSU East Bay	112	Mathematics Subtest III	100	300	220	1					
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	1				99	241
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	1				100	242
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	1				99	241
CSU East Bay	081.1	RICA.1	100	300	220	1				61	223
CSU East Bay	118	Science Subtest I	100	300	220	1				100	245
CSU East Bay	119	Science Subtest II	100	300	220	1				100	248
CSU Los Angeles	098	CBEST	60	240	123	1				100	153
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	1				99	241
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	1				100	242
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	1				99	241
CSU Los Angeles	081.1	RICA.1	100	300	220	1				61	223
CSU Northridge	120	Biology/Life Science Subtest III	100	300	220	1					
CSU Northridge	098	CBEST	60	240	123	1				100	153
CSU Northridge	118	Science Subtest I	100	300	220	1				100	245
CSU Northridge	119	Science Subtest II	100	300	220	1				100	248
CSU San Bernardino	120	Biology/Life Science Subtest III	100	300	220	2					
CSU San Bernardino	098	CBEST	60	240	123	13	13	154	100	100	153
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	6				99	241
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	6				100	242
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	6				99	241
CSU San Bernardino	081.1	RICA.1	100	300	220	1				61	223
CSU San Bernardino	118	Science Subtest I	100	300	220	2				100	245

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU San Bernardino	119	Science Subtest II	100	300	220	2				100	248
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					
Fortune School of Ed. Project Pipeline	098	CBEST	60	240	123	7				100	168
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	1					
Fortune School of Ed. Project Pipeline	106	English Subtest II	100	300	220	1					
Fortune School of Ed. Project Pipeline	107	English Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	108	English Subtest IV	100	300	220	1					
Fortune School of Ed. Project Pipeline	101	Multiple Subjects Subtest I	100	300	220	1					
Fortune School of Ed. Project Pipeline	102	Multiple Subjects Subtest II	100	300	220	1					
Fortune School of Ed. Project Pipeline	103	Multiple Subjects Subtest III	100	300	220	1					
Fortune School of Ed. Project Pipeline	129	Physical Education Subtest I	100	300	220	2					
Fortune School of Ed. Project Pipeline	130	Physical Education Subtest II	100	300	220	2					
Fortune School of Ed. Project Pipeline	131	Physical Education Subtest III	100	300	220	2					
Fortune School of Ed. Project Pipeline	081.1	RICA.1	100	300	220	1					
Fortune School of Ed. Project Pipeline	118	Science Subtest I	100	300	220	1					
Fortune School of Ed. Project Pipeline	119	Science Subtest II	100	300	220	1					
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					
Holy Names University	098	CBEST	60	240	123	6				100	153
Holy Names University	105	English Subtest I	100	300	220	1				100	245
Holy Names University	106	English Subtest II	100	300	220	1				100	238
Holy Names University	107	English Subtest III	100	300	220	1				100	231
Holy Names University	108	English Subtest IV	100	300	220	1				100	234
Holy Names University	110	Mathematics Subtest I	100	300	220	1				100	237
Holy Names University	111	Mathematics Subtest II	100	300	220	1				100	242
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	6				99	241
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	6				100	242
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	6				99	241
Holy Names University	081.1	RICA.1	100	300	220	5				61	223

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Holy Names University	142	Writing Skills	100	300	220	2					
Mount Saint Mary's College	098	CBEST	60	240	123	3				100	153
Mount Saint Mary's College	110	Mathematics Subtest I	100	300	220	1				100	237
Mount Saint Mary's College	111	Mathematics Subtest II	100	300	220	1				100	242
Mount Saint Mary's College	101	Multiple Subjects Subtest I	100	300	220	2				99	241
Mount Saint Mary's College	102	Multiple Subjects Subtest II	100	300	220	2				100	242
Mount Saint Mary's College	103	Multiple Subjects Subtest III	100	300	220	2				99	241
Mount Saint Mary's College	081.1	RICA.1	100	300	220	1				61	223
National University	186	American Sign Language Subtest I	100	300	220	1					
National University	187	American Sign Language Subtest I	100	300	220	1					
National University	188	American Sign Language Subtest I	100	300	220	1					
National University	140	Art Subtest I	100	300	220	1					
National University	141	Art Subtest II	100	300	220	1					
National University	098	CBEST	60	240	123	119	119	155	100	100	153
National University	121	Chemistry Subtest III	100	300	220	1					
National University	105	English Subtest I	100	300	220	6				100	245
National University	106	English Subtest II	100	300	220	6				100	238
National University	107	English Subtest III	100	300	220	6				100	231
National University	108	English Subtest IV	100	300	220	6				100	234
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	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	110	Mathematics Subtest I	100	300	220	6				100	237
National University	111	Mathematics Subtest II	100	300	220	6				100	242
National University	101	Multiple Subjects Subtest I	100	300	220	85	85	242	100	99	241
National University	102	Multiple Subjects Subtest II	100	300	220	85	85	242	100	100	242
National University	103	Multiple Subjects Subtest III	100	300	220	85	85	241	100	99	241
National University	136	Music Subtest I	100	300	220	4					
National University	137	Music Subtest II	100	300	220	4					
National University	138	Music Subtest III	100	300	220	4					
National University	129	Physical Education Subtest I	100	300	220	3					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
National University	130	Physical Education Subtest II	100	300	220	3					
National University	131	Physical Education Subtest III	100	300	220	3					
National University	123	Physics Subtest III	100	300	220	1					
National University	081	RICA	0	120	81	2					
National University	081.1	RICA.1	100	300	220	38	28	228	74	61	223
National University	118	Science Subtest I	100	300	220	3				100	245
National University	119	Science Subtest II	100	300	220	3				100	248
National University	114	Social Science Subtest I	100	300	220	2					
National University	115	Social Science Subtest II	100	300	220	2					
National University	116	Social Science Subtest III	100	300	220	2					
National University	145	Spanish Subtest I	100	300	220	1					
National University	146	Spanish Subtest II	100	300	220	1					
National University	147	Spanish Subtest III	100	300	220	1					
National University	142	Writing Skills	100	300	220	2					
Patten University	098	CBEST	60	240	123	1				100	153
Patten University	105	English Subtest I	100	300	220	1				100	245
Patten University	106	English Subtest II	100	300	220	1				100	238
Patten University	107	English Subtest III	100	300	220	1				100	231
Patten University	108	English Subtest IV	100	300	220	1				100	234
Point Loma Nazarene University	098	CBEST	60	240	123	9				100	153
Point Loma Nazarene University	110	Mathematics Subtest I	100	300	220	2				100	237
Point Loma Nazarene University	111	Mathematics Subtest II	100	300	220	2				100	242
Point Loma Nazarene University	112	Mathematics Subtest III	100	300	220	1					
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	7				99	241
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	7				100	242
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	7				99	241
Point Loma Nazarene University	081.1	RICA.1	100	300	220	5				61	223
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	1					
University of LaVerne	098	CBEST	60	240	123	19	19	154	100	100	153
University of LaVerne	110	Mathematics Subtest I	100	300	220	4				100	237
University of LaVerne	111	Mathematics Subtest II	100	300	220	4				100	242
University of LaVerne	112	Mathematics Subtest III	100	300	220	1					
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	11	11	234	100	99	241

Assessment Data for Enrolled Students, Completed Non-Clinical 2013-14 (Group 1) - Alternative Route

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	11	11	234	100	100	242
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	11	11	232	100	99	241
University of LaVerne	129	Physical Education Subtest I	100	300	220	1					
University of LaVerne	130	Physical Education Subtest II	100	300	220	1					
University of LaVerne	131	Physical Education Subtest III	100	300	220	1					
University of LaVerne	081.1	RICA.1	100	300	220	10	6	220	60	61	223
University of LaVerne	118	Science Subtest I	100	300	220	2				100	245
University of LaVerne	119	Science Subtest II	100	300	220	2				100	248
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 Redlands	098	CBEST	60	240	123	5				100	153
University of Redlands	110	Mathematics Subtest I	100	300	220	1				100	237
University of Redlands	111	Mathematics Subtest II	100	300	220	1				100	242
University of Redlands	101	Multiple Subjects Subtest I	100	300	220	1				99	241
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	1				100	242
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	1				99	241
University of Redlands	114	Social Science Subtest I	100	300	220	1					
University of Redlands	115	Social Science Subtest II	100	300	220	1					
University of Redlands	116	Social Science Subtest III	100	300	220	1					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Alliant International University	098	CBEST	60	240	123	11	11	156	100	100	158
Alliant International University	110	Mathematics Subtest I	100	300	220	1				93	248
Alliant International University	111	Mathematics Subtest II	100	300	220	1				93	240
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	7				98	243
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	7				99	246
Alliant International University	103	Multiple Subjects Subtest III	100	300	220	7				99	241
Alliant International University	129	Physical Education Subtest I	100	300	220	1					
Alliant International University	130	Physical Education Subtest II	100	300	220	1					
Alliant International University	131	Physical Education Subtest III	100	300	220	1					
Azusa Pacific University	175	Business Subtest I	100	300	220	1					
Azusa Pacific University	176	Business Subtest II	100	300	220	1					
Azusa Pacific University	177	Business Subtest III	100	300	220	1					
Azusa Pacific University	098	CBEST	60	240	123	77	77	145	100	100	158
Azusa Pacific University	121	Chemistry Subtest III	100	300	220	1				95	250
Azusa Pacific University	105	English Subtest I	100	300	220	2				100	256
Azusa Pacific University	106	English Subtest II	100	300	220	2				100	258
Azusa Pacific University	107	English Subtest III	100	300	220	2				99	250
Azusa Pacific University	108	English Subtest IV	100	300	220	2				100	247
Azusa Pacific University	181	Home Economics Subtest I	100	300	220	1					
Azusa Pacific University	182	Home Economics Subtest II	100	300	220	1					
Azusa Pacific University	183	Home Economics Subtest III	100	300	220	1					
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	1				93	248
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	1				93	240
Azusa Pacific University	112	Mathematics Subtest III	100	300	220	1				94	248
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	62	62	233	100	98	243
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	62	62	237	100	99	246
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	62	62	235	100	99	241
Azusa Pacific University	081.1	RICA.1	100	300	220	42	17	216	40	66	226
Azusa Pacific University	118	Science Subtest I	100	300	220	1				99	250
Azusa Pacific University	119	Science Subtest II	100	300	220	1				97	249
Azusa Pacific University	114	Social Science Subtest I	100	300	220	2				98	239
Azusa Pacific University	115	Social Science Subtest II	100	300	220	2				98	244
Azusa Pacific University	116	Social Science Subtest III	100	300	220	2				98	248

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Azusa Pacific University	145	Spanish Subtest I	100	300	220	2				100	239
Azusa Pacific University	146	Spanish Subtest II	100	300	220	2				97	242
Azusa Pacific University	147	Spanish Subtest III	100	300	220	2				100	257
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	1					
Brandman University	141	Art Subtest II	100	300	220	1					
Brandman University	120	Biology/Life Science Subtest III	100	300	220	3				98	242
Brandman University	098	CBEST	60	240	123	94	94	152	100	100	158
Brandman University	105	English Subtest I	100	300	220	4				100	256
Brandman University	106	English Subtest II	100	300	220	4				100	258
Brandman University	107	English Subtest III	100	300	220	4				99	250
Brandman University	108	English Subtest IV	100	300	220	4				100	247
Brandman University	110	Mathematics Subtest I	100	300	220	3				93	248
Brandman University	111	Mathematics Subtest II	100	300	220	3				93	240
Brandman University	101	Multiple Subjects Subtest I	100	300	220	69	69	241	100	98	243
Brandman University	102	Multiple Subjects Subtest II	100	300	220	69	69	247	100	99	246
Brandman University	103	Multiple Subjects Subtest III	100	300	220	69	69	242	100	99	241
Brandman University	129	Physical Education Subtest I	100	300	220	1					
Brandman University	130	Physical Education Subtest II	100	300	220	1					
Brandman University	131	Physical Education Subtest III	100	300	220	1					
Brandman University	081.1	RICA.1	100	300	220	42	33	232	79	66	226
Brandman University	118	Science Subtest I	100	300	220	4				99	250
Brandman University	119	Science Subtest II	100	300	220	4				97	249
Brandman University	114	Social Science Subtest I	100	300	220	4				98	239
Brandman University	115	Social Science Subtest II	100	300	220	4				98	244
Brandman University	116	Social Science Subtest III	100	300	220	4				98	248
Brandman University	145	Spanish Subtest I	100	300	220	3				100	239
Brandman University	146	Spanish Subtest II	100	300	220	3				97	242
Brandman University	147	Spanish Subtest III	100	300	220	3				100	257
Brandman University	142	Writing Skills	100	300	220	2				98	244
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	7				100	158

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	7				98	243
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	7				99	246
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	7				99	241
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	4				66	226
CALState Teach	098	CBEST	60	240	123	19	19	156	100	100	158
CALState Teach	101	Multiple Subjects Subtest I	100	300	220	22	22	247	100	98	243
CALState Teach	102	Multiple Subjects Subtest II	100	300	220	22	22	248	100	99	246
CALState Teach	103	Multiple Subjects Subtest III	100	300	220	22	22	244	100	99	241
CALState Teach	081.1	RICA.1	100	300	220	6				66	226
CALState Teach	142	Writing Skills	100	300	220	3				98	244
Chapman University	098	CBEST	60	240	123	1				100	158
Chapman University	101	Multiple Subjects Subtest I	100	300	220	1				98	243
Chapman University	102	Multiple Subjects Subtest II	100	300	220	1				99	246
Chapman University	103	Multiple Subjects Subtest III	100	300	220	1				99	241
Claremont Graduate University	098	CBEST	60	240	123	29	29	169	100	100	158
Claremont Graduate University	121	Chemistry Subtest III	100	300	220	2				95	250
Claremont Graduate University	122	Earth/Planetary Science Subtest II	100	300	220	1					
Claremont Graduate University	105	English Subtest I	100	300	220	3				100	256
Claremont Graduate University	106	English Subtest II	100	300	220	3				100	258
Claremont Graduate University	107	English Subtest III	100	300	220	3				99	250
Claremont Graduate University	108	English Subtest IV	100	300	220	3				100	247
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	7				93	248
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	7				93	240
Claremont Graduate University	112	Mathematics Subtest III	100	300	220	5				94	248
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	13	12	243	92	98	243
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	12	12	251	100	99	246
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	13	12	240	92	99	241
Claremont Graduate University	081.1	RICA.1	100	300	220	8				66	226
Claremont Graduate University	118	Science Subtest I	100	300	220	3				99	250
Claremont Graduate University	119	Science Subtest II	100	300	220	3				97	249
Claremont Graduate University	114	Social Science Subtest I	100	300	220	1				98	239
Claremont Graduate University	115	Social Science Subtest II	100	300	220	1				98	244
Claremont Graduate University	116	Social Science Subtest III	100	300	220	1				98	248

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Claremont Graduate University	145	Spanish Subtest I	100	300	220	1				100	239
Claremont Graduate University	146	Spanish Subtest II	100	300	220	1				97	242
Claremont Graduate University	147	Spanish Subtest III	100	300	220	1				100	257
Claremont Graduate University	142	Writing Skills	100	300	220	1				98	244
CSU Bakersfield	120	Biology/Life Science Subtest III	100	300	220	2				98	242
CSU Bakersfield	098	CBEST	60	240	123	34	34	154	100	100	158
CSU Bakersfield	121	Chemistry Subtest III	100	300	220	1				95	250
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	1				93	248
CSU Bakersfield	111	Mathematics Subtest II	100	300	220	1				93	240
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	22	22	239	100	98	243
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	22	22	241	100	99	246
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	22	22	242	100	99	241
CSU Bakersfield	129	Physical Education Subtest I	100	300	220	1					
CSU Bakersfield	130	Physical Education Subtest II	100	300	220	1					
CSU Bakersfield	131	Physical Education Subtest III	100	300	220	1					
CSU Bakersfield	081.1	RICA.1	100	300	220	13	12	230	92	66	226
CSU Bakersfield	118	Science Subtest I	100	300	220	3				99	250
CSU Bakersfield	119	Science Subtest II	100	300	220	3				97	249
CSU Bakersfield	114	Social Science Subtest I	100	300	220	2				98	239
CSU Bakersfield	115	Social Science Subtest II	100	300	220	2				98	244
CSU Bakersfield	116	Social Science Subtest III	100	300	220	2				98	248
CSU Channel Islands	098	CBEST	60	240	123	1				100	158
CSU Dominguez Hills	098	CBEST	60	240	123	34	34	143	100	100	158
CSU Dominguez Hills	105	English Subtest I	100	300	220	1				100	256
CSU Dominguez Hills	106	English Subtest II	100	300	220	1				100	258
CSU Dominguez Hills	107	English Subtest III	100	300	220	1				99	250
CSU Dominguez Hills	108	English Subtest IV	100	300	220	1				100	247
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	1				93	248
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	1				93	240
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	14	14	237	100	98	243
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	14	14	240	100	99	246
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	14	14	241	100	99	241
CSU Dominguez Hills	136	Music Subtest I	100	300	220	1					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	081	RICA	0	120	81	3				100	95
CSU Dominguez Hills	092	RICA Video	100	300	220	1					
CSU Dominguez Hills	081.1	RICA.1	100	300	220	9				66	226
CSU Dominguez Hills	118	Science Subtest I	100	300	220	1				99	250
CSU Dominguez Hills	119	Science Subtest II	100	300	220	1				97	249
CSU East Bay	120	Biology/Life Science Subtest III	100	300	220	3				98	242
CSU East Bay	098	CBEST	60	240	123	21	21	158	100	100	158
CSU East Bay	121	Chemistry Subtest III	100	300	220	1				95	250
CSU East Bay	125	Chemistry Subtest IV	100	300	220	1					
CSU East Bay	122	Earth/Planetary Science Subtest II	100	300	220	1					
CSU East Bay	105	English Subtest I	100	300	220	2				100	256
CSU East Bay	106	English Subtest II	100	300	220	2				100	258
CSU East Bay	107	English Subtest III	100	300	220	2				99	250
CSU East Bay	108	English Subtest IV	100	300	220	2				100	247
CSU East Bay	110	Mathematics Subtest I	100	300	220	1				93	248
CSU East Bay	111	Mathematics Subtest II	100	300	220	1				93	240
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	6				98	243
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	6				99	246
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	6				99	241
CSU East Bay	129	Physical Education Subtest I	100	300	220	1					
CSU East Bay	130	Physical Education Subtest II	100	300	220	1					
CSU East Bay	131	Physical Education Subtest III	100	300	220	1					
CSU East Bay	081.1	RICA.1	100	300	220	3				66	226
CSU East Bay	118	Science Subtest I	100	300	220	5				99	250
CSU East Bay	119	Science Subtest II	100	300	220	5				97	249
CSU East Bay	114	Social Science Subtest I	100	300	220	2				98	239
CSU East Bay	115	Social Science Subtest II	100	300	220	2				98	244
CSU East Bay	116	Social Science Subtest III	100	300	220	2				98	248
CSU East Bay	145	Spanish Subtest I	100	300	220	2				100	239
CSU East Bay	146	Spanish Subtest II	100	300	220	2				97	242
CSU East Bay	147	Spanish Subtest III	100	300	220	2				100	257

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Fresno	098	CBEST	60	240	123	4				100	158
CSU Fresno	105	English Subtest I	100	300	220	1				100	256
CSU Fresno	106	English Subtest II	100	300	220	1				100	258
CSU Fresno	107	English Subtest III	100	300	220	1				99	250
CSU Fresno	108	English Subtest IV	100	300	220	1				100	247
CSU Fullerton	098	CBEST	60	240	123	21	21	154	100	100	158
CSU Fullerton	121	Chemistry Subtest III	100	300	220	1				95	250
CSU Fullerton	125	Chemistry Subtest IV	100	300	220	1					
CSU Fullerton	105	English Subtest I	100	300	220	1				100	256
CSU Fullerton	106	English Subtest II	100	300	220	1				100	258
CSU Fullerton	107	English Subtest III	100	300	220	1				99	250
CSU Fullerton	108	English Subtest IV	100	300	220	1				100	247
CSU Fullerton	110	Mathematics Subtest I	100	300	220	1				93	248
CSU Fullerton	111	Mathematics Subtest II	100	300	220	1				93	240
CSU Fullerton	112	Mathematics Subtest III	100	300	220	1				94	248
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	12	12	240	100	98	243
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	12	12	245	100	99	246
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	12	12	235	100	99	241
CSU Fullerton	123	Physics Subtest III	100	300	220	2				100	253
CSU Fullerton	127	Physics Subtest IV	100	300	220	2					
CSU Fullerton	081.1	RICA.1	100	300	220	1				66	226
CSU Long Beach	098	CBEST	60	240	123	7				100	158
CSU Long Beach	121	Chemistry Subtest III	100	300	220	1				95	250
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	2				98	243
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	241
CSU Long Beach	136	Music Subtest I	100	300	220	1					
CSU Long Beach	137	Music Subtest II	100	300	220	1					
CSU Long Beach	138	Music Subtest III	100	300	220	1					
CSU Long Beach	123	Physics Subtest III	100	300	220	1				100	253
CSU Long Beach	118	Science Subtest I	100	300	220	2				99	250
CSU Long Beach	119	Science Subtest II	100	300	220	2				97	249
CSU Long Beach	142	Writing Skills	100	300	220	1				98	244

Assessment Data for Other Enrolled Students, 2013-14 (Group 2) - Alternative Route

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	28	28	143	100	100	158
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	21	21	241	100	98	243
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	21	21	243	100	99	246
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	21	21	238	100	99	241
CSU Los Angeles	081.1	RICA.1	100	300	220	13	7	220	54	66	226
CSU Los Angeles	114	Social Science Subtest I	100	300	220	1				98	239
CSU Los Angeles	115	Social Science Subtest II	100	300	220	1				98	244
CSU Los Angeles	116	Social Science Subtest III	100	300	220	1				98	248
CSU Monterey Bay	120	Biology/Life Science Subtest III	100	300	220	2				98	242
CSU Monterey Bay	098	CBEST	60	240	123	54	53	163	98	100	158
CSU Monterey Bay	105	English Subtest I	100	300	220	3				100	256
CSU Monterey Bay	106	English Subtest II	100	300	220	3				100	258
CSU Monterey Bay	107	English Subtest III	100	300	220	3				99	250
CSU Monterey Bay	108	English Subtest IV	100	300	220	3				100	247
CSU Monterey Bay	110	Mathematics Subtest I	100	300	220	4				93	248
CSU Monterey Bay	111	Mathematics Subtest II	100	300	220	5				93	240
CSU Monterey Bay	112	Mathematics Subtest III	100	300	220	2				94	248
CSU Monterey Bay	101	Multiple Subjects Subtest I	100	300	220	29	29	251	100	98	243
CSU Monterey Bay	102	Multiple Subjects Subtest II	100	300	220	29	29	257	100	99	246
CSU Monterey Bay	103	Multiple Subjects Subtest III	100	300	220	29	29	248	100	99	241
CSU Monterey Bay	081	RICA	0	120	81	1				100	95
CSU Monterey Bay	081.1	RICA.1	100	300	220	4				66	226
CSU Monterey Bay	118	Science Subtest I	100	300	220	2				99	250
CSU Monterey Bay	119	Science Subtest II	100	300	220	2				97	249
CSU Monterey Bay	114	Social Science Subtest I	100	300	220	2				98	239
CSU Monterey Bay	115	Social Science Subtest II	100	300	220	2				98	244
CSU Monterey Bay	116	Social Science Subtest III	100	300	220	2				98	248
CSU Monterey Bay	145	Spanish Subtest I	100	300	220	4				100	239
CSU Monterey Bay	146	Spanish Subtest II	100	300	220	4				97	242
CSU Monterey Bay	147	Spanish Subtest III	100	300	220	4				100	257
CSU Monterey Bay	142	Writing Skills	100	300	220	2				98	244

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	120	Biology/Life Science Subtest III	100	300	220	1				98	242
CSU Northridge	098	CBEST	60	240	123	26	26	153	100	100	158
CSU Northridge	105	English Subtest I	100	300	220	1				100	256
CSU Northridge	106	English Subtest II	100	300	220	1				100	258
CSU Northridge	107	English Subtest III	100	300	220	1				99	250
CSU Northridge	108	English Subtest IV	100	300	220	1				100	247
CSU Northridge	110	Mathematics Subtest I	100	300	220	5				93	248
CSU Northridge	111	Mathematics Subtest II	100	300	220	5				93	240
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	11	11	245	100	98	243
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	11	11	249	100	99	246
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	11	11	245	100	99	241
CSU Northridge	081.1	RICA.1	100	300	220	6				66	226
CSU Northridge	118	Science Subtest I	100	300	220	1				99	250
CSU Northridge	119	Science Subtest II	100	300	220	1				97	249
CSU Northridge	142	Writing Skills	100	300	220	4				98	244
CSU Sacramento	098	CBEST	60	240	123	4				100	158
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	3				98	243
CSU Sacramento	102	Multiple Subjects Subtest II	100	300	220	3				99	246
CSU Sacramento	103	Multiple Subjects Subtest III	100	300	220	3				99	241
CSU Sacramento	081.1	RICA.1	100	300	220	2				66	226
CSU San Bernardino	098	CBEST	60	240	123	13	13	144	100	100	158
CSU San Bernardino	105	English Subtest I	100	300	220	1				100	256
CSU San Bernardino	106	English Subtest II	100	300	220	1				100	258
CSU San Bernardino	107	English Subtest III	100	300	220	1				99	250
CSU San Bernardino	108	English Subtest IV	100	300	220	1				100	247
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	6				98	243
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	6				99	246
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	6				99	241
CSU Stanislaus	098	CBEST	60	240	123	4				100	158
CSU Stanislaus	101	Multiple Subjects Subtest I	100	300	220	2				98	243

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	241
CSU Stanislaus	081.1	RICA.1	100	300	220	2				66	226
CSU Stanislaus	114	Social Science Subtest I	100	300	220	1				98	239
CSU Stanislaus	115	Social Science Subtest II	100	300	220	1				98	244
CSU Stanislaus	116	Social Science Subtest III	100	300	220	1				98	248
Dominican University of California	098	CBEST	60	240	123	7				100	158
Dominican University of California	101	Multiple Subjects Subtest I	100	300	220	5				98	243
Dominican University of California	102	Multiple Subjects Subtest II	100	300	220	5				99	246
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	5				99	241
Dominican University of California	081.1	RICA.1	100	300	220	3				66	226
Dominican University of California	145	Spanish Subtest I	100	300	220	2				100	239
Dominican University of California	146	Spanish Subtest II	100	300	220	2				97	242
Dominican University of California	147	Spanish Subtest III	100	300	220	2				100	257
Fortune School of Ed. Project Pipeline	120	Biology/Life Science Subtest III	100	300	220	2					
Fortune School of Ed. Project Pipeline	098	CBEST	60	240	123	63	63	158	100	100	159
Fortune School of Ed. Project Pipeline	105	English Subtest I	100	300	220	7				100	255
Fortune School of Ed. Project Pipeline	106	English Subtest II	100	300	220	7				100	261
Fortune School of Ed. Project Pipeline	107	English Subtest III	100	300	220	7				100	247
Fortune School of Ed. Project Pipeline	108	English Subtest IV	100	300	220	7				100	248
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	6					
Fortune School of Ed. Project Pipeline	111	Mathematics Subtest II	100	300	220	6					
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	36	36	249	100	100	248
Fortune School of Ed. Project Pipeline	102	Multiple Subjects Subtest II	100	300	220	36	36	255	100	100	252
Fortune School of Ed. Project Pipeline	103	Multiple Subjects Subtest III	100	300	220	36	36	249	100	100	247
Fortune School of Ed. Project Pipeline	129	Physical Education Subtest I	100	300	220	1					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	081.1	RICA.1	100	300	220	19	16	236	84	84	235
Fortune School of Ed. Project Pipeline	118	Science Subtest I	100	300	220	3					
Fortune School of Ed. Project Pipeline	119	Science Subtest II	100	300	220	3					
Fortune School of Ed. Project Pipeline	145	Spanish Subtest I	100	300	220	3					
Fortune School of Ed. Project Pipeline	146	Spanish Subtest II	100	300	220	3					
Fortune School of Ed. Project Pipeline	147	Spanish Subtest III	100	300	220	3					
Fortune School of Ed. Project Pipeline	142	Writing Skills	100	300	220	1					
Fresno Pacific University	098	CBEST	60	240	123	23	23	150	100	100	158
Fresno Pacific University	105	English Subtest I	100	300	220	2				100	256
Fresno Pacific University	106	English Subtest II	100	300	220	2				100	258
Fresno Pacific University	107	English Subtest III	100	300	220	2				99	250
Fresno Pacific University	108	English Subtest IV	100	300	220	2				100	247
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	6				98	243
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	6				99	246
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	6				99	241
Fresno Pacific University	081.1	RICA.1	100	300	220	7				66	226
Fresno Pacific University	114	Social Science Subtest I	100	300	220	1				98	239
Fresno Pacific University	115	Social Science Subtest II	100	300	220	1				98	244
Fresno Pacific University	116	Social Science Subtest III	100	300	220	1				98	248
Fresno Pacific University	145	Spanish Subtest I	100	300	220	1				100	239
Fresno Pacific University	146	Spanish Subtest II	100	300	220	1				97	242
Fresno Pacific University	147	Spanish Subtest III	100	300	220	1				100	257
High Tech High Communities	098	CBEST	60	240	123	18	18	182	100	100	159
High Tech High Communities	121	Chemistry Subtest III	100	300	220	1					
High Tech High Communities	105	English Subtest I	100	300	220	5				100	255
High Tech High Communities	106	English Subtest II	100	300	220	5				100	261
High Tech High Communities	107	English Subtest III	100	300	220	5				100	247
High Tech High Communities	108	English Subtest IV	100	300	220	5				100	248
High Tech High Communities	110	Mathematics Subtest I	100	300	220	3					
High Tech High Communities	111	Mathematics Subtest II	100	300	220	3					
High Tech High Communities	101	Multiple Subjects Subtest I	100	300	220	7				100	248

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
High Tech High Communities	102	Multiple Subjects Subtest II	100	300	220	7				100	252
High Tech High Communities	103	Multiple Subjects Subtest III	100	300	220	7				100	247
High Tech High Communities	123	Physics Subtest III	100	300	220	1					
High Tech High Communities	081.1	RICA.1	100	300	220	4				84	235
High Tech High Communities	118	Science Subtest I	100	300	220	2					
High Tech High Communities	119	Science Subtest II	100	300	220	2					
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					
High Tech High Communities	145	Spanish Subtest I	100	300	220	1					
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	2					
Holy Names University	098	CBEST	60	240	123	4				100	158
Holy Names University	110	Mathematics Subtest I	100	300	220	1				93	248
Holy Names University	111	Mathematics Subtest II	100	300	220	1				93	240
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	6				98	243
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	6				99	246
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	6				99	241
Holy Names University	081	RICA	0	120	81	1				100	95
Holy Names University	142	Writing Skills	100	300	220	2				98	244
Humboldt State University	098	CBEST	60	240	123	1				100	158
Humboldt State University	110	Mathematics Subtest I	100	300	220	1				93	248
Humboldt State University	111	Mathematics Subtest II	100	300	220	1				93	240
Humboldt State University	112	Mathematics Subtest III	100	300	220	1				94	248
Los Angeles USD	120	Biology/Life Science Subtest III	100	300	220	2					
Los Angeles USD	098	CBEST	60	240	123	16	16	146	100	100	159
Los Angeles USD	121	Chemistry Subtest III	100	300	220	1					
Los Angeles USD	101	Multiple Subjects Subtest I	100	300	220	11	11	241	100	100	248
Los Angeles USD	102	Multiple Subjects Subtest II	100	300	220	11	11	241	100	100	252
Los Angeles USD	103	Multiple Subjects Subtest III	100	300	220	11	11	236	100	100	247
Los Angeles USD	081.1	RICA.1	100	300	220	2				84	235
Los Angeles USD	118	Science Subtest I	100	300	220	4					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Los Angeles USD	119	Science Subtest II	100	300	220	4					
Los Angeles USD	114	Social Science Subtest I	100	300	220	1					
Los Angeles USD	115	Social Science Subtest II	100	300	220	1					
Los Angeles USD	116	Social Science Subtest III	100	300	220	1					
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	33	33	245	100	98	242
Loyola Marymount University	098	CBEST	60	240	123	345	345	173	100	100	158
Loyola Marymount University	121	Chemistry Subtest III	100	300	220	11	11	248	100	95	250
Loyola Marymount University	105	English Subtest I	100	300	220	29	29	262	100	100	256
Loyola Marymount University	106	English Subtest II	100	300	220	29	29	261	100	100	258
Loyola Marymount University	107	English Subtest III	100	300	220	29	29	253	100	99	250
Loyola Marymount University	108	English Subtest IV	100	300	220	29	29	248	100	100	247
Loyola Marymount University	110	Mathematics Subtest I	100	300	220	45	45	256	100	93	248
Loyola Marymount University	111	Mathematics Subtest II	100	300	220	45	45	251	100	93	240
Loyola Marymount University	112	Mathematics Subtest III	100	300	220	2				94	248
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	194	194	250	100	98	243
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	194	194	255	100	99	246
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	194	194	245	100	99	241
Loyola Marymount University	123	Physics Subtest III	100	300	220	5				100	253
Loyola Marymount University	081.1	RICA.1	100	300	220	16	14	244	88	66	226
Loyola Marymount University	118	Science Subtest I	100	300	220	55	55	254	100	99	250
Loyola Marymount University	119	Science Subtest II	100	300	220	55	55	254	100	97	249
Loyola Marymount University	114	Social Science Subtest I	100	300	220	25	25	241	100	98	239
Loyola Marymount University	115	Social Science Subtest II	100	300	220	25	25	248	100	98	244
Loyola Marymount University	116	Social Science Subtest III	100	300	220	25	25	251	100	98	248
Loyola Marymount University	145	Spanish Subtest I	100	300	220	6				100	239
Loyola Marymount University	146	Spanish Subtest II	100	300	220	6				97	242
Loyola Marymount University	147	Spanish Subtest III	100	300	220	6				100	257
Loyola Marymount University	142	Writing Skills	100	300	220	9				98	244
National Hispanic University	120	Biology/Life Science Subtest III	100	300	220	1				98	242
National Hispanic University	098	CBEST	60	240	123	52	51	147	98	100	158
National Hispanic University	121	Chemistry Subtest III	100	300	220	1				95	250
National Hispanic University	125	Chemistry Subtest IV	100	300	220	1					
National Hispanic University	105	English Subtest I	100	300	220	4				100	256

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
National Hispanic University	106	English Subtest II	100	300	220	4				100	258
National Hispanic University	107	English Subtest III	100	300	220	3				99	250
National Hispanic University	108	English Subtest IV	100	300	220	3				100	247
National Hispanic University	178	Health Science Subtest I	100	300	220	2					
National Hispanic University	179	Health Science Subtest II	100	300	220	2					
National Hispanic University	180	Health Science Subtest III	100	300	220	2					
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	7				93	248
National Hispanic University	111	Mathematics Subtest II	100	300	220	6				93	240
National Hispanic University	112	Mathematics Subtest III	100	300	220	2				94	248
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	31	29	241	94	98	243
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	31	30	243	97	99	246
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	31	29	238	94	99	241
National Hispanic University	129	Physical Education Subtest I	100	300	220	2					
National Hispanic University	130	Physical Education Subtest II	100	300	220	2					
National Hispanic University	131	Physical Education Subtest III	100	300	220	2					
National Hispanic University	123	Physics Subtest III	100	300	220	1				100	253
National Hispanic University	127	Physics Subtest IV	100	300	220	1					
National Hispanic University	081	RICA	0	120	81	1				100	95
National Hispanic University	081.1	RICA.1	100	300	220	29	18	224	62	66	226
National Hispanic University	118	Science Subtest I	100	300	220	2				99	250
National Hispanic University	119	Science Subtest II	100	300	220	2				97	249
National Hispanic University	114	Social Science Subtest I	100	300	220	3				98	239
National Hispanic University	115	Social Science Subtest II	100	300	220	3				98	244
National Hispanic University	116	Social Science Subtest III	100	300	220	3				98	248
National Hispanic University	145	Spanish Subtest I	100	300	220	8				100	239
National Hispanic University	146	Spanish Subtest II	100	300	220	8				97	242
National Hispanic University	147	Spanish Subtest III	100	300	220	8				100	257
National Hispanic University	142	Writing Skills	100	300	220	1				98	244
National University	140	Art Subtest I	100	300	220	2					
National University	141	Art Subtest II	100	300	220	2					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
National University	098	CBEST	60	240	123	140	140	152	100	100	158
National University	121	Chemistry Subtest III	100	300	220	1				95	250
National University	122	Earth/Planetary Science Subtest II	100	300	220	1					
National University	105	English Subtest I	100	300	220	6				100	256
National University	106	English Subtest II	100	300	220	6				100	258
National University	107	English Subtest III	100	300	220	6				99	250
National University	108	English Subtest IV	100	300	220	6				100	247
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	1					
National University	185	Industrial And Tech Ed Subtest II	100	300	220	1					
National University	110	Mathematics Subtest I	100	300	220	1				93	248
National University	111	Mathematics Subtest II	100	300	220	1				93	240
National University	101	Multiple Subjects Subtest I	100	300	220	105	104	238	99	98	243
National University	102	Multiple Subjects Subtest II	100	300	220	104	104	245	100	99	246
National University	103	Multiple Subjects Subtest III	100	300	220	104	104	241	100	99	241
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	1					
National University	130	Physical Education Subtest II	100	300	220	1					
National University	131	Physical Education Subtest III	100	300	220	1					
National University	092	RICA Video	100	300	220	1					
National University	081.1	RICA.1	100	300	220	23	9	218	39	66	226
National University	118	Science Subtest I	100	300	220	4				99	250
National University	119	Science Subtest II	100	300	220	4				97	249
National University	114	Social Science Subtest I	100	300	220	9				98	239
National University	115	Social Science Subtest II	100	300	220	9				98	244
National University	116	Social Science Subtest III	100	300	220	9				98	248
National University	145	Spanish Subtest I	100	300	220	1				100	239
National University	146	Spanish Subtest II	100	300	220	1				97	242
National University	147	Spanish Subtest III	100	300	220	1				100	257

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
National University	142	Writing Skills	100	300	220	3				98	244
Notre Dame de Namur University	098	CBEST	60	240	123	78	74	149	95	100	158
Notre Dame de Namur University	101	Multiple Subjects Subtest I	100	300	220	64	57	238	89	98	243
Notre Dame de Namur University	102	Multiple Subjects Subtest II	100	300	220	63	55	238	87	99	246
Notre Dame de Namur University	103	Multiple Subjects Subtest III	100	300	220	63	56	234	89	99	241
Notre Dame de Namur University	081	RICA	0	120	81	1				100	95
Notre Dame de Namur University	081.1	RICA.1	100	300	220	17	13	231	76	66	226
Notre Dame de Namur University	142	Writing Skills	100	300	220	2				98	244
Patten University	098	CBEST	60	240	123	5				100	158
Patten University	105	English Subtest I	100	300	220	2				100	256
Patten University	106	English Subtest II	100	300	220	2				100	258
Patten University	107	English Subtest III	100	300	220	2				99	250
Patten University	108	English Subtest IV	100	300	220	2				100	247
Patten University	129	Physical Education Subtest I	100	300	220	1					
Patten University	130	Physical Education Subtest II	100	300	220	1					
Patten University	131	Physical Education Subtest III	100	300	220	1					
Patten University	114	Social Science Subtest I	100	300	220	1				98	239
Patten University	115	Social Science Subtest II	100	300	220	1				98	244
Patten University	116	Social Science Subtest III	100	300	220	1				98	248
Point Loma Nazarene University	098	CBEST	60	240	123	11	11	150	100	100	158
Point Loma Nazarene University	105	English Subtest I	100	300	220	2				100	256
Point Loma Nazarene University	106	English Subtest II	100	300	220	2				100	258
Point Loma Nazarene University	107	English Subtest III	100	300	220	2				99	250
Point Loma Nazarene University	108	English Subtest IV	100	300	220	2				100	247
Point Loma Nazarene University	110	Mathematics Subtest I	100	300	220	1				93	248
Point Loma Nazarene University	111	Mathematics Subtest II	100	300	220	1				93	240
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	8				98	243
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	8				99	246
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	8				99	241
Point Loma Nazarene University	081.1	RICA.1	100	300	220	3				66	226
San Diego State University	098	CBEST	60	240	123	3				100	158
San Diego State University	110	Mathematics Subtest I	100	300	220	1				93	248
San Diego State University	111	Mathematics Subtest II	100	300	220	1				93	240

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	1				98	243
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	241
San Francisco State University	098	CBEST	60	240	123	13	13	152	100	100	158
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	15	15	246	100	98	243
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	15	15	246	100	99	246
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	15	15	241	100	99	241
San Francisco State University	081	RICA	0	120	81	1				100	95
San Francisco State University	081.1	RICA.1	100	300	220	5				66	226
San Francisco State University	142	Writing Skills	100	300	220	16	16	235	100	98	244
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	24	24	151	100	100	158
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	101	Multiple Subjects Subtest I	100	300	220	17	17	249	100	98	243
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	17	17	249	100	99	246
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	17	17	244	100	99	241
San Jose State University	081.1	RICA.1	100	300	220	8				66	226
San Jose State University	142	Writing Skills	100	300	220	1				98	244
Sonoma State University	098	CBEST	60	240	123	12	12	162	100	100	158
Sonoma State University	101	Multiple Subjects Subtest I	100	300	220	13	13	241	100	98	243
Sonoma State University	102	Multiple Subjects Subtest II	100	300	220	14	13	246	93	99	246
Sonoma State University	103	Multiple Subjects Subtest III	100	300	220	14	14	240	100	99	241
Sonoma State University	081.1	RICA.1	100	300	220	5				66	226
Sonoma State University	145	Spanish Subtest I	100	300	220	1				100	239
Sonoma State University	146	Spanish Subtest II	100	300	220	1				97	242
Sonoma State University	147	Spanish Subtest III	100	300	220	1				100	257
Sonoma State University	142	Writing Skills	100	300	220	5				98	244
Stanislaus County Office of Education	098	CBEST	60	240	123	11	11	150	100	100	159
Touro University-CA College of Education	098	CBEST	60	240	123	6				100	158
Touro University-CA College of Education	081.1	RICA.1	100	300	220	1				66	226

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
UC Los Angeles	120	Biology/Life Science Subtest III	100	300	220	2				98	242
UC Los Angeles	098	CBEST	60	240	123	19	19	157	100	100	158
UC Los Angeles	122	Earth/Planetary Science Subtest II	100	300	220	1					
UC Los Angeles	105	English Subtest I	100	300	220	2				100	256
UC Los Angeles	106	English Subtest II	100	300	220	2				100	258
UC Los Angeles	107	English Subtest III	100	300	220	2				99	250
UC Los Angeles	108	English Subtest IV	100	300	220	2				100	247
UC Los Angeles	111	Mathematics Subtest II	100	300	220	1				93	240
UC Los Angeles	101	Multiple Subjects Subtest I	100	300	220	10	10	237	100	98	243
UC Los Angeles	102	Multiple Subjects Subtest II	100	300	220	10	10	237	100	99	246
UC Los Angeles	103	Multiple Subjects Subtest III	100	300	220	10	10	235	100	99	241
UC Los Angeles	081.1	RICA.1	100	300	220	7				66	226
UC Los Angeles	118	Science Subtest I	100	300	220	3				99	250
UC Los Angeles	119	Science Subtest II	100	300	220	3				97	249
UC Los Angeles	114	Social Science Subtest I	100	300	220	3				98	239
UC Los Angeles	115	Social Science Subtest II	100	300	220	3				98	244
UC Los Angeles	116	Social Science Subtest III	100	300	220	2				98	248
UC Los Angeles	145	Spanish Subtest I	100	300	220	2				100	239
UC Los Angeles	146	Spanish Subtest II	100	300	220	2				97	242
UC Los Angeles	147	Spanish Subtest III	100	300	220	2				100	257
UC Riverside	098	CBEST	60	240	123	2				100	158
University of LaVerne	098	CBEST	60	240	123	12	12	168	100	100	158
University of LaVerne	105	English Subtest I	100	300	220	1				100	256
University of LaVerne	106	English Subtest II	100	300	220	1				100	258
University of LaVerne	107	English Subtest III	100	300	220	1				99	250
University of LaVerne	108	English Subtest IV	100	300	220	1				100	247
University of LaVerne	110	Mathematics Subtest I	100	300	220	2				93	248
University of LaVerne	111	Mathematics Subtest II	100	300	220	2				93	240
University of LaVerne	112	Mathematics Subtest III	100	300	220	2				94	248
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	7				98	243
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	7				99	246
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	7				99	241
University of LaVerne	136	Music Subtest I	100	300	220	1					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of LaVerne	137	Music Subtest II	100	300	220	1					
University of LaVerne	138	Music Subtest III	100	300	220	1					
University of LaVerne	081.1	RICA.1	100	300	220	3				66	226
University of Phoenix	120	Biology/Life Science Subtest III	100	300	220	2				98	242
University of Phoenix	098	CBEST	60	240	123	9				100	158
University of Phoenix	121	Chemistry Subtest III	100	300	220	1				95	250
University of Phoenix	110	Mathematics Subtest I	100	300	220	2				93	248
University of Phoenix	111	Mathematics Subtest II	100	300	220	2				93	240
University of Phoenix	101	Multiple Subjects Subtest I	100	300	220	4				98	243
University of Phoenix	102	Multiple Subjects Subtest II	100	300	220	4				99	246
University of Phoenix	103	Multiple Subjects Subtest III	100	300	220	4				99	241
University of Phoenix	129	Physical Education Subtest I	100	300	220	1					
University of Phoenix	130	Physical Education Subtest II	100	300	220	1					
University of Phoenix	131	Physical Education Subtest III	100	300	220	1					
University of Phoenix	123	Physics Subtest III	100	300	220	1				100	253
University of Phoenix	081.1	RICA.1	100	300	220	3				66	226
University of Phoenix	118	Science Subtest I	100	300	220	3				99	250
University of Phoenix	119	Science Subtest II	100	300	220	3				97	249
University of Redlands	098	CBEST	60	240	123	1				100	158
University of Redlands	114	Social Science Subtest I	100	300	220	1				98	239
University of Redlands	115	Social Science Subtest II	100	300	220	1				98	244
University of Redlands	116	Social Science Subtest III	100	300	220	1				98	248
University of San Francisco	098	CBEST	60	240	123	31	31	152	100	100	158
University of San Francisco	105	English Subtest I	100	300	220	3				100	256
University of San Francisco	106	English Subtest II	100	300	220	3				100	258
University of San Francisco	107	English Subtest III	100	300	220	3				99	250
University of San Francisco	108	English Subtest IV	100	300	220	3				100	247
University of San Francisco	101	Multiple Subjects Subtest I	100	300	220	11	11	248	100	98	243
University of San Francisco	102	Multiple Subjects Subtest II	100	300	220	11	11	250	100	99	246
University of San Francisco	103	Multiple Subjects Subtest III	100	300	220	11	11	245	100	99	241
University of San Francisco	081	RICA	0	120	81	2				100	95
University of San Francisco	081.1	RICA.1	100	300	220	2				66	226
University of San Francisco	145	Spanish Subtest I	100	300	220	2				100	239

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of San Francisco	146	Spanish Subtest II	100	300	220	2				97	242
University of San Francisco	147	Spanish Subtest III	100	300	220	2				100	257
University of San Francisco	142	Writing Skills	100	300	220	8				98	244
University of the Pacific	140	Art Subtest I	100	300	220	1					
University of the Pacific	141	Art Subtest II	100	300	220	1					
University of the Pacific	098	CBEST	60	240	123	11	11	144	100	100	158
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	9				98	243
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	9				99	246
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	9				99	241
University of the Pacific	081.1	RICA.1	100	300	220	2				66	226
University of the Pacific	118	Science Subtest I	100	300	220	1				99	250
University of the Pacific	119	Science Subtest II	100	300	220	1				97	249
University of the Pacific	114	Social Science Subtest I	100	300	220	1				98	239
University of the Pacific	115	Social Science Subtest II	100	300	220	1				98	244
University of the Pacific	116	Social Science Subtest III	100	300	220	1				98	248
University of the Pacific	142	Writing Skills	100	300	220	1				98	244

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Alliant International University	098	CBEST	60	240	123	24	24	167	100	100	160
Alliant International University	105	English Subtest I	100	300	220	2				100	253
Alliant International University	106	English Subtest II	100	300	220	2				100	258
Alliant International University	107	English Subtest III	100	300	220	2				100	249
Alliant International University	108	English Subtest IV	100	300	220	2				100	245
Alliant International University	110	Mathematics Subtest I	100	300	220	2				100	249
Alliant International University	111	Mathematics Subtest II	100	300	220	2				100	244
Alliant International University	112	Mathematics Subtest III	100	300	220	1				100	249
Alliant International University	101	Multiple Subjects Subtest I	100	300	220	12	12	252	100	100	246
Alliant International University	102	Multiple Subjects Subtest II	100	300	220	12	12	256	100	100	248
Alliant International University	103	Multiple Subjects Subtest III	100	300	220	12	12	247	100	100	243
Alliant International University	136	Music Subtest I	100	300	220	1					
Alliant International University	137	Music Subtest II	100	300	220	1					
Alliant International University	138	Music Subtest III	100	300	220	1					
Alliant International University	129	Physical Education Subtest I	100	300	220	2				100	231
Alliant International University	130	Physical Education Subtest II	100	300	220	2				100	232
Alliant International University	131	Physical Education Subtest III	100	300	220	2				100	232
Alliant International University	123	Physics Subtest III	100	300	220	2				100	257
Alliant International University	081.1	RICA.1	100	300	220	12	12	241	100	92	235
Alliant International University	118	Science Subtest I	100	300	220	3				100	249
Alliant International University	119	Science Subtest II	100	300	220	3				99	254
Azusa Pacific University	120	Biology/Life Science Subtest III	100	300	220	2				100	247
Azusa Pacific University	124	Biology/Life Science Subtest IV	100	300	220	1					
Azusa Pacific University	098	CBEST	60	240	123	65	65	149	100	100	160
Azusa Pacific University	105	English Subtest I	100	300	220	2				100	253
Azusa Pacific University	106	English Subtest II	100	300	220	2				100	258
Azusa Pacific University	107	English Subtest III	100	300	220	2				100	249
Azusa Pacific University	108	English Subtest IV	100	300	220	2				100	245
Azusa Pacific University	178	Health Science Subtest I	100	300	220	1					
Azusa Pacific University	179	Health Science Subtest II	100	300	220	1					
Azusa Pacific University	180	Health Science Subtest III	100	300	220	1					
Azusa Pacific University	110	Mathematics Subtest I	100	300	220	3				100	249
Azusa Pacific University	111	Mathematics Subtest II	100	300	220	3				100	244

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Azusa Pacific University	101	Multiple Subjects Subtest I	100	300	220	53	53	239	100	100	246
Azusa Pacific University	102	Multiple Subjects Subtest II	100	300	220	53	53	240	100	100	248
Azusa Pacific University	103	Multiple Subjects Subtest III	100	300	220	53	53	241	100	100	243
Azusa Pacific University	129	Physical Education Subtest I	100	300	220	1				100	231
Azusa Pacific University	130	Physical Education Subtest II	100	300	220	1				100	232
Azusa Pacific University	131	Physical Education Subtest III	100	300	220	1				100	232
Azusa Pacific University	092	RICA Video	100	300	220	3				100	232
Azusa Pacific University	081.1	RICA.1	100	300	220	53	49	229	92	92	235
Azusa Pacific University	118	Science Subtest I	100	300	220	1				100	249
Azusa Pacific University	119	Science Subtest II	100	300	220	1				99	254
Azusa Pacific University	114	Social Science Subtest I	100	300	220	2				100	239
Azusa Pacific University	115	Social Science Subtest II	100	300	220	2				100	243
Azusa Pacific University	116	Social Science Subtest III	100	300	220	2				100	244
Azusa Pacific University	145	Spanish Subtest I	100	300	220	1				100	238
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	247
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	25	25	175	100	100	156
Bay Area School of Enterprise	105	English Subtest I	100	300	220	7				100	255
Bay Area School of Enterprise	106	English Subtest II	100	300	220	7				100	260
Bay Area School of Enterprise	107	English Subtest III	100	300	220	7				100	248
Bay Area School of Enterprise	108	English Subtest IV	100	300	220	7				100	243
Bay Area School of Enterprise	110	Mathematics Subtest I	100	300	220	3				100	233
Bay Area School of Enterprise	111	Mathematics Subtest II	100	300	220	3				100	234
Bay Area School of Enterprise	101	Multiple Subjects Subtest I	100	300	220	14	14	253	100	100	244
Bay Area School of Enterprise	102	Multiple Subjects Subtest II	100	300	220	14	14	257	100	100	247
Bay Area School of Enterprise	103	Multiple Subjects Subtest III	100	300	220	14	14	246	100	100	242
Bay Area School of Enterprise	081.1	RICA.1	100	300	220	14	14	247	100	88	234
Bay Area School of Enterprise	118	Science Subtest I	100	300	220	2				100	256
Bay Area School of Enterprise	119	Science Subtest II	100	300	220	2				100	263
Bay Area School of Enterprise	142	Writing Skills	100	300	220	1					
Brandman University	186	American Sign Language Subtest I	100	300	220	1					
Brandman University	187	American Sign Language Subtest II	100	300	220	1					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Brandman University	188	American Sign Language Subtest I	100	300	220	1					
Brandman University	140	Art Subtest I	100	300	220	1					
Brandman University	141	Art Subtest II	100	300	220	1					
Brandman University	120	Biology/Life Science Subtest III	100	300	220	3				100	247
Brandman University	098	CBEST	60	240	123	55	55	153	100	100	160
Brandman University	122	Earth/Planetary Science Subtest II	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	3				100	253
Brandman University	106	English Subtest II	100	300	220	3				100	258
Brandman University	107	English Subtest III	100	300	220	3				100	249
Brandman University	108	English Subtest IV	100	300	220	3				100	245
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	110	Mathematics Subtest I	100	300	220	4				100	249
Brandman University	111	Mathematics Subtest II	100	300	220	4				100	244
Brandman University	112	Mathematics Subtest III	100	300	220	1				100	249
Brandman University	101	Multiple Subjects Subtest I	100	300	220	34	34	241	100	100	246
Brandman University	102	Multiple Subjects Subtest II	100	300	220	34	34	246	100	100	248
Brandman University	103	Multiple Subjects Subtest III	100	300	220	34	34	244	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	081	RICA	0	120	81	1				100	93
Brandman University	081.1	RICA.1	100	300	220	35	35	236	100	92	235
Brandman University	118	Science Subtest I	100	300	220	4				100	249
Brandman University	119	Science Subtest II	100	300	220	4				99	254
Brandman University	114	Social Science Subtest I	100	300	220	3				100	239
Brandman University	115	Social Science Subtest II	100	300	220	3				100	243
Brandman University	116	Social Science Subtest III	100	300	220	3				100	244
Brandman University	145	Spanish Subtest I	100	300	220	1				100	238
Brandman University	146	Spanish Subtest II	100	300	220	1				100	243
Brandman University	147	Spanish Subtest III	100	300	220	1				100	247

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CA State Polytechnic Univ.-Pomona	098	CBEST	60	240	123	3				100	160
CA State Polytechnic Univ.-Pomona	122	Earth/Planetary Science Subtest II	100	300	220	1					
CA State Polytechnic Univ.-Pomona	101	Multiple Subjects Subtest I	100	300	220	3				100	246
CA State Polytechnic Univ.-Pomona	102	Multiple Subjects Subtest II	100	300	220	3				100	248
CA State Polytechnic Univ.-Pomona	103	Multiple Subjects Subtest III	100	300	220	3				100	243
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	3				92	235
CA State Polytechnic Univ.-Pomona	118	Science Subtest I	100	300	220	1				100	249
CA State Polytechnic Univ.-Pomona	119	Science Subtest II	100	300	220	1				99	254
California Baptist University	120	Biology/Life Science Subtest III	100	300	220	2				100	247
California Baptist University	098	CBEST	60	240	123	13	13	152	100	100	160
California Baptist University	105	English Subtest I	100	300	220	1				100	253
California Baptist University	106	English Subtest II	100	300	220	1				100	258
California Baptist University	107	English Subtest III	100	300	220	1				100	249
California Baptist University	108	English Subtest IV	100	300	220	1				100	245
California Baptist University	101	Multiple Subjects Subtest I	100	300	220	9				100	246
California Baptist University	102	Multiple Subjects Subtest II	100	300	220	9				100	248
California Baptist University	103	Multiple Subjects Subtest III	100	300	220	9				100	243
California Baptist University	081.1	RICA.1	100	300	220	9				92	235
California Baptist University	118	Science Subtest I	100	300	220	2				100	249
California Baptist University	119	Science Subtest II	100	300	220	2				99	254
California Lutheran University	098	CBEST	60	240	123	13	13	149	100	100	160
California Lutheran University	101	Multiple Subjects Subtest I	100	300	220	14	14	242	100	100	246
California Lutheran University	102	Multiple Subjects Subtest II	100	300	220	14	14	249	100	100	248
California Lutheran University	103	Multiple Subjects Subtest III	100	300	220	14	14	246	100	100	243
California Lutheran University	081.1	RICA.1	100	300	220	14	14	233	100	92	235
California Lutheran University	142	Writing Skills	100	300	220	1				100	252
CALState Teach	098	CBEST	60	240	123	48	48	163	100	100	160
CALState Teach	101	Multiple Subjects Subtest I	100	300	220	52	52	253	100	100	246
CALState Teach	102	Multiple Subjects Subtest II	100	300	220	52	52	252	100	100	248
CALState Teach	103	Multiple Subjects Subtest III	100	300	220	52	52	248	100	100	243
CALState Teach	092	RICA Video	100	300	220	4				100	232
CALState Teach	081.1	RICA.1	100	300	220	42	38	239	90	92	235
CALState Teach	142	Writing Skills	100	300	220	4				100	252

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Chapman University	098	CBEST	60	240	123	5				100	160
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	5				92	235
Claremont Graduate University	120	Biology/Life Science Subtest III	100	300	220	5				100	247
Claremont Graduate University	098	CBEST	60	240	123	31	31	165	100	100	160
Claremont Graduate University	121	Chemistry Subtest III	100	300	220	1				100	257
Claremont Graduate University	105	English Subtest I	100	300	220	4				100	253
Claremont Graduate University	106	English Subtest II	100	300	220	4				100	258
Claremont Graduate University	107	English Subtest III	100	300	220	4				100	249
Claremont Graduate University	108	English Subtest IV	100	300	220	4				100	245
Claremont Graduate University	110	Mathematics Subtest I	100	300	220	8				100	249
Claremont Graduate University	111	Mathematics Subtest II	100	300	220	8				100	244
Claremont Graduate University	112	Mathematics Subtest III	100	300	220	6				100	249
Claremont Graduate University	101	Multiple Subjects Subtest I	100	300	220	7				100	246
Claremont Graduate University	102	Multiple Subjects Subtest II	100	300	220	7				100	248
Claremont Graduate University	103	Multiple Subjects Subtest III	100	300	220	7				100	243
Claremont Graduate University	081.1	RICA.1	100	300	220	9				92	235
Claremont Graduate University	118	Science Subtest I	100	300	220	6				100	249
Claremont Graduate University	119	Science Subtest II	100	300	220	6				99	254
Claremont Graduate University	114	Social Science Subtest I	100	300	220	3				100	239
Claremont Graduate University	115	Social Science Subtest II	100	300	220	3				100	243
Claremont Graduate University	116	Social Science Subtest III	100	300	220	3				100	244
Claremont Graduate University	145	Spanish Subtest I	100	300	220	2				100	238
Claremont Graduate University	146	Spanish Subtest II	100	300	220	2				100	243
Claremont Graduate University	147	Spanish Subtest III	100	300	220	2				100	247
CSU Bakersfield	120	Biology/Life Science Subtest III	100	300	220	1				100	247
CSU Bakersfield	098	CBEST	60	240	123	31	31	153	100	100	160
CSU Bakersfield	105	English Subtest I	100	300	220	2				100	253
CSU Bakersfield	106	English Subtest II	100	300	220	2				100	258
CSU Bakersfield	107	English Subtest III	100	300	220	2				100	249
CSU Bakersfield	108	English Subtest IV	100	300	220	2				100	245

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Bakersfield	110	Mathematics Subtest I	100	300	220	2				100	249
CSU Bakersfield	111	Mathematics Subtest II	100	300	220	2				100	244
CSU Bakersfield	112	Mathematics Subtest III	100	300	220	1				100	249
CSU Bakersfield	101	Multiple Subjects Subtest I	100	300	220	18	18	239	100	100	246
CSU Bakersfield	102	Multiple Subjects Subtest II	100	300	220	18	18	242	100	100	248
CSU Bakersfield	103	Multiple Subjects Subtest III	100	300	220	18	18	237	100	100	243
CSU Bakersfield	081	RICA	0	120	81	2				100	93
CSU Bakersfield	081.1	RICA.1	100	300	220	15	13	232	87	92	235
CSU Bakersfield	118	Science Subtest I	100	300	220	1				100	249
CSU Bakersfield	119	Science Subtest II	100	300	220	1				99	254
CSU Channel Islands	098	CBEST	60	240	123	6				100	160
CSU Channel Islands	101	Multiple Subjects Subtest I	100	300	220	3				100	246
CSU Channel Islands	102	Multiple Subjects Subtest II	100	300	220	3				100	248
CSU Channel Islands	103	Multiple Subjects Subtest III	100	300	220	3				100	243
CSU Channel Islands	081	RICA	0	120	81	2				100	93
CSU Channel Islands	081.1	RICA.1	100	300	220	2				92	235
CSU Chico	098	CBEST	60	240	123	13	13	151	100	100	160
CSU Chico	101	Multiple Subjects Subtest I	100	300	220	5				100	246
CSU Chico	102	Multiple Subjects Subtest II	100	300	220	5				100	248
CSU Chico	103	Multiple Subjects Subtest III	100	300	220	5				100	243
CSU Chico	129	Physical Education Subtest I	100	300	220	1				100	231
CSU Chico	130	Physical Education Subtest II	100	300	220	1				100	232
CSU Chico	131	Physical Education Subtest III	100	300	220	1				100	232
CSU Chico	081.1	RICA.1	100	300	220	5				92	235
CSU Dominguez Hills	098	CBEST	60	240	123	26	26	154	100	100	160
CSU Dominguez Hills	121	Chemistry Subtest III	100	300	220	2				100	257
CSU Dominguez Hills	122	Earth/Planetary Science Subtest II	100	300	220	1					
CSU Dominguez Hills	105	English Subtest I	100	300	220	1				100	253
CSU Dominguez Hills	106	English Subtest II	100	300	220	1				100	258
CSU Dominguez Hills	107	English Subtest III	100	300	220	1				100	249
CSU Dominguez Hills	108	English Subtest IV	100	300	220	1				100	245
CSU Dominguez Hills	110	Mathematics Subtest I	100	300	220	1				100	249
CSU Dominguez Hills	111	Mathematics Subtest II	100	300	220	1				100	244

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Dominguez Hills	101	Multiple Subjects Subtest I	100	300	220	12	12	245	100	100	246
CSU Dominguez Hills	102	Multiple Subjects Subtest II	100	300	220	12	12	244	100	100	248
CSU Dominguez Hills	103	Multiple Subjects Subtest III	100	300	220	12	12	243	100	100	243
CSU Dominguez Hills	081	RICA	0	120	81	3				100	93
CSU Dominguez Hills	081.1	RICA.1	100	300	220	11	9	234	82	92	235
CSU Dominguez Hills	118	Science Subtest I	100	300	220	4				100	249
CSU Dominguez Hills	119	Science Subtest II	100	300	220	4				99	254
CSU Dominguez Hills	114	Social Science Subtest I	100	300	220	2				100	239
CSU Dominguez Hills	115	Social Science Subtest II	100	300	220	2				100	243
CSU Dominguez Hills	116	Social Science Subtest III	100	300	220	2				100	244
CSU Dominguez Hills	142	Writing Skills	100	300	220	1				100	252
CSU East Bay	120	Biology/Life Science Subtest III	100	300	220	3				100	247
CSU East Bay	098	CBEST	60	240	123	36	36	159	100	100	160
CSU East Bay	121	Chemistry Subtest III	100	300	220	2				100	257
CSU East Bay	105	English Subtest I	100	300	220	4				100	253
CSU East Bay	106	English Subtest II	100	300	220	4				100	258
CSU East Bay	107	English Subtest III	100	300	220	4				100	249
CSU East Bay	108	English Subtest IV	100	300	220	4				100	245
CSU East Bay	110	Mathematics Subtest I	100	300	220	7				100	249
CSU East Bay	111	Mathematics Subtest II	100	300	220	7				100	244
CSU East Bay	112	Mathematics Subtest III	100	300	220	1				100	249
CSU East Bay	101	Multiple Subjects Subtest I	100	300	220	13	13	254	100	100	246
CSU East Bay	102	Multiple Subjects Subtest II	100	300	220	13	13	261	100	100	248
CSU East Bay	103	Multiple Subjects Subtest III	100	300	220	13	13	248	100	100	243
CSU East Bay	129	Physical Education Subtest I	100	300	220	1				100	231
CSU East Bay	130	Physical Education Subtest II	100	300	220	1				100	232
CSU East Bay	131	Physical Education Subtest III	100	300	220	1				100	232
CSU East Bay	081.1	RICA.1	100	300	220	12	11	242	92	92	235
CSU East Bay	118	Science Subtest I	100	300	220	6				100	249
CSU East Bay	119	Science Subtest II	100	300	220	6				99	254
CSU East Bay	114	Social Science Subtest I	100	300	220	2				100	239
CSU East Bay	115	Social Science Subtest II	100	300	220	2				100	243
CSU East Bay	116	Social Science Subtest III	100	300	220	2				100	244

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	243
CSU East Bay	147	Spanish Subtest III	100	300	220	1				100	247
CSU Fresno	098	CBEST	60	240	123	45	45	149	100	100	160
CSU Fresno	122	Earth/Planetary Science Subtest II	100	300	220	1					
CSU Fresno	105	English Subtest I	100	300	220	3				100	253
CSU Fresno	106	English Subtest II	100	300	220	3				100	258
CSU Fresno	107	English Subtest III	100	300	220	3				100	249
CSU Fresno	108	English Subtest IV	100	300	220	3				100	245
CSU Fresno	110	Mathematics Subtest I	100	300	220	5				100	249
CSU Fresno	111	Mathematics Subtest II	100	300	220	5				100	244
CSU Fresno	112	Mathematics Subtest III	100	300	220	5				100	249
CSU Fresno	101	Multiple Subjects Subtest I	100	300	220	19	19	238	100	100	246
CSU Fresno	102	Multiple Subjects Subtest II	100	300	220	18	18	244	100	100	248
CSU Fresno	103	Multiple Subjects Subtest III	100	300	220	18	18	240	100	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	081.1	RICA.1	100	300	220	17	15	229	88	92	235
CSU Fresno	118	Science Subtest I	100	300	220	1				100	249
CSU Fresno	119	Science Subtest II	100	300	220	1				99	254
CSU Fresno	114	Social Science Subtest I	100	300	220	1				100	239
CSU Fresno	115	Social Science Subtest II	100	300	220	1				100	243
CSU Fresno	116	Social Science Subtest III	100	300	220	1				100	244
CSU Fullerton	120	Biology/Life Science Subtest III	100	300	220	1				100	247
CSU Fullerton	098	CBEST	60	240	123	7				100	160
CSU Fullerton	101	Multiple Subjects Subtest I	100	300	220	2				100	246
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	2				100	248
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	2				100	243
CSU Fullerton	129	Physical Education Subtest I	100	300	220	1				100	231
CSU Fullerton	130	Physical Education Subtest II	100	300	220	1				100	232
CSU Fullerton	131	Physical Education Subtest III	100	300	220	1				100	232
CSU Fullerton	081.1	RICA.1	100	300	220	2				92	235

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Fullerton	118	Science Subtest I	100	300	220	1				100	249
CSU Fullerton	119	Science Subtest II	100	300	220	1				99	254
CSU Fullerton	114	Social Science Subtest I	100	300	220	1				100	239
CSU Fullerton	115	Social Science Subtest II	100	300	220	1				100	243
CSU Fullerton	116	Social Science Subtest III	100	300	220	1				100	244
CSU Long Beach	098	CBEST	60	240	123	5				100	160
CSU Long Beach	101	Multiple Subjects Subtest I	100	300	220	3				100	246
CSU Long Beach	102	Multiple Subjects Subtest II	100	300	220	3				100	248
CSU Long Beach	103	Multiple Subjects Subtest III	100	300	220	3				100	243
CSU Long Beach	081.1	RICA.1	100	300	220	2				92	235
CSU Los Angeles	120	Biology/Life Science Subtest III	100	300	220	1				100	247
CSU Los Angeles	098	CBEST	60	240	123	13	13	143	100	100	160
CSU Los Angeles	101	Multiple Subjects Subtest I	100	300	220	12	12	243	100	100	246
CSU Los Angeles	102	Multiple Subjects Subtest II	100	300	220	12	12	246	100	100	248
CSU Los Angeles	103	Multiple Subjects Subtest III	100	300	220	12	12	237	100	100	243
CSU Los Angeles	081.1	RICA.1	100	300	220	12	12	241	100	92	235
CSU Los Angeles	118	Science Subtest I	100	300	220	1				100	249
CSU Los Angeles	119	Science Subtest II	100	300	220	1				99	254
CSU Los Angeles	142	Writing Skills	100	300	220	2				100	252
CSU Monterey Bay	098	CBEST	60	240	123	25	25	163	100	100	160
CSU Monterey Bay	121	Chemistry Subtest III	100	300	220	1				100	257
CSU Monterey Bay	105	English Subtest I	100	300	220	3				100	253
CSU Monterey Bay	106	English Subtest II	100	300	220	3				100	258
CSU Monterey Bay	107	English Subtest III	100	300	220	3				100	249
CSU Monterey Bay	108	English Subtest IV	100	300	220	3				100	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	3				100	249
CSU Monterey Bay	111	Mathematics Subtest II	100	300	220	3				100	244
CSU Monterey Bay	112	Mathematics Subtest III	100	300	220	2				100	249
CSU Monterey Bay	101	Multiple Subjects Subtest I	100	300	220	10	10	254	100	100	246
CSU Monterey Bay	102	Multiple Subjects Subtest II	100	300	220	10	10	245	100	100	248

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Monterey Bay	103	Multiple Subjects Subtest III	100	300	220	10	10	244	100	100	243
CSU Monterey Bay	081.1	RICA.1	100	300	220	11	11	238	100	92	235
CSU Monterey Bay	118	Science Subtest I	100	300	220	2				100	249
CSU Monterey Bay	119	Science Subtest II	100	300	220	2				99	254
CSU Monterey Bay	145	Spanish Subtest I	100	300	220	1				100	238
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	247
CSU Monterey Bay	142	Writing Skills	100	300	220	1				100	252
CSU Northridge	098	CBEST	60	240	123	13	13	153	100	100	160
CSU Northridge	121	Chemistry Subtest III	100	300	220	1				100	257
CSU Northridge	110	Mathematics Subtest I	100	300	220	1				100	249
CSU Northridge	111	Mathematics Subtest II	100	300	220	1				100	244
CSU Northridge	101	Multiple Subjects Subtest I	100	300	220	7				100	246
CSU Northridge	102	Multiple Subjects Subtest II	100	300	220	7				100	248
CSU Northridge	103	Multiple Subjects Subtest III	100	300	220	7				100	243
CSU Northridge	123	Physics Subtest III	100	300	220	1				100	257
CSU Northridge	092	RICA Video	100	300	220	3				100	232
CSU Northridge	081.1	RICA.1	100	300	220	4				92	235
CSU Northridge	118	Science Subtest I	100	300	220	2				100	249
CSU Northridge	119	Science Subtest II	100	300	220	2				99	254
CSU Northridge	142	Writing Skills	100	300	220	1				100	252
CSU Sacramento	098	CBEST	60	240	123	18	18	164	100	100	160
CSU Sacramento	105	English Subtest I	100	300	220	1				100	253
CSU Sacramento	106	English Subtest II	100	300	220	1				100	258
CSU Sacramento	107	English Subtest III	100	300	220	1				100	249
CSU Sacramento	108	English Subtest IV	100	300	220	1				100	245
CSU Sacramento	101	Multiple Subjects Subtest I	100	300	220	16	16	254	100	100	246
CSU Sacramento	102	Multiple Subjects Subtest II	100	300	220	16	16	255	100	100	248
CSU Sacramento	103	Multiple Subjects Subtest III	100	300	220	16	16	253	100	100	243
CSU Sacramento	081.1	RICA.1	100	300	220	17	17	244	100	92	235
CSU Sacramento	142	Writing Skills	100	300	220	2				100	252
CSU San Bernardino	140	Art Subtest I	100	300	220	1					
CSU San Bernardino	141	Art Subtest II	100	300	220	1					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU San Bernardino	120	Biology/Life Science Subtest III	100	300	220	1				100	247
CSU San Bernardino	098	CBEST	60	240	123	18	18	151	100	100	160
CSU San Bernardino	122	Earth/Planetary Science Subtest II	100	300	220	1					
CSU San Bernardino	105	English Subtest I	100	300	220	1				100	253
CSU San Bernardino	106	English Subtest II	100	300	220	1				100	258
CSU San Bernardino	107	English Subtest III	100	300	220	1				100	249
CSU San Bernardino	108	English Subtest IV	100	300	220	1				100	245
CSU San Bernardino	101	Multiple Subjects Subtest I	100	300	220	9				100	246
CSU San Bernardino	102	Multiple Subjects Subtest II	100	300	220	9				100	248
CSU San Bernardino	103	Multiple Subjects Subtest III	100	300	220	9				100	243
CSU San Bernardino	092	RICA Video	100	300	220	1				100	232
CSU San Bernardino	081.1	RICA.1	100	300	220	8				92	235
CSU San Bernardino	118	Science Subtest I	100	300	220	2				100	249
CSU San Bernardino	119	Science Subtest II	100	300	220	2				99	254
CSU San Bernardino	145	Spanish Subtest I	100	300	220	1				100	238
CSU San Bernardino	146	Spanish Subtest II	100	300	220	1				100	243
CSU San Bernardino	147	Spanish Subtest III	100	300	220	1				100	247
CSU San Bernardino	142	Writing Skills	100	300	220	1				100	252
CSU San Marcos	098	CBEST	60	240	123	1				100	160
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				92	235
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	247
CSU Stanislaus	124	Biology/Life Science Subtest IV	100	300	220	1					
CSU Stanislaus	098	CBEST	60	240	123	21	21	153	100	100	160
CSU Stanislaus	105	English Subtest I	100	300	220	3				100	253
CSU Stanislaus	106	English Subtest II	100	300	220	3				100	258
CSU Stanislaus	107	English Subtest III	100	300	220	3				100	249
CSU Stanislaus	108	English Subtest IV	100	300	220	3				100	245
CSU Stanislaus	110	Mathematics Subtest I	100	300	220	2				100	249

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Stanislaus	111	Mathematics Subtest II	100	300	220	2				100	244
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	129	Physical Education Subtest I	100	300	220	2				100	231
CSU Stanislaus	130	Physical Education Subtest II	100	300	220	2				100	232
CSU Stanislaus	131	Physical Education Subtest III	100	300	220	2				100	232
CSU Stanislaus	081.1	RICA.1	100	300	220	1				92	235
CSU Stanislaus	114	Social Science Subtest I	100	300	220	2				100	239
CSU Stanislaus	115	Social Science Subtest II	100	300	220	2				100	243
CSU Stanislaus	116	Social Science Subtest III	100	300	220	2				100	244
Dominican University of California	098	CBEST	60	240	123	6				100	160
Dominican University of California	105	English Subtest I	100	300	220	1				100	253
Dominican University of California	106	English Subtest II	100	300	220	1				100	258
Dominican University of California	107	English Subtest III	100	300	220	1				100	249
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	3				100	249
Dominican University of California	111	Mathematics Subtest II	100	300	220	3				100	244
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
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	231
Dominican University of California	130	Physical Education Subtest II	100	300	220	1				100	232
Dominican University of California	131	Physical Education Subtest III	100	300	220	1				100	232
Dominican University of California	081.1	RICA.1	100	300	220	4				92	235
Dominican University of California	142	Writing Skills	100	300	220	1				100	252
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	11	11	151	100	100	156
Fortune School of Ed. Project Pipeline	101	Multiple Subjects Subtest I	100	300	220	6				100	244
Fortune School of Ed. Project Pipeline	102	Multiple Subjects Subtest II	100	300	220	6				100	247
Fortune School of Ed. Project Pipeline	103	Multiple Subjects Subtest III	100	300	220	6				100	242
Fortune School of Ed. Project Pipeline	081.1	RICA.1	100	300	220	9				88	234
Fortune School of Ed. Project Pipeline	118	Science Subtest I	100	300	220	1				100	256

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Fortune School of Ed. Project Pipeline	119	Science Subtest II	100	300	220	1				100	263
Fortune School of Ed. Project Pipeline	145	Spanish Subtest I	100	300	220	1					
Fortune School of Ed. Project Pipeline	146	Spanish Subtest II	100	300	220	1					
Fortune School of Ed. Project Pipeline	147	Spanish Subtest III	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	17	17	147	100	100	160
Fresno Pacific University	105	English Subtest I	100	300	220	1				100	253
Fresno Pacific University	106	English Subtest II	100	300	220	1				100	258
Fresno Pacific University	107	English Subtest III	100	300	220	1				100	249
Fresno Pacific University	108	English Subtest IV	100	300	220	1				100	245
Fresno Pacific University	110	Mathematics Subtest I	100	300	220	1				100	249
Fresno Pacific University	111	Mathematics Subtest II	100	300	220	1				100	244
Fresno Pacific University	101	Multiple Subjects Subtest I	100	300	220	5				100	246
Fresno Pacific University	102	Multiple Subjects Subtest II	100	300	220	5				100	248
Fresno Pacific University	103	Multiple Subjects Subtest III	100	300	220	5				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	081.1	RICA.1	100	300	220	10	10	232	100	92	235
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	4					
High Tech High Communities	098	CBEST	60	240	123	26	26	167	100	100	156
High Tech High Communities	105	English Subtest I	100	300	220	4				100	255
High Tech High Communities	106	English Subtest II	100	300	220	4				100	260
High Tech High Communities	107	English Subtest III	100	300	220	4				100	248
High Tech High Communities	108	English Subtest IV	100	300	220	4				100	243
High Tech High Communities	110	Mathematics Subtest I	100	300	220	1				100	233
High Tech High Communities	111	Mathematics Subtest II	100	300	220	1				100	234
High Tech High Communities	101	Multiple Subjects Subtest I	100	300	220	10	10	256	100	100	244
High Tech High Communities	102	Multiple Subjects Subtest II	100	300	220	10	10	266	100	100	247
High Tech High Communities	103	Multiple Subjects Subtest III	100	300	220	10	10	253	100	100	242

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
High Tech High Communities	123	Physics Subtest III	100	300	220	1					
High Tech High Communities	081.1	RICA.1	100	300	220	12	11	249	92	88	234
High Tech High Communities	118	Science Subtest I	100	300	220	4				100	256
High Tech High Communities	119	Science Subtest II	100	300	220	4				100	263
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					
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	3				100	160
Holy Names University	110	Mathematics Subtest I	100	300	220	1				100	249
Holy Names University	111	Mathematics Subtest II	100	300	220	1				100	244
Holy Names University	101	Multiple Subjects Subtest I	100	300	220	2				100	246
Holy Names University	102	Multiple Subjects Subtest II	100	300	220	2				100	248
Holy Names University	103	Multiple Subjects Subtest III	100	300	220	2				100	243
Holy Names University	081.1	RICA.1	100	300	220	2				92	235
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	2					
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	133	133	151	100	100	156
IMPACT	121	Chemistry Subtest III	100	300	220	1					
IMPACT	105	English Subtest I	100	300	220	7				100	255
IMPACT	106	English Subtest II	100	300	220	7				100	260
IMPACT	107	English Subtest III	100	300	220	7				100	248
IMPACT	108	English Subtest IV	100	300	220	7				100	243
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					

Assessment Data for Program Completers, 2013-14 (Group 3) - Alternative Route

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
IMPACT	110	Mathematics Subtest I	100	300	220	6				100	233
IMPACT	111	Mathematics Subtest II	100	300	220	6				100	234
IMPACT	101	Multiple Subjects Subtest I	100	300	220	76	76	241	100	100	244
IMPACT	102	Multiple Subjects Subtest II	100	300	220	76	76	243	100	100	247
IMPACT	103	Multiple Subjects Subtest III	100	300	220	76	76	240	100	100	242
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	15	15	93	100	100	92
IMPACT	081.1	RICA.1	100	300	220	60	52	231	87	88	234
IMPACT	118	Science Subtest I	100	300	220	3				100	256
IMPACT	119	Science Subtest II	100	300	220	3				100	263
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					
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	160
La Sierra University	101	Multiple Subjects Subtest I	100	300	220	1				100	246
La Sierra University	102	Multiple Subjects Subtest II	100	300	220	1				100	248
La Sierra University	103	Multiple Subjects Subtest III	100	300	220	1				100	243
La Sierra University	081.1	RICA.1	100	300	220	1				92	235
Los Angeles USD	098	CBEST	60	240	123	2				100	156
Los Angeles USD	121	Chemistry Subtest III	100	300	220	2					
Los Angeles USD	118	Science Subtest I	100	300	220	2				100	256
Los Angeles USD	119	Science Subtest II	100	300	220	2				100	263
Loyola Marymount University	120	Biology/Life Science Subtest III	100	300	220	29	29	248	100	100	247
Loyola Marymount University	098	CBEST	60	240	123	276	276	176	100	100	160
Loyola Marymount University	121	Chemistry Subtest III	100	300	220	13	13	255	100	100	257
Loyola Marymount University	105	English Subtest I	100	300	220	40	40	254	100	100	253
Loyola Marymount University	106	English Subtest II	100	300	220	40	40	262	100	100	258

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Loyola Marymount University	107	English Subtest III	100	300	220	40	40	252	100	100	249
Loyola Marymount University	108	English Subtest IV	100	300	220	40	40	247	100	100	245
Loyola Marymount University	110	Mathematics Subtest I	100	300	220	45	45	256	100	100	249
Loyola Marymount University	111	Mathematics Subtest II	100	300	220	45	45	250	100	100	244
Loyola Marymount University	112	Mathematics Subtest III	100	300	220	8				100	249
Loyola Marymount University	101	Multiple Subjects Subtest I	100	300	220	135	135	253	100	100	246
Loyola Marymount University	102	Multiple Subjects Subtest II	100	300	220	135	135	257	100	100	248
Loyola Marymount University	103	Multiple Subjects Subtest III	100	300	220	135	135	246	100	100	243
Loyola Marymount University	123	Physics Subtest III	100	300	220	6				100	257
Loyola Marymount University	081.1	RICA.1	100	300	220	143	136	241	95	92	235
Loyola Marymount University	118	Science Subtest I	100	300	220	63	63	253	100	100	249
Loyola Marymount University	119	Science Subtest II	100	300	220	63	63	259	100	99	254
Loyola Marymount University	114	Social Science Subtest I	100	300	220	22	22	244	100	100	239
Loyola Marymount University	115	Social Science Subtest II	100	300	220	22	22	246	100	100	243
Loyola Marymount University	116	Social Science Subtest III	100	300	220	22	22	247	100	100	244
Loyola Marymount University	145	Spanish Subtest I	100	300	220	10	10	238	100	100	238
Loyola Marymount University	146	Spanish Subtest II	100	300	220	10	10	248	100	100	243
Loyola Marymount University	147	Spanish Subtest III	100	300	220	10	10	249	100	100	247
Loyola Marymount University	142	Writing Skills	100	300	220	36	36	263	100	100	252
National Hispanic University	098	CBEST	60	240	123	4				100	160
National Hispanic University	101	Multiple Subjects Subtest I	100	300	220	4				100	246
National Hispanic University	102	Multiple Subjects Subtest II	100	300	220	4				100	248
National Hispanic University	103	Multiple Subjects Subtest III	100	300	220	4				100	243
National Hispanic University	081.1	RICA.1	100	300	220	4				92	235
National University	186	American Sign Language Subtest I	100	300	220	2					
National University	187	American Sign Language Subtest II	100	300	220	2					
National University	188	American Sign Language Subtest III	100	300	220	2					
National University	140	Art Subtest I	100	300	220	1					
National University	141	Art Subtest II	100	300	220	1					
National University	120	Biology/Life Science Subtest III	100	300	220	2				100	247
National University	098	CBEST	60	240	123	152	152	149	100	100	160
National University	121	Chemistry Subtest III	100	300	220	2				100	257
National University	105	English Subtest I	100	300	220	10	10	248	100	100	253

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
National University	106	English Subtest II	100	300	220	10	10	242	100	100	258
National University	107	English Subtest III	100	300	220	10	10	247	100	100	249
National University	108	English Subtest IV	100	300	220	10	10	246	100	100	245
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	1					
National University	185	Industrial And Tech Ed Subtest II	100	300	220	1					
National University	110	Mathematics Subtest I	100	300	220	10	10	236	100	100	249
National University	111	Mathematics Subtest II	100	300	220	10	10	235	100	100	244
National University	101	Multiple Subjects Subtest I	100	300	220	85	85	237	100	100	246
National University	102	Multiple Subjects Subtest II	100	300	220	85	85	242	100	100	248
National University	103	Multiple Subjects Subtest III	100	300	220	85	85	239	100	100	243
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	5				100	231
National University	130	Physical Education Subtest II	100	300	220	5				100	232
National University	131	Physical Education Subtest III	100	300	220	5				100	232
National University	123	Physics Subtest III	100	300	220	1				100	257
National University	081	RICA	0	120	81	1				100	93
National University	092	RICA Video	100	300	220	2				100	232
National University	081.1	RICA.1	100	300	220	74	55	229	74	92	235
National University	118	Science Subtest I	100	300	220	11	11	244	100	100	249
National University	119	Science Subtest II	100	300	220	11	11	244	100	99	254
National University	114	Social Science Subtest I	100	300	220	9				100	239
National University	115	Social Science Subtest II	100	300	220	9				100	243
National University	116	Social Science Subtest III	100	300	220	9				100	244
National University	145	Spanish Subtest I	100	300	220	4				100	238
National University	146	Spanish Subtest II	100	300	220	4				100	243
National University	147	Spanish Subtest III	100	300	220	4				100	247
National University	142	Writing Skills	100	300	220	3				100	252
Notre Dame de Namur University	098	CBEST	60	240	123	11	11	174	100	100	160

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Notre Dame de Namur University	101	Multiple Subjects Subtest I	100	300	220	11	11	237	100	100	246
Notre Dame de Namur University	102	Multiple Subjects Subtest II	100	300	220	11	11	249	100	100	248
Notre Dame de Namur University	103	Multiple Subjects Subtest III	100	300	220	11	11	242	100	100	243
Notre Dame de Namur University	081.1	RICA.1	100	300	220	9				92	235
Notre Dame de Namur University	114	Social Science Subtest I	100	300	220	1				100	239
Notre Dame de Namur University	115	Social Science Subtest II	100	300	220	1				100	243
Notre Dame de Namur University	116	Social Science Subtest III	100	300	220	1				100	244
Notre Dame de Namur University	142	Writing Skills	100	300	220	2				100	252
Orange County Department of Education	098	CBEST	60	240	123	7				100	156
Orange County Department of Education	081	RICA	0	120	81	3				100	92
Orange County Department of Education	081.1	RICA.1	100	300	220	4				88	234
Pepperdine University	098	CBEST	60	240	123	7				100	160
Pepperdine University	081.1	RICA.1	100	300	220	2				92	235
Point Loma Nazarene University	120	Biology/Life Science Subtest III	100	300	220	1				100	247
Point Loma Nazarene University	098	CBEST	60	240	123	20	20	152	100	100	160
Point Loma Nazarene University	105	English Subtest I	100	300	220	1				100	253
Point Loma Nazarene University	106	English Subtest II	100	300	220	1				100	258
Point Loma Nazarene University	107	English Subtest III	100	300	220	1				100	249
Point Loma Nazarene University	108	English Subtest IV	100	300	220	1				100	245
Point Loma Nazarene University	101	Multiple Subjects Subtest I	100	300	220	15	15	244	100	100	246
Point Loma Nazarene University	102	Multiple Subjects Subtest II	100	300	220	15	15	240	100	100	248
Point Loma Nazarene University	103	Multiple Subjects Subtest III	100	300	220	15	15	239	100	100	243
Point Loma Nazarene University	081.1	RICA.1	100	300	220	15	13	234	87	92	235
Point Loma Nazarene University	118	Science Subtest I	100	300	220	1				100	249
Point Loma Nazarene University	119	Science Subtest II	100	300	220	1				99	254
Point Loma Nazarene University	114	Social Science Subtest I	100	300	220	2				100	239
Point Loma Nazarene University	115	Social Science Subtest II	100	300	220	2				100	243
Point Loma Nazarene University	116	Social Science Subtest III	100	300	220	2				100	244
San Diego State University	098	CBEST	60	240	123	18	18	164	100	100	160
San Diego State University	121	Chemistry Subtest III	100	300	220	1				100	257
San Diego State University	110	Mathematics Subtest I	100	300	220	1				100	249
San Diego State University	111	Mathematics Subtest II	100	300	220	1				100	244
San Diego State University	101	Multiple Subjects Subtest I	100	300	220	15	15	249	100	100	246

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
San Diego State University	102	Multiple Subjects Subtest II	100	300	220	15	15	252	100	100	248
San Diego State University	103	Multiple Subjects Subtest III	100	300	220	15	15	246	100	100	243
San Diego State University	129	Physical Education Subtest I	100	300	220	1				100	231
San Diego State University	130	Physical Education Subtest II	100	300	220	1				100	232
San Diego State University	131	Physical Education Subtest III	100	300	220	1				100	232
San Diego State University	081.1	RICA.1	100	300	220	7				92	235
San Diego State University	118	Science Subtest I	100	300	220	1				100	249
San Diego State University	119	Science Subtest II	100	300	220	1				99	254
San Diego State University	114	Social Science Subtest I	100	300	220	1				100	239
San Diego State University	115	Social Science Subtest II	100	300	220	1				100	243
San Diego State University	116	Social Science Subtest III	100	300	220	1				100	244
San Diego State University	142	Writing Skills	100	300	220	1				100	252
San Francisco State University	098	CBEST	60	240	123	18	18	161	100	100	160
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	17	17	256	100	100	246
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	17	17	255	100	100	248
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	17	17	249	100	100	243
San Francisco State University	081	RICA	0	120	81	2				100	93
San Francisco State University	081.1	RICA.1	100	300	220	23	23	240	100	92	235
San Francisco State University	142	Writing Skills	100	300	220	17	17	258	100	100	252
San Jose State University	120	Biology/Life Science Subtest III	100	300	220	1				100	247
San Jose State University	098	CBEST	60	240	123	24	24	164	100	100	160
San Jose State University	105	English Subtest I	100	300	220	1				100	253
San Jose State University	106	English Subtest II	100	300	220	1				100	258
San Jose State University	107	English Subtest III	100	300	220	1				100	249
San Jose State University	108	English Subtest IV	100	300	220	1				100	245
San Jose State University	110	Mathematics Subtest I	100	300	220	1				100	249
San Jose State University	111	Mathematics Subtest II	100	300	220	1				100	244
San Jose State University	112	Mathematics Subtest III	100	300	220	1				100	249
San Jose State University	101	Multiple Subjects Subtest I	100	300	220	14	14	250	100	100	246
San Jose State University	102	Multiple Subjects Subtest II	100	300	220	14	14	253	100	100	248
San Jose State University	103	Multiple Subjects Subtest III	100	300	220	14	14	247	100	100	243
San Jose State University	129	Physical Education Subtest I	100	300	220	1				100	231
San Jose State University	130	Physical Education Subtest II	100	300	220	1				100	232

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
San Jose State University	131	Physical Education Subtest III	100	300	220	1				100	232
San Jose State University	123	Physics Subtest III	100	300	220	1				100	257
San Jose State University	081.1	RICA.1	100	300	220	14	14	235	100	92	235
San Jose State University	118	Science Subtest I	100	300	220	1				100	249
San Jose State University	119	Science Subtest II	100	300	220	1				99	254
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	243
San Jose State University	147	Spanish Subtest III	100	300	220	1				100	247
Sonoma State University	098	CBEST	60	240	123	5				100	160
Sonoma State University	110	Mathematics Subtest I	100	300	220	1				100	249
Sonoma State University	111	Mathematics Subtest II	100	300	220	1				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	3				92	235
Sonoma State University	145	Spanish Subtest I	100	300	220	1				100	238
Sonoma State University	146	Spanish Subtest II	100	300	220	1				100	243
Sonoma State University	147	Spanish Subtest III	100	300	220	1				100	247
Sonoma State University	142	Writing Skills	100	300	220	1				100	252
Stanislaus County Office of Education	098	CBEST	60	240	123	9				100	156
Stanislaus County Office of Education	081.1	RICA.1	100	300	220	7				88	234
Touro University-CA College of Education	098	CBEST	60	240	123	25	25	163	100	100	160
Touro University-CA College of Education	081	RICA	0	120	81	1				100	93
Touro University-CA College of Education	081.1	RICA.1	100	300	220	16	16	234	100	92	235
UC Berkeley	120	Biology/Life Science Subtest III	100	300	220	1				100	247
UC Berkeley	124	Biology/Life Science Subtest IV	100	300	220	1					
UC Berkeley	098	CBEST	60	240	123	2				100	160
UC Berkeley	110	Mathematics Subtest I	100	300	220	1				100	249
UC Berkeley	111	Mathematics Subtest II	100	300	220	1				100	244
UC Los Angeles	120	Biology/Life Science Subtest III	100	300	220	2				100	247
UC Los Angeles	098	CBEST	60	240	123	35	35	156	100	100	160
UC Los Angeles	105	English Subtest I	100	300	220	1				100	253
UC Los Angeles	106	English Subtest II	100	300	220	1				100	258

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
UC Los Angeles	107	English Subtest III	100	300	220	1				100	249
UC Los Angeles	108	English Subtest IV	100	300	220	1				100	245
UC Los Angeles	110	Mathematics Subtest I	100	300	220	3				100	249
UC Los Angeles	111	Mathematics Subtest II	100	300	220	3				100	244
UC Los Angeles	112	Mathematics Subtest III	100	300	220	3				100	249
UC Los Angeles	101	Multiple Subjects Subtest I	100	300	220	23	23	248	100	100	246
UC Los Angeles	102	Multiple Subjects Subtest II	100	300	220	23	23	245	100	100	248
UC Los Angeles	103	Multiple Subjects Subtest III	100	300	220	23	23	243	100	100	243
UC Los Angeles	081	RICA	0	120	81	4				100	93
UC Los Angeles	081.1	RICA.1	100	300	220	15	15	238	100	92	235
UC Los Angeles	118	Science Subtest I	100	300	220	2				100	249
UC Los Angeles	119	Science Subtest II	100	300	220	2				99	254
UC Los Angeles	114	Social Science Subtest I	100	300	220	3				100	239
UC Los Angeles	115	Social Science Subtest II	100	300	220	3				100	243
UC Los Angeles	116	Social Science Subtest III	100	300	220	3				100	244
UC Los Angeles	145	Spanish Subtest I	100	300	220	2				100	238
UC Los Angeles	146	Spanish Subtest II	100	300	220	2				100	243
UC Los Angeles	147	Spanish Subtest III	100	300	220	2				100	247
UC Los Angeles	142	Writing Skills	100	300	220	2				100	252
UC Riverside	098	CBEST	60	240	123	7				100	160
UC Riverside	081.1	RICA.1	100	300	220	1				92	235
UC San Diego	120	Biology/Life Science Subtest III	100	300	220	6				100	247
UC San Diego	098	CBEST	60	240	123	11	11	166	100	100	160
UC San Diego	118	Science Subtest I	100	300	220	7				100	249
UC San Diego	119	Science Subtest II	100	300	220	7				99	254
University of LaVerne	120	Biology/Life Science Subtest III	100	300	220	1				100	247
University of LaVerne	098	CBEST	60	240	123	19	19	146	100	100	160
University of LaVerne	121	Chemistry Subtest III	100	300	220	1				100	257
University of LaVerne	125	Chemistry Subtest IV	100	300	220	1					
University of LaVerne	122	Earth/Planetary Science Subtest II	100	300	220	1					
University of LaVerne	110	Mathematics Subtest I	100	300	220	2				100	249
University of LaVerne	111	Mathematics Subtest II	100	300	220	2				100	244
University of LaVerne	101	Multiple Subjects Subtest I	100	300	220	9				100	246

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of LaVerne	102	Multiple Subjects Subtest II	100	300	220	9				100	248
University of LaVerne	103	Multiple Subjects Subtest III	100	300	220	9				100	243
University of LaVerne	129	Physical Education Subtest I	100	300	220	2				100	231
University of LaVerne	130	Physical Education Subtest II	100	300	220	2				100	232
University of LaVerne	131	Physical Education Subtest III	100	300	220	2				100	232
University of LaVerne	081.1	RICA.1	100	300	220	10	8	228	80	92	235
University of LaVerne	118	Science Subtest I	100	300	220	3				100	249
University of LaVerne	119	Science Subtest II	100	300	220	3				99	254
University of LaVerne	114	Social Science Subtest I	100	300	220	2				100	239
University of LaVerne	115	Social Science Subtest II	100	300	220	2				100	243
University of LaVerne	116	Social Science Subtest III	100	300	220	2				100	244
University of Phoenix	098	CBEST	60	240	123	5				100	160
University of Phoenix	110	Mathematics Subtest I	100	300	220	3				100	249
University of Phoenix	111	Mathematics Subtest II	100	300	220	3				100	244
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	118	Science Subtest I	100	300	220	1				100	249
University of Phoenix	119	Science Subtest II	100	300	220	1				99	254
University of Redlands	120	Biology/Life Science Subtest III	100	300	220	1				100	247
University of Redlands	098	CBEST	60	240	123	11	11	162	100	100	160
University of Redlands	121	Chemistry Subtest III	100	300	220	1				100	257
University of Redlands	125	Chemistry Subtest IV	100	300	220	1					
University of Redlands	110	Mathematics Subtest I	100	300	220	3				100	249
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	246
University of Redlands	102	Multiple Subjects Subtest II	100	300	220	4				100	248
University of Redlands	103	Multiple Subjects Subtest III	100	300	220	4				100	243
University of Redlands	081.1	RICA.1	100	300	220	5				92	235
University of Redlands	118	Science Subtest I	100	300	220	1				100	249
University of Redlands	119	Science Subtest II	100	300	220	1				99	254
University of San Francisco	098	CBEST	60	240	123	12	12	169	100	100	160
University of San Francisco	105	English Subtest I	100	300	220	1				100	253

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
University of San Francisco	106	English Subtest II	100	300	220	1				100	258
University of San Francisco	107	English Subtest III	100	300	220	1				100	249
University of San Francisco	108	English Subtest IV	100	300	220	1				100	245
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	9				92	235
University of San Francisco	142	Writing Skills	100	300	220	2				100	252
University of the Pacific	120	Biology/Life Science Subtest III	100	300	220	1				100	247
University of the Pacific	098	CBEST	60	240	123	8				100	160
University of the Pacific	101	Multiple Subjects Subtest I	100	300	220	3				100	246
University of the Pacific	102	Multiple Subjects Subtest II	100	300	220	3				100	248
University of the Pacific	103	Multiple Subjects Subtest III	100	300	220	3				100	243
University of the Pacific	081.1	RICA.1	100	300	220	4				92	235
University of the Pacific	118	Science Subtest I	100	300	220	1				100	249
University of the Pacific	119	Science Subtest II	100	300	220	1				99	254
University of the Pacific	114	Social Science Subtest I	100	300	220	1				100	239
University of the Pacific	115	Social Science Subtest II	100	300	220	1				100	243
University of the Pacific	116	Social Science Subtest III	100	300	220	1				100	244
University of the Pacific	145	Spanish Subtest I	100	300	220	1				100	238
University of the Pacific	146	Spanish Subtest II	100	300	220	1				100	243
University of the Pacific	147	Spanish Subtest III	100	300	220	1				100	247

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average 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	96	237
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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	33	234	100	96	237
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	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					
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Brandman University	092	RICA Video	100	300	220	2					
Brandman University	081.1	RICA.1	100	300	220	28	27	232	96	96	237
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
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	092	RICA Video	100	300	220	2					
CA State Polytechnic Univ.-Pomona	081.1	RICA.1	100	300	220	20	18	229	90	96	237
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				96	237
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				96	237

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	092	RICA Video	100	300	220	1					
CALState Teach	081.1	RICA.1	100	300	220	33	33	240	100	96	237
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	7				96	237
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	092	RICA Video	100	300	220	1					
Claremont Graduate University	081.1	RICA.1	100	300	220	10	8	233	80	96	237
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	14	13	234	93	96	237
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				96	237
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				96	237
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	3				100	92
CSU Dominguez Hills	081.1	RICA.1	100	300	220	13	12	230	92	96	237
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					
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU East Bay	081.1	RICA.1	100	300	220	12	12	242	100	96	237
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				96	237
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	7				100	245
CSU Fullerton	102	Multiple Subjects Subtest II	100	300	220	7				100	247
CSU Fullerton	103	Multiple Subjects Subtest III	100	300	220	7				100	243

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
CSU Fullerton	081.1	RICA.1	100	300	220	8				96	237
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				96	237
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	25	24	235	96	96	237
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
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					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	237
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	96	237
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
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	96	237

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	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	96	237
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				96	237
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				96	237
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average 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	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	29	27	236	93	96	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	17	14	231	82	96	237
Fresno Pacific University	142	Writing Skills	100	300	220	1				99	251

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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				96	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				96	237
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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					
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	26	26	91	100	100	90

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
IMPACT	081.1	RICA.1	100	300	220	38	35	232	92	96	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
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	86	242	99	96	237
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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				96	237
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				96	237
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	100	300	220	2					
National University	187	American Sign Language Subtest	100	300	220	2					
National University	188	American Sign Language Subtest	100	300	220	2					
National University	120	Biology/Life Science Subtest III	100	300	220	4				99	246

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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	44	230	92	96	237
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	19	18	231	95	96	237
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	11	11	89	100	100	90
Orange County Department of Education	081.1	RICA.1	100	300	220	12	12	246	100	96	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				96	237
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Point Loma Nazarene University	081.1	RICA.1	100	300	220	14	14	236	100	96	237
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				96	237
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
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	6				96	237
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	22	21	240	95	96	237

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	10	10	243	100	96	237
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
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	237
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				96	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				96	237
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
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	9				100	92
UC Los Angeles	081.1	RICA.1	100	300	220	9				96	237
UC Los Angeles	114	Social Science Subtest I	100	300	220	2				100	243

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	237
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	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				96	237
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
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	237
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				96	237
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	96	237
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average 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				96	237
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average 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	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				92	231
Alliant International University	081.1	RICA.1	100	300	220	22	21	244	95	96	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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Azusa Pacific University	122	Earth/Planetary Science Subtest	100	300	220	1					
Azusa Pacific University	126	Earth/Planetary Science Subtest	100	300	220	1					
Azusa Pacific University	105	English Subtest I	100	300	220	1				100	248
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				92	231
Azusa Pacific University	081.1	RICA.1	100	300	220	30	28	229	93	96	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					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average 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	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
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	53	233	98	96	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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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	092	RICA Video	100	300	220	1				92	231
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	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				96	238
California Baptist University	118	Science Subtest I	100	300	220	1				100	252

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	4				92	231
CALState Teach	081.1	RICA.1	100	300	220	49	48	242	98	96	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
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				96	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				96	238
Claremont Graduate University	118	Science Subtest I	100	300	220	2				100	252

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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	5				98	92
CSU Chico	081.1	RICA.1	100	300	220	1				96	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	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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	092	RICA Video	100	300	220	1				92	231
CSU Dominguez Hills	081.1	RICA.1	100	300	220	22	20	231	91	96	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
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					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	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
CSU Fresno	123	Physics Subtest III	100	300	220	1				100	244
CSU Fresno	081.1	RICA.1	100	300	220	8				96	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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	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				96	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
CSU Los Angeles	081.1	RICA.1	100	300	220	23	23	241	100	96	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

Assessment Data for Program Completers, 2011-12 (Group 5) - Alternative Route

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	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				96	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
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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				92	231
CSU San Bernardino	081.1	RICA.1	100	300	220	13	13	240	100	96	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				96	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	2				100	246
CSU Stanislaus	102	Multiple Subjects Subtest II	100	300	220	2				100	248
CSU Stanislaus	103	Multiple Subjects Subtest III	100	300	220	2				100	243
CSU Stanislaus	081.1	RICA.1	100	300	220	1				96	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
Dominican University of California	103	Multiple Subjects Subtest III	100	300	220	2				100	243

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	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					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
Fresno Pacific University	092	RICA Video	100	300	220	2				92	231
Fresno Pacific University	081.1	RICA.1	100	300	220	19	19	238	100	96	238
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

Assessment Data for Program Completers, 2011-12 (Group 5) - Alternative Route

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	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
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	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	38	38	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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	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
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	100	300	220	1					
Loyola Marymount University	126	Earth/Planetary Science Subtest	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	96	238
Loyola Marymount University	118	Science Subtest I	100	300	220	59	59	255	100	100	252

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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				96	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				96	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	100	300	220	4					

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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
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	092	RICA Video	100	300	220	1				92	231
National University	081.1	RICA.1	100	300	220	71	63	231	89	96	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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	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
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				96	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	12	10	224	83	96	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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	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	4				96	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	27	26	156	96	100	159
San Francisco State University	101	Multiple Subjects Subtest I	100	300	220	16	16	251	100	100	246
San Francisco State University	102	Multiple Subjects Subtest II	100	300	220	16	16	250	100	100	248
San Francisco State University	103	Multiple Subjects Subtest III	100	300	220	16	16	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	25	23	238	92	96	238
San Francisco State University	142	Writing Skills	100	300	220	16	16	254	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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	4				98	92
San Jose State University	081.1	RICA.1	100	300	220	15	15	238	100	96	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				96	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
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				96	238
Touro University-CA College of Education	142	Writing Skills	100	300	220	1				100	250

Assessment Data for Program Completers, 2011-12 (Group 5) - Alternative Route

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	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
UC Riverside	103	Multiple Subjects Subtest III	100	300	220	1				100	243
UC Riverside	081.1	RICA.1	100	300	220	1				96	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

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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				96	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
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				96	238
University of Phoenix	118	Science Subtest I	100	300	220	1				100	252

						Institution Data				State Data	
Institution	Assessment Code	Assessment Name	Low Score	High Score	Cut Score	Number Taking Tests	Number Passing Tests	Average Scaled Score	Pass Rate (%)	Pass Rate (%)	Average Scaled Score
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	96	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				96	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				96	238

Summary Pass Rates for Program Completers, 2013-14 (Group 3) - Alternative Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Alliant International University	24	24	100	96
Azusa Pacific University	65	61	94	96
Bay Area School of Enterprise	27	27	100	94
Brandman University	55	55	100	96
CA State Polytechnic Univ.-Pomona	4			96
California Baptist University	13	10	77	96
California Lutheran University	14	14	100	96
CALState Teach	52	48	92	96
Chapman University	5			96
Claremont Graduate University	33	32	97	96
CSU Bakersfield	31	29	94	96
CSU Channel Islands	6			96
CSU Chico	13	13	100	96
CSU Dominguez Hills	29	27	93	96
CSU East Bay	37	36	97	96
CSU Fresno	45	43	96	96
CSU Fullerton	7			96
CSU Long Beach	5			96
CSU Los Angeles	15	15	100	96
CSU Monterey Bay	26	26	100	96
CSU Northridge	15	15	100	96
CSU Sacramento	20	20	100	96
CSU San Bernardino	20	19	95	96
CSU San Marcos	1			96
CSU Stanislaus	21	21	100	96
Dominican University of California	7			96
Fortune School of Ed. Project Pipeline	11	10	91	94
Fresno Pacific University	17	17	100	96
High Tech High Communities	27	26	96	94
Holy Names University	3			96
IMPACT	136	128	94	94

Summary Pass Rates for Program Completers, 2013-14 (Group 3) - Alternative Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
La Sierra University	1			96
Los Angeles USD	2			94
Loyola Marymount University	313	306	98	96
National Hispanic University	4			96
National University	157	138	88	96
Notre Dame de Namur University	13	11	85	96
Orange County Department of Education	7			94
Pepperdine University	7			96
Point Loma Nazarene University	20	18	90	96
San Diego State University	19	19	100	96
San Francisco State University	35	35	100	96
San Jose State University	24	24	100	96
Sonoma State University	6			96
Stanislaus County Office of Education	10	7	70	94
Touro University-CA College of Education	25	25	100	96
UC Berkeley	2			96
UC Los Angeles	38	38	100	96
UC Riverside	7			96
UC San Diego	11	11	100	96
University of LaVerne	19	17	89	96
University of Phoenix	5			96
University of Redlands	11	10	91	96
University of San Francisco	14	14	100	96
University of the Pacific	8			96

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Alliant International University	32	32	100	98
Azusa Pacific University	47	47	100	98
Bay Area School of Enterprise	47	47	100	98
Brandman University	50	49	98	98
CA State Polytechnic Univ.-Pomona	30	28	93	98
California Baptist University	4			98
California Lutheran University	9			98
CALState Teach	37	37	100	98
Chapman University	7			98
Claremont Graduate University	23	21	91	98
CSU Bakersfield	20	19	95	98
CSU Channel Islands	1			98
CSU Chico	27	27	100	98
CSU Dominguez Hills	43	42	98	98
CSU East Bay	40	40	100	98
CSU Fresno	33	33	100	98
CSU Fullerton	17	17	100	98
CSU Long Beach	6			98
CSU Los Angeles	28	27	96	98
CSU Monterey Bay	23	23	100	98
CSU Northridge	26	25	96	98
CSU Sacramento	27	27	100	98
CSU San Bernardino	22	21	95	98
CSU Stanislaus	15	15	100	98
Dominican University of California	7			98
Fortune School of Ed. Project Pipeline	49	47	96	98
Fresno Pacific University	20	17	85	98
High Tech High Communities	22	22	100	98
Holy Names University	11	11	100	98
Humboldt State University	1			98
IMPACT	109	106	97	98

Summary Pass Rates for Program Completers, 2012-13 (Group 4) - Alternative Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
La Sierra University	1			98
Los Angeles USD	3			98
Loyola Marymount University	222	219	99	98
Mount Saint Mary's College	3			98
National Hispanic University	11	11	100	98
National University	100	96	96	98
Notre Dame de Namur University	24	23	96	98
Orange County Department of Education	27	27	100	98
Patten University	4			98
Pepperdine University	1			98
Point Loma Nazarene University	20	20	100	98
Saint Mary's College of California	4			98
San Diego City USD	3			98
San Diego State University	15	15	100	98
San Francisco State University	43	41	95	98
San Jose State University	62	62	100	98
Sonoma State University	12	12	100	98
Stanislaus County Office of Education	5			98
Touro University-CA College of Education	5			98
UC Berkeley	3			98
UC Los Angeles	40	38	95	98
UC Riverside	6			98
UC San Diego	4			98
University of LaVerne	8			98
University of Phoenix	3			98
University of Redlands	12	12	100	98
University of San Francisco	10	10	100	98
University of the Pacific	4			98

Summary Pass Rates for Program Completers, 2011-12 (Group 5) - Alternative Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Alliant International University	47	44	94	97
Azusa Pacific University	43	41	95	97
Bay Area School of Enterprise	22	22	100	96
Brandman University	91	90	99	97
CA State Polytechnic Univ.-Pomona	13	13	100	97
California Baptist University	12	12	100	97
CALState Teach	55	54	98	97
Chapman University	6			97
Claremont Graduate University	24	23	96	97
CSU Bakersfield	2			97
CSU Channel Islands	1			97
CSU Chico	11	11	100	97
CSU Dominguez Hills	63	61	97	97
CSU East Bay	28	28	100	97
CSU Fresno	17	16	94	97
CSU Fullerton	15	15	100	97
CSU Long Beach	14	13	93	97
CSU Los Angeles	36	36	100	97
CSU Monterey Bay	1			97
CSU Northridge	22	22	100	97
CSU San Bernardino	26	26	100	97
CSU San Marcos	1			97
CSU Stanislaus	7			97
Dominican University of California	10	10	100	97
Fortune School of Ed. Project Pipeline	7			96
Fresno Pacific University	24	24	100	97
High Tech High Communities	23	23	100	96
Holy Names University	11	10	91	97
IMPACT	178	173	97	96
Los Angeles USD	25	23	92	96
Loyola Marymount University	262	261	100	97

Summary Pass Rates for Program Completers, 2011-12 (Group 5) - Alternative Route

Institution	Number Taking Tests	Number Passing Tests	Institution Pass Rate (%)	State Average Pass Rate (%)
Mount Saint Mary's College	4			97
National Hispanic University	4			97
National University	128	118	92	97
Pacific Oaks College	1			97
Patten University	1			97
Pepperdine University	4			97
Point Loma Nazarene University	13	11	85	97
Saint Mary's College of California	9			97
San Diego State University	6			97
San Francisco State University	43	40	93	97
San Jose State University	31	31	100	97
Sonoma State University	9			97
Stanislaus County Office of Education	2			96
Touro University-CA College of Education	10	10	100	97
UC Irvine	4			97
UC Los Angeles	10	10	100	97
UC Riverside	4			97
UC San Diego	10	10	100	97
University of LaVerne	10	10	100	97
University of Phoenix	11	9	82	97
University of Redlands	7			97
University of San Francisco	20	20	100	97
University of the Pacific	1			97
Whittier College	3			97

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, SLO	Traditional	Other	Yes	Fall, Winter, Spring
California State Polytechnic University, Pomona	Traditional	Postgraduate	Yes	
California State University, Bakersfield	Traditional	Postgraduate	Yes	
California State University, Channel Islands	Traditional	Postgraduate	No	
California State University, Chico	Traditional	Postgraduate	Yes	Junior Year for Pre-Bac Program
California State University, Dominguez Hills	Traditional	Postgraduate	Yes	
California State University, East Bay	Traditional	Postgraduate	Yes	Bachelors Plus Early Pathway Program to Multiple Subjecct Teaching (BPEPMS)
California State University, Fresno	Traditional	Postgraduate	Yes	
California State University, Fullerton	Traditional	Other	No	when all requirements are met
California State University, Long Beach	Traditional	Other	Yes	Students may be admitted as juniors or higher.
California State University, Los Angeles	Traditional	Postgraduate	Yes	Undergrad - junior status
California State University, Monterey Bay	Traditional	Postgraduate	Yes	
California State University, Northridge	Traditional	Postgraduate	No	Freshman and Junior for blended programs
California State University, Sacramento	Traditional	Postgraduate	Yes	
California State University, San Bernardino	Traditional	Other	Yes	
California State University, San Marcos	Traditional	Other	Yes	Postgraduate for most programs and sophomore/junior year for ICP (see notes)
California State University, Stanislaus	Traditional	Other	Yes	Completion of prerequisites
CalState TEACH	Traditional	Postgraduate	Yes	
Chapman University	Traditional	Postgraduate	Yes	
Claremont Graduate University	Traditional	Postgraduate	Yes	
Concordia University	Traditional	Postgraduate	Yes	also, junior/senior year for undegraduate students at CUI
Dominican University of California	Traditional	Freshman 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	
Humphreys College	Traditional	Postgraduate	No	
La Sierra University	Traditional	Sophomore yea	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	Summer, Fall & Spring
Santa Clara University	Traditional	Postgraduate	Yes	
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. Completion 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	Yes	
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 admissions information provided above:
Alliant International University	Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement. Application fee and faculty interview may be waived for applicants who are affiliated with partner organizations.
Antioch University	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. Applicants that do not meet all admissions requirements may be accepted under probationary status.
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 where only sub-test I and II are required) to be considered for an exceptional admit. The School of Education encourages applicants to take the appropriate Subject Matter Competency Examination as a way to demonstrate suitability for admission to a credential application. To petition for "exceptional admission" candidates must submit all required admission documents specified above and the following: a)Petition for exceptional admission, b) Letter from candidate specifying exceptional admission criteria and how those criteria have been met, c)three letters of reference, d)a letter of support from the local campus education committee. The panel has three members and must include one faculty member.
California Baptist University	Our education methods courses are cross-listed which allows undergraduates to begin the program prior to graduation. Completion of the program can only occur at the graduate level.
California Lutheran University	Students are also admitted provisionally pending posting of the bachelor's degree for one semester. Degree conferral must be verified before updating to full admission and enrollment permitted in subsequent semesters.

Institution	Provide any additional comments about or exceptions to the admissions information provided above:
California Polytechnic State University, SLO	Cal Poly offers a Integrated Multiple Subject (Elementary) credential program for our undergraduate students seeking a Liberal Studies bachelors degree. These students start the credential program while they are still in their undergraduate degree program. BACKGROUND CHECK – This is done as part of the FINGERPRINT CHECK required by the school districts before candidates can tutor, observe, or student teach.
California State Polytechnic University, Pomona	Students are conditionally admitted if the candidate is in progress of meeting one or more of the requirements or verifications are delayed. For example, a student may 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 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.
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.

Institution	Provide any additional comments about or exceptions to the admissions information provided above:
California State University, Fullerton	Students must apply to the University before applying to the credential program.
California State University, Long Beach	Students may be admitted as juniors or higher
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.
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%.

Institution	Provide any additional comments about or exceptions to the admissions information provided above:
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.
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). The student submits a letter requesting the waiver of the GPA requirement which includes information about circumstances that may have contributed to the lower GPA as well as information about why the candidate feels they can now be successful as a graduate student. Students who are admitted in this category must maintain grades of "B" or better in all coursework. 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.
Humphreys College	This is a post-graduate program. Students must be admitted to both graduate studies and the multiple subject credential program. Students must possess a Bachelor's degree as one pre-requisite for program admission among others. All information can be found on our website at www.humphreys.edu (click the "graduate programs" link).

Institution	Provide any additional comments about or exceptions to the admissions information provided above:
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.They need to pass all required exams before they are allowed to register for courses.
National Hispanic University	After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
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.
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.

Institution	Provide any additional comments about or exceptions to the admissions information provided above:
Point Loma Nazarene University	Master of Arts in Teaching (Multiple, Single, or Special Education Credentials) Exceptions Candidate Statement: In addition to all University admissions requirements, all applicants with a cumulative GPA between 2.25 and 2.99 must complete an exceptions letter which addresses the following: 1) Explanation of low cumulative GPA. 2) Work/Study habits gained that will lead to a higher cumulative GPA in the graduate education program. 3) Reason for pursuing graduate education. Applicants with cumulative GPA between 2.99 and 2.76 must complete all the following items: 1. Exceptions Candidate Statement (see prompts listed above) Applicants with cumulative GPA between 2.75 and 2.51 must complete all the following items: 1. Exceptions Candidate Statement (see prompts listed above) 2. Pass CBEST (or equivalent) 3. Pass the CSET exam in applicable subject area as required by CTC Applicants with cumulative GPA between 2.50 and below must complete all the following items: 1. Exceptions Candidate Statement (see prompts listed above) 2. Millers Analogy Test (MAT) or GRE Exam 3. Additional Professional Letter of Recommendation 4. Pass CBEST (or equivalent)
San Diego Christian College	The minimum GPA requirement is 2.5 for entry to the Teacher Credential Program. If a student has a 2.4 or higher, they may write an appeal to the Teacher Education Committee, including the reasons why the GPA was low and their plan to keep their grades up during the program. If the Education Committee approves the appeal, that student may apply for admission, but must sign a Student Contract stating they will not earn less than a B- in coursework, or face dismissal from the program.
San Diego State University	Students may be admitted to some programs prior to passing CBEST. They are not allowed to do the second semester student teaching until they have passed the exam.
San Francisco State University	According to CSU Executive Order 1077, department chairs may conditionally admit up to 15% of applicants who have not met all the admissions requirements if the candidate shows other strengths. All admissions requirements must be met by a stated deadline, however. Only the Special Education program requires a resume and a graduate writing exam because the credential candidates are being admitted to a master's program at the same time.
San Jose State University	For the Multiple Subjects Program there is a one semester grace period to complete the subject matter competency exam. For Education Specialist program there is a two semester grace period to complete the subject matter competency.
Sonoma State University	The majority of our applicants are post-BA candidates. We do have some students in our blended/integrated undergraduate programs who apply for and are accepted to the credential program before they earn their BA. They combine some credential coursework with their final semester's classes and move into the credential program with one final semester to complete.

Institution	Provide any additional comments about or exceptions to the admissions information provided above:
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 admitted pending passage of their basic skills, subject matter proficiency, and/or completion of their bachelor degree requirements.
University of California, San Diego	We also admit students on a post-baccalaureate basis
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 admissions information provided above:
University of San Diego	Undergraduate students are accepted into the credential program and complete coursework and field experiences concurrently with their bachelor degree requirements. The credential is not awarded until the bachelor degree is posted on the student's transcript and all other credential requirements are met (e.g. passing scores on the California Subject Examinations for Teachers and a certificate of clearance resulting from the CTC background check).
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 Dept. of Justice and FBI fingerprint check) and provide proof of a negative TB test.
University of Southern California	If a candidate has an undergraduate GPA below 3.0, they are automatically admitted conditionally until they have met this minimum grade for the first course. They must maintain a B- or better to progress from course to course. If their GPA slips below this B- grade they may repeat the course. GPA is not the only determining factor for acceptance. A total application package is examined carefully, hence the Conditional Admit.
University of the Pacific	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	It is not a common practice to admit a graduate student conditionally but there have some cases where we allow a conditional admit student with special circumstances to take only two courses so we can monitor their progress before allowing them to continue on in the program and achieve graduate teacher credential status. 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 and they must make satisfactory progress (a grade of B- or better) to continue taking coursework as an undergraduate. Once an undergraduate from Whittier College who has taken credential coursework as an undergrad graduates the must formally apply to the graduate program to finish their credential. All other graduate students must be formally admitted before they begin taking their credential coursework as graduate students.
William Jessup University	We admit on a probationary basis for students who do not have a 3.0 GPA. They have one semester to prove they can maintain a 3.0 GPA within our program.

Institution	Provide a link to your website where additional information about admissions requirements can be found
Alliant International University	http://www.alliant.edu/hsoe/hsoe-admissions/index.php
Argosy University	www.ausfba.com
Azusa Pacific University	http://www.apu.edu/graduatecenter/admissions/requirements/
Biola University	http://education.biola.edu/
Brandman University	www.brandman.edu
California Baptist University	http://www.calbaptist.edu/
California Lutheran University	http://www.callutheran.edu/education/admission/
California Polytechnic State University, SLO	http://soe.calpoly.edu
California State Polytechnic University, Pomona	https://www.cpp.edu/~ceis/education/credential-programs/resources/forms.shtml
California State University, Bakersfield	http://www.csub.edu/sse/teacher_education/ and http://www.csub.edu/specialed/face.htx
California State University, Channel Islands	http://education.csuci.edu/credentials/teaching.htm
California State University, Chico	http://www.csuchico.edu/soe/why/index.shtml
California State University, Dominguez Hills	www4.csudh.edu/coe/index
California State University, East Bay	http://www20.csueastbay.edu/ceas/cssc/forms-and-docs/index.html
California State University, Fresno	http://www.fresnostate.edu/kremen/applications/cred-admin.html
California State University, Fullerton	http://ed.fullerton.edu/future-students/credential-programs/
California State University, Long Beach	http://www.ced.csulb.edu/tpac/
California State University, Los Angeles	http://www.calstatela.edu/academic/ccoe/oss/Admission%20to%20the%20Teacher%20Credential%20Program
California State University, Monterey Bay	https://csumb.edu/teach
California State University, Northridge	www.csun.edu/education/cred
California State University, Sacramento	http://www.csus.edu/coe/
California State University, San Bernardino	http://coe.csusb.edu/
California State University, San Marcos	http://www.csusm.edu/cehhs/studentservices/admission/
California State University, Stanislaus	http://www.csustan.edu/credentials/
CalState TEACH	http://www.calstateteach.net/index.php?page=admissions
Chapman University	www.chapman.edu
Claremont Graduate University	http://www.cgu.edu/pages/8817.asp
Concordia University	http://www.cui.edu/academicprograms/graduate
Dominican University of California	http://www.dominican.edu/admissions.html
Fresno Pacific University	http://grad.fresno.edu/programs
Hebrew Union College	www.huc.edu
Holy Names University	www.hnu.edu
Hope International University	http://www.hiu.edu/admissions/
Humboldt State University	http://www.humboldt.edu/education
Humphreys College	http://www.humphreys.edu/index.php?option=com_content&view=article&id=53%3Acredentialprogram&catid=1
La Sierra University	http://www.lasierra.edu/fileadmin/documents/education/curriculum/files/Master_of_Arts_-_Teaching.pdf
Loyola Marymount University	http://soe.lmu.edu/admissions/
Mills College	http://www.mills.edu/education/programs/teacher-education.php
Mount St. Mary's College	www.msmu.edu
National Hispanic University	http://www.nhu.edu/academic_departments/teacher_ed/admission.htm

Institution	Provide a link to your website where additional information about admissions requirements can be found
National University	http://www.nu.edu/Admissions.html
Notre Dame de Namur University	http://www.ndnu.edu/admissions/graduate-credential/
Pacific Oaks College	http://www.pacificoaks.edu/admission/transfer-admission/
Pacific Union College	http://www.puc.edu/academics/departments/education/home
Patten University	www.patten.edu
Pepperdine University	http://www.pepperdine.edu/admission
Point Loma Nazarene University	http://www.pointloma.edu/discover/graduate-school-san-diego/application-process
San Diego Christian College	http://sdcc.edu/academics/liberal-studies/application-information
San Diego State University	http://arweb.sdsu.edu/es/admissions/grad/programs/cr_te.html
San Francisco State University	http://gcoe.sfsu.edu
San Jose State University	http://www.sjsu.edu/education/departments/
Santa Clara University	http://www.scu.edu/ecp/admissions/
Simpson University	http://www.simpsonu.edu/
Sonoma State University	www.sonoma.edu/education
St. Mary's College of California	http://www.stmarys-ca.edu/kalmanovitz-school-of-education/application-requirements
Stanford University	http://gse-step.stanford.edu/admissions
Teacher's College of San Joaquin	teacherscollegesj.edu
The Master’s College	http://www.masters.edu/academics/graduate/teacher-credential.aspx
Touro University	http://cehs.tu.edu/gsoe/admissions/
United States University	http://www.usuniversity.edu
University of California, Berkeley	http://gse.berkeley.edu
University of California, Davis	http://education.ucdavis.edu/admissions
University of California, Irvine	www.gse.uci.edu
University of California, Los Angeles	http://gseis.ucla.edu/academic-programs/education/tep/ChecklistTEP2013Oct.17.pdf
University of California, Riverside	http://education.ucr.edu/tcadmissions.html
University of California, San Diego	http://eds.ucsd.edu/graduate/grad.shtml
University of California, Santa Barbara	http://education.ucsb.edu/tep/prospective-students
University of California, Santa Cruz	http://education.ucsc.edu/academic_programs/masters/admission_requirements.php
University of LaVerne	http://laverne.edu/admission/graduate-doctoral/
University of Phoenix - CA	http://www.phoenix.edu
University of Redlands	www.redlands.edu
University of San Diego	http://www.sandiego.edu/soles/academics/teacher-preparation.php
University of San Francisco	http://web.usfca.edu/soe/admission/application_reqs/
University of Southern California	http://rossier.usc.edu/admissions/
University of the Pacific	http://www.pacific.edu/education
Vanguard University	http://graduateeducation.vanguard.edu/ma-options/preliminary-credential/
Western Governors University - CA	http://www.wgu.edu/admissions/tc_requirements
Westmont College	http://www.westmont.edu/_academics/departments/education/credential-program-resources.html
Whittier College	http://www.whittier.edu/Academics/GraduateProgramInEducation/Admission.aspx
William Jessup University	www.jessup.edu

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

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Argosy University	Traditional	ProfessionalGPA	No	No		Yes	Yes	
Argosy University	Traditional	ACT	No	No		No	No	
Argosy University	Traditional	SAT	No	No		No	No	
Argosy University	Traditional	BasicSkills	No			Yes	Yes	
Argosy University	Traditional	SubjectArea	No	No		Yes	Yes	
Argosy University	Traditional	Recommendation	No			No	No	
Argosy University	Traditional	Essay	No			Yes	Yes	
Argosy University	Traditional	Interview	No			No	No	
Argosy University	Traditional	Other						
Azusa Pacific University	Traditional	Transcript				Yes	Yes	
Azusa Pacific University	Traditional	Fingerprint				Yes	No	
Azusa Pacific University	Traditional	Background				Yes	No	
Azusa Pacific University	Traditional	Credits				No	Yes	
Azusa Pacific University	Traditional	GPA				Yes	No	
Azusa Pacific University	Traditional	ContentGPA				No	No	
Azusa Pacific University	Traditional	ProfessionalGPA				No	Yes	
Azusa Pacific University	Traditional	ACT				No	No	
Azusa Pacific University	Traditional	SAT				No	No	
Azusa Pacific University	Traditional	BasicSkills				No	Yes	
Azusa Pacific University	Traditional	SubjectArea				No	Yes	
Azusa Pacific University	Traditional	Recommendation				Yes	No	
Azusa Pacific University	Traditional	Essay				Yes	No	
Azusa Pacific University	Traditional	Interview				Yes	No	
Azusa Pacific University	Traditional	Other				Yes	No	Candidate Disposition Statement
Bard College	Traditional	Transcript				Yes	Yes	
Bard College	Traditional	Fingerprint				No	Yes	
Bard College	Traditional	Background				No	Yes	
Bard College	Traditional	Credits				Yes	Yes	
Bard College	Traditional	GPA				Yes	Yes	
Bard College	Traditional	ContentGPA				Yes	Yes	
Bard College	Traditional	ProfessionalGPA				Yes	Yes	
Bard College	Traditional	ACT				No	No	
Bard College	Traditional	SAT				No	No	
Bard College	Traditional	BasicSkills				No	Yes	
Bard College	Traditional	SubjectArea				No	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Bard College	Traditional	Recommendation				Yes	Yes	
Bard College	Traditional	Essay				Yes	Yes	
Bard College	Traditional	Interview				Yes	No	
Bard College	Traditional	Other						
Biola University	Traditional	Transcript	Yes	Yes		Yes	Yes	
Biola University	Traditional	Fingerprint	Yes	No		Yes	No	
Biola University	Traditional	Background	Yes	No		Yes	No	
Biola University	Traditional	Credits	Yes	Yes		Yes	Yes	
Biola University	Traditional	GPA	Yes	Yes		Yes	Yes	
Biola University	Traditional	ContentGPA	Yes	Yes		Yes	No	
Biola University	Traditional	ProfessionalGPA	No	Yes		No	Yes	
Biola University	Traditional	ACT	No	No		No	No	
Biola University	Traditional	SAT	No	No		No	No	
Biola University	Traditional	BasicSkills	No	Yes		Yes	Yes	
Biola University	Traditional	SubjectArea	No	Yes		Yes	Yes	
Biola University	Traditional	Recommendation	Yes	Yes		Yes	Yes	
Biola University	Traditional	Essay	Yes	No		Yes	No	
Biola University	Traditional	Interview	No	No		Yes	No	
Biola University	Traditional	Other	No	No		No	No	
Brandman University	Traditional	Transcript				Yes	Yes	
Brandman University	Traditional	Fingerprint				No	Yes	
Brandman University	Traditional	Background				No	Yes	
Brandman University	Traditional	Credits				Yes	Yes	
Brandman University	Traditional	GPA				Yes	Yes	
Brandman University	Traditional	ContentGPA				Yes	Yes	
Brandman University	Traditional	ProfessionalGPA				No	Yes	
Brandman University	Traditional	ACT				No	No	
Brandman University	Traditional	SAT				No	No	
Brandman University	Traditional	BasicSkills				Yes	Yes	
Brandman University	Traditional	SubjectArea				No	Yes	
Brandman University	Traditional	Recommendation				Yes	No	
Brandman University	Traditional	Essay				Yes	No	
Brandman University	Traditional	Interview				Yes	Yes	
Brandman University	Traditional	Other				No	Yes	Culminating Portfolio
California Baptist University	Traditional	Transcript				Yes	Yes	
California Baptist University	Traditional	Fingerprint				Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California Baptist University	Traditional	Background				Yes	Yes	
California Baptist University	Traditional	Credits				Yes	Yes	
California Baptist University	Traditional	GPA				Yes	Yes	
California Baptist University	Traditional	ContentGPA				No	No	
California Baptist University	Traditional	ProfessionalGPA				Yes	Yes	
California Baptist University	Traditional	ACT				No	No	
California Baptist University	Traditional	SAT				No	No	
California Baptist University	Traditional	BasicSkills				No	No	
California Baptist University	Traditional	SubjectArea				No	Yes	
California Baptist University	Traditional	Recommendation				Yes	Yes	
California Baptist University	Traditional	Essay				Yes	No	
California Baptist University	Traditional	Interview				Yes	No	
California Baptist University	Traditional	Other						
California Lutheran University	Traditional	Transcript	Yes	No		Yes	No	
California Lutheran University	Traditional	Fingerprint	Yes	No		Yes	No	
California Lutheran University	Traditional	Background	Yes	No		Yes	No	
California Lutheran University	Traditional	Credits	No	Yes		Yes	No	
California Lutheran University	Traditional	GPA	Yes	Yes		Yes	No	
California Lutheran University	Traditional	ContentGPA	No	Yes		No	No	
California Lutheran University	Traditional	ProfessionalGPA	No	Yes		Yes	Yes	
California Lutheran University	Traditional	ACT	No	No		No	No	
California Lutheran University	Traditional	SAT	No	No		No	No	
California Lutheran University	Traditional	BasicSkills	No	Yes		No	Yes	
California Lutheran University	Traditional	SubjectArea	No	Yes		No	Yes	
California Lutheran University	Traditional	Recommendation	No	No		Yes	No	
California Lutheran University	Traditional	Essay	No	No		Yes	No	
California Lutheran University	Traditional	Interview	Yes	No		Yes	No	
California Lutheran University	Traditional	Other	No	No				
California Polytechnic State University, SLO	Traditional	Transcript	Yes	Yes		Yes	Yes	
California Polytechnic State University, SLO	Traditional	Fingerprint	Yes	No		Yes	No	
California Polytechnic State University, SLO	Traditional	Background	Yes	No		Yes	No	
California Polytechnic State University, SLO	Traditional	Credits	Yes	Yes		Yes	Yes	
California Polytechnic State University, SLO	Traditional	GPA	Yes	Yes		Yes	Yes	
California Polytechnic State University, SLO	Traditional	ContentGPA	Yes	No		Yes	No	
California Polytechnic State University, SLO	Traditional	ProfessionalGPA	No	Yes		Yes	Yes	
California Polytechnic State University, SLO	Traditional	ACT	No	No		No	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California Polytechnic State University, SLO	Traditional	SAT	No	No		No	No	
California Polytechnic State University, SLO	Traditional	BasicSkills	Yes	No		Yes	No	
California Polytechnic State University, SLO	Traditional	SubjectArea	Yes	No		Yes	No	
California Polytechnic State University, SLO	Traditional	Recommendation	Yes	No		Yes	No	
California Polytechnic State University, SLO	Traditional	Essay	Yes	No		Yes	No	
California Polytechnic State University, SLO	Traditional	Interview	Yes	No		Yes	No	
California Polytechnic State University, SLO	Traditional	Other						
California State Polytechnic University, Pomona	Traditional	Transcript				Yes	Yes	
California State Polytechnic University, Pomona	Traditional	Fingerprint				Yes	No	
California State Polytechnic University, Pomona	Traditional	Background				Yes	No	
California State Polytechnic University, Pomona	Traditional	Credits				Yes	Yes	
California State Polytechnic University, Pomona	Traditional	GPA				Yes	Yes	
California State Polytechnic University, Pomona	Traditional	ContentGPA				Yes	Yes	
California State Polytechnic University, Pomona	Traditional	ProfessionalGPA				Yes	Yes	
California State Polytechnic University, Pomona	Traditional	ACT				No	No	
California State Polytechnic University, Pomona	Traditional	SAT				No	No	
California State Polytechnic University, Pomona	Traditional	BasicSkills				Yes	No	
California State Polytechnic University, Pomona	Traditional	SubjectArea				Yes	No	
California State Polytechnic University, Pomona	Traditional	Recommendation				Yes	No	
California State Polytechnic University, Pomona	Traditional	Essay				Yes	No	
California State Polytechnic University, Pomona	Traditional	Interview				Yes	No	
California State Polytechnic University, Pomona	Traditional	Other				No	Yes	CalTPA; Adult, Child & Infant CRP, US Constitution
California State University, Bakersfield	Traditional	Transcript	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	Background	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	Credits	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	GPA	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	ContentGPA	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	ACT	No	No		No	No	
California State University, Bakersfield	Traditional	SAT	No	No		No	No	
California State University, Bakersfield	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	SubjectArea	No	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	Recommendation	Yes	No		Yes	No	
California State University, Bakersfield	Traditional	Essay	Yes	No		Yes	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Bakersfield	Traditional	Interview	Yes	No		Yes	No	
California State University, Bakersfield	Traditional	Other	No	No		No	No	
California State University, Channel Islands	Traditional	Transcript				Yes	Yes	
California State University, Channel Islands	Traditional	Fingerprint				Yes	Yes	
California State University, Channel Islands	Traditional	Background				Yes	No	
California State University, Channel Islands	Traditional	Credits				Yes	Yes	
California State University, Channel Islands	Traditional	GPA				Yes	Yes	
California State University, Channel Islands	Traditional	ContentGPA				No	Yes	
California State University, Channel Islands	Traditional	ProfessionalGPA				Yes	Yes	
California State University, Channel Islands	Traditional	ACT				No	Yes	
California State University, Channel Islands	Traditional	SAT				No	Yes	
California State University, Channel Islands	Traditional	BasicSkills				Yes	Yes	
California State University, Channel Islands	Traditional	SubjectArea				Yes	Yes	
California State University, Channel Islands	Traditional	Recommendation				Yes	No	
California State University, Channel Islands	Traditional	Essay				Yes	No	
California State University, Channel Islands	Traditional	Interview				Yes	No	
California State University, Channel Islands	Traditional	Other				No	Yes	Exit appointment, credential request form
California State University, Chico	Traditional	Transcript	No	Yes		Yes	Yes	
California State University, Chico	Traditional	Fingerprint	No	Yes		Yes	Yes	
California State University, Chico	Traditional	Background	No	Yes		Yes	Yes	
California State University, Chico	Traditional	Credits	No	Yes		Yes	Yes	
California State University, Chico	Traditional	GPA	Yes	Yes		Yes	Yes	
California State University, Chico	Traditional	ContentGPA	No	Yes		Yes	Yes	
California State University, Chico	Traditional	ProfessionalGPA	No	Yes		Yes	Yes	
California State University, Chico	Traditional	ACT	No	No		No	No	
California State University, Chico	Traditional	SAT	No	No		No	No	
California State University, Chico	Traditional	BasicSkills	No	Yes		Yes	Yes	
California State University, Chico	Traditional	SubjectArea	No	Yes		Yes	Yes	
California State University, Chico	Traditional	Recommendation	Yes	Yes		Yes	Yes	
California State University, Chico	Traditional	Essay	Yes	Yes		Yes	No	
California State University, Chico	Traditional	Interview	No	No		Yes	No	
California State University, Chico	Traditional	Other	No	No				
California State University, Dominguez Hills	Traditional	Transcript	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Traditional	Background	Yes	Yes		Yes	Yes	

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

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

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Long Beach	Traditional	Interview	Yes	No		Yes	No	
California State University, Long Beach	Traditional	Other				No	No	
California State University, Los Angeles	Traditional	Transcript	Yes	Yes		Yes	Yes	
California State University, Los Angeles	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
California State University, Los Angeles	Traditional	Background	Yes	Yes		Yes	Yes	
California State University, Los Angeles	Traditional	Credits	Yes	Yes		No	No	
California State University, Los Angeles	Traditional	GPA	Yes	No		Yes	No	
California State University, Los Angeles	Traditional	ContentGPA	No	No		No	No	
California State University, Los Angeles	Traditional	ProfessionalGPA	No	Yes		No	Yes	
California State University, Los Angeles	Traditional	ACT	No	No		No	No	
California State University, Los Angeles	Traditional	SAT	No	No		No	No	
California State University, Los Angeles	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
California State University, Los Angeles	Traditional	SubjectArea	No	Yes		Yes	Yes	
California State University, Los Angeles	Traditional	Recommendation	Yes	No		Yes	No	
California State University, Los Angeles	Traditional	Essay	Yes	No		Yes	No	
California State University, Los Angeles	Traditional	Interview	Yes	No		Yes	No	
California State University, Los Angeles	Traditional	Other	Yes	No	writing and speech proficiency	Yes	No	speech and writing proficiency
California State University, Monterey Bay	Traditional	Transcript	No	No		Yes	Yes	
California State University, Monterey Bay	Traditional	Fingerprint	No	No		Yes	Yes	
California State University, Monterey Bay	Traditional	Background	No	No		Yes	Yes	
California State University, Monterey Bay	Traditional	Credits	No	No		Yes	Yes	
California State University, Monterey Bay	Traditional	GPA	No	No		Yes	Yes	
California State University, Monterey Bay	Traditional	ContentGPA	No	No		Yes	Yes	
California State University, Monterey Bay	Traditional	ProfessionalGPA	No	No		Yes	Yes	
California State University, Monterey Bay	Traditional	ACT	No	No		No	No	
California State University, Monterey Bay	Traditional	SAT	No	No		No	No	
California State University, Monterey Bay	Traditional	BasicSkills	No	No		No	Yes	
California State University, Monterey Bay	Traditional	SubjectArea	No	No		No	Yes	
California State University, Monterey Bay	Traditional	Recommendation	No	No		Yes	Yes	
California State University, Monterey Bay	Traditional	Essay	No	No		Yes	No	
California State University, Monterey Bay	Traditional	Interview	No	No		Yes	No	
California State University, Monterey Bay	Traditional	Other	No	No		No	Yes	PACT & RICA Scores reqd. for exit in some programs
California State University, Northridge	Traditional	Transcript	Yes	No		Yes	No	
California State University, Northridge	Traditional	Fingerprint	Yes	Yes		Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Northridge	Traditional	Background	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	Credits	No	Yes		No	Yes	
California State University, Northridge	Traditional	GPA	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	ContentGPA	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	ACT	No	No		No	No	
California State University, Northridge	Traditional	SAT	No	No		No	No	
California State University, Northridge	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	SubjectArea	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	Recommendation	Yes	No		Yes	No	
California State University, Northridge	Traditional	Essay	Yes	No		Yes	No	
California State University, Northridge	Traditional	Interview	Yes	No		Yes	No	
California State University, Northridge	Traditional	Other	No	Yes	Passage of PACT (MS and SS Programs), Passage of RICA (MS and SPED Programs)	No	Yes	Passage of PACT (MS and SS Programs) , Passage of RICA (MS and SPED Programs)
California State University, Sacramento	Traditional	Transcript				Yes	Yes	
California State University, Sacramento	Traditional	Fingerprint				Yes	Yes	
California State University, Sacramento	Traditional	Background				Yes	Yes	
California State University, Sacramento	Traditional	Credits				Yes	Yes	
California State University, Sacramento	Traditional	GPA				Yes	Yes	
California State University, Sacramento	Traditional	ContentGPA				Yes	Yes	
California State University, Sacramento	Traditional	ProfessionalGPA				Yes	Yes	
California State University, Sacramento	Traditional	ACT				No	No	
California State University, Sacramento	Traditional	SAT				No	No	
California State University, Sacramento	Traditional	BasicSkills				Yes	Yes	
California State University, Sacramento	Traditional	SubjectArea				Yes	Yes	
California State University, Sacramento	Traditional	Recommendation				Yes	No	
California State University, Sacramento	Traditional	Essay				Yes	No	
California State University, Sacramento	Traditional	Interview				Yes	No	
California State University, Sacramento	Traditional	Other				No	Yes	Teacher Performance Assessment
California State University, San Bernardino	Traditional	Transcript	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Fingerprint	Yes	Yes		Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, San Bernardino	Traditional	Background	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Credits	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	GPA	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	ContentGPA	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	ACT	No	No		No	No	
California State University, San Bernardino	Traditional	SAT	No	No		No	No	
California State University, San Bernardino	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	SubjectArea	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Recommendation	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Essay	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Interview	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Other						
California State University, San Marcos	Traditional	Transcript	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Fingerprint	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Background	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Credits	Yes	Yes		Yes	Yes	
California State University, San Marcos	Traditional	GPA	Yes	Yes		Yes	Yes	
California State University, San Marcos	Traditional	ContentGPA	No	Yes		No	No	
California State University, San Marcos	Traditional	ProfessionalGPA	No	Yes		No	Yes	
California State University, San Marcos	Traditional	ACT	No	No		No	No	
California State University, San Marcos	Traditional	SAT	No	No		No	No	
California State University, San Marcos	Traditional	BasicSkills	No	Yes		Yes	No	
California State University, San Marcos	Traditional	SubjectArea	No	Yes		Yes	No	
California State University, San Marcos	Traditional	Recommendation	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Essay	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Interview	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Other	No	No		No	No	
California State University, Stanislaus	Traditional	Transcript	Yes	No		Yes	No	
California State University, Stanislaus	Traditional	Fingerprint	Yes	No		Yes	No	
California State University, Stanislaus	Traditional	Background	Yes	No		Yes	No	
California State University, Stanislaus	Traditional	Credits	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	GPA	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	ContentGPA	No	Yes		No	Yes	
California State University, Stanislaus	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	ACT	No	No		No	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Stanislaus	Traditional	SAT	No	No		No	No	
California State University, Stanislaus	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	SubjectArea	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	Recommendation	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	Essay	Yes	No		Yes	No	
California State University, Stanislaus	Traditional	Interview	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	Other	No	Yes	B.A./B.S.; RICA for ESCP & MSCP; TPA for MSCP & SSCP	No	Yes	RICA for ESCP & MSCP; TPA for MSCP & SSCP
CalState TEACH	Traditional	Transcript	Yes	Yes		Yes	Yes	
CalState TEACH	Traditional	Fingerprint	Yes	No		Yes	No	
CalState TEACH	Traditional	Background	Yes	No		Yes	No	
CalState TEACH	Traditional	Credits	Yes	Yes		No	Yes	
CalState TEACH	Traditional	GPA	Yes	Yes		Yes	Yes	
CalState TEACH	Traditional	ContentGPA	No	Yes		No	Yes	
CalState TEACH	Traditional	ProfessionalGPA	No	Yes		No	Yes	
CalState TEACH	Traditional	ACT	No	No		No	No	
CalState TEACH	Traditional	SAT	No	No		No	No	
CalState TEACH	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
CalState TEACH	Traditional	SubjectArea	Yes	Yes		Yes	Yes	
CalState TEACH	Traditional	Recommendation	Yes	No		Yes	No	
CalState TEACH	Traditional	Essay	Yes	No		Yes	No	
CalState TEACH	Traditional	Interview	Yes	No		Yes	No	
CalState TEACH	Traditional	Other	No	Yes	RICA & TPA	No	Yes	TPA RICA
Chapman University	Traditional	Transcript				Yes	Yes	
Chapman University	Traditional	Fingerprint				No	Yes	
Chapman University	Traditional	Background				No	No	
Chapman University	Traditional	Credits				No	Yes	
Chapman University	Traditional	GPA				Yes	Yes	
Chapman University	Traditional	ContentGPA				No	No	
Chapman University	Traditional	ProfessionalGPA				No	Yes	
Chapman University	Traditional	ACT				No	No	
Chapman University	Traditional	SAT				No	No	
Chapman University	Traditional	BasicSkills				Yes	Yes	
Chapman University	Traditional	SubjectArea				Yes	Yes	
Chapman University	Traditional	Recommendation				Yes	No	
Chapman University	Traditional	Essay				Yes	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Chapman University	Traditional	Interview				Yes	Yes	
Chapman University	Traditional	Other						
Claremont Graduate University	Traditional	Transcript				Yes	Yes	
Claremont Graduate University	Traditional	Fingerprint				Yes	No	
Claremont Graduate University	Traditional	Background				Yes	No	
Claremont Graduate University	Traditional	Credits				Yes	Yes	
Claremont Graduate University	Traditional	GPA				No	Yes	
Claremont Graduate University	Traditional	ContentGPA				No	Yes	
Claremont Graduate University	Traditional	ProfessionalGPA				No	Yes	
Claremont Graduate University	Traditional	ACT				No	No	
Claremont Graduate University	Traditional	SAT				No	No	
Claremont Graduate University	Traditional	BasicSkills				Yes	Yes	
Claremont Graduate University	Traditional	SubjectArea				Yes	Yes	
Claremont Graduate University	Traditional	Recommendation				Yes	Yes	
Claremont Graduate University	Traditional	Essay				Yes	Yes	
Claremont Graduate University	Traditional	Interview				Yes	Yes	
Claremont Graduate University	Traditional	Other				No	Yes	Passed CATPA
Concordia University	Traditional	Transcript	No	Yes		Yes	Yes	
Concordia University	Traditional	Fingerprint	Yes	No		Yes	Yes	
Concordia University	Traditional	Background	Yes	No		No	No	
Concordia University	Traditional	Credits	Yes	Yes		No	Yes	
Concordia University	Traditional	GPA	Yes	Yes		Yes	Yes	
Concordia University	Traditional	ContentGPA	Yes	Yes		Yes	Yes	
Concordia University	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
Concordia University	Traditional	ACT	No	No		No	No	
Concordia University	Traditional	SAT	No	No		No	No	
Concordia University	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
Concordia University	Traditional	SubjectArea	No	Yes		Yes	Yes	
Concordia University	Traditional	Recommendation	Yes	Yes		Yes	Yes	
Concordia University	Traditional	Essay	Yes	Yes		Yes	No	
Concordia University	Traditional	Interview	Yes	Yes		Yes	Yes	
Concordia University	Traditional	Other	No	No				
Dominican University of California	Traditional	Transcript	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	Background	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	Credits	No	Yes		Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Dominican University of California	Traditional	GPA	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	ContentGPA	No	No		Yes	Yes	
Dominican University of California	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	ACT	No	No		No	No	
Dominican University of California	Traditional	SAT	No	No		No	No	
Dominican University of California	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	SubjectArea	No	Yes		Yes	Yes	
Dominican University of California	Traditional	Recommendation	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	Essay	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	Interview	No	No		No	No	
Dominican University of California	Traditional	Other	Yes	Yes	TB test	Yes	Yes	TB Test
Fresno Pacific University	Traditional	Transcript				Yes	Yes	
Fresno Pacific University	Traditional	Fingerprint				Yes	No	
Fresno Pacific University	Traditional	Background				Yes	No	
Fresno Pacific University	Traditional	Credits				No	Yes	
Fresno Pacific University	Traditional	GPA				Yes	Yes	
Fresno Pacific University	Traditional	ContentGPA				No	No	
Fresno Pacific University	Traditional	ProfessionalGPA				No	Yes	
Fresno Pacific University	Traditional	ACT				No	No	
Fresno Pacific University	Traditional	SAT				No	No	
Fresno Pacific University	Traditional	BasicSkills				Yes	Yes	
Fresno Pacific University	Traditional	SubjectArea				Yes	Yes	
Fresno Pacific University	Traditional	Recommendation				Yes	No	
Fresno Pacific University	Traditional	Essay				Yes	No	
Fresno Pacific University	Traditional	Interview				Yes	Yes	
Fresno Pacific University	Traditional	Other				Yes	No	Current Negative TB Test
Hebrew Union College	Traditional	Transcript				Yes	Yes	
Hebrew Union College	Traditional	Fingerprint				No	Yes	
Hebrew Union College	Traditional	Background				No	Yes	
Hebrew Union College	Traditional	Credits				Yes	Yes	
Hebrew Union College	Traditional	GPA				No	No	
Hebrew Union College	Traditional	ContentGPA				No	No	
Hebrew Union College	Traditional	ProfessionalGPA				No	No	
Hebrew Union College	Traditional	ACT				No	No	
Hebrew Union College	Traditional	SAT				No	No	
Hebrew Union College	Traditional	BasicSkills				No	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Hebrew Union College	Traditional	SubjectArea				No	Yes	
Hebrew Union College	Traditional	Recommendation				Yes	Yes	
Hebrew Union College	Traditional	Essay				Yes	Yes	
Hebrew Union College	Traditional	Interview				Yes	Yes	
Hebrew Union College	Traditional	Other						
Holy Names University	Traditional	Transcript				Yes	Yes	
Holy Names University	Traditional	Fingerprint				No	No	
Holy Names University	Traditional	Background				No	No	
Holy Names University	Traditional	Credits				No	Yes	
Holy Names University	Traditional	GPA				Yes	Yes	
Holy Names University	Traditional	ContentGPA				No	No	
Holy Names University	Traditional	ProfessionalGPA				No	No	
Holy Names University	Traditional	ACT				No	No	
Holy Names University	Traditional	SAT				No	No	
Holy Names University	Traditional	BasicSkills				No	Yes	
Holy Names University	Traditional	SubjectArea				No	Yes	
Holy Names University	Traditional	Recommendation				Yes	No	
Holy Names University	Traditional	Essay				Yes	No	
Holy Names University	Traditional	Interview				Yes	No	
Holy Names University	Traditional	Other				No	No	
Hope International University	Traditional	Transcript				Yes	Yes	
Hope International University	Traditional	Fingerprint				No	Yes	
Hope International University	Traditional	Background				No	Yes	
Hope International University	Traditional	Credits				No	Yes	
Hope International University	Traditional	GPA				Yes	Yes	
Hope International University	Traditional	ContentGPA				No	Yes	
Hope International University	Traditional	ProfessionalGPA				No	Yes	
Hope International University	Traditional	ACT				No	No	
Hope International University	Traditional	SAT				No	No	
Hope International University	Traditional	BasicSkills				No	Yes	
Hope International University	Traditional	SubjectArea				No	Yes	
Hope International University	Traditional	Recommendation				Yes	Yes	
Hope International University	Traditional	Essay				Yes	No	
Hope International University	Traditional	Interview				No	Yes	
Hope International University	Traditional	Other						
Humboldt State University	Traditional	Transcript				Yes	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Humboldt State University	Traditional	Fingerprint				Yes	No	
Humboldt State University	Traditional	Background				Yes	No	
Humboldt State University	Traditional	Credits				Yes	Yes	
Humboldt State University	Traditional	GPA				Yes	Yes	
Humboldt State University	Traditional	ContentGPA				Yes	No	
Humboldt State University	Traditional	ProfessionalGPA				No	Yes	
Humboldt State University	Traditional	ACT				No	No	
Humboldt State University	Traditional	SAT				No	No	
Humboldt State University	Traditional	BasicSkills				Yes	No	
Humboldt State University	Traditional	SubjectArea				Yes	No	
Humboldt State University	Traditional	Recommendation				Yes	No	
Humboldt State University	Traditional	Essay				Yes	No	
Humboldt State University	Traditional	Interview				Yes	No	
Humboldt State University	Traditional	Other			Performance Assessment	No	Yes	Performance Assessment
Humphreys College	Traditional	Transcript				Yes	Yes	
Humphreys College	Traditional	Fingerprint				Yes	No	
Humphreys College	Traditional	Background				Yes	No	
Humphreys College	Traditional	Credits				Yes	Yes	
Humphreys College	Traditional	GPA				Yes	Yes	
Humphreys College	Traditional	ContentGPA				No	Yes	
Humphreys College	Traditional	ProfessionalGPA				No	Yes	
Humphreys College	Traditional	ACT				No	No	
Humphreys College	Traditional	SAT				No	No	
Humphreys College	Traditional	BasicSkills				No	Yes	
Humphreys College	Traditional	SubjectArea				No	Yes	
Humphreys College	Traditional	Recommendation				Yes	No	
Humphreys College	Traditional	Essay				Yes	No	
Humphreys College	Traditional	Interview				Yes	Yes	
Humphreys College	Traditional	Other						
La Sierra University	Traditional	Transcript	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	Background	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	Credits	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	GPA	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	ContentGPA	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
La Sierra University	Traditional	ACT	No	No		No	No	
La Sierra University	Traditional	SAT	No	No		No	No	
La Sierra University	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	SubjectArea	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	Recommendation	Yes	No		Yes	No	
La Sierra University	Traditional	Essay	Yes	No		Yes	No	
La Sierra University	Traditional	Interview	Yes	No		Yes	No	
La Sierra University	Traditional	Other	Yes	No	CPR, TB Skin Test	Yes	No	CPR, TB Skin Test
Loyola Marymount University	Traditional	Transcript	Yes	Yes		Yes	Yes	
Loyola Marymount University	Traditional	Fingerprint	Yes	No		Yes	No	
Loyola Marymount University	Traditional	Background	Yes	No		Yes	No	
Loyola Marymount University	Traditional	Credits	Yes	Yes		Yes	Yes	
Loyola Marymount University	Traditional	GPA	Yes	Yes		Yes	Yes	
Loyola Marymount University	Traditional	ContentGPA	No	No		No	No	
Loyola Marymount University	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
Loyola Marymount University	Traditional	ACT	No	No		No	No	
Loyola Marymount University	Traditional	SAT	No	No		No	No	
Loyola Marymount University	Traditional	BasicSkills	Yes	No		Yes	No	
Loyola Marymount University	Traditional	SubjectArea	No	Yes		No	Yes	
Loyola Marymount University	Traditional	Recommendation	Yes	No		Yes	No	
Loyola Marymount University	Traditional	Essay	Yes	No		Yes	No	
Loyola Marymount University	Traditional	Interview	Yes	Yes		Yes	Yes	
Loyola Marymount University	Traditional	Other	Yes	No	TB test	Yes	No	TB Test
Mills College	Traditional	Transcript				Yes	Yes	
Mills College	Traditional	Fingerprint				No	Yes	
Mills College	Traditional	Background				No	Yes	
Mills College	Traditional	Credits				Yes	Yes	
Mills College	Traditional	GPA				No	No	
Mills College	Traditional	ContentGPA				No	No	
Mills College	Traditional	ProfessionalGPA				No	Yes	
Mills College	Traditional	ACT				No	No	
Mills College	Traditional	SAT				No	No	
Mills College	Traditional	BasicSkills				Yes	Yes	
Mills College	Traditional	SubjectArea				Yes	Yes	
Mills College	Traditional	Recommendation				Yes	No	
Mills College	Traditional	Essay				Yes	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Mills College	Traditional	Interview				Yes	No	
Mills College	Traditional	Other						
Mount St. Mary's College	Traditional	Transcript	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	Background	No	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	Credits	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	GPA	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	ContentGPA	Yes	Yes		No	Yes	
Mount St. Mary's College	Traditional	ProfessionalGPA	Yes	Yes		No	Yes	
Mount St. Mary's College	Traditional	ACT	No	No		No	No	
Mount St. Mary's College	Traditional	SAT	No	No		No	No	
Mount St. Mary's College	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	SubjectArea	No	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	Recommendation	Yes	No		Yes	No	
Mount St. Mary's College	Traditional	Essay	Yes	No		Yes	No	
Mount St. Mary's College	Traditional	Interview	Yes	No		Yes	No	
Mount St. Mary's College	Traditional	Other	No	No		No	No	
National Hispanic University	Traditional	Transcript				Yes	Yes	
National Hispanic University	Traditional	Fingerprint				Yes	Yes	
National Hispanic University	Traditional	Background				No	No	
National Hispanic University	Traditional	Credits				No	Yes	
National Hispanic University	Traditional	GPA				Yes	Yes	
National Hispanic University	Traditional	ContentGPA				No	No	
National Hispanic University	Traditional	ProfessionalGPA				No	No	
National Hispanic University	Traditional	ACT				No	No	
National Hispanic University	Traditional	SAT				No	No	
National Hispanic University	Traditional	BasicSkills				Yes	Yes	
National Hispanic University	Traditional	SubjectArea				Yes	Yes	
National Hispanic University	Traditional	Recommendation				Yes	No	
National Hispanic University	Traditional	Essay				Yes	No	
National Hispanic University	Traditional	Interview				No	Yes	
National Hispanic University	Traditional	Other						
National University	Traditional	Transcript	Yes	No		Yes	No	
National University	Traditional	Fingerprint	Yes	No		Yes	No	
National University	Traditional	Background	Yes	No		Yes	No	
National University	Traditional	Credits	No	Yes		No	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
National University	Traditional	GPA	Yes	Yes		Yes	Yes	
National University	Traditional	ContentGPA	No	Yes		Yes	Yes	
National University	Traditional	ProfessionalGPA	No	No		No	No	
National University	Traditional	ACT	No	No		No	No	
National University	Traditional	SAT	No	No		No	No	
National University	Traditional	BasicSkills	No	Yes		No	Yes	
National University	Traditional	SubjectArea	No	Yes		No	Yes	
National University	Traditional	Recommendation	No	No		No	No	
National University	Traditional	Essay	No	No		No	No	
National University	Traditional	Interview	Yes	No		Yes	No	
National University	Traditional	Other						
Notre Dame de Namur University	Traditional	Transcript				Yes	Yes	
Notre Dame de Namur University	Traditional	Fingerprint				No	Yes	
Notre Dame de Namur University	Traditional	Background				No	Yes	
Notre Dame de Namur University	Traditional	Credits				No	Yes	
Notre Dame de Namur University	Traditional	GPA				Yes	Yes	
Notre Dame de Namur University	Traditional	ContentGPA				No	Yes	
Notre Dame de Namur University	Traditional	ProfessionalGPA				No	Yes	
Notre Dame de Namur University	Traditional	ACT				No	No	
Notre Dame de Namur University	Traditional	SAT				No	No	
Notre Dame de Namur University	Traditional	BasicSkills				No	Yes	
Notre Dame de Namur University	Traditional	SubjectArea				No	Yes	
Notre Dame de Namur University	Traditional	Recommendation				Yes	Yes	
Notre Dame de Namur University	Traditional	Essay				Yes	No	
Notre Dame de Namur University	Traditional	Interview				Yes	No	
Notre Dame de Namur University	Traditional	Other						
Pacific Oaks College	Traditional	Transcript	Yes	No		Yes	No	
Pacific Oaks College	Traditional	Fingerprint	Yes	No		Yes	No	
Pacific Oaks College	Traditional	Background	Yes	No		Yes	No	
Pacific Oaks College	Traditional	Credits	Yes	Yes		No	Yes	
Pacific Oaks College	Traditional	GPA	No	Yes		No	Yes	
Pacific Oaks College	Traditional	ContentGPA	No	Yes		No	Yes	
Pacific Oaks College	Traditional	ProfessionalGPA	No	Yes		No	Yes	
Pacific Oaks College	Traditional	ACT	No	No		No	No	
Pacific Oaks College	Traditional	SAT	No	No		No	No	
Pacific Oaks College	Traditional	BasicSkills	Yes	No		Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Pacific Oaks College	Traditional	SubjectArea	No	Yes		No	Yes	
Pacific Oaks College	Traditional	Recommendation	Yes	No		Yes	No	
Pacific Oaks College	Traditional	Essay	Yes	No		Yes	No	
Pacific Oaks College	Traditional	Interview	No	Yes		No	No	
Pacific Oaks College	Traditional	Other						
Pacific Union College	Traditional	Transcript	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	Background	Yes	No		Yes	No	
Pacific Union College	Traditional	Credits	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	GPA	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	ContentGPA	No	Yes		No	Yes	
Pacific Union College	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	ACT	No	No		No	No	
Pacific Union College	Traditional	SAT	No	No		No	No	
Pacific Union College	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	SubjectArea	No	Yes		Yes	Yes	
Pacific Union College	Traditional	Recommendation	Yes	No		Yes	No	
Pacific Union College	Traditional	Essay	Yes	No		Yes	No	
Pacific Union College	Traditional	Interview	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	Other	No	Yes	Exit: RICA, TPA	No	Yes	RICA, TPA
Patten University	Traditional	Transcript	Yes	Yes		Yes	Yes	
Patten University	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
Patten University	Traditional	Background	Yes	Yes		Yes	Yes	
Patten University	Traditional	Credits	Yes	Yes		Yes	Yes	
Patten University	Traditional	GPA	Yes	Yes		Yes	Yes	
Patten University	Traditional	ContentGPA	Yes	Yes		Yes	Yes	
Patten University	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
Patten University	Traditional	ACT	No	No		No	No	
Patten University	Traditional	SAT	No	No		No	No	
Patten University	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
Patten University	Traditional	SubjectArea	Yes	Yes		Yes	Yes	
Patten University	Traditional	Recommendation	Yes	Yes		Yes	Yes	
Patten University	Traditional	Essay	Yes	Yes		Yes	Yes	
Patten University	Traditional	Interview	Yes	Yes		Yes	Yes	
Patten University	Traditional	Other	No	Yes	Final Evaluation	No	Yes	Final Evaluation
Pepperdine University	Traditional	Transcript	No	Yes		Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Pepperdine University	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
Pepperdine University	Traditional	Background	Yes	Yes		Yes	Yes	
Pepperdine University	Traditional	Credits	Yes	Yes		Yes	Yes	
Pepperdine University	Traditional	GPA	Yes	Yes		Yes	Yes	
Pepperdine University	Traditional	ContentGPA	Yes	Yes		Yes	Yes	
Pepperdine University	Traditional	ProfessionalGPA	No	Yes		Yes	Yes	
Pepperdine University	Traditional	ACT	No	No		No	No	
Pepperdine University	Traditional	SAT	No	No		No	No	
Pepperdine University	Traditional	BasicSkills	No	Yes		Yes	Yes	
Pepperdine University	Traditional	SubjectArea	No	Yes		No	Yes	
Pepperdine University	Traditional	Recommendation	Yes	Yes		Yes	Yes	
Pepperdine University	Traditional	Essay	Yes	No		Yes	No	
Pepperdine University	Traditional	Interview	No	No		No	No	
Pepperdine University	Traditional	Other	Yes	No	Proof of attempt of Basic Skills test			
Point Loma Nazarene University	Traditional	Transcript				Yes	Yes	
Point Loma Nazarene University	Traditional	Fingerprint				Yes	No	
Point Loma Nazarene University	Traditional	Background				No	No	
Point Loma Nazarene University	Traditional	Credits				No	Yes	
Point Loma Nazarene University	Traditional	GPA				Yes	Yes	
Point Loma Nazarene University	Traditional	ContentGPA				No	No	
Point Loma Nazarene University	Traditional	ProfessionalGPA				No	No	
Point Loma Nazarene University	Traditional	ACT				No	No	
Point Loma Nazarene University	Traditional	SAT				No	No	
Point Loma Nazarene University	Traditional	BasicSkills				No	Yes	
Point Loma Nazarene University	Traditional	SubjectArea				No	Yes	
Point Loma Nazarene University	Traditional	Recommendation				Yes	No	
Point Loma Nazarene University	Traditional	Essay				Yes	No	
Point Loma Nazarene University	Traditional	Interview				Yes	Yes	
Point Loma Nazarene University	Traditional	Other				No	No	
San Diego Christian College	Traditional	Transcript				Yes	Yes	
San Diego Christian College	Traditional	Fingerprint				No	Yes	
San Diego Christian College	Traditional	Background				No	Yes	
San Diego Christian College	Traditional	Credits				Yes	Yes	
San Diego Christian College	Traditional	GPA				Yes	Yes	
San Diego Christian College	Traditional	ContentGPA				Yes	Yes	
San Diego Christian College	Traditional	ProfessionalGPA				Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
San Diego Christian College	Traditional	ACT				No	No	
San Diego Christian College	Traditional	SAT				No	No	
San Diego Christian College	Traditional	BasicSkills				Yes	Yes	
San Diego Christian College	Traditional	SubjectArea				No	Yes	
San Diego Christian College	Traditional	Recommendation				Yes	Yes	
San Diego Christian College	Traditional	Essay				Yes	Yes	
San Diego Christian College	Traditional	Interview				Yes	Yes	
San Diego Christian College	Traditional	Other						
San Diego State University	Traditional	Transcript				Yes	Yes	
San Diego State University	Traditional	Fingerprint				Yes	Yes	
San Diego State University	Traditional	Background				Yes	Yes	
San Diego State University	Traditional	Credits				No	Yes	
San Diego State University	Traditional	GPA				Yes	Yes	
San Diego State University	Traditional	ContentGPA				No	No	
San Diego State University	Traditional	ProfessionalGPA				Yes	Yes	
San Diego State University	Traditional	ACT				No	No	
San Diego State University	Traditional	SAT				No	No	
San Diego State University	Traditional	BasicSkills				Yes	Yes	
San Diego State University	Traditional	SubjectArea				Yes	Yes	
San Diego State University	Traditional	Recommendation				Yes	No	
San Diego State University	Traditional	Essay				Yes	No	
San Diego State University	Traditional	Interview				Yes	No	
San Diego State University	Traditional	Other				No	Yes	PACT or edTPA
San Francisco State University	Traditional	Transcript				Yes	Yes	
San Francisco State University	Traditional	Fingerprint				Yes	No	
San Francisco State University	Traditional	Background				Yes	No	
San Francisco State University	Traditional	Credits				Yes	Yes	
San Francisco State University	Traditional	GPA				Yes	Yes	
San Francisco State University	Traditional	ContentGPA				Yes	No	
San Francisco State University	Traditional	ProfessionalGPA				No	Yes	
San Francisco State University	Traditional	ACT				No	No	
San Francisco State University	Traditional	SAT				No	No	
San Francisco State University	Traditional	BasicSkills				Yes	No	
San Francisco State University	Traditional	SubjectArea				Yes	No	
San Francisco State University	Traditional	Recommendation				Yes	No	
San Francisco State University	Traditional	Essay				Yes	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
San Francisco State University	Traditional	Interview				Yes	No	
San Francisco State University	Traditional	Other						
San Jose State University	Traditional	Transcript				Yes	Yes	
San Jose State University	Traditional	Fingerprint				Yes	No	
San Jose State University	Traditional	Background				Yes	No	
San Jose State University	Traditional	Credits				Yes	Yes	
San Jose State University	Traditional	GPA				Yes	Yes	
San Jose State University	Traditional	ContentGPA				Yes	Yes	
San Jose State University	Traditional	ProfessionalGPA				Yes	Yes	
San Jose State University	Traditional	ACT				No	No	
San Jose State University	Traditional	SAT				No	No	
San Jose State University	Traditional	BasicSkills				Yes	No	
San Jose State University	Traditional	SubjectArea				Yes	Yes	
San Jose State University	Traditional	Recommendation				Yes	Yes	
San Jose State University	Traditional	Essay				Yes	Yes	
San Jose State University	Traditional	Interview				Yes	Yes	
San Jose State University	Traditional	Other						
Santa Clara University	Traditional	Transcript				Yes	Yes	
Santa Clara University	Traditional	Fingerprint				No	Yes	
Santa Clara University	Traditional	Background				No	Yes	
Santa Clara University	Traditional	Credits				No	Yes	
Santa Clara University	Traditional	GPA				No	Yes	
Santa Clara University	Traditional	ContentGPA				No	No	
Santa Clara University	Traditional	ProfessionalGPA				No	Yes	
Santa Clara University	Traditional	ACT				No	No	
Santa Clara University	Traditional	SAT				No	No	
Santa Clara University	Traditional	BasicSkills				No	Yes	
Santa Clara University	Traditional	SubjectArea				No	Yes	
Santa Clara University	Traditional	Recommendation				Yes	Yes	
Santa Clara University	Traditional	Essay				Yes	No	
Santa Clara University	Traditional	Interview				No	No	
Santa Clara University	Traditional	Other						
Simpson University	Traditional	Transcript	No	No		Yes	Yes	
Simpson University	Traditional	Fingerprint	No	No		Yes	Yes	
Simpson University	Traditional	Background	No	No		No	No	
Simpson University	Traditional	Credits	No	No		No	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Simpson University	Traditional	GPA	No	No		Yes	Yes	
Simpson University	Traditional	ContentGPA	No	No		Yes	Yes	
Simpson University	Traditional	ProfessionalGPA	No	No		No	Yes	
Simpson University	Traditional	ACT	No	No		No	No	
Simpson University	Traditional	SAT	No	No		No	No	
Simpson University	Traditional	BasicSkills	No	No		No	Yes	
Simpson University	Traditional	SubjectArea	No	No		No	Yes	
Simpson University	Traditional	Recommendation	No	No		Yes	Yes	
Simpson University	Traditional	Essay	No	No		Yes	No	
Simpson University	Traditional	Interview	No	No		Yes	Yes	
Simpson University	Traditional	Other	No	No		Yes	No	Must have registered for subject matter content test.
Sonoma State University	Traditional	Transcript				Yes	Yes	
Sonoma State University	Traditional	Fingerprint				Yes	Yes	
Sonoma State University	Traditional	Background				Yes	Yes	
Sonoma State University	Traditional	Credits				Yes	Yes	
Sonoma State University	Traditional	GPA				Yes	Yes	
Sonoma State University	Traditional	ContentGPA				Yes	Yes	
Sonoma State University	Traditional	ProfessionalGPA				Yes	Yes	
Sonoma State University	Traditional	ACT				No	No	
Sonoma State University	Traditional	SAT				No	No	
Sonoma State University	Traditional	BasicSkills				Yes	Yes	
Sonoma State University	Traditional	SubjectArea				Yes	Yes	
Sonoma State University	Traditional	Recommendation				Yes	No	
Sonoma State University	Traditional	Essay				Yes	No	
Sonoma State University	Traditional	Interview				Yes	No	
Sonoma State University	Traditional	Other						
St. Mary's College of California	Traditional	Transcript				Yes	No	
St. Mary's College of California	Traditional	Fingerprint				Yes	No	
St. Mary's College of California	Traditional	Background				Yes	Yes	
St. Mary's College of California	Traditional	Credits				No	Yes	
St. Mary's College of California	Traditional	GPA				Yes	Yes	
St. Mary's College of California	Traditional	ContentGPA				No	No	
St. Mary's College of California	Traditional	ProfessionalGPA				No	Yes	
St. Mary's College of California	Traditional	ACT				No	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
St. Mary's College of California	Traditional	SAT				No	No	
St. Mary's College of California	Traditional	BasicSkills				No	Yes	
St. Mary's College of California	Traditional	SubjectArea				No	Yes	
St. Mary's College of California	Traditional	Recommendation				Yes	No	
St. Mary's College of California	Traditional	Essay				Yes	No	
St. Mary's College of California	Traditional	Interview				Yes	No	
St. Mary's College of California	Traditional	Other						
Stanford University	Traditional	Transcript				Yes	Yes	
Stanford University	Traditional	Fingerprint				Yes	No	
Stanford University	Traditional	Background				Yes	No	
Stanford University	Traditional	Credits				Yes	Yes	
Stanford University	Traditional	GPA				No	Yes	
Stanford University	Traditional	ContentGPA				No	Yes	
Stanford University	Traditional	ProfessionalGPA				No	No	
Stanford University	Traditional	ACT				No	No	
Stanford University	Traditional	SAT				No	No	
Stanford University	Traditional	BasicSkills				Yes	Yes	
Stanford University	Traditional	SubjectArea				Yes	Yes	
Stanford University	Traditional	Recommendation				Yes	No	
Stanford University	Traditional	Essay				Yes	Yes	
Stanford University	Traditional	Interview				No	No	
Stanford University	Traditional	Other				Yes	No	Transcript Summary
Teacher's College of San Joaquin	Traditional	Transcript	No	No		Yes	No	
Teacher's College of San Joaquin	Traditional	Fingerprint	No	No		Yes	No	
Teacher's College of San Joaquin	Traditional	Background	No	No		Yes	No	
Teacher's College of San Joaquin	Traditional	Credits	No	No		Yes	Yes	
Teacher's College of San Joaquin	Traditional	GPA	No	No		No	Yes	
Teacher's College of San Joaquin	Traditional	ContentGPA	No	No		No	Yes	
Teacher's College of San Joaquin	Traditional	ProfessionalGPA	No	No		No	No	
Teacher's College of San Joaquin	Traditional	ACT	No	No		No	No	
Teacher's College of San Joaquin	Traditional	SAT	No	No		No	No	
Teacher's College of San Joaquin	Traditional	BasicSkills	No	No		No	Yes	
Teacher's College of San Joaquin	Traditional	SubjectArea	No	No		No	Yes	
Teacher's College of San Joaquin	Traditional	Recommendation	No	No		No	No	
Teacher's College of San Joaquin	Traditional	Essay	No	No		No	No	
Teacher's College of San Joaquin	Traditional	Interview	No	No		No	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Teacher's College of San Joaquin	Traditional	Other	No	No		No	No	
The Master's College	Traditional	Transcript				Yes	Yes	
The Master's College	Traditional	Fingerprint				Yes	Yes	
The Master's College	Traditional	Background				Yes	Yes	
The Master's College	Traditional	Credits				Yes	Yes	
The Master's College	Traditional	GPA				Yes	Yes	
The Master's College	Traditional	ContentGPA				Yes	Yes	
The Master's College	Traditional	ProfessionalGPA				Yes	Yes	
The Master's College	Traditional	ACT				No	No	
The Master's College	Traditional	SAT				No	No	
The Master's College	Traditional	BasicSkills				Yes	Yes	
The Master's College	Traditional	SubjectArea				Yes	Yes	
The Master's College	Traditional	Recommendation				Yes	Yes	
The Master's College	Traditional	Essay				Yes	Yes	
The Master's College	Traditional	Interview				Yes	Yes	
The Master's College	Traditional	Other				No	Yes	CPR
Touro University	Traditional	Transcript	No	No		Yes	Yes	
Touro University	Traditional	Fingerprint	No	No		Yes	Yes	
Touro University	Traditional	Background	No	No		Yes	Yes	
Touro University	Traditional	Credits	No	No		Yes	Yes	
Touro University	Traditional	GPA	No	No		Yes	Yes	
Touro University	Traditional	ContentGPA	No	No		Yes	Yes	
Touro University	Traditional	ProfessionalGPA	No	No		Yes	Yes	
Touro University	Traditional	ACT	No	No		No	No	
Touro University	Traditional	SAT	No	No		No	No	
Touro University	Traditional	BasicSkills	No	No		Yes	Yes	
Touro University	Traditional	SubjectArea	No	No		Yes	Yes	
Touro University	Traditional	Recommendation	No	No		Yes	No	
Touro University	Traditional	Essay	No	No		Yes	Yes	
Touro University	Traditional	Interview	No	No		Yes	Yes	
Touro University	Traditional	Other	No	No		No	Yes	Reading Instruction Competence Assessment
United States University	Traditional	Transcript				Yes	Yes	
United States University	Traditional	Fingerprint				Yes	Yes	
United States University	Traditional	Background				Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
United States University	Traditional	Credits				No	Yes	
United States University	Traditional	GPA				Yes	Yes	
United States University	Traditional	ContentGPA				Yes	Yes	
United States University	Traditional	ProfessionalGPA				Yes	Yes	
United States University	Traditional	ACT				No	No	
United States University	Traditional	SAT				No	No	
United States University	Traditional	BasicSkills				Yes	Yes	
United States University	Traditional	SubjectArea				Yes	Yes	
United States University	Traditional	Recommendation				Yes	Yes	
United States University	Traditional	Essay				Yes	Yes	
United States University	Traditional	Interview				Yes	Yes	
United States University	Traditional	Other				Yes	Yes	Exit survey
University of California, Berkeley	Traditional	Transcript	Yes	Yes		Yes	Yes	
University of California, Berkeley	Traditional	Fingerprint	Yes	No		No	Yes	
University of California, Berkeley	Traditional	Background	Yes	No		No	Yes	
University of California, Berkeley	Traditional	Credits	Yes	Yes		No	Yes	
University of California, Berkeley	Traditional	GPA	Yes	Yes		Yes	Yes	
University of California, Berkeley	Traditional	ContentGPA	No	No		No	No	
University of California, Berkeley	Traditional	ProfessionalGPA	No	No		No	No	
University of California, Berkeley	Traditional	ACT	No	No		No	No	
University of California, Berkeley	Traditional	SAT	No	No		No	No	
University of California, Berkeley	Traditional	BasicSkills	Yes	No		Yes	No	
University of California, Berkeley	Traditional	SubjectArea	Yes	No		Yes	No	
University of California, Berkeley	Traditional	Recommendation	Yes	No		Yes	No	
University of California, Berkeley	Traditional	Essay	Yes	No		Yes	No	
University of California, Berkeley	Traditional	Interview	No	No		Yes	No	
University of California, Berkeley	Traditional	Other						
University of California, Davis	Traditional	Transcript				Yes	Yes	
University of California, Davis	Traditional	Fingerprint				Yes	No	
University of California, Davis	Traditional	Background				Yes	No	
University of California, Davis	Traditional	Credits				Yes	Yes	
University of California, Davis	Traditional	GPA				Yes	Yes	
University of California, Davis	Traditional	ContentGPA				No	No	
University of California, Davis	Traditional	ProfessionalGPA				No	Yes	
University of California, Davis	Traditional	ACT				No	No	
University of California, Davis	Traditional	SAT				No	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Davis	Traditional	BasicSkills				No	Yes	
University of California, Davis	Traditional	SubjectArea				Yes	Yes	
University of California, Davis	Traditional	Recommendation				No	No	
University of California, Davis	Traditional	Essay				Yes	No	
University of California, Davis	Traditional	Interview				Yes	No	
University of California, Davis	Traditional	Other				Yes	No	Minimum of 30 hours classroom experience
University of California, Irvine	Traditional	Transcript	Yes	Yes		Yes	Yes	
University of California, Irvine	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
University of California, Irvine	Traditional	Background	Yes	Yes		Yes	Yes	
University of California, Irvine	Traditional	Credits	No	Yes		Yes	Yes	
University of California, Irvine	Traditional	GPA	Yes	Yes		Yes	Yes	
University of California, Irvine	Traditional	ContentGPA	No	Yes		Yes	Yes	
University of California, Irvine	Traditional	ProfessionalGPA	No	Yes		Yes	Yes	
University of California, Irvine	Traditional	ACT	Yes	No		No	No	
University of California, Irvine	Traditional	SAT	Yes	No		No	No	
University of California, Irvine	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
University of California, Irvine	Traditional	SubjectArea	Yes	Yes		Yes	Yes	
University of California, Irvine	Traditional	Recommendation	Yes	No		Yes	No	
University of California, Irvine	Traditional	Essay	Yes	No		Yes	No	
University of California, Irvine	Traditional	Interview	No	Yes		No	Yes	
University of California, Irvine	Traditional	Other						
University of California, Los Angeles	Traditional	Transcript	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Background	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Credits	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	GPA	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	ContentGPA	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	ACT	No	No		No	No	
University of California, Los Angeles	Traditional	SAT	No	No		No	No	
University of California, Los Angeles	Traditional	BasicSkills	No	No		Yes	Yes	
University of California, Los Angeles	Traditional	SubjectArea	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Recommendation	Yes	No		Yes	No	
University of California, Los Angeles	Traditional	Essay	Yes	No		Yes	No	
University of California, Los Angeles	Traditional	Interview	Yes	No		Yes	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Los Angeles	Traditional	Other						
University of California, Riverside	Traditional	Transcript				Yes	Yes	
University of California, Riverside	Traditional	Fingerprint				Yes	No	
University of California, Riverside	Traditional	Background				Yes	No	
University of California, Riverside	Traditional	Credits				No	Yes	
University of California, Riverside	Traditional	GPA				Yes	Yes	
University of California, Riverside	Traditional	ContentGPA				No	No	
University of California, Riverside	Traditional	ProfessionalGPA				No	Yes	
University of California, Riverside	Traditional	ACT				No	No	
University of California, Riverside	Traditional	SAT				No	No	
University of California, Riverside	Traditional	BasicSkills				Yes	No	
University of California, Riverside	Traditional	SubjectArea				Yes	Yes	
University of California, Riverside	Traditional	Recommendation				Yes	No	
University of California, Riverside	Traditional	Essay				Yes	No	
University of California, Riverside	Traditional	Interview				Yes	Yes	
University of California, Riverside	Traditional	Other				No	No	
University of California, San Diego	Traditional	Transcript				Yes	Yes	
University of California, San Diego	Traditional	Fingerprint				Yes	Yes	
University of California, San Diego	Traditional	Background				Yes	Yes	
University of California, San Diego	Traditional	Credits				Yes	Yes	
University of California, San Diego	Traditional	GPA				Yes	Yes	
University of California, San Diego	Traditional	ContentGPA				Yes	Yes	
University of California, San Diego	Traditional	ProfessionalGPA				Yes	Yes	
University of California, San Diego	Traditional	ACT				No	No	
University of California, San Diego	Traditional	SAT				No	No	
University of California, San Diego	Traditional	BasicSkills				Yes	Yes	
University of California, San Diego	Traditional	SubjectArea				Yes	Yes	
University of California, San Diego	Traditional	Recommendation				Yes	Yes	
University of California, San Diego	Traditional	Essay				Yes	No	
University of California, San Diego	Traditional	Interview				No	Yes	
University of California, San Diego	Traditional	Other				Yes	Yes	2nd language acquisition, U.S. Constitution, TB test, GRE, TPA
University of California, Santa Barbara	Traditional	Transcript				Yes	Yes	
University of California, Santa Barbara	Traditional	Fingerprint				Yes	No	
University of California, Santa Barbara	Traditional	Background				Yes	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Santa Barbara	Traditional	Credits				No	Yes	
University of California, Santa Barbara	Traditional	GPA				Yes	Yes	
University of California, Santa Barbara	Traditional	ContentGPA				No	Yes	
University of California, Santa Barbara	Traditional	ProfessionalGPA				No	Yes	
University of California, Santa Barbara	Traditional	ACT				No	No	
University of California, Santa Barbara	Traditional	SAT				No	No	
University of California, Santa Barbara	Traditional	BasicSkills				Yes	No	
University of California, Santa Barbara	Traditional	SubjectArea				Yes	No	
University of California, Santa Barbara	Traditional	Recommendation				Yes	No	
University of California, Santa Barbara	Traditional	Essay				Yes	No	
University of California, Santa Barbara	Traditional	Interview				Yes	No	
University of California, Santa Barbara	Traditional	Other			edTPA	No	Yes	edTPA
University of California, Santa Cruz	Traditional	Transcript				Yes	Yes	
University of California, Santa Cruz	Traditional	Fingerprint				Yes	No	
University of California, Santa Cruz	Traditional	Background				Yes	No	
University of California, Santa Cruz	Traditional	Credits				Yes	Yes	
University of California, Santa Cruz	Traditional	GPA				Yes	Yes	
University of California, Santa Cruz	Traditional	ContentGPA				Yes	No	
University of California, Santa Cruz	Traditional	ProfessionalGPA				No	Yes	
University of California, Santa Cruz	Traditional	ACT				No	No	
University of California, Santa Cruz	Traditional	SAT				No	No	
University of California, Santa Cruz	Traditional	BasicSkills				Yes	No	
University of California, Santa Cruz	Traditional	SubjectArea				Yes	No	
University of California, Santa Cruz	Traditional	Recommendation				Yes	No	
University of California, Santa Cruz	Traditional	Essay				Yes	No	
University of California, Santa Cruz	Traditional	Interview				No	No	
University of California, Santa Cruz	Traditional	Other				Yes	No	Academic Writing Sample
University of LaVerne	Traditional	Transcript				Yes	No	
University of LaVerne	Traditional	Fingerprint				Yes	Yes	
University of LaVerne	Traditional	Background				No	No	
University of LaVerne	Traditional	Credits				Yes	Yes	
University of LaVerne	Traditional	GPA				Yes	Yes	
University of LaVerne	Traditional	ContentGPA				Yes	Yes	
University of LaVerne	Traditional	ProfessionalGPA				Yes	Yes	
University of LaVerne	Traditional	ACT				No	No	
University of LaVerne	Traditional	SAT				No	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of LaVerne	Traditional	BasicSkills				No	Yes	
University of LaVerne	Traditional	SubjectArea				No	Yes	
University of LaVerne	Traditional	Recommendation				Yes	No	
University of LaVerne	Traditional	Essay				Yes	No	
University of LaVerne	Traditional	Interview				Yes	No	
University of LaVerne	Traditional	Other						
University of Phoenix - CA	Traditional	Transcript	Yes	No		Yes	No	
University of Phoenix - CA	Traditional	Fingerprint	Yes	No		Yes	No	
University of Phoenix - CA	Traditional	Background	Yes	No		Yes	No	
University of Phoenix - CA	Traditional	Credits	Yes	Yes		Yes	Yes	
University of Phoenix - CA	Traditional	GPA	No	Yes		Yes	Yes	
University of Phoenix - CA	Traditional	ContentGPA	No	Yes		No	No	
University of Phoenix - CA	Traditional	ProfessionalGPA	Yes	Yes		No	Yes	
University of Phoenix - CA	Traditional	ACT	No	No		No	No	
University of Phoenix - CA	Traditional	SAT	No	No		No	No	
University of Phoenix - CA	Traditional	BasicSkills	Yes	No		Yes	No	
University of Phoenix - CA	Traditional	SubjectArea	No	Yes		No	Yes	
University of Phoenix - CA	Traditional	Recommendation	No	No		No	No	
University of Phoenix - CA	Traditional	Essay	No	No		No	No	
University of Phoenix - CA	Traditional	Interview	No	No		No	No	
University of Phoenix - CA	Traditional	Other						
University of Redlands	Traditional	Transcript	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	Background	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	Credits	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	GPA	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	ContentGPA	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	ACT	No	No		No	No	
University of Redlands	Traditional	SAT	No	No		No	No	
University of Redlands	Traditional	BasicSkills	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	SubjectArea	No	Yes		No	Yes	
University of Redlands	Traditional	Recommendation	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	Essay	No	No		No	No	
University of Redlands	Traditional	Interview	No	Yes		No	Yes	
University of Redlands	Traditional	Other	No	No		No	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of San Diego	Traditional	Transcript	Yes	Yes		Yes	No	
University of San Diego	Traditional	Fingerprint	Yes	Yes		Yes	No	
University of San Diego	Traditional	Background	Yes	Yes		Yes	Yes	
University of San Diego	Traditional	Credits	Yes	Yes		Yes	Yes	
University of San Diego	Traditional	GPA	Yes	Yes		Yes	Yes	
University of San Diego	Traditional	ContentGPA	No	No		Yes	Yes	
University of San Diego	Traditional	ProfessionalGPA	No	Yes		No	Yes	
University of San Diego	Traditional	ACT	No	No		No	No	
University of San Diego	Traditional	SAT	No	No		No	No	
University of San Diego	Traditional	BasicSkills	Yes	Yes		Yes	No	
University of San Diego	Traditional	SubjectArea	Yes	Yes		Yes	Yes	
University of San Diego	Traditional	Recommendation	Yes	No		Yes	No	
University of San Diego	Traditional	Essay	Yes	No		Yes	No	
University of San Diego	Traditional	Interview	Yes	No		Yes	No	
University of San Diego	Traditional	Other	No	Yes	PACT	No	Yes	PACT
University of San Francisco	Traditional	Transcript				Yes	No	
University of San Francisco	Traditional	Fingerprint				No	Yes	
University of San Francisco	Traditional	Background				No	Yes	
University of San Francisco	Traditional	Credits				No	Yes	
University of San Francisco	Traditional	GPA				Yes	Yes	
University of San Francisco	Traditional	ContentGPA				Yes	Yes	
University of San Francisco	Traditional	ProfessionalGPA				Yes	Yes	
University of San Francisco	Traditional	ACT				No	No	
University of San Francisco	Traditional	SAT				No	No	
University of San Francisco	Traditional	BasicSkills				Yes	Yes	
University of San Francisco	Traditional	SubjectArea				Yes	Yes	
University of San Francisco	Traditional	Recommendation				Yes	No	
University of San Francisco	Traditional	Essay				Yes	No	
University of San Francisco	Traditional	Interview				No	No	
University of San Francisco	Traditional	Other						
University of Southern California	Traditional	Transcript				Yes	No	
University of Southern California	Traditional	Fingerprint				No	No	
University of Southern California	Traditional	Background				No	No	
University of Southern California	Traditional	Credits				Yes	Yes	
University of Southern California	Traditional	GPA				No	Yes	
University of Southern California	Traditional	ContentGPA				No	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of Southern California	Traditional	ProfessionalGPA				No	Yes	
University of Southern California	Traditional	ACT				No	No	
University of Southern California	Traditional	SAT				No	No	
University of Southern California	Traditional	BasicSkills				Yes	No	
University of Southern California	Traditional	SubjectArea				Yes	No	
University of Southern California	Traditional	Recommendation				Yes	No	
University of Southern California	Traditional	Essay				Yes	No	
University of Southern California	Traditional	Interview				No	No	
University of Southern California	Traditional	Other				No	No	
University of the Pacific	Traditional	Transcript	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	Fingerprint	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	Background	Yes	Yes		No	Yes	
University of the Pacific	Traditional	Credits	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	GPA	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	ContentGPA	No	No		No	No	
University of the Pacific	Traditional	ProfessionalGPA	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	ACT	No	No		No	No	
University of the Pacific	Traditional	SAT	No	No		No	No	
University of the Pacific	Traditional	BasicSkills	Yes	Yes		No	Yes	
University of the Pacific	Traditional	SubjectArea	Yes	Yes		No	Yes	
University of the Pacific	Traditional	Recommendation	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	Essay	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	Interview	Yes	Yes		No	Yes	
University of the Pacific	Traditional	Other	Yes	Yes	Complete PACT Teaching Event and Program Assessments such as Embedded Signature Assignments	No	Yes	Completion of PACT Assessments and Teaching Event; Embedded Signature Assignments and Dispositions
Vanguard University	Traditional	Transcript				Yes	Yes	
Vanguard University	Traditional	Fingerprint				No	Yes	
Vanguard University	Traditional	Background				No	Yes	
Vanguard University	Traditional	Credits				Yes	Yes	
Vanguard University	Traditional	GPA				Yes	Yes	
Vanguard University	Traditional	ContentGPA				No	Yes	
Vanguard University	Traditional	ProfessionalGPA				No	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Vanguard University	Traditional	ACT				No	No	
Vanguard University	Traditional	SAT				No	No	
Vanguard University	Traditional	BasicSkills				No	Yes	
Vanguard University	Traditional	SubjectArea				No	Yes	
Vanguard University	Traditional	Recommendation				Yes	Yes	
Vanguard University	Traditional	Essay				Yes	Yes	
Vanguard University	Traditional	Interview				Yes	Yes	
Vanguard University	Traditional	Other						
Western Governors University - CA	Traditional	Transcript	Yes	No		Yes	No	
Western Governors University - CA	Traditional	Fingerprint	No	Yes		No	Yes	
Western Governors University - CA	Traditional	Background	No	Yes		No	Yes	
Western Governors University - CA	Traditional	Credits	No	Yes		No	Yes	
Western Governors University - CA	Traditional	GPA	No	No		No	No	
Western Governors University - CA	Traditional	ContentGPA	No	No		No	No	
Western Governors University - CA	Traditional	ProfessionalGPA	No	No		No	No	
Western Governors University - CA	Traditional	ACT	No	No		No	No	
Western Governors University - CA	Traditional	SAT	No	No		No	No	
Western Governors University - CA	Traditional	BasicSkills	Yes	No		Yes	No	
Western Governors University - CA	Traditional	SubjectArea	Yes	Yes		Yes	Yes	
Western Governors University - CA	Traditional	Recommendation	Yes	No		Yes	No	
Western Governors University - CA	Traditional	Essay	Yes	No		Yes	No	
Western Governors University - CA	Traditional	Interview	Yes	No		Yes	No	
Western Governors University - CA	Traditional	Other	No	No		No	No	
Westmont College	Traditional	Transcript	Yes	No		Yes	No	
Westmont College	Traditional	Fingerprint	No	No		No	No	
Westmont College	Traditional	Background	No	No		No	No	
Westmont College	Traditional	Credits	Yes	Yes		Yes	Yes	
Westmont College	Traditional	GPA	Yes	Yes		Yes	Yes	
Westmont College	Traditional	ContentGPA	No	No		No	No	
Westmont College	Traditional	ProfessionalGPA	No	Yes		No	No	
Westmont College	Traditional	ACT	No	No		No	No	
Westmont College	Traditional	SAT	No	No		No	No	
Westmont College	Traditional	BasicSkills	Yes	No		Yes	No	
Westmont College	Traditional	SubjectArea	Yes	No		Yes	No	
Westmont College	Traditional	Recommendation	Yes	No		Yes	No	
Westmont College	Traditional	Essay	Yes	No		Yes	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)			Undergraduate Requirements			Postgraduate Requirements		
Institution	**ProgramType**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Westmont College	Traditional	Interview	Yes	No		Yes	No	
Westmont College	Traditional	Other						
Whittier College	Traditional	Transcript				Yes	Yes	
Whittier College	Traditional	Fingerprint				Yes	Yes	
Whittier College	Traditional	Background				Yes	Yes	
Whittier College	Traditional	Credits				Yes	Yes	
Whittier College	Traditional	GPA				Yes	Yes	
Whittier College	Traditional	ContentGPA				No	No	
Whittier College	Traditional	ProfessionalGPA				Yes	Yes	
Whittier College	Traditional	ACT				No	No	
Whittier College	Traditional	SAT				No	No	
Whittier College	Traditional	BasicSkills				Yes	Yes	
Whittier College	Traditional	SubjectArea				Yes	Yes	
Whittier College	Traditional	Recommendation				Yes	Yes	
Whittier College	Traditional	Essay				Yes	Yes	
Whittier College	Traditional	Interview				Yes	Yes	
Whittier College	Traditional	Other						
William Jessup University	Traditional	Transcript	Yes	No		Yes	No	
William Jessup University	Traditional	Fingerprint	Yes	No		Yes	No	
William Jessup University	Traditional	Background	No	No		No	No	
William Jessup University	Traditional	Credits	Yes	No		Yes	No	
William Jessup University	Traditional	GPA	Yes	Yes		Yes	Yes	
William Jessup University	Traditional	ContentGPA	Yes	No		No	No	
William Jessup University	Traditional	ProfessionalGPA	Yes	No		No	No	
William Jessup University	Traditional	ACT	No	No		No	No	
William Jessup University	Traditional	SAT	No	No		No	No	
William Jessup University	Traditional	BasicSkills	Yes	No		Yes	No	
William Jessup University	Traditional	SubjectArea	Yes	No		Yes	No	
William Jessup University	Traditional	Recommendation	Yes	No		Yes	No	
William Jessup University	Traditional	Essay	Yes	No		Yes	No	
William Jessup University	Traditional	Interview	Yes	No		Yes	No	
William Jessup University	Traditional	Other	No	Yes	Must maintain a 3.0 GPA, pass CBEST, CSET, and TPA's as well as approval of University Supervisors a	No	Yes	Must maintain a 3.0 GPA, pass CBEST, CSET, and TPA's as well as approval of University Supervisors a

	Undergraduate Program					Postgraduate Program				
Institution	Are there initial teacher certification programs at the undergraduate level?	Minimum GPA required for admission into the program	Median GPA of individuals accepted into the program in AY 2013-14	Minimum GPA required for completing the program	Median GPA of individuals completing the program in AY 2013-14	Are there initial teacher certification programs at the postgraduate level?	Minimum GPA required for admission into the program	Median GPA of individuals accepted into the program in AY 2013-14	Minimum GPA required for completing the program	Median GPA of individuals completing the program in AY 2013-14
Alliant International University	No					Yes	2.5	2.96	3	3.866
Antioch University	No					Yes	2.8	3.15		
Argosy University	No					Yes	3	0	3	0
Azusa Pacific University	No					Yes	3	3.273		4
Bard College	No					Yes	3	3.45	3	3.85
Biola University	Yes	2.75	3.5	3	4	Yes	2.75	3.97	3	4
Brandman University	No					Yes	2.75	3.29	3	3.88
California Baptist University	No					Yes	2.75	3.19	2.75	3.63
California Lutheran University	Yes	3	3.6	3	3.91	Yes	2.7	3.23		3.91
California Polytechnic State University, San Luis Obispo	Yes	2.67	3.3	3	3.3	Yes	2.75	3.4	3	3.85
California State Polytechnic University, Pomona	No					Yes	2.67	3.16	3	3.94
California State University, Bakersfield	Yes	2.67	3.16	3	3.1	Yes	2.67	3.14	3	3.8
California State University, Channel Islands	No					Yes	2.67	3.16	3	3.27
California State University, Chico	Yes	2.67	3.68	3	3.89	Yes	2.67	3.1	3	3.81
California State University, Dominguez Hills	Yes	2.67	0	3	3.3	Yes	2.67	3.17	3	3.81
California State University, East Bay	Yes	2.9	3.3	3	3.901	Yes	2.67	3.15	3	3.96
California State University, Fresno	No					Yes	2.75	3.24	3	3.73
California State University, Fullerton	Yes	2.75	3.22		3.91	Yes	2.75	3.22		3.91
California State University, Long Beach	Yes	2.67	3.21	3	3.75	Yes	2.67	3.3	3	3.75
California State University, Los Angeles	Yes	2.67	3.05		3.44	Yes	2.75	3.21		3.86
California State University, Monterey Bay	No					Yes	2.67	3.17	3	3.43
California State University, Northridge	Yes	2.67	3.2	3	3.6	Yes	2.67	3.28	3	3.8
California State University, Sacramento	No					Yes	2.67	3.21	3	3.96
California State University, San Bernardino	Yes	2.67	3	3	4	Yes	2.67	3.2	3	4
California State University, San Marcos	Yes	2.67	3.38	3	3.93	Yes	2.67	3.19	3	4
California State University, Stanislaus	Yes	2.67	3.14	3	3.88	Yes	2.67	3.14	3	3.88
CalState TEACH	Yes	2.75	3.09	3	3.72	Yes	2.75	3.09	3	3.72
Chapman University	No					Yes	2.75	3.2	3	3
Claremont Graduate University	No					Yes		3.1	3	3.835
Concordia University	Yes	2.9	3.25	2.9	3.3	Yes	2.7	3.35	2.7	3.9
Dominican University of California	Yes	3	3.5	3	3	Yes	3	3.31	3	3
Fresno Pacific University	No					Yes	3	3.2	3	3.76

Grade Point Average Requirements - Traditional Route

	Undergraduate Program					Postgraduate Program				
Institution	Are there initial teacher certification programs at the undergraduate level?	Minimum GPA required for admission into the program	Median GPA of individuals accepted into the program in AY 2013-14	Minimum GPA required for completing the program	Median GPA of individuals completing the program in AY 2013-14	Are there initial teacher certification programs at the postgraduate level?	Minimum GPA required for admission into the program	Median GPA of individuals accepted into the program in AY 2013-14	Minimum GPA required for completing the program	Median GPA of individuals completing the program in AY 2013-14
Hebrew Union College	No					Yes		0	0	0
Holy Names University	No					Yes	2.6	3.01	3	3.96
Hope International University	No					Yes	3	3.4	3	3.97
Humboldt State University	No					Yes	2.67	3.22	3	3.9
Humphreys College	No					Yes	2.75	3.5	3.1	4
La Sierra University	Yes	2.75	2.75	3	3.5	Yes	2.75	2.75	3	3.5
Loyola Marymount University	Yes	3	3.57	3	3.49	Yes	3	3.22	3	3.91
Mills College	No					Yes		3.4		3.61
Mount St. Mary's College	Yes	2.5	3	3	3	Yes	2.5	3	3	3.5
National Hispanic University	No					Yes	3	2.69	3	3.99
National University	Yes	2.5	2.7	3	3.6	Yes	2.5	2.86	3	3.7
Notre Dame de Namur University	No					Yes	2.5	3.227	3	3.856
Pacific Oaks College	Yes		3.4	3	3.4	Yes	3	3.4	3	3.5
Pacific Union College	Yes	2.5	3.16	2.5	3.36	Yes	2.5	2.89	2.5	3.22
Patten University	Yes	2.5	0	3	0	Yes	2.5	3.27	3	3.8
Pepperdine University	Yes	2.5	3.2	2.5	3.57	Yes	3	3.215	3	3.94
Point Loma Nazarene University	No					Yes	3	3.15	3	3.94
San Diego Christian College	No					Yes	2.5	3.03	3	3.58
San Diego State University	No					Yes	2.67	3.17	3	3.22
San Francisco State University	No					Yes	2.67	3.39	3	3.87
San Jose State University	No					Yes	2.75	3.29	3	3.6
Santa Clara University	No					Yes		3	3	3.8
Simpson University	No					Yes	3	3.299	3	3.182
Sonoma State University	No					Yes	2.67	3.45	3	3.42
St. Mary's College of California	No					Yes	2.7	3.1	3	3.96
Stanford University	No					Yes		3.58	3	3.95
Teacher's College of San Joaquin	No					Yes		3.17	3	3.94
The Master's College	No					Yes	2.75	3.46	3	3.88
Touro University	No					Yes	3	3.5	3	3.5
United States University	No					Yes	2.5	2.5	3	3.75
University of California, Berkeley	Yes	2	3	2	3.4	Yes	3	3.63	3	3.98
University of California, Davis	No					Yes	3	3.4	3	3.94

Grade Point Average Requirements - Traditional Route

	Undergraduate Program					Postgraduate Program				
Institution	Are there initial teacher certification programs at the undergraduate level?	Minimum GPA required for admission into the program	Median GPA of individuals accepted into the program in AY 2013-14	Minimum GPA required for completing the program	Median GPA of individuals completing the program in AY 2013-14	Are there initial teacher certification programs at the postgraduate level?	Minimum GPA required for admission into the program	Median GPA of individuals accepted into the program in AY 2013-14	Minimum GPA required for completing the program	Median GPA of individuals completing the program in AY 2013-14
University of California, Irvine	Yes	3	3.1	3	3.1	Yes	3	3.5	3.4	3.85
University of California, Los Angeles	Yes	3	3.15	3	3.24	Yes	3	3.37	3	3.86
University of California, Riverside	No					Yes	3	3.298	3	3.807
University of California, San Diego	No					Yes	3	3.44	3	3.97
University of California, Santa Barbara	No					Yes	3	3.41	3	3.97
University of California, Santa Cruz	No					Yes	3	3	3	3
University of LaVerne	No					Yes	2.75	3.2	3	3.6
University of Phoenix - CA	Yes	0	0	2.5	3.67	Yes	2.5	2.79	3	3.84
University of Redlands	Yes	2.75	3	3	3.55	Yes	2.75	3.08	3	4
University of San Diego	Yes	2.75	3.42	3	3.48	Yes	2.75	3.9	3	3.95
University of San Francisco	No					Yes	2.75	3.26	3	3.89
University of Southern California	No					Yes		3.27	3	3.93
University of the Pacific	Yes	2.5	3.4	2.5	3.9	Yes	3	3.5	3	3.74
Vanguard University	No					Yes	2.7	3.1	3	3.83
Western Governors University - CA	Yes		3		3	Yes		3		3
Westmont College	Yes	2.75	3.57	2.75	3.81	Yes	2.75	3.57	2.75	3.81
Whittier College	No					Yes	2.8	3.4	3	3.8
William Jessup University	Yes	3	3.26	3	3.23	Yes	3	3.93	3	3.59

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

Institution	Total Enrollment	Male	Female	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alliant International University	7	3	4	0	0	0	4	0	2	0
Antioch University	54	13	41	12	1	0	5	0	30	1
Argosy University	0	0	0	0	0	0	0	0	0	0
Azusa Pacific University	423	123	298	136	1	21	26	3	176	0
Bard College	26	12	14	7	0	2	4	0	13	0
Biola University	270	41	229	40	0	58	7	0	165	0
Brandman University	663	205	458	134	4	21	26	0	288	1
California Baptist University	230	49	181	56	2	8	15	0	126	0
California Lutheran University	104	17	87	25	0	2	1	1	56	13
California Polytechnic State University, San Luis Obispo	242	36	206	19	1	10	1	0	133	9
California State Polytechnic University, Pomona	159	37	122	74	1	14	4	0	51	11
California State University, Bakersfield	829	200	629	310	6	29	32	4	258	33
California State University, Channel Islands	51	16	35	18	0	2	1	0	26	4
California State University, Chico	101	29	72	16	0	5	0	1	79	0
California State University, Dominguez Hills	510	146	348	239	4	31	62	0	99	20
California State University, East Bay	206	68	137	21	3	16	7	1	91	0
California State University, Fresno	377	122	255	157	3	32	12	1	132	40
California State University, Fullerton	415	92	323	112	0	52	3	0	198	15
California State University, Long Beach	615	178	424	212	5	97	16	2	252	25
California State University, Los Angeles	414	111	303	234	0	58	16	1	61	23
California State University, Monterey Bay	34	12	22	5	0	1	1	0	6	2
California State University, Northridge	369	95	274	127	2	30	3	1	163	14
California State University, Sacramento	176	43	133	24	5	29	5	0	87	26
California State University, San Bernardino	90	16	71	20	1	1	4	1	17	0
California State University, San Marcos	144	15	126	36	0	3	2	0	65	5
California State University, Stanislaus	225	60	165	63	3	5	1	1	45	0
CalState TEACH	780	120	660	144	31	71	27	9	528	384
Chapman University	94	25	69	22	0	10	2	0	50	1
Claremont Graduate University	21	3	18	5	0	3	1	0	4	0
Concordia University	84	14	70	6	0	4	1	0	0	0
Dominican University of California	103	20	83	14	0	5	2	0	62	1

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

Institution	Total Enrollment	Male	Female	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Fresno Pacific University	96	17	79	27	2	0	1	1	63	1
Hebrew Union College	1	0	1	0	0	0	0	0	1	0
Holy Names University	92	62	30	18	0	5	28	0	29	0
Hope International University	53	16	37	13	2	3	2	0	28	1
Humboldt State University	7	4	3	2	0	1	0	0	3	1
Humphreys College	54	5	49	15	0	3	17	0	18	1
La Sierra University	28	9	19	11	2	3	4	4	15	1
Loyola Marymount University	325	75	250	116	1	32	32	0	125	10
Mills College	48	11	37	3	0	5	2	0	28	3
Mount St. Mary's College	70	10	60	29	0	7	8	2	17	1
National Hispanic University	136	42	94	67	0	13	8	0	23	3
National University	1523	464	1059	403	6	72	121	14	828	60
Notre Dame de Namur University	263	63	200	41	0	28	2	3	125	30
Pacific Oaks College	92	11	81	37	1	2	10	1	40	0
Pacific Union College	46	12	34	6	0	3	2	2	24	3
Patten University	28	11	17	6	0	2	4	1	15	0
Pepperdine University	160	37	123	8	1	5	8	2	133	5
Point Loma Nazarene University	275	68	207	83	3	4	15	1	150	9
San Diego Christian College	28	8	20	9	0	2	0	0	17	0
San Diego State University	108	20	88	31	0	8	3	2	42	17
San Francisco State University	134	28	104	15	2	31	6	1	66	3
San Jose State University	283	85	208	38	2	47	4	3	126	24
Santa Clara University	125	27	98	13	0	21	1	0	56	16
Simpson University	73	29	44	2	0	6	4	0	58	0
Sonoma State University	82	12	70	5	0	3	0	0	56	0
St. Mary's College of California	160	25	135	29	1	10	5	0	86	0
Stanford University*	0	0	0	0	0	0	0	0	0	0
Teacher's College of San Joaquin	4	1	3	2	0	0	0	0	2	0
The Master's College	16	2	14	2	0	0	0	0	14	0
Touro University	147	48	99	15	0	16	17	9	84	6
United States University*	0	0	0	0	0	0	0	0	0	0

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

Institution	Total Enrollment	Male	Female	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
University of California, Berkeley	10	2	8	2	0	4	0	0	3	2
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	118	30	88	24	1	37	9	0	31	14
University of California, Riverside	7	3	4	4	0	1	1	1	0	0
University of California, San Diego	55	19	36	5	2	15	0	3	28	2
University of California, Santa Barbara	7	4	3	2	0	0	0	0	3	0
University of California, Santa Cruz	62	20	42	13	0	2	0	0	42	4
University of LaVerne	564	147	417	188	10	18	23	0	252	0
University of Phoenix - CA	1381	362	1019	303	7	21	98	9	468	113
University of Redlands	351	97	253	119	2	18	16	0	149	10
University of San Diego	131	30	101	25	0	5	2	0	80	11
University of San Francisco	171	49	122	29	3	19	11	2	80	10
University of Southern California	642	161	481	131	1	106	69	10	275	3
University of the Pacific	126	26	100	36	1	11	3	2	71	2
Vanguard University	36	12	24	4	0	4	1	0	19	1
Western Governors University - CA	467	137	330	58	6	26	17	3	329	28
Westmont College	19	0	19	1	0	1	0	0	17	0
Whittier College	44	18	26	21	1	1	0	0	19	2
William Jessup University	123	19	104	5	3	7	0	2	100	6
	16587	**4259**	**12297**	**4304**	**133**	**1248**	**845**	**104**	**7501**	**1031**

**If Enrolled students are Program Completers at the end of the reporting period; they are reported as Program Completers, not as Enrolled Students.*

	Provide the following information about supervised clinical experience in 2013-14					
Institution	**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**
Alliant International University	45	720	0	0	2	2
Antioch University	240	574	0	3.5	66	46
Argosy University	140	450	0	0	0	0
Azusa Pacific University	60	720	0	18	34	277
Bard College	212	350	0	3	26	24
Biola University	130	653	0	1	127	59
Brandman University	90	480	0	1	75	185
California Baptist University	123	420	0	8	11	230
California Lutheran University	45	800	0	2	113	91
California Polytechnic State University, SLO	70	400	20	5	265	195
California State Polytechnic University, Pomona	60	800	40	5	20	80
California State University, Bakersfield	150	400	0	7	24	180
California State University, Channel Islands	48	771	18	1	16	128
California State University, Chico	200	375	192	3.2	11.46	312
California State University, Dominguez Hills	76.8	440	0	9	15	164
California State University, East Bay	120	576	10	4	20	206
California State University, Fresno	45	880	0	25	39	497
California State University, Fullerton	138	461	0	32	79	564
California State University, Long Beach	97	474	17	28	65	391
California State University, Los Angeles	76	478	0	16	163	559
California State University, Monterey Bay	50	592	6	5	13	152
California State University, Northridge	97	486	12	15	14	282
California State University, Sacramento	50	550	0	27	415	345
California State University, San Bernardino	175	700	0	6	72	40
California State University, San Marcos	135	640	0	10	387	214
California State University, Stanislaus	65	450	0	9	26	231
CalState TEACH	270	525	0	62	180	995
Chapman University	60	480	0	0	25	65
Claremont Graduate University	80	770	0	0	7	38
Concordia University	45	680	0	10	7	47
Dominican University of California	60	560	0	5	27	87
Fresno Pacific University	120	450	60	8	46	109
Hebrew Union College	476	420	50	0	6	12
Holy Names University	45	140	12	1	5	12

	Provide the following information about supervised clinical experience in 2013-14					
Institution	**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**
Hope International University	40	640	0	0	5	13
Humboldt State University	45	836	40	5	26	80
Humphreys College	0	420	150	1	0	3
La Sierra University	100	800	0	1	9	4
Loyola Marymount University	0	1600	0	0	206	219
Mills College	40	450	0	7	96	48
Mount St. Mary's College	45	560	0	7	75.5	70
National Hispanic University	135	480	21	2	64	49
National University	90	640	0	19	175	597
Notre Dame de Namur University	40	500	32	1	6	186
Pacific Oaks College	75	600	10	4	3	129
Pacific Union College	110	385	0	3	27	16
Patten University	100	640	45	0	4	11
Pepperdine University	168	640	0	7	0	121
Point Loma Nazarene University	60	480	80	6	39	91
San Diego Christian College	110	510	0	1	1	40
San Diego State University	100	480	0	43	472	283
San Francisco State University	190	303	0	17	230	247
San Jose State University	0	620	0	2	30	297
Santa Clara University	250	650	0	0	27	62
Simpson University	50	680	0	5	25	66
Sonoma State University	209	435	0	1.04	184	152
St. Mary's College of California	48	306	0	0	3	184
Stanford University	0	780	0	0	151	99
Teacher's College of San Joaquin	160	705	150	1	1	4
The Master's College	240	560	0	3	0	15
Touro University	405	450	144	5	36	31
United States University	32	500	0	1	12	6
University of California, Berkeley	104	365	0	2.66	9	58
University of California, Davis	30	750	0	8.5	8	156
University of California, Irvine	107.5	490	0	17	45	195
University of California, Los Angeles	60	432	0	13	0	118
University of California, Riverside	90	630	0	4.25	102	72
University of California, San Diego	120	450	0	7	0	55

	Provide the following information about supervised clinical experience in 2013-14					
Institution	**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**
University of California, Santa Barbara	60	1000	0	0	184	81
University of California, Santa Cruz	10	800	0	0	72	63
University of LaVerne	300	135	0	5	37	156
University of Phoenix - CA	100	600	0	3	68	138
University of Redlands	75	560	0	6	26	175
University of San Diego	148	800	0	15	35	114
University of San Francisco	36	736	70	6	20	212
University of Southern California	56	560	0	8	24	245
University of the Pacific	148	640	0	5	90	233
Vanguard University	75	500	0	4	64	29
Western Governors University - CA	120	480	0	0	0	88
Westmont College	70	525	0	3	1	19
Whittier College	125	480	0	0	11	28
William Jessup University	32	560	0	1	5	57

Institution	Provide any additional information about or descriptions of the supervised clinical experiences
Argosy University	Program in inactive status. There are no candidates enrolled.
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 student teaching assignments, APU university mentors work with the master teachers to mentor student teachers and submit final evaluations. The mentors will observe the student teachers in the classroom a minimum of eight times over the 18-week time period. The master teacher is provided a Student Teaching Handbook with all necessary information.
Biola University	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 15 and Master Teachers total 112, giving the final total of 127.
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 for: Single Subject: two days per week during the first eight weeks of the semester and five days per week during the second eight weeks of the semester Multiple Subject: two days per week during the first eight weeks of the semester and five days per week the second eight weeks of the semester However, Multiple Subject, has a co-teaching model that adds an additional ten weeks to their yearly schedule. SPED: three days per week the first three weeks of the semester and five days a week for the next nine weeks of the semester. Educational Specialist, also, have a co-teaching model that adds an additional eighteen weeks to their yearly schedule. Teacher candidates complete assignments associated with their teaching methods classes and gradually take over full responsibility for teaching the entire day. Student teaching is more than 55% of the credential program. 664 hours is the average for each student for student teaching when you combine all programs and average the total student teaching hours. (The increase in hours from last year is due to adding in the Co-teaching hours for both Multiple Subject and Education Specialist programs.)

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. The Elementary Education Department has experienced an increase in enrollments and its full-time faculty have been awarded several research grants. Therefore the number of adjunct faculty supervising clinical experience has increased. The Single Subject and Education Specialist programs have increased slightly and have a little more part-time faculty than in the prior year also because a number of full time faculty have earned grant awards and have reduced supervision. 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 40 hours per semester across the Elementary, Secondary, and Special Education departments.
California State University, San Bernardino	The response to the prompt, "Average 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 three-semesters of its program: 2 full days per week in Term 1 (Field Experience Participation); halftime student teaching in Term 2 (Initial Student Teaching); and full-time student teaching in Term 3 (Final Student Teaching). All enrolled traditional candidates are in supervised clinical experiences for the entire program. CalStateTEACH has no adjunct IHE faculty supervising. Pre K-12 staff are not compensated to be master teachers or cooperating teachers. We have calculated their FTE contribution at .25 for term 1 and .5 for terms 2 & 3 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.
Hebrew Union College	We are counting supervised clinical experience as being in a classroom with a master teacher. There are approximately 50 hours of university supervised hours per year.
National Hispanic University	All supervisors receive training and in-service 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.
Notre Dame de Namur University	NDNU university supervisors make a minimum of 6 visits to every student teacher. Every candidate completes 2 semesters of student teaching at a proficient level of performance, including one semester of successful student teaching in a low performing school or a low socio-economic area.
Pacific Oaks College	Candidates take three 1-unit practicum courses (requiring 25 hours in a classroom per course) prior to taking a 15-week student teaching placement.

Institution	Provide any additional information about or descriptions of the supervised clinical experiences
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 candidate must take full responsibility for lesson planning, classroom management and leading the classroom for a minimum of four (4) weeks. The candidate participates in the various aspects of instructional design alongside the cooperating teacher. The cooperating teacher reflects upon performance with the candidate regularly. Throughout the 8-week experience, the university supervisor visits the candidate regularly.
San Diego Christian College	23 students were completing fieldwork hours. 17 teachers were full time student teaching.
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. The Special Education department requires 640 hours of student teaching, Multiple Subjects department requires 660 hours and Secondary Education program requires 560 hours.
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 CLAD certification has proven to be an excellent combination, especially when our student teachers are placed in partnership schools for their second placement. Many supervisors have pursued master's degrees or hold additional certifications (PACT or BTSA) that enhance our program and our candidate's success. The Multiple Subject Program College Supervisors are part time faculty current classroom teachers and retired teachers and administrators. They are required to have a California Teaching Credential with English Learner authorization or equivalent (a Master's degree is preferred and successful classroom teaching and/or administrative experience). They are required to have knowledge of mentoring student teachers, curriculum content standards, adult learning theory and knowledge of the California Teacher Performance Expectations
Stanford University	Students in the Stanford Teacher Education Program participate in a year long clinical placement along side a cooperating teacher. Students work in an elementary, middle, or high school classroom for about twenty hours a week during the twelve-month program (summer term plus academic year).
The Master's College	The candidates have some practical experience in the classroom their first semester which is also their coursework semester. They average 15 hours per week in the classroom. Their second semester is all student teaching.
Touro University	The adjunct faculty are not considered full time at Touro University California, Graduate School of Education, they work between 45-90 hours per semester.

Institution	Provide any additional information about or descriptions of the supervised clinical experiences
University of California, Irvine	In UCI teacher preparation programs, there are differing amounts of supervised clinical practice hours depending on the program. Although it may vary slightly from person to person, for example, in the multiple subject post-baccalaureate program, students attend fieldwork virtually full time for at least two weeks and then for at least eight hours a week for the remainder of the quarter. This amounts to at least 150 hours of supervised clinical experience prior to student teaching. Once student teaching begins, the same student would spend 630 hours in student teaching. In the single subject post-baccalaureate program, students complete a minimum of ninety hours of supervised clinical experience prior to student teaching, and 600 hours of student teaching. In the blended undergraduate pre-service program, candidates spend at least 105 hours in fieldwork and 400 hours in student teaching.
University of California, Los Angeles	The program is structured such that there are ten weeks of observation & participation averaging around three hours per day and then twenty weeks of student teaching averaging about 5 hours per day.
University of California, 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(s)and University Supervisor. Our total clock hours for student teaching vary per program. Candidates pursuing the following programs require a minimum of 540 hours of student teaching: multiple subject, single subject, special education in one disability credential area.
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 for the duration of their preparation experience. Multiple Subject (elementary) candidates work at a single site across the school year, part-time in fall and winter, and full-time after spring break. Secondary and special education candidates may be at two sites in the fall (e.g., 8 week placements in 2 different settings) and one site full-time in the second semester. At their sites teacher candidates are considered members of the professional community and begin working before the children arrive in late August and teach through the last day of school in June. Cooperating teachers (K-12 supervisors) must provide written feedback to their candidates at least once a week (aside from daily verbal feedback) and must write a formal assessment at the end of the placement. Site and content supervisors are in frequent contact with each other to discuss students. Such contact is both informal (through email) and formal in formal monthly meetings. Communication with cooperating teacher is also facilitated by the presence of university-based site supervisors. University based supervisors visit candidates in their student teaching placements weekly, conducting a formal observation process every other week. The formal observation process includes (1) candidate submission of full lesson plan 24 hours in advance of teaching, (2) supervisor feedback on the lesson plan in advance of teaching, (3) supervisor scripted observation of the lesson, (4) teacher candidate written reflection on the lesson, and (5) a post-observation conversation structured to provide an evidence-based discussion of the candidates' abilities to manage students and grow fundamental teaching processes. A site-based teacher leader, called the in-house coordinator, observes each student teacher once during each placement. Many partner principals also observe teacher candidates once per placement. All principals will observe teacher candidates upon request.
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.

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, practice, and validate the methods and curriculum they are learning in the professional coursework. Candidates teach in diverse classroom settings, with opportunities to instruct students with diverse backgrounds and levels of skill development under the guidance of a master teacher. Candidates will demonstrate teaching competence in a classroom setting in relation to the standards set by the California Commission on Teacher Credentialing. Candidates will document their instructional planning, lesson presentation, assessment, management, and networking skills in their Professional Portfolio. The Professional Portfolio, begun during their Beginning Student Teaching semester, will be due after sixteen weeks of Advanced Student Teaching. Student teaching is a full day experience and requires focus and attention. The EL Embedded Credential requires experience teaching in a multicultural, multilingual environment under the supervision of a credentialed master teacher and in the subject matter area that will appear on the students credential. Single Subject candidates will complete their student teaching in grades 6-12, five days a week teaching 3 periods with 2 different preps and observing 2, for a full high school or middle school semester. Multiple Subject candidates will complete their student teaching experience in two seven week assignments in grades K-6, teaching a full day, five day a week.
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 AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
Alliant International University	Subject	Teacher Education - Elementary Education	2
Alliant International University	Subject	Teacher Education - English/Language Arts	1
Alliant International University	Subject	Teacher Education - Mathematics	1
Alliant International University	Subject	Teacher Education - Science Teacher Education/General Science	2
Antioch University	Subject	Teacher Education - Special Education	5
Antioch University	Subject	Teacher Education - Elementary Education	15
Azusa Pacific University	Subject	Teacher Education - Special Education	57
Azusa Pacific University	Subject	Teacher Education - Elementary Education	150
Azusa Pacific University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	150
Azusa Pacific University	Subject	Teacher Education - Secondary Education	135
Azusa Pacific University	Subject	Teacher Education - Multiple Levels	150
Azusa Pacific University	Subject	Teacher Education - Art	4
Azusa Pacific University	Subject	Teacher Education - English/Language Arts	18
Azusa Pacific University	Subject	Teacher Education - Foreign Language	4
Azusa Pacific University	Subject	Teacher Education - Mathematics	11
Azusa Pacific University	Subject	Teacher Education - Music	4
Azusa Pacific University	Subject	Teacher Education - Physical Education and Coaching	14
Azusa Pacific University	Subject	Teacher Education - Science Teacher Education/General Science	6
Azusa Pacific University	Subject	Teacher Education - Social Science	18
Azusa Pacific University	Subject	Teacher Education - Biology	5
Azusa Pacific University	Subject	Teacher Education - Spanish	3
Bard College	Subject	Teacher Education - English/Language Arts	1
Bard College	Subject	Teacher Education - Music	12
Bard College	Subject	Teacher Education - Social Science	6
Biola University	Subject	Teacher Education - Elementary Education	34
Biola University	Subject	Teacher Education - Secondary Education	25
Biola University	Subject	Teacher Education - English/Language Arts	11
Biola University	Subject	Teacher Education - Mathematics	4
Biola University	Subject	Teacher Education - Music	4
Biola University	Subject	Teacher Education - Science Teacher Education/General Science	1
Biola University	Subject	Teacher Education - Social Science	1
Biola University	Subject	Teacher Education - Biology	3
Biola University	Subject	Teacher Education - Spanish	1
Brandman University	Subject	Teacher Education - Elementary Education	98
Brandman University	Subject	Teacher Education - Art	2
Brandman University	Subject	Teacher Education - English/Language Arts	17
Brandman University	Subject	Teacher Education - Health	3

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Institution	Record Type	Credential Subject Area	Number Prepared
Brandman University	Subject	Teacher Education - Mathematics	10
Brandman University	Subject	Teacher Education - Music	2
Brandman University	Subject	Teacher Education - Physical Education and Coaching	9
Brandman University	Subject	Teacher Education - Social Science	11
Brandman University	Subject	Teacher Education - Biology	3
Brandman University	Subject	Teacher Education - Chemistry	1
Brandman University	Subject	Teacher Education - Earth Science	3
California Baptist University	Subject	Education - General	44
California Baptist University	Subject	Teacher Education - Business	1
California Baptist University	Subject	Teacher Education - English/Language Arts	10
California Baptist University	Subject	Teacher Education - Health	1
California Baptist University	Subject	Teacher Education - Mathematics	4
California Baptist University	Subject	Teacher Education - Physical Education and Coaching	1
California Baptist University	Subject	Teacher Education - Science Teacher Education/General Science	1
California Baptist University	Subject	Teacher Education - Social Science	1
California Baptist University	Subject	Teacher Education - Earth Science	1
California Lutheran University	Subject	Teacher Education - Special Education	21
California Lutheran University	Subject	Teacher Education - Secondary Education	34
California Lutheran University	Subject	Teacher Education - Multiple Levels	19
California Lutheran University	Subject	Teacher Education - Art	1
California Lutheran University	Subject	Teacher Education - English/Language Arts	10
California Lutheran University	Subject	Teacher Education - Mathematics	9
California Lutheran University	Subject	Teacher Education - Physical Education and Coaching	2
California Lutheran University	Subject	Teacher Education - Social Science	5
California Lutheran University	Subject	Teacher Education - Biology	1
California Lutheran University	Subject	Teacher Education - Chemistry	5
California Lutheran University	Subject	Teacher Education - Spanish	1
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Special Education	12
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Elementary Education	73
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Agriculture	13
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - English/Language Arts	16
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Mathematics	8
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Social Studies	12
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Biology	14
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Chemistry	3
California Polytechnic State University, San Luis Obispo	Subject	Teacher Education - Physics	5
California State Polytechnic University, Pomona	Subject	Teacher Education - Special Education	19

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Institution	Record Type	Credential Subject Area	Number Prepared
California State Polytechnic University, Pomona	Subject	Teacher Education - Elementary Education	49
California State Polytechnic University, Pomona	Subject	Teacher Education - Agriculture	3
California State Polytechnic University, Pomona	Subject	Teacher Education - English/Language Arts	4
California State Polytechnic University, Pomona	Subject	Teacher Education - Foreign Language	3
California State Polytechnic University, Pomona	Subject	Teacher Education - Mathematics	14
California State Polytechnic University, Pomona	Subject	Teacher Education - Music	1
California State Polytechnic University, Pomona	Subject	Teacher Education - Physical Education and Coaching	11
California State Polytechnic University, Pomona	Subject	Teacher Education - Science Teacher Education/General Science	1
California State Polytechnic University, Pomona	Subject	Teacher Education - Social Science	24
California State Polytechnic University, Pomona	Subject	Teacher Education - Biology	3
California State Polytechnic University, Pomona	Subject	Teacher Education - Chemistry	1
California State Polytechnic University, Pomona	Subject	Teacher Education - Physics	5
California State Polytechnic University, Pomona	Subject	Education - Other	2
California State University, Bakersfield	Subject	Teacher Education - Special Education	5
California State University, Bakersfield	Subject	Teacher Education - Elementary Education	107
California State University, Bakersfield	Subject	Teacher Education - Art	3
California State University, Bakersfield	Subject	Teacher Education - English/Language Arts	16
California State University, Bakersfield	Subject	Teacher Education - Mathematics	16
California State University, Bakersfield	Subject	Teacher Education - Music	1
California State University, Bakersfield	Subject	Teacher Education - Physical Education and Coaching	7
California State University, Bakersfield	Subject	Teacher Education - Social Science	15
California State University, Bakersfield	Subject	Teacher Education - Biology	4
California State University, Bakersfield	Subject	Teacher Education - Chemistry	1
California State University, Bakersfield	Subject	Teacher Education - French	1
California State University, Bakersfield	Subject	Teacher Education - Spanish	4
California State University, Channel Islands	Subject	Teacher Education - Special Education	16
California State University, Channel Islands	Subject	Teacher Education - Elementary Education	31
California State University, Channel Islands	Subject	Teacher Education - English/Language Arts	8
California State University, Channel Islands	Subject	Teacher Education - Mathematics	9
California State University, Channel Islands	Subject	Teacher Education - Social Science	7
California State University, Channel Islands	Subject	Teacher Education - Biology	5
California State University, Channel Islands	Subject	Teacher Education - Chemistry	1
California State University, Chico	Subject	Teacher Education - Special Education	25
California State University, Chico	Subject	Teacher Education - Elementary Education	129
California State University, Chico	Subject	Teacher Education - Secondary Education	74
California State University, Chico	Subject	Teacher Education - Agriculture	8
California State University, Chico	Subject	Teacher Education - Art	2

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Institution	Record Type	Credential Subject Area	Number Prepared
California State University, Chico	Subject	Teacher Education - English/Language Arts	8
California State University, Chico	Subject	Teacher Education - Mathematics	9
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 - Science Teacher Education/General Science	1
California State University, Chico	Subject	Teacher Education - Social Science	15
California State University, Chico	Subject	Teacher Education - Biology	7
California State University, Chico	Subject	Teacher Education - Chemistry	3
California State University, Chico	Subject	Teacher Education - Spanish	3
California State University, Dominguez Hills	Subject	Education - General	61
California State University, Dominguez Hills	Subject	Teacher Education - Special Education	8
California State University, Dominguez Hills	Subject	Teacher Education - Art	2
California State University, Dominguez Hills	Subject	Teacher Education - English/Language Arts	15
California State University, Dominguez Hills	Subject	Teacher Education - Foreign Language	2
California State University, Dominguez Hills	Subject	Teacher Education - Mathematics	27
California State University, Dominguez Hills	Subject	Teacher Education - Music	1
California State University, Dominguez Hills	Subject	Teacher Education - Physical Education and Coaching	9
California State University, Dominguez Hills	Subject	Teacher Education - Science Teacher Education/General Science	9
California State University, Dominguez Hills	Subject	Teacher Education - Social Science	4
California State University, Dominguez Hills	Subject	Teacher Education - Biology	3
California State University, Dominguez Hills	Subject	Teacher Education - Chemistry	5
California State University, East Bay	Subject	Education - General	89
California State University, East Bay	Subject	Teacher Education - Special Education	6
California State University, East Bay	Subject	Teacher Education - Elementary Education	89
California State University, East Bay	Subject	Teacher Education - Secondary Education	62
California State University, East Bay	Subject	Teacher Education - Art	2
California State University, East Bay	Subject	Teacher Education - English/Language Arts	11
California State University, East Bay	Subject	Teacher Education - Foreign Language	1
California State University, East Bay	Subject	Teacher Education - Mathematics	10
California State University, East Bay	Subject	Teacher Education - Music	2
California State University, East Bay	Subject	Teacher Education - Physical Education and Coaching	7
California State University, East Bay	Subject	Teacher Education - Reading	12
California State University, East Bay	Subject	Teacher Education - Science Teacher Education/General Science	2
California State University, East Bay	Subject	Teacher Education - Social Science	14
California State University, East Bay	Subject	Teacher Education - Biology	9
California State University, East Bay	Subject	Teacher Education - Chemistry	3
California State University, East Bay	Subject	Teacher Education - Physics	1

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Institution	Record Type	Credential Subject Area	Number Prepared
California State University, East Bay	Subject	Teacher Education - Spanish	1
California State University, East Bay	Subject	Teacher Education - Earth Science	2
California State University, East Bay	Subject	Teacher Education - English as a Second Language	151
California State University, Fresno	Subject	Education - General	166
California State University, Fresno	Subject	Teacher Education - Agriculture	13
California State University, Fresno	Subject	Teacher Education - Art	7
California State University, Fresno	Subject	Teacher Education - Business	1
California State University, Fresno	Subject	Teacher Education - English/Language Arts	15
California State University, Fresno	Subject	Teacher Education - Foreign Language	4
California State University, Fresno	Subject	Teacher Education - Mathematics	10
California State University, Fresno	Subject	Teacher Education - Music	9
California State University, Fresno	Subject	Teacher Education - Physical Education and Coaching	15
California State University, Fresno	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Fresno	Subject	Teacher Education - Social Science	29
California State University, Fresno	Subject	Teacher Education - Biology	8
California State University, Fresno	Subject	Teacher Education - Chemistry	2
California State University, Fullerton	Subject	Education - General	196
California State University, Fullerton	Subject	Teacher Education - Special Education	73
California State University, Fullerton	Subject	Teacher Education - Early Childhood Education	19
California State University, Fullerton	Subject	Teacher Education - Elementary Education	142
California State University, Fullerton	Subject	Teacher Education - Secondary Education	192
California State University, Fullerton	Subject	Teacher Education - Art	8
California State University, Fullerton	Subject	Teacher Education - English/Language Arts	39
California State University, Fullerton	Subject	Teacher Education - Foreign Language	12
California State University, Fullerton	Subject	Teacher Education - Mathematics	31
California State University, Fullerton	Subject	Teacher Education - Music	11
California State University, Fullerton	Subject	Teacher Education - Physical Education and Coaching	23
California State University, Fullerton	Subject	Teacher Education - Science Teacher Education/General Science	7
California State University, Fullerton	Subject	Teacher Education - Social Science	50
California State University, Fullerton	Subject	Teacher Education - Biology	8
California State University, Fullerton	Subject	Teacher Education - Chemistry	2
California State University, Fullerton	Subject	Teacher Education - Earth Science	1
California State University, Long Beach	Subject	Teacher Education - Special Education	26
California State University, Long Beach	Subject	Teacher Education - Elementary Education	135
California State University, Long Beach	Subject	Teacher Education - Art	13
California State University, Long Beach	Subject	Teacher Education - English/Language Arts	41
California State University, Long Beach	Subject	Teacher Education - Foreign Language	2

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Institution	Record Type	Credential Subject Area	Number Prepared
California State University, Long Beach	Subject	Teacher Education - Health	7
California State University, Long Beach	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	2
California State University, Long Beach	Subject	Teacher Education - Mathematics	41
California State University, Long Beach	Subject	Teacher Education - Music	18
California State University, Long Beach	Subject	Teacher Education - Physical Education and Coaching	19
California State University, Long Beach	Subject	Teacher Education - Science Teacher Education/General Science	11
California State University, Long Beach	Subject	Teacher Education - Social Science	38
California State University, Long Beach	Subject	Teacher Education - Biology	17
California State University, Long Beach	Subject	Teacher Education - Chemistry	2
California State University, Long Beach	Subject	Teacher Education - German	1
California State University, Long Beach	Subject	Teacher Education - Physics	1
California State University, Long Beach	Subject	Teacher Education - Spanish	3
California State University, Long Beach	Subject	Teacher Education - Earth Science	4
California State University, Long Beach	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	17
California State University, Los Angeles	Subject	Education - General	39
California State University, Los Angeles	Subject	Teacher Education - Special Education	26
California State University, Los Angeles	Subject	Teacher Education - Early Childhood Education	8
California State University, Los Angeles	Subject	Teacher Education - Multiple Levels	137
California State University, Los Angeles	Subject	Teacher Education - Art	4
California State University, Los Angeles	Subject	Teacher Education - English/Language Arts	16
California State University, Los Angeles	Subject	Teacher Education - Foreign Language	9
California State University, Los Angeles	Subject	Teacher Education - Mathematics	16
California State University, Los Angeles	Subject	Teacher Education - Music	1
California State University, Los Angeles	Subject	Teacher Education - Physical Education and Coaching	6
California State University, Los Angeles	Subject	Teacher Education - Science Teacher Education/General Science	10
California State University, Los Angeles	Subject	Teacher Education - Social Science	18
California State University, Los Angeles	Subject	Teacher Education - Biology	7
California State University, Los Angeles	Subject	Teacher Education - Chemistry	1
California State University, Los Angeles	Subject	Teacher Education - Physics	1
California State University, Los Angeles	Subject	Teacher Education - Earth Science	1
California State University, Monterey Bay	Subject	Teacher Education - Special Education	10
California State University, Monterey Bay	Subject	Teacher Education - Elementary Education	27
California State University, Monterey Bay	Subject	Teacher Education - Secondary Education	14
California State University, Monterey Bay	Subject	Teacher Education - English/Language Arts	6
California State University, Monterey Bay	Subject	Teacher Education - Mathematics	3
California State University, Monterey Bay	Subject	Teacher Education - Social Science	4
California State University, Monterey Bay	Subject	Teacher Education - Biology	1

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Institution	Record Type	Credential Subject Area	Number Prepared
California State University, Northridge	Subject	Teacher Education - Special Education	47
California State University, Northridge	Subject	Teacher Education - Elementary Education	132
California State University, Northridge	Subject	Teacher Education - Secondary Education	109
California State University, Northridge	Subject	Teacher Education - Art	5
California State University, Northridge	Subject	Teacher Education - Business	1
California State University, Northridge	Subject	Teacher Education - English/Language Arts	23
California State University, Northridge	Subject	Teacher Education - Foreign Language	11
California State University, Northridge	Subject	Teacher Education - Health	1
California State University, Northridge	Subject	Teacher Education - Mathematics	19
California State University, Northridge	Subject	Teacher Education - Music	9
California State University, Northridge	Subject	Teacher Education - Physical Education and Coaching	10
California State University, Northridge	Subject	Teacher Education - Science Teacher Education/General Science	3
California State University, Northridge	Subject	Teacher Education - Social Science	15
California State University, Northridge	Subject	Teacher Education - Biology	11
California State University, Northridge	Subject	Teacher Education - Chemistry	5
California State University, Northridge	Subject	Teacher Education - Physics	1
California State University, Northridge	Subject	Teacher Education - Earth Science	1
California State University, Northridge	Subject	Education - Other	47
California State University, Sacramento	Subject	Teacher Education - Special Education	40
California State University, Sacramento	Subject	Teacher Education - Elementary Education	86
California State University, Sacramento	Subject	Teacher Education - Secondary Education	121
California State University, Sacramento	Subject	Teacher Education - Art	6
California State University, Sacramento	Subject	Teacher Education - English/Language Arts	24
California State University, Sacramento	Subject	Teacher Education - Foreign Language	6
California State University, Sacramento	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	1
California State University, Sacramento	Subject	Teacher Education - Mathematics	17
California State University, Sacramento	Subject	Teacher Education - Music	3
California State University, Sacramento	Subject	Teacher Education - Physical Education and Coaching	15
California State University, Sacramento	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Sacramento	Subject	Teacher Education - Social Studies	26
California State University, Sacramento	Subject	Teacher Education - Biology	13
California State University, Sacramento	Subject	Teacher Education - Chemistry	3
California State University, Sacramento	Subject	Teacher Education - Physics	2
California State University, Sacramento	Subject	Teacher Education - Spanish	6
California State University, Sacramento	Subject	Teacher Education - Earth Science	4
California State University, Sacramento	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	19
California State University, San Bernardino	Subject	Teacher Education - Early Childhood Education	8

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Institution	Record Type	Credential Subject Area	Number Prepared
California State University, San Bernardino	Subject	Teacher Education - Elementary Education	83
California State University, San Bernardino	Subject	Teacher Education - Art	2
California State University, San Bernardino	Subject	Teacher Education - English/Language Arts	22
California State University, San Bernardino	Subject	Teacher Education - Mathematics	25
California State University, San Bernardino	Subject	Teacher Education - Music	2
California State University, San Bernardino	Subject	Teacher Education - Physical Education and Coaching	11
California State University, San Bernardino	Subject	Teacher Education - Social Science	10
California State University, San Bernardino	Subject	Teacher Education - Biology	5
California State University, San Bernardino	Subject	Teacher Education - Chemistry	1
California State University, San Bernardino	Subject	Teacher Education - German	1
California State University, San Bernardino	Subject	Teacher Education - Spanish	9
California State University, San Bernardino	Subject	Teacher Education - Earth Science	2
California State University, San Bernardino	Subject	Education - Other	1
California State University, San Marcos	Subject	Education - General	125
California State University, San Marcos	Subject	Teacher Education - Special Education	18
California State University, San Marcos	Subject	Teacher Education - English/Language Arts	4
California State University, San Marcos	Subject	Teacher Education - Mathematics	8
California State University, San Marcos	Subject	Teacher Education - Physical Education and Coaching	2
California State University, San Marcos	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, San Marcos	Subject	Teacher Education - Social Science	6
California State University, San Marcos	Subject	Teacher Education - Biology	1
California State University, San Marcos	Subject	Teacher Education - Physics	1
California State University, San Marcos	Subject	Teacher Education - Spanish	9
California State University, San Marcos	Subject	Teacher Education - English as a Second Language	138
California State University, San Marcos	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	19
California State University, Stanislaus	Subject	Teacher Education - Special Education	12
California State University, Stanislaus	Subject	Teacher Education - Elementary Education	70
California State University, Stanislaus	Subject	Teacher Education - Secondary Education	62
California State University, Stanislaus	Subject	Teacher Education - Art	4
California State University, Stanislaus	Subject	Teacher Education - Business	1
California State University, Stanislaus	Subject	Teacher Education - English/Language Arts	11
California State University, Stanislaus	Subject	Teacher Education - Mathematics	6
California State University, Stanislaus	Subject	Teacher Education - Music	4
California State University, Stanislaus	Subject	Teacher Education - Physical Education and Coaching	11
California State University, Stanislaus	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Stanislaus	Subject	Teacher Education - Social Science	14
California State University, Stanislaus	Subject	Teacher Education - Biology	3

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
California State University, Stanislaus	Subject	Teacher Education - Chemistry	1
California State University, Stanislaus	Subject	Teacher Education - Physics	1
California State University, Stanislaus	Subject	Teacher Education - Spanish	5
CalState TEACH	Subject	Teacher Education - Elementary Education	215
Chapman University	Subject	Education - General	24
Chapman University	Subject	Teacher Education - Special Education	6
Chapman University	Subject	Teacher Education - Elementary Education	18
Chapman University	Subject	Teacher Education - Secondary Education	18
Chapman University	Subject	Teacher Education - Art	1
Chapman University	Subject	Teacher Education - English/Language Arts	7
Chapman University	Subject	Teacher Education - Foreign Language	1
Chapman University	Subject	Teacher Education - Mathematics	3
Chapman University	Subject	Teacher Education - Music	4
Chapman University	Subject	Teacher Education - Social Science	1
Chapman University	Subject	Teacher Education - Biology	1
Claremont Graduate University	Subject	Teacher Education - Special Education	1
Claremont Graduate University	Subject	Teacher Education - Elementary Education	8
Claremont Graduate University	Subject	Teacher Education - English/Language Arts	1
Claremont Graduate University	Subject	Teacher Education - Mathematics	5
Claremont Graduate University	Subject	Teacher Education - Social Science	2
Concordia University	Subject	Education - General	63
Concordia University	Subject	Teacher Education - Special Education	19
Concordia University	Subject	Teacher Education - Multiple Levels	63
Concordia University	Subject	Teacher Education - Art	3
Concordia University	Subject	Teacher Education - English/Language Arts	7
Concordia University	Subject	Teacher Education - Foreign Language	1
Concordia University	Subject	Teacher Education - Mathematics	6
Concordia University	Subject	Teacher Education - Music	2
Concordia University	Subject	Teacher Education - Physical Education and Coaching	2
Concordia University	Subject	Teacher Education - Science Teacher Education/General Science	10
Concordia University	Subject	Teacher Education - Social Science	15
Concordia University	Subject	Teacher Education - Biology	6
Concordia University	Subject	Teacher Education - Chemistry	1
Concordia University	Subject	Teacher Education - Physics	1
Concordia University	Subject	Teacher Education - Spanish	1
Concordia University	Subject	Teacher Education - Earth Science	2
Dominican University of California	Subject	Teacher Education - Special Education	5

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
Dominican University of California	Subject	Teacher Education - Elementary Education	35
Dominican University of California	Subject	Teacher Education - Secondary Education	9
Dominican University of California	Subject	Teacher Education - Art	1
Dominican University of California	Subject	Teacher Education - English/Language Arts	2
Dominican University of California	Subject	Teacher Education - Mathematics	1
Dominican University of California	Subject	Teacher Education - Science Teacher Education/General Science	3
Dominican University of California	Subject	Teacher Education - Social Science	2
Dominican University of California	Subject	Teacher Education - Biology	2
Dominican University of California	Subject	Teacher Education - Earth Science	1
Fresno Pacific University	Subject	Teacher Education - Special Education	1
Fresno Pacific University	Subject	Teacher Education - Early Childhood Education	2
Fresno Pacific University	Subject	Teacher Education - Elementary Education	66
Fresno Pacific University	Subject	Teacher Education - English/Language Arts	7
Fresno Pacific University	Subject	Teacher Education - Physical Education and Coaching	1
Fresno Pacific University	Subject	Teacher Education - Social Science	13
Fresno Pacific University	Subject	Teacher Education - Biology	4
Fresno Pacific University	Subject	Teacher Education - Chemistry	2
Hebrew Union College	Subject	Education - General	12
Hebrew Union College	Subject	Teacher Education - Elementary Education	12
Holy Names University	Subject	Teacher Education - Elementary Education	1
Holy Names University	Subject	Teacher Education - Physical Education and Coaching	1
Hope International University	Subject	Teacher Education - Elementary Education	3
Hope International University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	3
Hope International University	Subject	Teacher Education - Secondary Education	3
Hope International University	Subject	Teacher Education - Health	1
Hope International University	Subject	Teacher Education - Mathematics	2
Humboldt State University	Subject	Teacher Education - Special Education	23
Humboldt State University	Subject	Teacher Education - Elementary Education	21
Humboldt State University	Subject	Teacher Education - Art	5
Humboldt State University	Subject	Teacher Education - English/Language Arts	7
Humboldt State University	Subject	Teacher Education - Mathematics	9
Humboldt State University	Subject	Teacher Education - Music	1
Humboldt State University	Subject	Teacher Education - Physical Education and Coaching	2
Humboldt State University	Subject	Teacher Education - Social Science	8
Humboldt State University	Subject	Teacher Education - Biology	5
Humboldt State University	Subject	Teacher Education - Physics	1
Humboldt State University	Subject	Teacher Education - Earth Science	1

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
Humphreys College	Subject	Teacher Education - Elementary Education	3
La Sierra University	Subject	Teacher Education - Elementary Education	2
La Sierra University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	1
La Sierra University	Subject	Teacher Education - Secondary Education	1
La Sierra University	Subject	Teacher Education - Multiple Levels	2
La Sierra University	Subject	Teacher Education - English/Language Arts	1
Loyola Marymount University	Subject	Teacher Education - Special Education	7
Loyola Marymount University	Subject	Teacher Education - Elementary Education	56
Loyola Marymount University	Subject	Teacher Education - Secondary Education	43
Loyola Marymount University	Subject	Teacher Education - Multiple Levels	63
Loyola Marymount University	Subject	Teacher Education - Art	2
Loyola Marymount University	Subject	Teacher Education - English/Language Arts	15
Loyola Marymount University	Subject	Teacher Education - Mathematics	12
Loyola Marymount University	Subject	Teacher Education - Music	1
Loyola Marymount University	Subject	Teacher Education - Physical Education and Coaching	2
Loyola Marymount University	Subject	Teacher Education - Science Teacher Education/General Science	4
Loyola Marymount University	Subject	Teacher Education - Social Science	4
Loyola Marymount University	Subject	Teacher Education - Biology	3
Loyola Marymount University	Subject	Teacher Education - Chemistry	1
Loyola Marymount University	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	7
Loyola Marymount University	Subject	Education - Other	2
Mills College	Subject	Teacher Education - Elementary Education	18
Mills College	Subject	Teacher Education - Art	2
Mills College	Subject	Teacher Education - English/Language Arts	12
Mills College	Subject	Teacher Education - Mathematics	5
Mills College	Subject	Teacher Education - Science Teacher Education/General Science	5
Mills College	Subject	Teacher Education - Social Studies	2
Mount St. Mary's College	Subject	Teacher Education - Special Education	8
Mount St. Mary's College	Subject	Teacher Education - Elementary Education	9
Mount St. Mary's College	Subject	Teacher Education - English/Language Arts	2
Mount St. Mary's College	Subject	Teacher Education - Science Teacher Education/General Science	1
Mount St. Mary's College	Subject	Teacher Education - Social Science	3
Mount St. Mary's College	Subject	Teacher Education - Biology	1
Mount St. Mary's College	Subject	Teacher Education - Physics	1
Mount St. Mary's College	Subject	Teacher Education - Spanish	1
National Hispanic University	Subject	Teacher Education - Special Education	3
National Hispanic University	Subject	Teacher Education - Elementary Education	2

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Institution	Record Type	Credential Subject Area	Number Prepared
National Hispanic University	Subject	Teacher Education - Art	1
National Hispanic University	Subject	Teacher Education - English/Language Arts	1
National Hispanic University	Subject	Teacher Education - Physical Education and Coaching	1
National Hispanic University	Subject	Teacher Education - Social Science	3
National Hispanic University	Subject	Teacher Education - Biology	2
National Hispanic University	Subject	Teacher Education - Spanish	1
National University	Subject	Teacher Education - Special Education	183
National University	Subject	Teacher Education - Elementary Education	199
National University	Subject	Teacher Education - Secondary Education	231
National University	Subject	Teacher Education - Art	1
National University	Subject	Teacher Education - Business	2
National University	Subject	Teacher Education - English/Language Arts	51
National University	Subject	Teacher Education - Foreign Language	9
National University	Subject	Teacher Education - Health	6
National University	Subject	Teacher Education - Mathematics	32
National University	Subject	Teacher Education - Music	5
National University	Subject	Teacher Education - Physical Education and Coaching	39
National University	Subject	Teacher Education - Science Teacher Education/General Science	40
National University	Subject	Teacher Education - Social Science	54
National University	Subject	Teacher Education - Biology	16
National University	Subject	Teacher Education - Chemistry	1
National University	Subject	Teacher Education - French	1
National University	Subject	Teacher Education - German	1
National University	Subject	Teacher Education - Physics	4
National University	Subject	Teacher Education - Spanish	7
National University	Subject	Teacher Education - Earth Science	6
Notre Dame de Namur University	Subject	Teacher Education - Special Education	8
Notre Dame de Namur University	Subject	Teacher Education - Elementary Education	33
Notre Dame de Namur University	Subject	Teacher Education - English/Language Arts	11
Notre Dame de Namur University	Subject	Teacher Education - Health	1
Notre Dame de Namur University	Subject	Teacher Education - Mathematics	8
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	1
Notre Dame de Namur University	Subject	Teacher Education - Social Science	8
Notre Dame de Namur University	Subject	Teacher Education - Biology	2
Notre Dame de Namur University	Subject	Teacher Education - Chemistry	1
Notre Dame de Namur University	Subject	Teacher Education - Spanish	3

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
Pacific Oaks College	Subject	Education - General	87
Pacific Oaks College	Subject	Teacher Education - Special Education	60
Pacific Union College	Subject	Teacher Education - Elementary Education	5
Pacific Union College	Subject	Teacher Education - Social Science	1
Patten University	Subject	Teacher Education - Multiple Levels	1
Patten University	Subject	Teacher Education - English/Language Arts	1
Patten University	Subject	Teacher Education - Foreign Language	1
Patten University	Subject	Teacher Education - Mathematics	1
Patten University	Subject	Teacher Education - Physical Education and Coaching	1
Pepperdine University	Subject	Education - General	51
Pepperdine University	Subject	Teacher Education - English/Language Arts	12
Pepperdine University	Subject	Teacher Education - Mathematics	9
Pepperdine University	Subject	Teacher Education - Physical Education and Coaching	1
Pepperdine University	Subject	Teacher Education - Science Teacher Education/General Science	1
Pepperdine University	Subject	Teacher Education - Social Science	9
Pepperdine University	Subject	Teacher Education - Biology	5
Pepperdine University	Subject	Teacher Education - Chemistry	1
Pepperdine University	Subject	Teacher Education - Spanish	2
Pepperdine University	Subject	Teacher Education - Earth Science	1
Point Loma Nazarene University	Subject	Teacher Education - Special Education	33
Point Loma Nazarene University	Subject	Teacher Education - Elementary Education	40
Point Loma Nazarene University	Subject	Teacher Education - Secondary Education	26
Point Loma Nazarene University	Subject	Teacher Education - Art	1
Point Loma Nazarene University	Subject	Teacher Education - English/Language Arts	7
Point Loma Nazarene University	Subject	Teacher Education - Foreign Language	2
Point Loma Nazarene University	Subject	Teacher Education - Health	2
Point Loma Nazarene University	Subject	Teacher Education - Mathematics	4
Point Loma Nazarene University	Subject	Teacher Education - Music	2
Point Loma Nazarene University	Subject	Teacher Education - Physical Education and Coaching	1
Point Loma Nazarene University	Subject	Teacher Education - Social Science	6
Point Loma Nazarene University	Subject	Teacher Education - Biology	3
Point Loma Nazarene University	Subject	Teacher Education - Spanish	2
San Diego Christian College	Subject	Teacher Education - Elementary Education	7
San Diego Christian College	Subject	Teacher Education - Secondary Education	5
San Diego Christian College	Subject	Teacher Education - English/Language Arts	3
San Diego Christian College	Subject	Teacher Education - Music	1
San Diego Christian College	Subject	Teacher Education - Physical Education and Coaching	1

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Institution	Record Type	Credential Subject Area	Number Prepared
San Diego State University	Subject	Teacher Education - Special Education	40
San Diego State University	Subject	Teacher Education - Early Childhood Education	5
San Diego State University	Subject	Teacher Education - Elementary Education	96
San Diego State University	Subject	Teacher Education - Secondary Education	97
San Diego State University	Subject	Teacher Education - Art	2
San Diego State University	Subject	Teacher Education - English/Language Arts	22
San Diego State University	Subject	Teacher Education - Foreign Language	4
San Diego State University	Subject	Teacher Education - Mathematics	19
San Diego State University	Subject	Teacher Education - Music	7
San Diego State University	Subject	Teacher Education - Physical Education and Coaching	9
San Diego State University	Subject	Teacher Education - Science Teacher Education/General Science	1
San Diego State University	Subject	Teacher Education - Social Science	17
San Diego State University	Subject	Teacher Education - Biology	9
San Diego State University	Subject	Teacher Education - Chemistry	3
San Diego State University	Subject	Teacher Education - Physics	1
San Diego State University	Subject	Teacher Education - Spanish	4
San Diego State University	Subject	Teacher Education - English as a Second Language	233
San Diego State University	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	24
San Francisco State University	Subject	Teacher Education - Special Education	24
San Francisco State University	Subject	Teacher Education - Elementary Education	75
San Francisco State University	Subject	Teacher Education - Secondary Education	97
San Francisco State University	Subject	Teacher Education - Art	7
San Francisco State University	Subject	Teacher Education - English/Language Arts	15
San Francisco State University	Subject	Teacher Education - Foreign Language	5
San Francisco State University	Subject	Teacher Education - Mathematics	17
San Francisco State University	Subject	Teacher Education - Music	10
San Francisco State University	Subject	Teacher Education - Physical Education and Coaching	12
San Francisco State University	Subject	Teacher Education - Social Science	21
San Francisco State University	Subject	Teacher Education - Biology	5
San Francisco State University	Subject	Teacher Education - Chemistry	2
San Francisco State University	Subject	Teacher Education - French	2
San Francisco State University	Subject	Teacher Education - Physics	1
San Francisco State University	Subject	Teacher Education - Spanish	2
San Jose State University	Subject	Teacher Education - Special Education	16
San Jose State University	Subject	Teacher Education - Early Childhood Education	5
San Jose State University	Subject	Teacher Education - Elementary Education	123
San Jose State University	Subject	Teacher Education - Secondary Education	89

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
San Jose State University	Subject	Teacher Education - Multiple Levels	133
San Jose State University	Subject	Teacher Education - Art	5
San Jose State University	Subject	Teacher Education - English/Language Arts	27
San Jose State University	Subject	Teacher Education - Foreign Language	3
San Jose State University	Subject	Teacher Education - Music	3
San Jose State University	Subject	Teacher Education - Physical Education and Coaching	11
San Jose State University	Subject	Teacher Education - Social Science	10
San Jose State University	Subject	Teacher Education - Biology	8
San Jose State University	Subject	Teacher Education - Chemistry	3
San Jose State University	Subject	Teacher Education - French	2
San Jose State University	Subject	Teacher Education - Physics	5
San Jose State University	Subject	Teacher Education - Spanish	2
San Jose State University	Subject	Teacher Education - Earth Science	2
Santa Clara University	Subject	Teacher Education - Elementary Education	26
Santa Clara University	Subject	Teacher Education - Secondary Education	36
Santa Clara University	Subject	Teacher Education - English/Language Arts	4
Santa Clara University	Subject	Teacher Education - Mathematics	10
Santa Clara University	Subject	Teacher Education - Music	1
Santa Clara University	Subject	Teacher Education - Physical Education and Coaching	2
Santa Clara University	Subject	Teacher Education - Science Teacher Education/General Science	1
Santa Clara University	Subject	Teacher Education - Social Studies	13
Santa Clara University	Subject	Teacher Education - Biology	2
Santa Clara University	Subject	Teacher Education - Chemistry	1
Santa Clara University	Subject	Teacher Education - Physics	2
Simpson University	Subject	Teacher Education - Elementary Education	49
Simpson University	Subject	Teacher Education - Art	1
Simpson University	Subject	Teacher Education - Business	1
Simpson University	Subject	Teacher Education - English/Language Arts	6
Simpson University	Subject	Teacher Education - Mathematics	8
Simpson University	Subject	Teacher Education - Music	1
Simpson University	Subject	Teacher Education - Physical Education and Coaching	1
Simpson University	Subject	Teacher Education - Social Science	10
Simpson University	Subject	Teacher Education - Biology	2
Simpson University	Subject	Teacher Education - Spanish	1
Sonoma State University	Subject	Teacher Education - Special Education	7
Sonoma State University	Subject	Teacher Education - Elementary Education	58
Sonoma State University	Subject	Teacher Education - Secondary Education	67

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Institution	Record Type	Credential Subject Area	Number Prepared
Sonoma State University	Subject	Teacher Education - English/Language Arts	13
Sonoma State University	Subject	Teacher Education - Foreign Language	3
Sonoma State University	Subject	Teacher Education - Mathematics	10
Sonoma State University	Subject	Teacher Education - Music	4
Sonoma State University	Subject	Teacher Education - Physical Education and Coaching	8
Sonoma State University	Subject	Teacher Education - Social Science	18
Sonoma State University	Subject	Teacher Education - Biology	5
Sonoma State University	Subject	Teacher Education - Chemistry	4
Sonoma State University	Subject	Teacher Education - Physics	2
St. Mary's College of California	Subject	Teacher Education - Special Education	20
St. Mary's College of California	Subject	Teacher Education - Elementary Education	73
St. Mary's College of California	Subject	Teacher Education - Art	2
St. Mary's College of California	Subject	Teacher Education - English/Language Arts	9
St. Mary's College of California	Subject	Teacher Education - Mathematics	6
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	10
St. Mary's College of California	Subject	Teacher Education - Biology	6
Stanford University	Subject	Teacher Education - Elementary Education	23
Stanford University	Subject	Teacher Education - Secondary Education	76
Stanford University	Subject	Teacher Education - English/Language Arts	20
Stanford University	Subject	Teacher Education - Mathematics	14
Stanford University	Subject	Teacher Education - Social Science	16
Stanford University	Subject	Teacher Education - Social Studies	16
Stanford University	Subject	Teacher Education - Biology	9
Stanford University	Subject	Teacher Education - Chemistry	2
Stanford University	Subject	Teacher Education - French	1
Stanford University	Subject	Teacher Education- History	16
Stanford University	Subject	Teacher Education - Physics	1
Stanford University	Subject	Teacher Education - Spanish	10
Stanford University	Subject	Teacher Education - Earth Science	1
Stanford University	Subject	Education - Other	2
Teacher's College of San Joaquin	Subject	Teacher Education - Mathematics	2
Teacher's College of San Joaquin	Subject	Teacher Education - Science Teacher Education/General Science	1
Teacher's College of San Joaquin	Subject	Teacher Education - Social Science	1
The Master’s College	Subject	Teacher Education - Elementary Education	4
The Master’s College	Subject	Teacher Education - English/Language Arts	1

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Institution	Record Type	Credential Subject Area	Number Prepared
The Master's College	Subject	Teacher Education - Mathematics	2
The Master's College	Subject	Teacher Education - Music	1
The Master's College	Subject	Teacher Education - Social Studies	1
The Master's College	Subject	Teacher Education - Biology	3
The Master's College	Subject	Teacher Education - Chemistry	1
The Master's College	Subject	Teacher Education - Spanish	1
Touro University	Subject	Teacher Education - Special Education	6
Touro University	Subject	Teacher Education - Elementary Education	4
Touro University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	4
Touro University	Subject	Teacher Education - Secondary Education	7
Touro University	Subject	Teacher Education - Multiple Levels	4
Touro University	Subject	Teacher Education - Art	2
Touro University	Subject	Teacher Education - English/Language Arts	6
Touro University	Subject	Teacher Education - Foreign Language	3
Touro University	Subject	Teacher Education - Health	6
Touro University	Subject	Teacher Education - Mathematics	7
Touro University	Subject	Teacher Education - Music	3
Touro University	Subject	Teacher Education - Physical Education and Coaching	6
Touro University	Subject	Teacher Education - Science Teacher Education/General Science	2
Touro University	Subject	Teacher Education - Social Science	4
Touro University	Subject	Teacher Education - Social Studies	2
Touro University	Subject	Teacher Education - Biology	4
Touro University	Subject	Teacher Education - Chemistry	2
Touro University	Subject	Teacher Education- History	1
Touro University	Subject	Teacher Education - Spanish	3
Touro University	Subject	Teacher Education - Earth Science	1
United States University	Subject	Teacher Education - Elementary Education	1
United States University	Subject	Teacher Education - Secondary Education	3
United States University	Subject	Teacher Education - Multiple Levels	2
United States University	Subject	Teacher Education - English/Language Arts	1
United States University	Subject	Teacher Education - Music	2
United States University	Subject	Teacher Education - Physical Education and Coaching	1
United States University	Subject	Teacher Education - Social Studies	1
United States University	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	2
University of California, Berkeley	Subject	Education - General	20
University of California, Berkeley	Subject	Teacher Education - Elementary Education	20
University of California, Berkeley	Subject	Teacher Education - Secondary Education	27

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
University of California, Berkeley	Subject	Teacher Education - English/Language Arts	11
University of California, Berkeley	Subject	Teacher Education - Mathematics	5
University of California, Berkeley	Subject	Teacher Education - Biology	10
University of California, Berkeley	Subject	Teacher Education - Chemistry	3
University of California, Berkeley	Subject	Teacher Education - Earth Science	1
University of California, Davis	Subject	Teacher Education - Elementary Education	79
University of California, Davis	Subject	Teacher Education - Agriculture	5
University of California, Davis	Subject	Teacher Education - Art	4
University of California, Davis	Subject	Teacher Education - Business	1
University of California, Davis	Subject	Teacher Education - English/Language Arts	34
University of California, Davis	Subject	Teacher Education - Mathematics	13
University of California, Davis	Subject	Teacher Education - Music	1
University of California, Davis	Subject	Teacher Education - Science Teacher Education/General Science	11
University of California, Davis	Subject	Teacher Education - Social Science	24
University of California, Davis	Subject	Teacher Education - Biology	17
University of California, Davis	Subject	Teacher Education - Chemistry	6
University of California, Davis	Subject	Teacher Education - French	1
University of California, Davis	Subject	Teacher Education- History	5
University of California, Davis	Subject	Teacher Education - Physics	4
University of California, Davis	Subject	Teacher Education - Spanish	10
University of California, Davis	Subject	Teacher Education - Geography	1
University of California, Davis	Subject	Teacher Education - Psychology	2
University of California, Davis	Subject	Teacher Education - Earth Science	3
University of California, Davis	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	23
University of California, Davis	Subject	Education - Other	7
University of California, Irvine	Subject	Teacher Education - Elementary Education	70
University of California, Irvine	Subject	Teacher Education - Art	1
University of California, Irvine	Subject	Teacher Education - English/Language Arts	24
University of California, Irvine	Subject	Teacher Education - Mathematics	35
University of California, Irvine	Subject	Teacher Education - Music	7
University of California, Irvine	Subject	Teacher Education - Science Teacher Education/General Science	1
University of California, Irvine	Subject	Teacher Education - Social Science	16
University of California, Irvine	Subject	Teacher Education - Biology	17
University of California, Irvine	Subject	Teacher Education - Chemistry	8
University of California, Irvine	Subject	Teacher Education - Physics	4
University of California, Irvine	Subject	Teacher Education - Spanish	7
University of California, Irvine	Subject	Teacher Education - Earth Science	5

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Institution	Record Type	Credential Subject Area	Number Prepared
University of California, Los Angeles	Subject	Teacher Education - Elementary Education	50
University of California, Los Angeles	Subject	Teacher Education - English/Language Arts	15
University of California, Los Angeles	Subject	Teacher Education - Mathematics	20
University of California, Los Angeles	Subject	Teacher Education - Social Science	16
University of California, Los Angeles	Subject	Teacher Education - Biology	11
University of California, Los Angeles	Subject	Teacher Education - Chemistry	4
University of California, Los Angeles	Subject	Teacher Education - Physics	1
University of California, Los Angeles	Subject	Teacher Education - Earth Science	2
University of California, Riverside	Subject	Teacher Education - Special Education	6
University of California, Riverside	Subject	Teacher Education - Elementary Education	24
University of California, Riverside	Subject	Teacher Education - Secondary Education	35
University of California, Riverside	Subject	Teacher Education - English/Language Arts	8
University of California, Riverside	Subject	Teacher Education - Foreign Language	3
University of California, Riverside	Subject	Teacher Education - Mathematics	9
University of California, Riverside	Subject	Teacher Education - Social Science	13
University of California, Riverside	Subject	Teacher Education - Biology	2
University of California, Riverside	Subject	Teacher Education - Spanish	3
University of California, Riverside	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	7
University of California, San Diego	Subject	Teacher Education - Special Education	3
University of California, San Diego	Subject	Teacher Education - Multiple Levels	36
University of California, San Diego	Subject	Teacher Education - English/Language Arts	1
University of California, San Diego	Subject	Teacher Education - Mathematics	1
University of California, San Diego	Subject	Teacher Education - Biology	1
University of California, Santa Barbara	Subject	Teacher Education - Special Education	9
University of California, Santa Barbara	Subject	Teacher Education - Elementary Education	26
University of California, Santa Barbara	Subject	Teacher Education - Secondary Education	43
University of California, Santa Barbara	Subject	Teacher Education - English/Language Arts	11
University of California, Santa Barbara	Subject	Teacher Education - Foreign Language	7
University of California, Santa Barbara	Subject	Teacher Education - Mathematics	10
University of California, Santa Barbara	Subject	Teacher Education - Social Science	5
University of California, Santa Barbara	Subject	Teacher Education - Biology	6
University of California, Santa Barbara	Subject	Teacher Education - Physics	3
University of California, Santa Barbara	Subject	Teacher Education - Spanish	7
University of California, Santa Barbara	Subject	Teacher Education - Earth Science	1
University of California, Santa Cruz	Subject	Teacher Education - Elementary Education	31
University of California, Santa Cruz	Subject	Teacher Education - Secondary Education	31
University of California, Santa Cruz	Subject	Teacher Education - English/Language Arts	8

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
University of California, Santa Cruz	Subject	Teacher Education - Mathematics	5
University of California, Santa Cruz	Subject	Teacher Education - Science Teacher Education/General Science	1
University of California, Santa Cruz	Subject	Teacher Education - Social Science	8
University of California, Santa Cruz	Subject	Teacher Education - Biology	7
University of California, Santa Cruz	Subject	Teacher Education - Earth Science	3
University of California, Santa Cruz	Subject	Teacher Education - English as a Second Language	62
University of California, Santa Cruz	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	7
University of LaVerne	Subject	Teacher Education - Special Education	13
University of LaVerne	Subject	Teacher Education - Elementary Education	76
University of LaVerne	Subject	Teacher Education - Business	1
University of LaVerne	Subject	Teacher Education - English/Language Arts	19
University of LaVerne	Subject	Teacher Education - Health	1
University of LaVerne	Subject	Teacher Education - Mathematics	9
University of LaVerne	Subject	Teacher Education - Physical Education and Coaching	8
University of LaVerne	Subject	Teacher Education - Science Teacher Education/General Science	1
University of LaVerne	Subject	Teacher Education - Social Science	14
University of LaVerne	Subject	Teacher Education - Biology	7
University of LaVerne	Subject	Teacher Education - Chemistry	1
University of LaVerne	Subject	Teacher Education - Spanish	3
University of LaVerne	Subject	Education - Other	1
University of Phoenix - CA	Subject	Teacher Education - Elementary Education	939
University of Phoenix - CA	Subject	Teacher Education - Art	2
University of Phoenix - CA	Subject	Teacher Education - English/Language Arts	11
University of Phoenix - CA	Subject	Teacher Education - Foreign Language	3
University of Phoenix - CA	Subject	Teacher Education - Mathematics	22
University of Phoenix - CA	Subject	Teacher Education - Physical Education and Coaching	2
University of Phoenix - CA	Subject	Teacher Education - Science Teacher Education/General Science	12
University of Phoenix - CA	Subject	Teacher Education - Social Science	9
University of Phoenix - CA	Subject	Education - Other	365
University of Redlands	Subject	Teacher Education - Elementary Education	95
University of Redlands	Subject	Teacher Education - Art	1
University of Redlands	Subject	Teacher Education - English/Language Arts	16
University of Redlands	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	1
University of Redlands	Subject	Teacher Education - Mathematics	13
University of Redlands	Subject	Teacher Education - Music	4
University of Redlands	Subject	Teacher Education - Physical Education and Coaching	9
University of Redlands	Subject	Teacher Education - Social Science	16

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
University of Redlands	Subject	Teacher Education - Biology	7
University of Redlands	Subject	Teacher Education - Chemistry	2
University of Redlands	Subject	Teacher Education - Spanish	5
University of Redlands	Subject	Teacher Education - Earth Science	1
University of Redlands	Subject	Education - Other	5
University of San Diego	Subject	Education - General	57
University of San Diego	Subject	Teacher Education - Special Education	10
University of San Diego	Subject	Teacher Education - Elementary Education	47
University of San Diego	Subject	Teacher Education - Secondary Education	22
University of San Diego	Subject	Teacher Education - English/Language Arts	5
University of San Diego	Subject	Teacher Education - Mathematics	4
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 - Biology	4
University of San Diego	Subject	Teacher Education - Chemistry	1
University of San Diego	Subject	Teacher Education - Spanish	3
University of San Francisco	Subject	Teacher Education - Elementary Education	86
University of San Francisco	Subject	Teacher Education - Secondary Education	46
University of San Francisco	Subject	Teacher Education - English/Language Arts	10
University of San Francisco	Subject	Teacher Education - Mathematics	6
University of San Francisco	Subject	Teacher Education - Physical Education and Coaching	3
University of San Francisco	Subject	Teacher Education - Science Teacher Education/General Science	1
University of San Francisco	Subject	Teacher Education - Social Science	15
University of San Francisco	Subject	Teacher Education - Biology	3
University of San Francisco	Subject	Teacher Education - Chemistry	3
University of San Francisco	Subject	Teacher Education - Physics	2
University of San Francisco	Subject	Teacher Education - Spanish	1
University of San Francisco	Subject	Teacher Education - Earth Science	1
University of San Francisco	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	15
University of Southern California	Subject	Teacher Education - Elementary Education	87
University of Southern California	Subject	Teacher Education - Secondary Education	158
University of Southern California	Subject	Teacher Education - English/Language Arts	52
University of Southern California	Subject	Teacher Education - Mathematics	17
University of Southern California	Subject	Teacher Education - Science Teacher Education/General Science	1
University of Southern California	Subject	Teacher Education - Social Science	67
University of Southern California	Subject	Teacher Education - Biology	8
University of Southern California	Subject	Teacher Education - Chemistry	7

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
University of Southern California	Subject	Teacher Education - Physics	1
University of Southern California	Subject	Teacher Education - Earth Science	5
University of the Pacific	Subject	Teacher Education - Special Education	5
University of the Pacific	Subject	Teacher Education - Elementary Education	83
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	5
University of the Pacific	Subject	Teacher Education - Social Science	2
University of the Pacific	Subject	Teacher Education - Biology	1
University of the Pacific	Subject	Teacher Education - Spanish	2
Vanguard University	Subject	Teacher Education - Elementary Education	13
Vanguard University	Subject	Teacher Education - Secondary Education	16
Vanguard University	Subject	Teacher Education - Multiple Levels	13
Vanguard University	Subject	Teacher Education - English/Language Arts	4
Vanguard University	Subject	Teacher Education - Mathematics	4
Vanguard University	Subject	Teacher Education - Physical Education and Coaching	1
Vanguard University	Subject	Teacher Education - Science Teacher Education/General Science	1
Vanguard University	Subject	Teacher Education - Social Science	1
Vanguard University	Subject	Teacher Education - Biology	4
Vanguard University	Subject	Teacher Education - Chemistry	1
Western Governors University - CA	Subject	Education - General	37
Western Governors University - CA	Subject	Teacher Education - Special Education	2
Western Governors University - CA	Subject	Teacher Education - Early Childhood Education	1
Western Governors University - CA	Subject	Teacher Education - Elementary Education	14
Western Governors University - CA	Subject	Teacher Education - Mathematics	13
Western Governors University - CA	Subject	Teacher Education - Science Teacher Education/General Science	10
Western Governors University - CA	Subject	Teacher Education - Social Science	2
Western Governors University - CA	Subject	Teacher Education - Biology	4
Western Governors University - CA	Subject	Teacher Education - Physics	1
Western Governors University - CA	Subject	Teacher Education - Geography	2
Westmont College	Subject	Teacher Education - Elementary Education	17
Westmont College	Subject	Teacher Education - English/Language Arts	1
Westmont College	Subject	Teacher Education - Social Science	1
Whittier College	Subject	Teacher Education - Special Education	5
Whittier College	Subject	Teacher Education - Elementary Education	11
Whittier College	Subject	Teacher Education - Secondary Education	9
Whittier College	Subject	Teacher Education - English/Language Arts	3

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
Whittier College	Subject	Teacher Education - Physical Education and Coaching	1
Whittier College	Subject	Teacher Education - Social Science	1
Whittier College	Subject	Teacher Education - Biology	1
Whittier College	Subject	Teacher Education - Spanish	3
William Jessup University	Subject	Teacher Education - Elementary Education	56
William Jessup University	Subject	Teacher Education - English/Language Arts	1

Provide the number of teachers prepared by academic major for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Alliant International University	Major	Liberal Arts/Humanities	1
Alliant International University	Major	History	1
Alliant International University	Major	Communication or Journalism	2
Alliant International University	Major	Other	2
Antioch University	Major	Liberal Arts/Humanities	5
Antioch University	Major	Anthropology	1
Antioch University	Major	Political Science and Government	3
Antioch University	Major	Sociology	3
Antioch University	Major	Visual and Performing Arts	1
Antioch University	Major	History	1
Antioch University	Major	Foreign Languages	1
Antioch University	Major	Biology	1
Antioch University	Major	Other	3
Azusa Pacific University	Major	Education - General	1
Azusa Pacific University	Major	Teacher Education - Elementary Education	4
Azusa Pacific University	Major	Teacher Education - Junior High/Intermediate/Middle School Education	5
Azusa Pacific University	Major	Teacher Education - Secondary Education	5
Azusa Pacific University	Major	Teacher Education - Art	2
Azusa Pacific University	Major	Teacher Education - English/Language Arts	2
Azusa Pacific University	Major	Teacher Education - Technology Teacher Education/Industrial Arts	1
Azusa Pacific University	Major	Teacher Education - Physical Education and Coaching	3
Azusa Pacific University	Major	Liberal Arts/Humanities	80
Azusa Pacific University	Major	Psychology	16
Azusa Pacific University	Major	Social Sciences	8
Azusa Pacific University	Major	Economics	4
Azusa Pacific University	Major	Geography and Cartography	1
Azusa Pacific University	Major	Political Science and Government	4
Azusa Pacific University	Major	Sociology	2
Azusa Pacific University	Major	Visual and Performing Arts	11
Azusa Pacific University	Major	History	8
Azusa Pacific University	Major	Foreign Languages	3
Azusa Pacific University	Major	Family and Consumer Sciences/Human Sciences	12
Azusa Pacific University	Major	English Language/Literature	18
Azusa Pacific University	Major	Philosophy and Religious Studies	5
Azusa Pacific University	Major	Communication or Journalism	7
Azusa Pacific University	Major	Biology	4
Azusa Pacific University	Major	Mathematics and Statistics	4

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Azusa Pacific University	Major	Physical Sciences	15
Azusa Pacific University	Major	Geological and Earth Sciences/Geosciences	1
Azusa Pacific University	Major	Physics	1
Azusa Pacific University	Major	Business/Business Administration/Accounting	12
Azusa Pacific University	Major	Other	3
Bard College	Major	Teacher Education - Music	12
Bard College	Major	Teacher Education - Social Studies	6
Bard College	Major	Philosophy and Religious Studies	1
Biola University	Major	Teacher Education - Elementary Education	29
Biola University	Major	Teacher Education - Secondary Education	15
Biola University	Major	Teacher Education - English/Language Arts	7
Biola University	Major	Teacher Education - Mathematics	3
Biola University	Major	Teacher Education - Music	4
Biola University	Major	Teacher Education - History	1
Biola University	Major	Liberal Arts/Humanities	30
Biola University	Major	Psychology	2
Biola University	Major	Anthropology	2
Biola University	Major	Economics	1
Biola University	Major	Sociology	1
Biola University	Major	Visual and Performing Arts	1
Biola University	Major	History	1
Biola University	Major	Family and Consumer Sciences/Human Sciences	2
Biola University	Major	English Language/Literature	1
Biola University	Major	Communication or Journalism	1
Biola University	Major	Biology	2
Brandman University	Major	Teacher Education - Health	1
Brandman University	Major	Teacher Education - Physical Education and Coaching	3
Brandman University	Major	Liberal Arts/Humanities	45
Brandman University	Major	Psychology	6
Brandman University	Major	Social Sciences	17
Brandman University	Major	Anthropology	2
Brandman University	Major	Economics	1
Brandman University	Major	Political Science and Government	4
Brandman University	Major	Visual and Performing Arts	13
Brandman University	Major	Family and Consumer Sciences/Human Sciences	9
Brandman University	Major	English Language/Literature	20
Brandman University	Major	Communication or Journalism	10
Brandman University	Major	Engineering	1
Brandman University	Major	Biology	7

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Brandman University	Major	Mathematics and Statistics	1
Brandman University	Major	Chemistry	1
Brandman University	Major	Geological and Earth Sciences/Geosciences	3
Brandman University	Major	Business/Business Administration/Accounting	7
Brandman University	Major	Computer and Information Sciences	2
Brandman University	Major	Other	8
California Baptist University	Major	Teacher Education - Early Childhood Education	4
California Baptist University	Major	Teacher Education - Family and Consumer Sciences/Home Economics	3
California Baptist University	Major	Liberal Arts/Humanities	32
California Baptist University	Major	Psychology	1
California Baptist University	Major	Social Sciences	1
California Baptist University	Major	Political Science and Government	1
California Baptist University	Major	Visual and Performing Arts	2
California Baptist University	Major	History	4
California Baptist University	Major	English Language/Literature	10
California Baptist University	Major	Communication or Journalism	1
California Baptist University	Major	Mathematics and Statistics	3
California Baptist University	Major	Business/Business Administration/Accounting	2
California Lutheran University	Major	Liberal Arts/Humanities	16
California Lutheran University	Major	Psychology	6
California Lutheran University	Major	Social Sciences	2
California Lutheran University	Major	Anthropology	2
California Lutheran University	Major	Political Science and Government	2
California Lutheran University	Major	Sociology	3
California Lutheran University	Major	Visual and Performing Arts	4
California Lutheran University	Major	History	2
California Lutheran University	Major	Foreign Languages	1
California Lutheran University	Major	Family and Consumer Sciences/Human Sciences	8
California Lutheran University	Major	English Language/Literature	8
California Lutheran University	Major	Communication or Journalism	5
California Lutheran University	Major	Biology	1
California Lutheran University	Major	Mathematics and Statistics	4
California Lutheran University	Major	Physical Sciences	3
California Lutheran University	Major	Chemistry	5
California Lutheran University	Major	Geological and Earth Sciences/Geosciences	2
California Lutheran University	Major	Business/Business Administration/Accounting	3
California Lutheran University	Major	Computer and Information Sciences	1
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Special Education	12
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Elementary Education	73

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Agriculture	13
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - English/Language Arts	16
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Mathematics	8
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Social Studies	12
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Biology	14
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Chemistry	3
California Polytechnic State University, San Luis Obispo	Major	Teacher Education - Physics	5
California State Polytechnic University, Pomona	Major	Liberal Arts/Humanities	45
California State Polytechnic University, Pomona	Major	Psychology	4
California State Polytechnic University, Pomona	Major	Social Sciences	7
California State Polytechnic University, Pomona	Major	Anthropology	2
California State Polytechnic University, Pomona	Major	Geography and Cartography	1
California State Polytechnic University, Pomona	Major	Political Science and Government	3
California State Polytechnic University, Pomona	Major	Sociology	4
California State Polytechnic University, Pomona	Major	Visual and Performing Arts	2
California State Polytechnic University, Pomona	Major	History	18
California State Polytechnic University, Pomona	Major	Foreign Languages	3
California State Polytechnic University, Pomona	Major	Family and Consumer Sciences/Human Sciences	1
California State Polytechnic University, Pomona	Major	English Language/Literature	6
California State Polytechnic University, Pomona	Major	Agriculture	2
California State Polytechnic University, Pomona	Major	Communication or Journalism	2
California State Polytechnic University, Pomona	Major	Engineering	1
California State Polytechnic University, Pomona	Major	Biology	3
California State Polytechnic University, Pomona	Major	Mathematics and Statistics	9
California State Polytechnic University, Pomona	Major	Chemistry	1
California State Polytechnic University, Pomona	Major	Geological and Earth Sciences/Geosciences	1
California State Polytechnic University, Pomona	Major	Physics	5
California State Polytechnic University, Pomona	Major	Business/Business Administration/Accounting	5
California State Polytechnic University, Pomona	Major	Other	14
California State University, Bakersfield	Major	Liberal Arts/Humanities	76
California State University, Bakersfield	Major	Psychology	3
California State University, Bakersfield	Major	Economics	3
California State University, Bakersfield	Major	Political Science and Government	3
California State University, Bakersfield	Major	Sociology	1
California State University, Bakersfield	Major	Visual and Performing Arts	6
California State University, Bakersfield	Major	History	10
California State University, Bakersfield	Major	Foreign Languages	5
California State University, Bakersfield	Major	Family and Consumer Sciences/Human Sciences	9
California State University, Bakersfield	Major	English Language/Literature	14

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, Bakersfield	Major	Philosophy and Religious Studies	2
California State University, Bakersfield	Major	Agriculture	3
California State University, Bakersfield	Major	Communication or Journalism	5
California State University, Bakersfield	Major	Biology	3
California State University, Bakersfield	Major	Mathematics and Statistics	16
California State University, Bakersfield	Major	Physical Sciences	11
California State University, Bakersfield	Major	Business/Business Administration/Accounting	9
California State University, Bakersfield	Major	Other	2
California State University, Channel Islands	Major	Teacher Education - Elementary Education	47
California State University, Channel Islands	Major	Teacher Education - English/Language Arts	8
California State University, Channel Islands	Major	Teacher Education - Mathematics	9
California State University, Channel Islands	Major	Teacher Education - Social Science	7
California State University, Channel Islands	Major	Teacher Education - Biology	5
California State University, Channel Islands	Major	Teacher Education - Chemistry	1
California State University, Chico	Major	Teacher Education - Elementary Education	94
California State University, Chico	Major	Teacher Education - Secondary Education	49
California State University, Chico	Major	Teacher Education - Agriculture	7
California State University, Chico	Major	Teacher Education - Art	2
California State University, Chico	Major	Teacher Education - English/Language Arts	5
California State University, Chico	Major	Teacher Education - Mathematics	8
California State University, Chico	Major	Teacher Education - Music	4
California State University, Chico	Major	Teacher Education - Physical Education and Coaching	15
California State University, Chico	Major	Teacher Education - History	8
California State University, Chico	Major	Liberal Arts/Humanities	8
California State University, Chico	Major	Psychology	5
California State University, Chico	Major	Social Sciences	6
California State University, Chico	Major	Geography and Cartography	1
California State University, Chico	Major	Political Science and Government	1
California State University, Chico	Major	Sociology	1
California State University, Chico	Major	Visual and Performing Arts	1
California State University, Chico	Major	History	6
California State University, Chico	Major	Foreign Languages	2
California State University, Chico	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Chico	Major	English Language/Literature	3
California State University, Chico	Major	Philosophy and Religious Studies	1
California State University, Chico	Major	Agriculture	2
California State University, Chico	Major	Communication or Journalism	5
California State University, Chico	Major	Biology	6
California State University, Chico	Major	Physical Sciences	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, Chico	Major	Chemistry	2
California State University, Chico	Major	Geological and Earth Sciences/Geosciences	2
California State University, Chico	Major	Business/Business Administration/Accounting	2
California State University, Chico	Major	Other	12
California State University, Dominguez Hills	Major	Teacher Education - English/Language Arts	6
California State University, Dominguez Hills	Major	Teacher Education - Mathematics	11
California State University, Dominguez Hills	Major	Teacher Education - Music	2
California State University, Dominguez Hills	Major	Teacher Education - Physical Education and Coaching	8
California State University, Dominguez Hills	Major	Liberal Arts/Humanities	39
California State University, Dominguez Hills	Major	Psychology	1
California State University, Dominguez Hills	Major	Social Sciences	1
California State University, Dominguez Hills	Major	Anthropology	1
California State University, Dominguez Hills	Major	Geography and Cartography	1
California State University, Dominguez Hills	Major	Sociology	1
California State University, Dominguez Hills	Major	Visual and Performing Arts	5
California State University, Dominguez Hills	Major	History	5
California State University, Dominguez Hills	Major	Foreign Languages	1
California State University, Dominguez Hills	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Dominguez Hills	Major	English Language/Literature	3
California State University, Dominguez Hills	Major	Biology	3
California State University, Dominguez Hills	Major	Geological and Earth Sciences/Geosciences	1
California State University, Dominguez Hills	Major	Business/Business Administration/Accounting	4
California State University, Dominguez Hills	Major	Other	10
California State University, East Bay	Major	Liberal Arts/Humanities	36
California State University, East Bay	Major	Psychology	15
California State University, East Bay	Major	Anthropology	1
California State University, East Bay	Major	Economics	3
California State University, East Bay	Major	Geography and Cartography	3
California State University, East Bay	Major	Political Science and Government	7
California State University, East Bay	Major	Sociology	2
California State University, East Bay	Major	Visual and Performing Arts	15
California State University, East Bay	Major	History	12
California State University, East Bay	Major	Foreign Languages	3
California State University, East Bay	Major	Family and Consumer Sciences/Human Sciences	12
California State University, East Bay	Major	English Language/Literature	14
California State University, East Bay	Major	Philosophy and Religious Studies	4
California State University, East Bay	Major	Communication or Journalism	2
California State University, East Bay	Major	Engineering	1
California State University, East Bay	Major	Biology	9

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, East Bay	Major	Mathematics and Statistics	5
California State University, East Bay	Major	Physical Sciences	6
California State University, East Bay	Major	Chemistry	1
California State University, East Bay	Major	Geological and Earth Sciences/Geosciences	4
California State University, East Bay	Major	Physics	2
California State University, East Bay	Major	Business/Business Administration/Accounting	5
California State University, East Bay	Major	Computer and Information Sciences	1
California State University, East Bay	Major	Other	1
California State University, Fullerton	Major	Education - General	2
California State University, Fullerton	Major	Teacher Education - Music	10
California State University, Fullerton	Major	Liberal Arts/Humanities	68
California State University, Fullerton	Major	Psychology	19
California State University, Fullerton	Major	Social Sciences	2
California State University, Fullerton	Major	Anthropology	3
California State University, Fullerton	Major	Economics	1
California State University, Fullerton	Major	Geography and Cartography	2
California State University, Fullerton	Major	Political Science and Government	2
California State University, Fullerton	Major	Sociology	7
California State University, Fullerton	Major	Visual and Performing Arts	13
California State University, Fullerton	Major	History	54
California State University, Fullerton	Major	Foreign Languages	10
California State University, Fullerton	Major	Family and Consumer Sciences/Human Sciences	2
California State University, Fullerton	Major	English Language/Literature	41
California State University, Fullerton	Major	Philosophy and Religious Studies	3
California State University, Fullerton	Major	Communication or Journalism	11
California State University, Fullerton	Major	Engineering	1
California State University, Fullerton	Major	Biology	8
California State University, Fullerton	Major	Mathematics and Statistics	13
California State University, Fullerton	Major	Physical Sciences	4
California State University, Fullerton	Major	Geological and Earth Sciences/Geosciences	1
California State University, Fullerton	Major	Business/Business Administration/Accounting	8
California State University, Fullerton	Major	Computer and Information Sciences	5
California State University, Fullerton	Major	Other	117
California State University, Long Beach	Major	Education - General	4
California State University, Long Beach	Major	Teacher Education - Elementary Education	117
California State University, Long Beach	Major	Teacher Education - Art	12
California State University, Long Beach	Major	Teacher Education - English/Language Arts	44
California State University, Long Beach	Major	Teacher Education - Health	4
California State University, Long Beach	Major	Teacher Education - Family and Consumer Sciences/Home Economics	2

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, Long Beach	Major	Teacher Education - Mathematics	17
California State University, Long Beach	Major	Teacher Education - Music	3
California State University, Long Beach	Major	Teacher Education - Physical Education and Coaching	18
California State University, Long Beach	Major	Teacher Education - Biology	10
California State University, Long Beach	Major	Teacher Education - History	25
California State University, Long Beach	Major	Teacher Education - Spanish	2
California State University, Long Beach	Major	Liberal Arts/Humanities	4
California State University, Long Beach	Major	Psychology	14
California State University, Long Beach	Major	Social Sciences	1
California State University, Long Beach	Major	Anthropology	2
California State University, Long Beach	Major	Economics	4
California State University, Long Beach	Major	Political Science and Government	9
California State University, Long Beach	Major	Sociology	5
California State University, Long Beach	Major	Visual and Performing Arts	19
California State University, Long Beach	Major	Foreign Languages	3
California State University, Long Beach	Major	Family and Consumer Sciences/Human Sciences	7
California State University, Long Beach	Major	English Language/Literature	2
California State University, Long Beach	Major	Philosophy and Religious Studies	8
California State University, Long Beach	Major	Communication or Journalism	8
California State University, Long Beach	Major	Engineering	3
California State University, Long Beach	Major	Biology	12
California State University, Long Beach	Major	Chemistry	1
California State University, Long Beach	Major	Geological and Earth Sciences/Geosciences	2
California State University, Long Beach	Major	Business/Business Administration/Accounting	7
California State University, Long Beach	Major	Other	1
California State University, Los Angeles	Major	Teacher Education - Physical Education and Coaching	6
California State University, Los Angeles	Major	Liberal Arts/Humanities	18
California State University, Los Angeles	Major	Psychology	4
California State University, Los Angeles	Major	Social Sciences	2
California State University, Los Angeles	Major	Anthropology	1
California State University, Los Angeles	Major	Economics	1
California State University, Los Angeles	Major	Geography and Cartography	3
California State University, Los Angeles	Major	Political Science and Government	1
California State University, Los Angeles	Major	Sociology	5
California State University, Los Angeles	Major	Visual and Performing Arts	7
California State University, Los Angeles	Major	History	16
California State University, Los Angeles	Major	Foreign Languages	8
California State University, Los Angeles	Major	English Language/Literature	17
California State University, Los Angeles	Major	Philosophy and Religious Studies	2

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, Los Angeles	Major	Communication or Journalism	2
California State University, Los Angeles	Major	Engineering	2
California State University, Los Angeles	Major	Biology	3
California State University, Los Angeles	Major	Mathematics and Statistics	11
California State University, Los Angeles	Major	Chemistry	1
California State University, Los Angeles	Major	Geological and Earth Sciences/Geosciences	2
California State University, Los Angeles	Major	Physics	1
California State University, Los Angeles	Major	Business/Business Administration/Accounting	3
California State University, Los Angeles	Major	Other	30
California State University, Monterey Bay	Major	Teacher Education - Elementary Education	25
California State University, Monterey Bay	Major	Teacher Education - Health	1
California State University, Monterey Bay	Major	Teacher Education - Physical Education and Coaching	2
California State University, Monterey Bay	Major	Psychology	2
California State University, Monterey Bay	Major	Social Sciences	4
California State University, Monterey Bay	Major	History	3
California State University, Monterey Bay	Major	Foreign Languages	2
California State University, Monterey Bay	Major	English Language/Literature	3
California State University, Monterey Bay	Major	Communication or Journalism	4
California State University, Monterey Bay	Major	Engineering	1
California State University, Monterey Bay	Major	Mathematics and Statistics	2
California State University, Monterey Bay	Major	Physical Sciences	2
California State University, Northridge	Major	Liberal Arts/Humanities	108
California State University, Northridge	Major	Psychology	12
California State University, Northridge	Major	Social Sciences	2
California State University, Northridge	Major	Anthropology	2
California State University, Northridge	Major	Economics	1
California State University, Northridge	Major	Political Science and Government	5
California State University, Northridge	Major	Sociology	6
California State University, Northridge	Major	Visual and Performing Arts	15
California State University, Northridge	Major	History	12
California State University, Northridge	Major	Foreign Languages	11
California State University, Northridge	Major	Family and Consumer Sciences/Human Sciences	6
California State University, Northridge	Major	English Language/Literature	28
California State University, Northridge	Major	Philosophy and Religious Studies	2
California State University, Northridge	Major	Communication or Journalism	5
California State University, Northridge	Major	Engineering	2
California State University, Northridge	Major	Biology	9
California State University, Northridge	Major	Mathematics and Statistics	9
California State University, Northridge	Major	Physical Sciences	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, Northridge	Major	Atmospheric Sciences and Meteorology	1
California State University, Northridge	Major	Chemistry	2
California State University, Northridge	Major	Geological and Earth Sciences/Geosciences	1
California State University, Northridge	Major	Physics	1
California State University, Northridge	Major	Business/Business Administration/Accounting	5
California State University, Northridge	Major	Other	46
California State University, Sacramento	Major	Liberal Arts/Humanities	76
California State University, Sacramento	Major	Psychology	9
California State University, Sacramento	Major	Social Sciences	9
California State University, Sacramento	Major	Economics	9
California State University, Sacramento	Major	Political Science and Government	3
California State University, Sacramento	Major	Sociology	5
California State University, Sacramento	Major	Visual and Performing Arts	13
California State University, Sacramento	Major	History	15
California State University, Sacramento	Major	Foreign Languages	6
California State University, Sacramento	Major	Family and Consumer Sciences/Human Sciences	31
California State University, Sacramento	Major	English Language/Literature	25
California State University, Sacramento	Major	Philosophy and Religious Studies	1
California State University, Sacramento	Major	Agriculture	1
California State University, Sacramento	Major	Communication or Journalism	6
California State University, Sacramento	Major	Engineering	4
California State University, Sacramento	Major	Biology	14
California State University, Sacramento	Major	Mathematics and Statistics	10
California State University, Sacramento	Major	Chemistry	4
California State University, Sacramento	Major	Geological and Earth Sciences/Geosciences	2
California State University, Sacramento	Major	Business/Business Administration/Accounting	2
California State University, San Bernardino	Major	Education - General	1
California State University, San Bernardino	Major	Teacher Education - Art	3
California State University, San Bernardino	Major	Liberal Arts/Humanities	73
California State University, San Bernardino	Major	Psychology	6
California State University, San Bernardino	Major	Social Sciences	5
California State University, San Bernardino	Major	Anthropology	1
California State University, San Bernardino	Major	Geography and Cartography	1
California State University, San Bernardino	Major	Visual and Performing Arts	3
California State University, San Bernardino	Major	History	9
California State University, San Bernardino	Major	Foreign Languages	11
California State University, San Bernardino	Major	English Language/Literature	21
California State University, San Bernardino	Major	Philosophy and Religious Studies	2
California State University, San Bernardino	Major	Communication or Journalism	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, San Bernardino	Major	Biology	5
California State University, San Bernardino	Major	Mathematics and Statistics	20
California State University, San Bernardino	Major	Business/Business Administration/Accounting	2
California State University, San Bernardino	Major	Other	14
California State University, San Marcos	Major	Education - General	1
California State University, San Marcos	Major	Liberal Arts/Humanities	72
California State University, San Marcos	Major	Psychology	7
California State University, San Marcos	Major	Social Sciences	2
California State University, San Marcos	Major	Anthropology	2
California State University, San Marcos	Major	Economics	3
California State University, San Marcos	Major	Political Science and Government	4
California State University, San Marcos	Major	Sociology	1
California State University, San Marcos	Major	Visual and Performing Arts	1
California State University, San Marcos	Major	History	9
California State University, San Marcos	Major	Foreign Languages	9
California State University, San Marcos	Major	Family and Consumer Sciences/Human Sciences	6
California State University, San Marcos	Major	English Language/Literature	12
California State University, San Marcos	Major	Philosophy and Religious Studies	1
California State University, San Marcos	Major	Communication or Journalism	9
California State University, San Marcos	Major	Engineering	2
California State University, San Marcos	Major	Biology	1
California State University, San Marcos	Major	Mathematics and Statistics	3
California State University, San Marcos	Major	Physical Sciences	1
California State University, San Marcos	Major	Business/Business Administration/Accounting	7
California State University, San Marcos	Major	Other	4
California State University, Stanislaus	Major	Liberal Arts/Humanities	59
California State University, Stanislaus	Major	Psychology	4
California State University, Stanislaus	Major	Social Sciences	5
California State University, Stanislaus	Major	Political Science and Government	2
California State University, Stanislaus	Major	Sociology	4
California State University, Stanislaus	Major	Visual and Performing Arts	11
California State University, Stanislaus	Major	History	11
California State University, Stanislaus	Major	Foreign Languages	6
California State University, Stanislaus	Major	Family and Consumer Sciences/Human Sciences	3
California State University, Stanislaus	Major	English Language/Literature	14
California State University, Stanislaus	Major	Philosophy and Religious Studies	3
California State University, Stanislaus	Major	Communication or Journalism	1
California State University, Stanislaus	Major	Biology	3
California State University, Stanislaus	Major	Mathematics and Statistics	5

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, Stanislaus	Major	Business/Business Administration/Accounting	2
California State University, Stanislaus	Major	Computer and Information Sciences	1
California State University, Stanislaus	Major	Other	13
CalState TEACH	Major	Liberal Arts/Humanities	93
CalState TEACH	Major	Psychology	13
CalState TEACH	Major	Social Sciences	7
CalState TEACH	Major	Anthropology	3
CalState TEACH	Major	Economics	1
CalState TEACH	Major	Political Science and Government	10
CalState TEACH	Major	Sociology	9
CalState TEACH	Major	Visual and Performing Arts	9
CalState TEACH	Major	History	9
CalState TEACH	Major	Foreign Languages	4
CalState TEACH	Major	English Language/Literature	7
CalState TEACH	Major	Philosophy and Religious Studies	3
CalState TEACH	Major	Communication or Journalism	14
CalState TEACH	Major	Engineering	2
CalState TEACH	Major	Biology	8
CalState TEACH	Major	Physical Sciences	1
CalState TEACH	Major	Geological and Earth Sciences/Geosciences	2
CalState TEACH	Major	Business/Business Administration/Accounting	18
CalState TEACH	Major	Computer and Information Sciences	2
Chapman University	Major	Teacher Education - Music	4
Chapman University	Major	Liberal Arts/Humanities	15
Chapman University	Major	Psychology	3
Chapman University	Major	Social Sciences	1
Chapman University	Major	Sociology	1
Chapman University	Major	Visual and Performing Arts	5
Chapman University	Major	Foreign Languages	2
Chapman University	Major	Family and Consumer Sciences/Human Sciences	1
Chapman University	Major	English Language/Literature	6
Chapman University	Major	Philosophy and Religious Studies	1
Chapman University	Major	Mathematics and Statistics	1
Chapman University	Major	Business/Business Administration/Accounting	1
Chapman University	Major	Computer and Information Sciences	1
Claremont Graduate University	Major	Liberal Arts/Humanities	2
Claremont Graduate University	Major	Psychology	1
Claremont Graduate University	Major	Political Science and Government	1
Claremont Graduate University	Major	History	2

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Claremont Graduate University	Major	Philosophy and Religious Studies	1
Claremont Graduate University	Major	Communication or Journalism	1
Claremont Graduate University	Major	Mathematics and Statistics	4
Claremont Graduate University	Major	Business/Business Administration/Accounting	1
Claremont Graduate University	Major	Other	4
Concordia University	Major	Liberal Arts/Humanities	40
Concordia University	Major	Psychology	7
Concordia University	Major	Social Sciences	2
Concordia University	Major	Anthropology	3
Concordia University	Major	Economics	1
Concordia University	Major	Political Science and Government	5
Concordia University	Major	Sociology	6
Concordia University	Major	Visual and Performing Arts	11
Concordia University	Major	History	15
Concordia University	Major	Family and Consumer Sciences/Human Sciences	10
Concordia University	Major	English Language/Literature	10
Concordia University	Major	Philosophy and Religious Studies	2
Concordia University	Major	Communication or Journalism	4
Concordia University	Major	Engineering	1
Concordia University	Major	Biology	6
Concordia University	Major	Mathematics and Statistics	4
Concordia University	Major	Physical Sciences	1
Concordia University	Major	Chemistry	2
Concordia University	Major	Geological and Earth Sciences/Geosciences	1
Concordia University	Major	Business/Business Administration/Accounting	3
Dominican University of California	Major	Teacher Education - Elementary Education	5
Dominican University of California	Major	Liberal Arts/Humanities	8
Dominican University of California	Major	Psychology	4
Dominican University of California	Major	Social Sciences	2
Dominican University of California	Major	Anthropology	1
Dominican University of California	Major	Economics	1
Dominican University of California	Major	Political Science and Government	3
Dominican University of California	Major	Sociology	1
Dominican University of California	Major	Visual and Performing Arts	3
Dominican University of California	Major	History	2
Dominican University of California	Major	Family and Consumer Sciences/Human Sciences	6
Dominican University of California	Major	English Language/Literature	4
Dominican University of California	Major	Communication or Journalism	1
Dominican University of California	Major	Engineering	2

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Dominican University of California	Major	Geological and Earth Sciences/Geosciences	1
Dominican University of California	Major	Business/Business Administration/Accounting	2
Fresno Pacific University	Major	Liberal Arts/Humanities	50
Fresno Pacific University	Major	Psychology	1
Fresno Pacific University	Major	Social Sciences	2
Fresno Pacific University	Major	Political Science and Government	2
Fresno Pacific University	Major	Sociology	1
Fresno Pacific University	Major	History	6
Fresno Pacific University	Major	Foreign Languages	1
Fresno Pacific University	Major	Family and Consumer Sciences/Human Sciences	3
Fresno Pacific University	Major	English Language/Literature	8
Fresno Pacific University	Major	Philosophy and Religious Studies	1
Fresno Pacific University	Major	Communication or Journalism	3
Fresno Pacific University	Major	Biology	6
Fresno Pacific University	Major	Mathematics and Statistics	2
Fresno Pacific University	Major	Chemistry	2
Fresno Pacific University	Major	Business/Business Administration/Accounting	1
Fresno Pacific University	Major	Other	7
Hebrew Union College	Major	Education - General	12
Hebrew Union College	Major	Teacher Education - Elementary Education	12
Holy Names University	Major	Teacher Education - French	1
Holy Names University	Major	Sociology	1
Holy Names University	Major	Other	1
Hope International University	Major	Liberal Arts/Humanities	1
Hope International University	Major	English Language/Literature	1
Hope International University	Major	Communication or Journalism	1
Hope International University	Major	Business/Business Administration/Accounting	2
Hope International University	Major	Other	1
Humboldt State University	Major	Teacher Education - Elementary Education	14
Humboldt State University	Major	Teacher Education - Art	2
Humboldt State University	Major	Teacher Education - English/Language Arts	4
Humboldt State University	Major	Teacher Education - Mathematics	3
Humboldt State University	Major	Teacher Education - Music	1
Humboldt State University	Major	Teacher Education - Physical Education and Coaching	2
Humboldt State University	Major	Teacher Education - Social Science	5
Humboldt State University	Major	Teacher Education - Spanish	1
Humboldt State University	Major	Liberal Arts/Humanities	1
Humboldt State University	Major	Psychology	6
Humboldt State University	Major	Anthropology	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Humboldt State University	Major	Geography and Cartography	2
Humboldt State University	Major	Sociology	2
Humboldt State University	Major	Visual and Performing Arts	2
Humboldt State University	Major	History	2
Humboldt State University	Major	English Language/Literature	1
Humboldt State University	Major	Philosophy and Religious Studies	4
Humboldt State University	Major	Biology	3
Humboldt State University	Major	Mathematics and Statistics	1
Humboldt State University	Major	Physics	1
Humboldt State University	Major	Computer and Information Sciences	1
Humboldt State University	Major	Other	16
Humphreys College	Major	Teacher Education - Elementary Education	3
La Sierra University	Major	Education - General	1
La Sierra University	Major	Teacher Education - Elementary Education	1
La Sierra University	Major	English Language/Literature	1
Loyola Marymount University	Major	Education - Social and Philosophical Foundations of Education	1
Loyola Marymount University	Major	Liberal Arts/Humanities	24
Loyola Marymount University	Major	Psychology	7
Loyola Marymount University	Major	Social Sciences	9
Loyola Marymount University	Major	Economics	2
Loyola Marymount University	Major	Political Science and Government	8
Loyola Marymount University	Major	Sociology	9
Loyola Marymount University	Major	Visual and Performing Arts	12
Loyola Marymount University	Major	History	6
Loyola Marymount University	Major	Foreign Languages	4
Loyola Marymount University	Major	Family and Consumer Sciences/Human Sciences	3
Loyola Marymount University	Major	English Language/Literature	6
Loyola Marymount University	Major	Communication or Journalism	5
Loyola Marymount University	Major	Engineering	1
Loyola Marymount University	Major	Biology	3
Loyola Marymount University	Major	Mathematics and Statistics	6
Loyola Marymount University	Major	Chemistry	1
Loyola Marymount University	Major	Geological and Earth Sciences/Geosciences	2
Loyola Marymount University	Major	Business/Business Administration/Accounting	4
Loyola Marymount University	Major	Other	1
Mills College	Major	Psychology	4
Mills College	Major	Anthropology	3
Mills College	Major	Political Science and Government	4
Mills College	Major	Sociology	3

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Mills College	Major	Visual and Performing Arts	2
Mills College	Major	History	2
Mills College	Major	Foreign Languages	2
Mills College	Major	English Language/Literature	7
Mills College	Major	Philosophy and Religious Studies	2
Mills College	Major	Biology	2
Mills College	Major	Mathematics and Statistics	4
Mills College	Major	Chemistry	1
Mills College	Major	Geological and Earth Sciences/Geosciences	1
Mills College	Major	Business/Business Administration/Accounting	1
Mount St. Mary's College	Major	Teacher Education - Elementary Education	6
Mount St. Mary's College	Major	Teacher Education - Secondary Education	1
Mount St. Mary's College	Major	Liberal Arts/Humanities	1
Mount St. Mary's College	Major	Psychology	1
Mount St. Mary's College	Major	Sociology	2
Mount St. Mary's College	Major	Visual and Performing Arts	1
Mount St. Mary's College	Major	History	4
Mount St. Mary's College	Major	English Language/Literature	1
Mount St. Mary's College	Major	Communication or Journalism	6
Mount St. Mary's College	Major	Engineering	1
Mount St. Mary's College	Major	Biology	1
Mount St. Mary's College	Major	Physical Sciences	1
National Hispanic University	Major	Teacher Education - Early Childhood Education	1
National Hispanic University	Major	Social Sciences	3
National Hispanic University	Major	Visual and Performing Arts	1
National Hispanic University	Major	Foreign Languages	1
National Hispanic University	Major	English Language/Literature	1
National Hispanic University	Major	Communication or Journalism	1
National Hispanic University	Major	Engineering	1
National Hispanic University	Major	Biology	1
National Hispanic University	Major	Mathematics and Statistics	1
National Hispanic University	Major	Business/Business Administration/Accounting	1
National Hispanic University	Major	Other	2
National University	Major	Teacher Education - Special Education	3
National University	Major	Teacher Education - Early Childhood Education	40
National University	Major	Teacher Education - Elementary Education	23
National University	Major	Teacher Education - Secondary Education	22
National University	Major	Teacher Education - Art	2
National University	Major	Teacher Education - English/Language Arts	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
National University	Major	Teacher Education - Foreign Language	1
National University	Major	Teacher Education - Mathematics	1
National University	Major	Teacher Education - Music	3
National University	Major	Teacher Education - Physical Education and Coaching	10
National University	Major	Teacher Education - Social Studies	3
National University	Major	Teacher Education - History	1
National University	Major	Teacher Education - Bilingual, Multilingual, and Multicultural Education	1
National University	Major	Liberal Arts/Humanities	112
National University	Major	Psychology	39
National University	Major	Social Sciences	18
National University	Major	Anthropology	6
National University	Major	Economics	7
National University	Major	Political Science and Government	13
National University	Major	Sociology	26
National University	Major	Visual and Performing Arts	13
National University	Major	History	41
National University	Major	Foreign Languages	12
National University	Major	Family and Consumer Sciences/Human Sciences	9
National University	Major	English Language/Literature	41
National University	Major	Philosophy and Religious Studies	9
National University	Major	Agriculture	1
National University	Major	Communication or Journalism	45
National University	Major	Engineering	9
National University	Major	Biology	21
National University	Major	Mathematics and Statistics	8
National University	Major	Atmospheric Sciences and Meteorology	6
National University	Major	Chemistry	2
National University	Major	Geological and Earth Sciences/Geosciences	2
National University	Major	Physics	2
National University	Major	Business/Business Administration/Accounting	51
National University	Major	Computer and Information Sciences	3
National University	Major	Other	47
Pacific Oaks College	Major	Education - General	59
Pacific Oaks College	Major	Teacher Education - Special Education	26
Pacific Oaks College	Major	Teacher Education - Early Childhood Education	56
Pacific Union College	Major	Liberal Arts/Humanities	5
Pacific Union College	Major	Social Sciences	5
Patten University	Major	Social Sciences	1
Patten University	Major	English Language/Literature	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Patten University	Major	Philosophy and Religious Studies	1
Patten University	Major	Engineering	1
Patten University	Major	Other	1
Pepperdine University	Major	Teacher Education - Elementary Education	50
Pepperdine University	Major	Teacher Education - Junior High/Intermediate/Middle School Education	42
Pepperdine University	Major	Teacher Education - English/Language Arts	12
Pepperdine University	Major	Teacher Education - Mathematics	9
Pepperdine University	Major	Teacher Education - Physical Education and Coaching	1
Pepperdine University	Major	Teacher Education - Science	1
Pepperdine University	Major	Teacher Education - Biology	5
Pepperdine University	Major	Teacher Education - Chemistry	1
Pepperdine University	Major	Teacher Education - Physics	1
Pepperdine University	Major	Teacher Education - Spanish	2
Pepperdine University	Major	Teacher Education - Earth Science	1
Pepperdine University	Major	Education - Curriculum and Instruction	92
Pepperdine University	Major	Liberal Arts/Humanities	14
Pepperdine University	Major	English Language/Literature	2
Pepperdine University	Major	Mathematics and Statistics	4
Point Loma Nazarene University	Major	Teacher Education - Music	1
Point Loma Nazarene University	Major	Teacher Education - Physical Education and Coaching	2
Point Loma Nazarene University	Major	Liberal Arts/Humanities	25
Point Loma Nazarene University	Major	Psychology	6
Point Loma Nazarene University	Major	Political Science and Government	3
Point Loma Nazarene University	Major	Sociology	1
Point Loma Nazarene University	Major	Visual and Performing Arts	4
Point Loma Nazarene University	Major	History	3
Point Loma Nazarene University	Major	Foreign Languages	2
Point Loma Nazarene University	Major	Family and Consumer Sciences/Human Sciences	3
Point Loma Nazarene University	Major	English Language/Literature	2
Point Loma Nazarene University	Major	Philosophy and Religious Studies	1
Point Loma Nazarene University	Major	Communication or Journalism	6
Point Loma Nazarene University	Major	Engineering	1
Point Loma Nazarene University	Major	Biology	1
Point Loma Nazarene University	Major	Chemistry	1
Point Loma Nazarene University	Major	Business/Business Administration/Accounting	2
Point Loma Nazarene University	Major	Other	4
San Diego Christian College	Major	Teacher Education - Music	1
San Diego Christian College	Major	Teacher Education - Physical Education and Coaching	2
San Diego Christian College	Major	Liberal Arts/Humanities	4

Institution	Record Type	Undergraduate Academic Major	Number Prepared
San Diego Christian College	Major	Economics	1
San Diego Christian College	Major	English Language/Literature	3
San Diego State University	Major	Teacher Education - Early Childhood Education	2
San Diego State University	Major	Teacher Education - Mathematics	11
San Diego State University	Major	Teacher Education - Social Science	9
San Diego State University	Major	Liberal Arts/Humanities	67
San Diego State University	Major	Psychology	6
San Diego State University	Major	Economics	1
San Diego State University	Major	Political Science and Government	2
San Diego State University	Major	Sociology	2
San Diego State University	Major	Visual and Performing Arts	10
San Diego State University	Major	History	3
San Diego State University	Major	Foreign Languages	2
San Diego State University	Major	Family and Consumer Sciences/Human Sciences	10
San Diego State University	Major	English Language/Literature	17
San Diego State University	Major	Communication or Journalism	1
San Diego State University	Major	Biology	1
San Diego State University	Major	Physical Sciences	1
San Diego State University	Major	Astronomy and Astrophysics	1
San Diego State University	Major	Chemistry	1
San Diego State University	Major	Business/Business Administration/Accounting	3
San Francisco State University	Major	Liberal Arts/Humanities	26
San Francisco State University	Major	Psychology	10
San Francisco State University	Major	Social Sciences	10
San Francisco State University	Major	Anthropology	3
San Francisco State University	Major	Economics	1
San Francisco State University	Major	Political Science and Government	11
San Francisco State University	Major	Visual and Performing Arts	21
San Francisco State University	Major	History	13
San Francisco State University	Major	Foreign Languages	6
San Francisco State University	Major	Family and Consumer Sciences/Human Sciences	14
San Francisco State University	Major	English Language/Literature	23
San Francisco State University	Major	Philosophy and Religious Studies	2
San Francisco State University	Major	Communication or Journalism	7
San Francisco State University	Major	Biology	4
San Francisco State University	Major	Mathematics and Statistics	12
San Francisco State University	Major	Astronomy and Astrophysics	1
San Francisco State University	Major	Atmospheric Sciences and Meteorology	1
San Francisco State University	Major	Chemistry	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
San Francisco State University	Major	Geological and Earth Sciences/Geosciences	3
San Francisco State University	Major	Business/Business Administration/Accounting	4
San Francisco State University	Major	Other	20
San Jose State University	Major	Education - General	1
San Jose State University	Major	Teacher Education - Physical Education and Coaching	7
San Jose State University	Major	Liberal Arts/Humanities	51
San Jose State University	Major	Psychology	15
San Jose State University	Major	Social Sciences	6
San Jose State University	Major	Anthropology	2
San Jose State University	Major	Geography and Cartography	2
San Jose State University	Major	Political Science and Government	4
San Jose State University	Major	Sociology	6
San Jose State University	Major	Visual and Performing Arts	15
San Jose State University	Major	History	13
San Jose State University	Major	Foreign Languages	5
San Jose State University	Major	Family and Consumer Sciences/Human Sciences	1
San Jose State University	Major	English Language/Literature	25
San Jose State University	Major	Philosophy and Religious Studies	5
San Jose State University	Major	Communication or Journalism	5
San Jose State University	Major	Engineering	8
San Jose State University	Major	Biology	8
San Jose State University	Major	Mathematics and Statistics	4
San Jose State University	Major	Chemistry	2
San Jose State University	Major	Geological and Earth Sciences/Geosciences	1
San Jose State University	Major	Physics	4
San Jose State University	Major	Business/Business Administration/Accounting	18
San Jose State University	Major	Computer and Information Sciences	1
San Jose State University	Major	Other	9
Santa Clara University	Major	Teacher Education - Elementary Education	26
Santa Clara University	Major	Teacher Education - Secondary Education	36
Santa Clara University	Major	Teacher Education - English/Language Arts	4
Santa Clara University	Major	Teacher Education - Mathematics	10
Santa Clara University	Major	Teacher Education - Music	1
Santa Clara University	Major	Teacher Education - Physical Education and Coaching	2
Santa Clara University	Major	Teacher Education - Science	1
Santa Clara University	Major	Teacher Education - Social Studies	13
Santa Clara University	Major	Teacher Education - Biology	2
Santa Clara University	Major	Teacher Education - Chemistry	1
Santa Clara University	Major	Teacher Education - Physics	2

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Simpson University	Major	Teacher Education - Elementary Education	30
Simpson University	Major	Liberal Arts/Humanities	1
Simpson University	Major	Psychology	4
Simpson University	Major	Social Sciences	2
Simpson University	Major	Political Science and Government	1
Simpson University	Major	Visual and Performing Arts	5
Simpson University	Major	History	7
Simpson University	Major	Foreign Languages	1
Simpson University	Major	Family and Consumer Sciences/Human Sciences	1
Simpson University	Major	English Language/Literature	4
Simpson University	Major	Philosophy and Religious Studies	2
Simpson University	Major	Communication or Journalism	2
Simpson University	Major	Engineering	1
Simpson University	Major	Biology	4
Simpson University	Major	Mathematics and Statistics	4
Simpson University	Major	Business/Business Administration/Accounting	6
Simpson University	Major	Other	5
Sonoma State University	Major	Liberal Arts/Humanities	34
Sonoma State University	Major	Psychology	3
Sonoma State University	Major	Anthropology	1
Sonoma State University	Major	Political Science and Government	6
Sonoma State University	Major	Sociology	2
Sonoma State University	Major	Visual and Performing Arts	8
Sonoma State University	Major	History	18
Sonoma State University	Major	Foreign Languages	3
Sonoma State University	Major	Family and Consumer Sciences/Human Sciences	6
Sonoma State University	Major	English Language/Literature	14
Sonoma State University	Major	Communication or Journalism	5
Sonoma State University	Major	Biology	5
Sonoma State University	Major	Mathematics and Statistics	6
Sonoma State University	Major	Chemistry	4
Sonoma State University	Major	Geological and Earth Sciences/Geosciences	6
Sonoma State University	Major	Physics	2
Sonoma State University	Major	Business/Business Administration/Accounting	2
Sonoma State University	Major	Other	7
St. Mary's College of California	Major	Liberal Arts/Humanities	42
St. Mary's College of California	Major	Psychology	9
St. Mary's College of California	Major	Social Sciences	1
St. Mary's College of California	Major	Anthropology	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
St. Mary's College of California	Major	Political Science and Government	5
St. Mary's College of California	Major	Sociology	1
St. Mary's College of California	Major	Visual and Performing Arts	8
St. Mary's College of California	Major	History	6
St. Mary's College of California	Major	Family and Consumer Sciences/Human Sciences	14
St. Mary's College of California	Major	English Language/Literature	8
St. Mary's College of California	Major	Communication or Journalism	17
St. Mary's College of California	Major	Engineering	1
St. Mary's College of California	Major	Biology	8
St. Mary's College of California	Major	Mathematics and Statistics	3
St. Mary's College of California	Major	Chemistry	1
St. Mary's College of California	Major	Business/Business Administration/Accounting	3
Stanford University	Major	Education - Social and Philosophical Foundations of Education	1
Stanford University	Major	Liberal Arts/Humanities	37
Stanford University	Major	Psychology	5
Stanford University	Major	Social Sciences	21
Stanford University	Major	Anthropology	2
Stanford University	Major	Economics	1
Stanford University	Major	Political Science and Government	2
Stanford University	Major	Sociology	3
Stanford University	Major	Visual and Performing Arts	1
Stanford University	Major	History	15
Stanford University	Major	Foreign Languages	8
Stanford University	Major	English Language/Literature	20
Stanford University	Major	Philosophy and Religious Studies	1
Stanford University	Major	Communication or Journalism	2
Stanford University	Major	Engineering	1
Stanford University	Major	Biology	6
Stanford University	Major	Mathematics and Statistics	6
Stanford University	Major	Chemistry	2
Stanford University	Major	Geological and Earth Sciences/Geosciences	3
Stanford University	Major	Physics	1
Stanford University	Major	Business/Business Administration/Accounting	2
Teacher's College of San Joaquin	Major	Teacher Education - Elementary Education	1
Teacher's College of San Joaquin	Major	Psychology	1
Teacher's College of San Joaquin	Major	History	1
Teacher's College of San Joaquin	Major	Mathematics and Statistics	1
The Master’s College	Major	Liberal Arts/Humanities	3
The Master’s College	Major	Visual and Performing Arts	2

Institution	Record Type	Undergraduate Academic Major	Number Prepared
The Master's College	Major	Foreign Languages	1
The Master's College	Major	English Language/Literature	1
The Master's College	Major	Communication or Journalism	2
The Master's College	Major	Biology	2
The Master's College	Major	Business/Business Administration/Accounting	2
Touro University	Major	Teacher Education - Special Education	3
Touro University	Major	Teacher Education - Early Childhood Education	2
Touro University	Major	Teacher Education - Elementary Education	2
Touro University	Major	Teacher Education - English/Language Arts	4
Touro University	Major	Teacher Education - Foreign Language	5
Touro University	Major	Teacher Education - Health	7
Touro University	Major	Teacher Education - Mathematics	10
Touro University	Major	Teacher Education - Music	3
Touro University	Major	Teacher Education - Physical Education and Coaching	6
Touro University	Major	Teacher Education - Science	3
Touro University	Major	Teacher Education - Social Science	2
Touro University	Major	Teacher Education - Social Studies	3
Touro University	Major	Teacher Education - Computer Science	1
Touro University	Major	Teacher Education - Biology	2
Touro University	Major	Teacher Education - Chemistry	1
Touro University	Major	Teacher Education - Drama and Dance	1
Touro University	Major	Teacher Education - History	5
Touro University	Major	Teacher Education - Physics	1
Touro University	Major	Teacher Education - Spanish	2
Touro University	Major	Teacher Education - Psychology	8
Touro University	Major	Teacher Education - Earth Science	1
Touro University	Major	Education - Curriculum and Instruction	1
Touro University	Major	Liberal Arts/Humanities	16
Touro University	Major	Psychology	5
Touro University	Major	Anthropology	1
Touro University	Major	Political Science and Government	6
Touro University	Major	Sociology	3
Touro University	Major	Visual and Performing Arts	3
Touro University	Major	History	5
Touro University	Major	English Language/Literature	3
Touro University	Major	Philosophy and Religious Studies	2
Touro University	Major	Communication or Journalism	2
Touro University	Major	Biology	2
Touro University	Major	Mathematics and Statistics	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Touro University	Major	Physical Sciences	1
Touro University	Major	Chemistry	2
Touro University	Major	Geological and Earth Sciences/Geosciences	1
Touro University	Major	Business/Business Administration/Accounting	1
Touro University	Major	Computer and Information Sciences	3
Touro University	Major	Other	2
United States University	Major	Teacher Education - Elementary Education	1
United States University	Major	Teacher Education - English/Language Arts	1
United States University	Major	Teacher Education - Music	2
United States University	Major	Teacher Education - Physical Education and Coaching	1
United States University	Major	Teacher Education - Social Studies	1
University of California, Berkeley	Major	Liberal Arts/Humanities	7
University of California, Berkeley	Major	Psychology	3
University of California, Berkeley	Major	Anthropology	2
University of California, Berkeley	Major	Sociology	5
University of California, Berkeley	Major	Visual and Performing Arts	2
University of California, Berkeley	Major	Foreign Languages	3
University of California, Berkeley	Major	English Language/Literature	13
University of California, Berkeley	Major	Philosophy and Religious Studies	1
University of California, Berkeley	Major	Communication or Journalism	1
University of California, Berkeley	Major	Engineering	1
University of California, Berkeley	Major	Biology	9
University of California, Berkeley	Major	Mathematics and Statistics	5
University of California, Davis	Major	Education - Social and Philosophical Foundations of Education	2
University of California, Davis	Major	Liberal Arts/Humanities	18
University of California, Davis	Major	Psychology	1
University of California, Davis	Major	Social Sciences	7
University of California, Davis	Major	Anthropology	4
University of California, Davis	Major	Economics	2
University of California, Davis	Major	Geography and Cartography	1
University of California, Davis	Major	Political Science and Government	4
University of California, Davis	Major	Sociology	2
University of California, Davis	Major	Visual and Performing Arts	6
University of California, Davis	Major	History	19
University of California, Davis	Major	Foreign Languages	5
University of California, Davis	Major	Family and Consumer Sciences/Human Sciences	18
University of California, Davis	Major	English Language/Literature	24
University of California, Davis	Major	Agriculture	9
University of California, Davis	Major	Communication or Journalism	3

Institution	Record Type	Undergraduate Academic Major	Number Prepared
University of California, Davis	Major	Engineering	2
University of California, Davis	Major	Biology	9
University of California, Davis	Major	Mathematics and Statistics	8
University of California, Davis	Major	Chemistry	3
University of California, Davis	Major	Geological and Earth Sciences/Geosciences	3
University of California, Davis	Major	Physics	1
University of California, Davis	Major	Business/Business Administration/Accounting	1
University of California, Davis	Major	Other	2
University of California, Irvine	Major	Liberal Arts/Humanities	5
University of California, Irvine	Major	Psychology	19
University of California, Irvine	Major	Social Sciences	2
University of California, Irvine	Major	Anthropology	4
University of California, Irvine	Major	Economics	5
University of California, Irvine	Major	Political Science and Government	4
University of California, Irvine	Major	Sociology	17
University of California, Irvine	Major	Visual and Performing Arts	5
University of California, Irvine	Major	History	15
University of California, Irvine	Major	Foreign Languages	16
University of California, Irvine	Major	Family and Consumer Sciences/Human Sciences	2
University of California, Irvine	Major	English Language/Literature	25
University of California, Irvine	Major	Philosophy and Religious Studies	5
University of California, Irvine	Major	Agriculture	1
University of California, Irvine	Major	Communication or Journalism	5
University of California, Irvine	Major	Engineering	5
University of California, Irvine	Major	Biology	17
University of California, Irvine	Major	Mathematics and Statistics	20
University of California, Irvine	Major	Physical Sciences	1
University of California, Irvine	Major	Chemistry	7
University of California, Irvine	Major	Geological and Earth Sciences/Geosciences	5
University of California, Irvine	Major	Physics	1
University of California, Irvine	Major	Business/Business Administration/Accounting	6
University of California, Irvine	Major	Other	6
University of California, Los Angeles	Major	Teacher Education - Mathematics	9
University of California, Los Angeles	Major	Liberal Arts/Humanities	2
University of California, Los Angeles	Major	Psychology	11
University of California, Los Angeles	Major	Anthropology	5
University of California, Los Angeles	Major	Economics	5
University of California, Los Angeles	Major	Political Science and Government	4
University of California, Los Angeles	Major	Sociology	4

Institution	Record Type	Undergraduate Academic Major	Number Prepared
University of California, Los Angeles	Major	Visual and Performing Arts	6
University of California, Los Angeles	Major	History	12
University of California, Los Angeles	Major	Foreign Languages	3
University of California, Los Angeles	Major	Family and Consumer Sciences/Human Sciences	2
University of California, Los Angeles	Major	English Language/Literature	12
University of California, Los Angeles	Major	Philosophy and Religious Studies	2
University of California, Los Angeles	Major	Communication or Journalism	3
University of California, Los Angeles	Major	Biology	5
University of California, Los Angeles	Major	Mathematics and Statistics	5
University of California, Los Angeles	Major	Atmospheric Sciences and Meteorology	1
University of California, Los Angeles	Major	Chemistry	1
University of California, Los Angeles	Major	Geological and Earth Sciences/Geosciences	2
University of California, Los Angeles	Major	Physics	1
University of California, Los Angeles	Major	Computer and Information Sciences	1
University of California, Los Angeles	Major	Other	9
University of California, Riverside	Major	Liberal Arts/Humanities	22
University of California, Riverside	Major	Psychology	3
University of California, Riverside	Major	Political Science and Government	6
University of California, Riverside	Major	Sociology	2
University of California, Riverside	Major	Visual and Performing Arts	4
University of California, Riverside	Major	History	15
University of California, Riverside	Major	Foreign Languages	3
University of California, Riverside	Major	English Language/Literature	5
University of California, Riverside	Major	Communication or Journalism	1
University of California, Riverside	Major	Biology	2
University of California, Riverside	Major	Mathematics and Statistics	6
University of California, Riverside	Major	Business/Business Administration/Accounting	1
University of California, San Diego	Major	Teacher Education - Elementary Education	1
University of California, San Diego	Major	Liberal Arts/Humanities	1
University of California, San Diego	Major	Psychology	6
University of California, San Diego	Major	Anthropology	2
University of California, San Diego	Major	Sociology	4
University of California, San Diego	Major	Visual and Performing Arts	1
University of California, San Diego	Major	History	3
University of California, San Diego	Major	Family and Consumer Sciences/Human Sciences	8
University of California, San Diego	Major	English Language/Literature	3
University of California, San Diego	Major	Philosophy and Religious Studies	2
University of California, San Diego	Major	Communication or Journalism	1
University of California, San Diego	Major	Biology	2

Institution	Record Type	Undergraduate Academic Major	Number Prepared
University of California, San Diego	Major	Mathematics and Statistics	1
University of California, San Diego	Major	Geological and Earth Sciences/Geosciences	1
University of California, San Diego	Major	Other	3
University of California, Santa Barbara	Major	Teacher Education - Early Childhood Education	1
University of California, Santa Barbara	Major	Liberal Arts/Humanities	1
University of California, Santa Barbara	Major	Psychology	8
University of California, Santa Barbara	Major	Social Sciences	4
University of California, Santa Barbara	Major	Anthropology	3
University of California, Santa Barbara	Major	Political Science and Government	3
University of California, Santa Barbara	Major	Sociology	6
University of California, Santa Barbara	Major	Visual and Performing Arts	5
University of California, Santa Barbara	Major	History	7
University of California, Santa Barbara	Major	Foreign Languages	8
University of California, Santa Barbara	Major	English Language/Literature	13
University of California, Santa Barbara	Major	Philosophy and Religious Studies	3
University of California, Santa Barbara	Major	Communication or Journalism	2
University of California, Santa Barbara	Major	Biology	5
University of California, Santa Barbara	Major	Mathematics and Statistics	7
University of California, Santa Barbara	Major	Geological and Earth Sciences/Geosciences	4
University of California, Santa Barbara	Major	Physics	1
University of California, Santa Cruz	Major	Teacher Education - Early Childhood Education	3
University of California, Santa Cruz	Major	Liberal Arts/Humanities	9
University of California, Santa Cruz	Major	Psychology	9
University of California, Santa Cruz	Major	Anthropology	2
University of California, Santa Cruz	Major	Political Science and Government	1
University of California, Santa Cruz	Major	Sociology	5
University of California, Santa Cruz	Major	Visual and Performing Arts	1
University of California, Santa Cruz	Major	History	7
University of California, Santa Cruz	Major	Foreign Languages	4
University of California, Santa Cruz	Major	English Language/Literature	8
University of California, Santa Cruz	Major	Communication or Journalism	1
University of California, Santa Cruz	Major	Biology	4
University of California, Santa Cruz	Major	Mathematics and Statistics	4
University of California, Santa Cruz	Major	Geological and Earth Sciences/Geosciences	1
University of LaVerne	Major	Teacher Education - English/Language Arts	4
University of LaVerne	Major	Teacher Education - Physical Education and Coaching	3
University of LaVerne	Major	Teacher Education - Biology	4
University of LaVerne	Major	Teacher Education - Chemistry	1
University of LaVerne	Major	Liberal Arts/Humanities	69

Institution	Record Type	Undergraduate Academic Major	Number Prepared
University of LaVerne	Major	Psychology	9
University of LaVerne	Major	Social Sciences	2
University of LaVerne	Major	Economics	2
University of LaVerne	Major	Political Science and Government	3
University of LaVerne	Major	Sociology	2
University of LaVerne	Major	Visual and Performing Arts	2
University of LaVerne	Major	History	10
University of LaVerne	Major	Foreign Languages	1
University of LaVerne	Major	Family and Consumer Sciences/Human Sciences	2
University of LaVerne	Major	English Language/Literature	10
University of LaVerne	Major	Philosophy and Religious Studies	1
University of LaVerne	Major	Communication or Journalism	1
University of LaVerne	Major	Biology	2
University of LaVerne	Major	Business/Business Administration/Accounting	7
University of LaVerne	Major	Computer and Information Sciences	2
University of LaVerne	Major	Other	8
University of Phoenix - CA	Major	Education - General	450
University of Phoenix - CA	Major	Teacher Education - Elementary Education	489
University of Phoenix - CA	Major	Teacher Education - Secondary Education	418
University of Redlands	Major	Teacher Education - Early Childhood Education	3
University of Redlands	Major	Teacher Education - Art	3
University of Redlands	Major	Teacher Education - Business	2
University of Redlands	Major	Teacher Education - English/Language Arts	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 - Science	1
University of Redlands	Major	Teacher Education - Biology	1
University of Redlands	Major	Teacher Education - Chemistry	1
University of Redlands	Major	Teacher Education - Physics	1
University of Redlands	Major	Teacher Education - Spanish	5
University of Redlands	Major	Teacher Education - Psychology	16
University of Redlands	Major	Liberal Arts/Humanities	25
University of Redlands	Major	Social Sciences	2
University of Redlands	Major	Anthropology	2
University of Redlands	Major	Economics	2
University of Redlands	Major	Geography and Cartography	1
University of Redlands	Major	Political Science and Government	2
University of Redlands	Major	Sociology	6
University of Redlands	Major	Visual and Performing Arts	4

Institution	Record Type	Undergraduate Academic Major	Number Prepared
University of Redlands	Major	History	10
University of Redlands	Major	English Language/Literature	6
University of Redlands	Major	Philosophy and Religious Studies	1
University of Redlands	Major	Communication or Journalism	5
University of Redlands	Major	Mathematics and Statistics	10
University of Redlands	Major	Geological and Earth Sciences/Geosciences	1
University of Redlands	Major	Business/Business Administration/Accounting	7
University of Redlands	Major	Computer and Information Sciences	1
University of Redlands	Major	Other	8
University of San Diego	Major	Teacher Education - Special Education	11
University of San Diego	Major	Teacher Education - Elementary Education	46
University of San Diego	Major	Teacher Education - English/Language Arts	5
University of San Diego	Major	Teacher Education - Physical Education and Coaching	1
University of San Diego	Major	Teacher Education - Social Science	4
University of San Diego	Major	Teacher Education - Biology	3
University of San Diego	Major	Teacher Education - Spanish	3
University of San Diego	Major	Education - Curriculum and Instruction	42
University of San Diego	Major	Biology	1
University of San Diego	Major	Mathematics and Statistics	4
University of San Diego	Major	Chemistry	1
University of San Francisco	Major	Education - Social and Philosophical Foundations of Education	1
University of San Francisco	Major	Liberal Arts/Humanities	13
University of San Francisco	Major	Psychology	9
University of San Francisco	Major	Social Sciences	1
University of San Francisco	Major	Anthropology	4
University of San Francisco	Major	Economics	4
University of San Francisco	Major	Political Science and Government	13
University of San Francisco	Major	Sociology	7
University of San Francisco	Major	Visual and Performing Arts	12
University of San Francisco	Major	History	11
University of San Francisco	Major	Foreign Languages	5
University of San Francisco	Major	Family and Consumer Sciences/Human Sciences	4
University of San Francisco	Major	English Language/Literature	16
University of San Francisco	Major	Philosophy and Religious Studies	1
University of San Francisco	Major	Communication or Journalism	7
University of San Francisco	Major	Engineering	2
University of San Francisco	Major	Biology	3
University of San Francisco	Major	Mathematics and Statistics	4
University of San Francisco	Major	Physical Sciences	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
University of San Francisco	Major	Chemistry	2
University of San Francisco	Major	Geological and Earth Sciences/Geosciences	1
University of San Francisco	Major	Physics	2
University of San Francisco	Major	Business/Business Administration/Accounting	4
University of San Francisco	Major	Other	2
University of Southern California	Major	Teacher Education - Elementary Education	2
University of Southern California	Major	Teacher Education - English/Language Arts	2
University of Southern California	Major	Teacher Education - Mathematics	1
University of Southern California	Major	Teacher Education - Music	1
University of Southern California	Major	Teacher Education - Physical Education and Coaching	2
University of Southern California	Major	Teacher Education - Social Science	3
University of Southern California	Major	Teacher Education - Earth Science	1
University of Southern California	Major	Education - Curriculum and Instruction	1
University of Southern California	Major	Liberal Arts/Humanities	12
University of Southern California	Major	Psychology	27
University of Southern California	Major	Social Sciences	5
University of Southern California	Major	Anthropology	9
University of Southern California	Major	Economics	4
University of Southern California	Major	Political Science and Government	18
University of Southern California	Major	Sociology	10
University of Southern California	Major	Visual and Performing Arts	11
University of Southern California	Major	History	40
University of Southern California	Major	Foreign Languages	7
University of Southern California	Major	English Language/Literature	34
University of Southern California	Major	Philosophy and Religious Studies	2
University of Southern California	Major	Communication or Journalism	12
University of Southern California	Major	Engineering	4
University of Southern California	Major	Biology	14
University of Southern California	Major	Mathematics and Statistics	8
University of Southern California	Major	Physical Sciences	4
University of Southern California	Major	Astronomy and Astrophysics	1
University of Southern California	Major	Chemistry	2
University of Southern California	Major	Geological and Earth Sciences/Geosciences	1
University of Southern California	Major	Physics	3
University of Southern California	Major	Business/Business Administration/Accounting	15
University of Southern California	Major	Computer and Information Sciences	4
University of Southern California	Major	Other	1
University of the Pacific	Major	Education - General	1
University of the Pacific	Major	Teacher Education - Art	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
University of the Pacific	Major	Teacher Education - Family and Consumer Sciences/Home Economics	1
University of the Pacific	Major	Teacher Education - Music	6
University of the Pacific	Major	Teacher Education - Physical Education and Coaching	1
University of the Pacific	Major	Teacher Education - History	1
University of the Pacific	Major	Liberal Arts/Humanities	41
University of the Pacific	Major	Psychology	6
University of the Pacific	Major	Anthropology	3
University of the Pacific	Major	Political Science and Government	4
University of the Pacific	Major	Sociology	1
University of the Pacific	Major	Visual and Performing Arts	2
University of the Pacific	Major	History	8
University of the Pacific	Major	English Language/Literature	8
University of the Pacific	Major	Philosophy and Religious Studies	1
University of the Pacific	Major	Communication or Journalism	3
University of the Pacific	Major	Biology	2
University of the Pacific	Major	Business/Business Administration/Accounting	2
University of the Pacific	Major	Computer and Information Sciences	2
University of the Pacific	Major	Other	13
Vanguard University	Major	Teacher Education - Early Childhood Education	1
Vanguard University	Major	Teacher Education - Elementary Education	5
Vanguard University	Major	Teacher Education - English/Language Arts	2
Vanguard University	Major	Teacher Education - Mathematics	3
Vanguard University	Major	Psychology	4
Vanguard University	Major	Political Science and Government	1
Vanguard University	Major	Sociology	1
Vanguard University	Major	Family and Consumer Sciences/Human Sciences	1
Vanguard University	Major	English Language/Literature	3
Vanguard University	Major	Philosophy and Religious Studies	1
Vanguard University	Major	Communication or Journalism	2
Vanguard University	Major	Biology	3
Vanguard University	Major	Mathematics and Statistics	1
Vanguard University	Major	Business/Business Administration/Accounting	1
Vanguard University	Major	Other	1
Western Governors University - CA	Major	Education - General	37
Western Governors University - CA	Major	Teacher Education - Special Education	2
Western Governors University - CA	Major	Teacher Education - Early Childhood Education	1
Western Governors University - CA	Major	Teacher Education - Elementary Education	14
Western Governors University - CA	Major	Teacher Education - Mathematics	13
Western Governors University - CA	Major	Teacher Education - Science	10

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Western Governors University - CA	Major	Teacher Education - Social Science	2
Western Governors University - CA	Major	Teacher Education - Biology	4
Western Governors University - CA	Major	Teacher Education - Physics	1
Western Governors University - CA	Major	Teacher Education - Geography	2
Westmont College	Major	Teacher Education - Elementary Education	18
Westmont College	Major	Teacher Education - History	1
Whittier College	Major	Sociology	1
Whittier College	Major	History	1
Whittier College	Major	Foreign Languages	3
Whittier College	Major	English Language/Literature	4
Whittier College	Major	Communication or Journalism	1
Whittier College	Major	Biology	2
Whittier College	Major	Mathematics and Statistics	1
Whittier College	Major	Other	12
William Jessup University	Major	Teacher Education - Early Childhood Education	4
William Jessup University	Major	Teacher Education - Elementary Education	1
William Jessup University	Major	Liberal Arts/Humanities	25
William Jessup University	Major	Psychology	10
William Jessup University	Major	Social Sciences	1
William Jessup University	Major	English Language/Literature	3
William Jessup University	Major	Communication or Journalism	4
William Jessup University	Major	Physical Sciences	2
William Jessup University	Major	Business/Business Administration/Accounting	1
William Jessup University	Major	Other	3

Provide the total number of teacher preparation program completers in each of the following academic years:				
Institution	**Program Type**	**Program Completers, 2011-12**	**Program Completers, 2012-13**	**Program Completers, 2013-14**
Alliant International University	Traditional	2	3	6
Antioch University	Traditional	27	22	20
Argosy University	Traditional	5	1	0
Azusa Pacific University	Traditional	278	226	228
Bard College	Traditional	13	12	14
Biola University	Traditional	67	76	59
Brandman University	Traditional	303	238	159
California Baptist University	Traditional	68	53	64
California Lutheran University	Traditional	69	65	74
California Polytechnic State University, San Luis Obispo	Traditional	175	192	156
California State Polytechnic University, Pomona	Traditional	124	137	140
California State University, Bakersfield	Traditional	227	196	180
California State University, Channel Islands	Traditional	69	60	77
California State University, Chico	Traditional	185	227	211
California State University, Dominguez Hills	Traditional	173	147	147
California State University, East Bay	Traditional	167	186	151
California State University, Fresno	Traditional	316	313	280
California State University, Fullerton	Traditional	474	454	407
California State University, Long Beach	Traditional	531	516	357
California State University, Los Angeles	Traditional	215	203	145
California State University, Monterey Bay	Traditional	100	60	51
California State University, Northridge	Traditional	351	317	288
California State University, Sacramento	Traditional	254	277	247
California State University, San Bernardino	Traditional	205	171	182
California State University, San Marcos	Traditional	182	202	157
California State University, Stanislaus	Traditional	193	217	139
CalState TEACH	Traditional	167	170	215
Chapman University	Traditional	42	34	42
Claremont Graduate University	Traditional	15	10	17
Concordia University	Traditional	47	47	47
Dominican University of California	Traditional	59	49	44
Fresno Pacific University	Traditional	100	84	96
Hebrew Union College	Traditional	9	12	11
Holy Names University	Traditional	12	10	2
Hope International University	Traditional	7	5	6
Humboldt State University	Traditional	98	88	73
Humphreys College	Traditional	0	0	3
La Sierra University	Traditional	7	8	3

Institution	Program Type	Program Completers, 2011-12	Program Completers, 2012-13	Program Completers, 2013-14
Loyola Marymount University	Traditional	104	135	106
Mills College	Traditional	55	48	46
Mount St. Mary's College	Traditional	20	24	26
National Hispanic University	Traditional	26	17	14
National University	Traditional	633	585	613
Notre Dame de Namur University	Traditional	95	98	92
Pacific Oaks College	Traditional	3	6	11
Pacific Union College	Traditional	5	9	4
Patten University	Traditional	23	6	5
Pepperdine University	Traditional	81	89	92
Point Loma Nazarene University	Traditional	71	85	67
San Diego Christian College	Traditional	8	8	12
San Diego State University	Traditional	313	285	233
San Francisco State University	Traditional	386	220	196
San Jose State University	Traditional	317	209	222
Santa Clara University	Traditional	66	35	62
Simpson University	Traditional	45	43	80
Sonoma State University	Traditional	186	176	132
St. Mary's College of California	Traditional	84	86	128
Stanford University	Traditional	89	84	99
Teacher's College of San Joaquin	Traditional	0	3	4
The Master's College	Traditional	12	14	12
Touro University	Traditional	18	18	11
United States University	Traditional	1	2	6
University of California, Berkeley	Traditional	48	41	47
University of California, Davis	Traditional	131	138	156
University of California, Irvine	Traditional	172	159	195
University of California, Los Angeles	Traditional	133	135	118
University of California, Riverside	Traditional	86	80	65
University of California, San Diego	Traditional	63	58	39
University of California, Santa Barbara	Traditional	95	68	78
University of California, Santa Cruz	Traditional	87	56	62
University of LaVerne	Traditional	99	110	154
University of Phoenix - CA	Traditional	305	194	156
University of Redlands	Traditional	130	178	175
University of San Diego	Traditional	79	54	79
University of San Francisco	Traditional	158	135	132
University of Southern California	Traditional	652	419	245
University of the Pacific	Traditional	66	93	107

Institution	Program Type	Program Completers, 2011-12	Program Completers, 2012-13	Program Completers, 2013-14
Vanguard University	Traditional	39	29	29
Western Governors University - CA	Traditional	92	95	86
Westmont College	Traditional	10	16	19
Whittier College	Traditional	25	19	25
William Jessup University	Traditional	33	34	55
	Grand Total	**10480**	**9484**	**8793**

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	2013-14	Yes	50	No			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.
Alliant International University	Math	2015-16	Yes	40				Alliant plans to prepare 40 teacher total, across all programs, during the 2015-16 academic year.
Antioch University	Math	2013-14	No					
Antioch University	Math	2014-15	No					
Antioch University	Math	2015-16	No					
Argosy University	Math	2013-14	No		Not applicable			
Argosy University	Math	2014-15	No					
Argosy University	Math	2015-16	No					
Azusa Pacific University	Math	2013-14	Yes	3	Yes			
Azusa Pacific University	Math	2014-15	Yes	3				
Azusa Pacific University	Math	2015-16	Yes	3				
Bard College	Math	2013-14	No					
Bard College	Math	2014-15	No					
Bard College	Math	2015-16	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:
Biola University	Math	2013-14	Yes	4	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 area.	Strategies are working. The number of incoming students is increasing for teaching secondary mathematics. We exceeded our goal of prospective teachers for 2013-14 with a total of 8 incoming students. The School of Education continues to work closely with the Chair of the Mathematics Department.	
Biola University	Math	2014-15	Yes	4				
Biola University	Math	2015-16	Yes	6				
Brandman University	Math	2013-14	Yes	30	No		Although we didn't meet our goal this year for new students obtaining math credentials we came very close with 27 candidates enrolling in the program, and three of the students becoming interns in 2014-2015. 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 math, were recently employed in math-related professions, or recently retired from math-related professions.	
Brandman University	Math	2014-15	Yes	20				As teachers retire and the economy improves there will be more opportunities for employment especially in math. Districts are beginning to report anticipated teacher shortages in upcoming years. However, this will take some time to translate into increased enrollments.
Brandman University	Math	2015-16	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	2013-14	Yes	17	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. Maintaining the Single Subject Math Waiver.	We realize that networking with math professors assists in increasing the awareness to students who are pursuing 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. Advisors will promote the Single Subject Math Waiver program during their presentations.	
California Baptist University	Math	2014-15	Yes	4				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 year.
California Baptist University	Math	2015-16	Yes	4				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 year.
California Lutheran University	Math	2013-14	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. The CLU Math department has made Education courses part of their major requirement thus increasing collaboration between the two departments.	Continue Professional Development outreach to veteran Math teachers. This includes Math Circle workshops for 5-12 grades Math teachers.	We had 10 single subject Math candidates enrolled in Foundations courses. We anticipate most of these candidates will complete their supervised clinical field experience this school year.
California Lutheran University	Math	2014-15	Yes	5				See above
California Lutheran University	Math	2015-16	Yes	5				See above

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	2013-14	Yes	12	No			
California Polytechnic State University, San Luis Obispo	Math	2014-15	Yes	12				
California Polytechnic State University, San Luis Obispo	Math	2015-16	Yes	10				
California State Polytechnic University,	Math	2013-14	Yes	14	Yes			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	7				
California State Polytechnic University, Pomona	Math	2015-16	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:
California State University, Bakersfield	Math	2013-14	Yes	18	No			
California State University, Bakersfield	Math	2014-15	Yes	18				
California State University, Bakersfield	Math	2015-16	Yes	18				
California State University, Channel Islands	Math	2013-14	Yes	7	Yes	9 Students are completing in 2013-2014.		There are 6 math credential students continuing into the second semester of the program. Fall 2013 and Spring 2014 may bring more math credential students seeking admission. Encourage students that there is financial assistance, grants, and scholarship money to help with the cost of obtaining a credential in that area. Also districts in this area are now recruiting for employment positions in the areas of Math.
California State University, Channel Islands	Math	2014-15	Yes	6				We had a low enrollment for the Spring 2015.
California State University, Channel Islands	Math	2015-16	Yes	8				We are hoping that with the open teaching positions that are developing in the Single Subject Math teaching field that more Math students will be attracted to this field.

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	No	Continued recruitment for Project M.A.T.H. Continued collaboration with math department to offer a 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 fell two short of our goal. 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. We anticipate an increase in the next few years due to the development of a of four-year newly approved TQP undergraduate foundational blended mathematics degree and credential to begin in 2015-16.	Our number fell six short of our goal; however two additional math candidates accepted internships. 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	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.
California State University, Chico	Math	2015-16	Yes	20				The numbers are static currently. However, we anticipate an increase in the next few years due to the development of a of four-year newly approved TQP undergraduate blended mathematics degree and credential to begin in 2015-16.
California State University, Dominguez Hills	Math	2013-14	Yes	20	Yes	Recruitment efforts through STEM grant activities.		
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, Dominguez Hills	Math	2015-16	Yes	15				
California State University, East Bay	Math	2013-14	Yes	35	No		The goal of 35 was not met; however, 25 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	2014-15	Yes	20				
California State University, East Bay	Math	2015-16	Yes	20				
California State University, Fresno	Math	2013-14	Yes	50	No		For the 2013-2014 year the SS program launched a new revised program with greater emphasis on the skills a teacher needs for teaching in the 21st Century. Subject area advisors from math, there are 3, were included in meetings where the new program was discussed and outlined. The purpose was for the advisors to have detailed information in order to share with students who were math majors. Additionally, one professor from the math department joined an FLC on teacher education in STEM and contributed to the development of a recruitment plan.	

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Fresno	Math	2014-15	Yes	40				The math advisor who participated in the FLC ensured that communication to all students in math courses occurred. The students were given information on the importance of becoming a math teacher, to have the student choose teaching as a career path after graduation. Additionally, KSOEHD provided workshops to help students pass the math CSET subtests.
California State University, Fresno	Math	2015-16	Yes	40				The math department conducted a faculty search in spring. The faculty member hired would be involved in the teacher education in the math department. The faculty member was required to have 7-12 mathematics teaching experience. This person would be part of the team to recruit students into the teaching profession. Additionally, KSOEHD will hold CSET subtest workshops to help more students pass the CSET if they did not have subject matter competency 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 State University, Fullerton	Math	2013-14	Yes	60	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 ways that we hope will support many of the national and global changes that are currently taking place in education. We are working to include Common Core State Standards preparation in both the areas of English language arts (including social science, science, and technical subjects) and in mathematics. Additionally, we look towards including Next Generation Science Standards as they progress into final version form. Other changes include a gradual move towards the incorporation of the St. Cloud State University model of Co-Teaching now	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 continue to see a decline in the number of math credentials, from 38 to 34, due primarily to the lingering effects of the economic recession on the job market for teachers in our local region. This is changing this year (2015) with several districts experiencing larger numbers of retirements and looking to hire more teachers than in the prior 4-5 years.

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	2014-15	Yes	38				We expect a slight increase, from 34 to 38, due primarily to local districts starting to have greater hiring needs following both a) their recovery from the economic recession and b) the retirement of many more teachers who had been putting off retirement until the economy recovered.
California State University, Fullerton	Math	2015-16	Yes	40				We have a small Spring 2015 cohorts in our mathematics credential programs. We anticipate increases in our fall and spring enrollment for the academic year 2015 – 2016 due to an improving job market locally for teachers and the improved dissemination of information about scholarships for future teachers of mathematics available on our campus.
California State University, Long Beach	Math	2013-14	Yes	50	Yes	We admitted 61 candidates to the Single Subject Math Credential in 2013-14, an increase of 10 candidates over the previous year. 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; •Continued alignment of credential program with undergraduate Math Subject Matter Preparation Program, with targeted advising for students.	o Support for year-round faculty advising, and enhanced advising during the academic year; o Offering additional sections of methods courses as needed; o Support for student assistants to help facilitate program coordination and field placements in Single Subject programs; o Alignment of undergraduate Math program with Single Subject Credential program; o State-approved subject matter program embedded in undergraduate major - Math Education Option	
California State University, Long Beach	Math	2014-15	Yes	50				We admitted 61 candidates to the Math Single Subject Credential Program in 2014-15
California State University, Long Beach	Math	2015-16	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	2013-14	Yes	23	Yes	26 new students were admitted for 2013-2014 and there were 16 foundational level math and math credential completers. A variety of activities including: online media and newsletter postings, campus information sessions, external/internal academic program fairs, and attendance at career fairs were used to recruit high quality candidates into shortage areas. Students are also contacted with reminders on application deadlines and upcoming starts via electronic correspondences. The CCOE website is constantly updated with updated information on programs and information sessions. A more comprehensive web inquiry form was integrated in November 2014 to assist in supporting prospective students.	In addition to activities described in previous years; an increase in outreach activities pertaining to STEM and Career Fairs was implemented. 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. The CCOE is offering a single-subject urban residency cohort program with a STEM focus. The next cohort is slated to begin Summer 2015. In addition, faculty and staff work to support potential and admitted candidates with managing the multiple demands of state testing requirements, including course-infused and workshop supports for teacher performance assessments, RICA, and subject matter examinations. These initiative complement recruitment efforts by supporting program completion rates of those recruited.	This number represents a 13% increase, year over year, compared to the projected number.
California State University, Los Angeles	Math	2014-15	Yes	24				This number will be a 4% increase, year over year. The college has also hired a Director for Student Services in the Credential Advisement Center in August 2014. This addition will increase the capacity for coordinated recruitment.
California State University, Los Angeles	Math	2015-16	Yes	25				This will be a 4% increase, year over year. With a new Director for Student Services in place in the Credential Advisement Center, one of the 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 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	2013-14	Yes	2	Yes	CSU Monterey Bay offers a Subject Matter Waiver program in Mathematics. This helps to draw secondary students into the program who may have anxiety about passing the CSET, or other hindrances to passing a state exam. Recruitment fairs are held on campus and at other locations throughout the year. Potential applicants are informed of the need for Math teachers as Math continues to be a shortage area. Those pursuing a Math credential can apply for the Noyce Grant. Each Noyce Scholar may receive up to three years of funding with stipends of $10,000 per year. In return for funding, scholars agree to teach two years in a "high needs" school district for each full year of support.	The possibility of adding an undergraduate credential track for secondary majors such as Math and Social Science is a matter the Dean is pursuing at CSUMB. This would inform undergraduates about the field of teaching earlier in their collegiate career. Those who took the credential track would then have fewer courses to complete for a credential after graduation, giving them incentive to continue their education and complete the secondary credential.	
California State University, Monterey Bay	Math	2014-15	Yes	2				
California State University, Monterey Bay	Math	2015-16	Yes	2				
California State University, Northridge	Math	2013-14	Yes	15	Yes	The mathematics faculty have achieved major grant awards focusing on mathematics. In addition the college has increased scholarship awards in science and mathematics. Also there is recruitment of candidates via MSTI (Math Science Teacher Initiative) and STEM or STEAM grants. The university just chartered a STEM center and it is expected this will attract more science teachers. In addition the Michael D. Eisner College of Education employed a recruiter.		

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, 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. In addition the university has just chartered a university-wide STEM center that is expected to attract more teacher candidates in these areas.
California State University, Northridge	Math	2015-16	Yes	20				
California State University, Sacramento	Math	2013-14	Yes	49	No			Although we continue to work with colleagues in the math 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 three years the Single Subject credential programs have had Fall semester admissions only.
California State University, Sacramento	Math	2014-15	Yes	23				We intend to add 23 admits; 20 will obtain first time Math credentials; and three new supplemental authorizations. Over the last three years the Single Subject credential programs have had Fall semester admissions only.
California State University, Sacramento	Math	2015-16	Yes	25				We intend to add 25 admits; 21 will obtain first time Math credentials; and four new supplemental authorizations. Over the last three years the Single Subject credential programs have had Fall semester admissions only.

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 Bernardino	Math	2013-14	Yes	15	Yes	We did meet our target for mathematics teachers in Fall 2014 (combined traditional and alternative routes). 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 moved our timing of fieldwork/supervision courses to align with local school district calendars.	We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. Starting Winter 2015, the College of Education now has a intern in the campus marketing department devoted to College of Education programs. We continue to work closely with the undergraduate Liberal Arts program to encourage their students to pursue a teaching credential at CSUSB. We continue to improve our partnerships with the local school districts we serve.	
California State University, San Bernardino	Math	2014-15	Yes	12				In Spring 2015 the College of Education sponsored an on-campus Job Fair at which all participating districts interviewed candidates in mathematics and science.
California State University, San Bernardino	Math	2015-16	Yes	12				
California State University, San Marcos	Math	2013-14	Yes	10	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.	

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.
California State University, San Marcos	Math	2015-16	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, Stanislaus	Math	2013-14	Yes	1	No		Provide $1,000 Scholarships/Stipends to Liberal Studies Majors, Multiple Subject Credential Candidates and K-6 teachers to supplement tuition/fees associated with completion of a Secondary Methods Course (requirement for adding on a Secondary FLM Credential). Establish data base of prospective students; offer information sessions and disseminate through mailings and e-mailings, recruitment literature that highlights FLM requirements and current and projected demand. Reimbursement of CSET and CBEST fees for Multiple Subject Credential Candidates and K-6 teachers pursuing a FLM Credential. Encourage Single Subject Credential Candidates and Secondary Teachers to earn a FLM credential through coordinated recruitment efforts. Provide preparation support and reimbursement of CSET fees. Hire, train and support STEM Majors, teacher candidates and prospective teacher candidates to serve as mathematics and science tutors/coaches for SCOE/CSUS ARCHES Program and CSUS HiMAP STEM Program. Tutors/Coaches gain early field experience in teaching in classrooms, afterschool programs, Saturday Programs, and Summer Academies. Plan enrollment increases with the College of Education Dean, Teacher Education Program Chair and Single Subject Credential Program Coordinator. Coordinate recruitment efforts with Dean of College of Sciences (Math Department is located within the College of Sciences), Math Department Chair and Math Faculty to identify potential Math teachers. Offer advising on credential program prerequisite requirements, financial aid and examination support (CSET & CBEST preparation and reimbursement of testing fees).	

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	2014-15	Yes	1				
California State University, Stanislaus	Math	2015-16	Yes	1				
CalState TEACH	Math	2013-14	No					
CalState TEACH	Math	2014-15	No					
CalState TEACH	Math	2015-16	No					
Chapman University	Math	2013-14	Yes	5	Yes	The CES holds monthly information sessions that are widely publicized through the local newspaper, social media, and on campus.		
Chapman University	Math	2014-15	Yes	5				
Chapman University	Math	2015-16	Yes	5				
Claremont Graduate University	Math	2013-14	Yes	0	Yes			Mathematics Teachers at CGU normally do the Internship Program. We never plan to have mathematics teachers in the traditional program. All goals related to the recruitment of math teachers is included in the alternative program.
Claremont Graduate University	Math	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.
Claremont Graduate University	Math	2015-16	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.

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:
Concordia University	Math	2013-14	Yes	3	Yes			
Concordia University	Math	2014-15	Yes	1				
Concordia University	Math	2015-16	Yes	1				
Dominican University of California	Math	2013-14	Yes	3	Yes			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.
Dominican University of California	Math	2015-16	Yes	3				
Fresno Pacific University	Math	2013-14	Yes	0	Yes			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 2015-2016 school year. The mathematics candidates that were projected to complete in 2013-2014 extended their programs by transferring to internship 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:
Fresno Pacific University	Math	2014-15	Yes	8				There is evidence of an increase in the number of mathematics applicants for 2015-2016. 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 2015-2016 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.
Fresno Pacific University	Math	2015-16	Yes	9				
Hebrew Union College	Math	2013-14	No		Not applicable			
Hebrew Union College	Math	2014-15	No					
Hebrew Union College	Math	2015-16	No					
Holy Names University	Math	2013-14	Yes	5	No	Continue partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Continue relationship with Teacher Apprentice Program for Single Subject Math candidates.	Continue building pathways from Undergraduate majors (Math) to Teacher Education programs. Continue to spread awareness of Teacher Apprentice Program, which includes shortage subject areas like mathematics.	
Holy Names University	Math	2014-15	Yes	3				
Holy Names University	Math	2015-16	Yes	3				

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Hope International University	Math	2013-14	Yes	2	Yes			
Hope International University	Math	2014-15	Yes	4				
Hope International University	Math	2015-16	Yes	5				
Humboldt State University	Math	2013-14	Yes	10	Yes	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. Scholarships were offered to candidates enrolled in math methods courses and for undergraduates pursuing an area of emphasis of math in the Liberal Studies Elementary Education major, and to those completing the education pathway in the Math major.	We will continue with strategies from last year. We have developed a Scholars Program for students pursuing a math or science career in education. We are also developing recruiting videos for math teachers to elicit interest in the profession.	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.

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Humboldt State University	Math	2015-16	Yes	6				This number may increase if students with a previous multiple subject credential choose to add this authorization. We are continuing to offer a second cohort of secondary credential candidates to accommodate applicants in the area of mathematics. Scholarships will also continue to be offered to candidates enrolled in math methods courses and for undergraduates pursuing an area of emphasis of math in the Liberal Studies Elementary Education major, and to those completing the education pathway in the Math major.
Humphreys College	Math	2013-14	No					
Humphreys College	Math	2014-15	No					Our program is new and small. At this time, we are only authorized to prepare candidates for the multiple subject program.
Humphreys College	Math	2015-16	No					
La Sierra University	Math	2013-14	Yes	2	Yes			
La Sierra University	Math	2014-15	Yes	2				
La Sierra University	Math	2015-16	Yes	2				
Loyola Marymount University	Math	2013-14	Yes	5	Yes	Contacted undergraduate math majors through their departments; hosted various info sessions at different times to target potential high school math teachers seeking a credential; restructured messaging sent to prospective students; increased the number of graduate school fairs visited throughout California; spoke to undergraduate teacher clubs; attended 2 California Forum for Diversity in Graduate Education forums; attended The National Conferences on Undergraduate Research (NCUR).	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; host various info sessions; identify new markets to target.	N/A

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Loyola Marymount University	Math	2014-15	Yes	5				N/A
Loyola Marymount University	Math	2015-16	Yes	5				N/A
Mills College	Math	2013-14	Yes	5	Yes			
Mills College	Math	2014-15	Yes	8				
Mills College	Math	2015-16	Yes	8				
Mount St. Mary's College	Math	2013-14	No		Not applicable			
Mount St. Mary's College	Math	2014-15	Yes	6				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. 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	2015-16	Yes	3				
National Hispanic University	Math	2013-14	Yes	5	Yes	We met our goal in the number of prospective teachers in mathematics in 2013-2014. Several strategies allowed us to meet our goal, including the following: ☒ We encouraged undergraduates to consider the field of teaching with a preparation in mathematics. ☒ We worked with enrollment and recruitment to recruit candidates.		

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National Hispanic University	Math	2014-15	Yes	0				We did not add prospective teachers in 2014-2015. After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National Hispanic University	Math	2015-16	No					After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National University	Math	2013-14	Yes	20	Yes			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				
National University	Math	2015-16	Yes	25				
Notre Dame de Namur University	Math	2013-14	Yes	2	Yes	Work with local school districts.		
Notre Dame de Namur University	Math	2014-15	Yes	1				
Notre Dame de Namur University	Math	2015-16	Yes	1				
Pacific Oaks College	Math	2013-14	No		Not applicable			
Pacific Oaks College	Math	2014-15	No					
Pacific Oaks College	Math	2015-16	No					
Pacific Union College	Math	2013-14	No					

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Pacific Union College	Math	2014-15	Yes	1				
Pacific Union College	Math	2015-16	Yes	4				
Patten University	Math	2013-14	Yes	4	No	Information Nights on Campus Mailings to School Districts and schools	Working on partnerships with schools to send substitutes paraprofessionals to our credential program.	We need additional resources/people to help recruit.
Patten University	Math	2014-15	Yes	5				
Patten University	Math	2015-16	Yes	5				
Pepperdine University	Math	2013-14	Yes	6	Yes			
Pepperdine University	Math	2014-15	Yes	6				
Pepperdine University	Math	2015-16	Yes	9				Based on previous years numbers and the expectations for the nation in STEM, we hope that our numbers in students prepared to teach math increase.
Point Loma Nazarene University	Math	2013-14	Yes	5	Yes			
Point Loma Nazarene University	Math	2014-15	Yes	5				
Point Loma Nazarene University	Math	2015-16	Yes	5				
San Diego Christian College	Math	2013-14	No					
San Diego Christian College	Math	2014-15	No					

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San Diego Christian College	Math	2015-16	Yes	2				
San Diego State University	Math	2013-14	Yes	38	No		We have developed a new math and science cohort for secondary teachers. This (2014-15) is our first year with this program. The cohort of students takes classes together and the faculty members are working to develop exemplars that relate their specialty to math and science teaching and learning. For example, in the reading in the content area course, they are examining the role of reading in math and science, including understanding figures, graphs, charts, and formulas, as well as recognizing the components of a scientific article, etc. We also place the student teachers with excellent guide (or mentor) teachers who have been carefully selected based on their commitment to reform-based teaching and desire to mentor a new teacher.	
San Diego State University	Math	2014-15	Yes	18				
San Diego State University	Math	2015-16	Yes	20				
San Francisco State University	Math	2013-14	Yes	10	Yes			
San Francisco State University	Math	2014-15	Yes	10				

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San Francisco State University	Math	2015-16	Yes	10				
San Jose State University	Math	2013-14	Yes	15	No	The Math department will be working on recruiting undergraduates through extensive advising, done by Program Director Chery Roddick, as well as revising their website and creating a new flyer to pass out at community colleges. Their current dept. chair, Dr. Bem Cayco, has also been offering students the opportunity to become TAs while they are in the credential program--prior to Phase II. The Multiple Subject Credential program offers review classes to help students pass the CSET Math exam I and II. The Multiple Subjects Credential program offers a Single Subject Math methods course to help students accomplish the necessary requirements for an authorization in Foundational Level Math.	Regular math review sessions were offered to prepare students to pass the CSET Math subtests I and II. A review website has also been developed http://rdr266.wix.com/matheducation	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				The Multiple Subject credential program offered a K-8 math methods course for all students and a supplemental Foundational level authorization in Math.
San Jose State University	Math	2015-16	Yes	35				The Multiple Subjects teacher credential program will continue to offer a K-8 math methods course for all students and a supplemental Foundational level Math authorization with requires students to pass the CSET Math subtests I and II and a Single Subject math methods course. Review classes will be offered on a regular basis. Open access to the review website will continue to be provided as well.
Santa Clara University	Math	2013-14	Yes	5	Yes			
Santa Clara University	Math	2014-15	Yes	8				

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Santa Clara University	Math	2015-16	Yes	8				
Simpson University	Math	2013-14	Yes	3	Yes			
Simpson University	Math	2014-15	Yes	3				
Simpson University	Math	2015-16	Yes	3				

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Sonoma State University	Math	2013-14	Yes	40	Yes	One way that we recruit additional math and science teachers is through our Foundational Level math and science credentials prep courses. We provided new and veteran teachers with a free course that covers pedagogy, content material as well as CSET test preparation so that teachers can add a math or science credential to their existing credential. We 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 the School of extended education to provide our Foundational Level General Science Methods and Content courses. We plan to offer one Foundational level math and science course in the summer to recruit current Multiple Subject teachers to consider a foundational level credential by exploring integrated teaching and learning of science and math in their classrooms. SMTRI Website: the website is the central tool for advising and support components of this initiative as well as an integral part of the recruitment/outreach component. The website is designed to facilitate communication among faculty, staff, candidates, prospective candidates, and science and mathematics teachers. It also provides links to preparation program materials, credential procedures and forms, employment opportunities, field resources, and sources of support and assistance		
Sonoma State University	Math	2014-15	Yes	30				

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Sonoma State University	Math	2015-16	Yes	30				
St. Mary's College of California	Math	2013-14	Yes	6	Yes	The program set up meetings with undergraduate faculty to establish stronger connections to link undergraduates to the Kalmanovitz School of Education.	As an institution primarily 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 programs.	
St. Mary's College of California	Math	2014-15	Yes	5				
St. Mary's College of California	Math	2015-16	Yes	5				
Stanford University	Math	2013-14	Yes	15	No	Recruiting sessions at Stanford and events nationwide; informing applicants of the Knowles fellowship, San Francisco Teacher Residency, loan forgiveness options for math teachers with Stafford and Perkins loan; promoting the Avery-Stanford forgivable 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	2014-15	Yes	15				
Stanford University	Math	2015-16	Yes	15				
Teacher's College of San Joaquin	Math	2013-14	Yes	1	Yes			
Teacher's College of San Joaquin	Math	2014-15	No					

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Teacher's College of San Joaquin	Math	2015-16	No					
The Master's College	Math	2013-14	Yes	2	Yes			
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.
The Master's College	Math	2015-16	No					
Touro University	Math	2013-14	Yes	5	Yes	1. Each mathematics teacher candidate completed two methods courses in teaching mathematics, with instruction and demonstration lessons by exemplary mathematics teachers from local schools. Key assignments include completing unit plans, detailed lesson plans and implementing those lesson plans with follow-up reflection. 2. Each mathematics intern teacher is supported in their teaching in two ways: by a field supervisor from the university, who observes and makes commendations and suggestions on a weekly basis. Also by an intern support provider who teaches in the same school or district and provides close supervision on a weekly basis.	The main area of need over the past year has been to increase the level of adaptations to a lesson for the specific needs of English Learners of many levels. All instructors in all teacher credential courses have completed professional development in this area in order to improve their instruction expectations for the teacher candidates. One clear measure of that work is evident in the increased performance on the Teaching Performance Assessments (TPAs), which require teacher candidates to make clear and specific adaptations to a lesson so English Learners are able to understand and communicate their understanding.	

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Touro University	Math	2014-15	Yes	5				The courses that prepare teacher candidates to work effectively with special education students, English Learners, and in low performing schools are EDU 771, EDU 718, 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 student in an after school program during the literacy course. Teacher candidates pend 60 hours observing and helping in local schools in the class EDU 780. All courses are designed to meet the needs of a highly diverse student population, typical of the local schools in Solano County California and surrounding districts.
Touro University	Math	2015-16	Yes	5				
United States University	Math	2013-14	Yes	3	Yes			
United States University	Math	2014-15	Yes	3				
United States University	Math	2015-16	Yes	5				
University of California, Berkeley	Math	2013-14	Yes	12	Yes	Recruitment, website information.	Given continuing budget constraints, we aimed for a slight increase - a combined (Math & Science) enrollment of 24, which was exceeded by 4. We enrolled 11 students in Math and 17 in Science, for a total of 28. It is difficult to achieve an even number of students split between Math and Science.	
University of California, Berkeley	Math	2014-15	Yes	13				
University of California, Berkeley	Math	2015-16	Yes	14				

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University of California, Davis	Math	2013-14	Yes	15	No	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	2014-15	Yes	15				We will recommend for admission as many qualified applicants as we receive.
University of California, Davis	Math	2015-16	Yes	15				We will recommend for admission as many qualified applicants as we receive.
University of California, Irvine	Math	2013-14	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.		
University of California, Irvine	Math	2014-15	Yes	35				
University of California, Irvine	Math	2015-16	Yes	40				
University of California, Los Angeles	Math	2013-14	Yes	30	No			
University of California, Los Angeles	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:
University of California, Los Angeles	Math	2015-16	Yes	15				
University of California, Riverside	Math	2013-14	Yes	4	Yes	The Teacher Education Program continued its cooperation with CalTeach, Math and Science Initiative (SMI), and worked to increase scholarship opportunities for mathematics students. The Teacher Education Program began extensive work in applying a framework to include the Common Core Standards in Mathematics and Next Generation Science Standards. Our Minor in Education grew and helped promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education continued with the offering of the Minor in Education and regional recruitment fairs. Information sessions for the Minor in Education and Teacher Education programs were bi-monthly. Teacher Education continued to cooperate and work closely with the University of California Cal Teach Science & Math Initiative (SMI) and continues to offer a scholarships on a competitive basis to mathematics students.	The Teacher Education Program began implementation and collaboration between faculty, staff, and school districts regarding a framework for K-12 mathematics and science education and the Next Generation Science Standards. The Teacher Education Program is committed to improve performance standards while meeting the goals of increasing mathematics students. We have obtained funding through state and federal grants, including the UCR Science/Math Initiative (SMI) grant, and the Noyce Scholars grant. Our University of California Cal Teach Math & Science Initiative (SMI) program continued preparing excellent high school mathematics teachers. In collaboration with SMI, the UCR Teacher Education Program continued to develop close partnerships with regional county offices of education and school districts to increase mutual awareness of needs (hiring and curricular) between UC Riverside and regional communities.	The Teacher Education program experienced a change in administration and hired a new Assistant Director and Admissions Advisor. The new administrators continued to develop close relationships with county offices of education and school districts in Southern California. New partnerships were developed with these institutions to increase mutual awareness of needs between UCR and its regional communities. The new Assistant Director continued to liaise with the Financial Aid office to secure additional scholarships and grant opportunities for math candidates. Due to close partnerships with our local county offices of education, 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.
University of California, Riverside	Math	2014-15	Yes	3				The Teacher Education Program increased its marketing and recruitment in the region. Several scholarships including the William Hearst Endowed Scholarship specifically for recruiting new candidates in mathematics, were identified and information was distributed to all interested and eligible prospective mathematics 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, available teaching positions are increasing across the Inland Valley region, which helps in the recruitment of new candidates.

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University of California, Riverside	Math	2015-16	Yes	3				The Teacher Education Program will increase its marketing and recruitment efforts in the region. Information sessions will be held bi-monthly for prospective students seeking to obtain more information regarding a teacher education program offering a single subject credential in mathematics. The Teacher Education Program will continue the strong partnership and collaboration with different academic advisors from various college offices on the main campus. The Teacher Education Program began implementation and collaboration between faculty, staff, and school districts regarding a framework for K-12 mathematics and science education and the Next Generation Science Standards. In addition, the Teacher Education Program has implemented two new recruitment strategies: a new Science, Technology, Engineering, and Mathematics (STEM) Education Minor and STEM collaborations within the Community Advisory Committee (CAC). The CAC is comprised of a select group of leaders and innovators from the Inland Empire. The purpose of the CAC is to inform programmatic decisions and to provide input into the vision and future of the UCR Teacher Education Program.
University of California, San Diego	Math	2013-14	Yes	3	No			
University of California, San Diego	Math	2014-15	Yes	3				
University of California, San Diego	Math	2015-16	Yes	3				

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University of California, Santa Barbara	Math	2013-14	Yes	6	Yes	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.		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. 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				In 2014-15, 14 candidates applied, 9 were admitted, 7 enrolled in the program.
University of California, Santa Barbara	Math	2015-16	Yes	3				In 2015-16 we had 5 candidates apply, 4 were admitted, 4 enrolled in the Program. We have submitted a proposal to the CTC to have a Math Subject Waiver Program here at UCSB. We are hoping that if our proposal is approved, we will attract more Math Candidates. Our goal is to enroll between 7-10 Math Candidates each year.
University of California, Santa Cruz	Math	2013-14	Yes	13	No			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 California, Santa Cruz	Math	2015-16	Yes	8				Admission offered to all qualified math applicants.
University of LaVerne	Math	2013-14	Yes	4	Yes			
University of LaVerne	Math	2014-15	Yes	4				

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University of LaVerne	Math	2015-16	Yes	4				
University of Phoenix - CA	Math	2013-14	Yes	35	No		Use of data to extend the need for math teachers. Introduce more option in internships.	
University of Phoenix - CA	Math	2014-15	Yes	25				
University of Phoenix - CA	Math	2015-16	Yes	25				
University of Redlands	Math	2013-14	No					
University of Redlands	Math	2014-15	No					
University of Redlands	Math	2015-16	No					
University of San Diego	Math	2013-14	Yes	2	Yes	The Single Subject Math Credential is advertised on the School of Leadership and Education Sciences Academic Programs web page. In general recruitment materials we highlight alumni job titles, including math teachers employed by local school districts. One of our additional strategies is to host an alumni event where USD Alum, who teach mathematics, share their teaching experiences with current math majors at the	Our efforts are ongoing and the department recognizes that the moderate growth to date must be sustained. We will continue to work on strategies to grow our program in the coming years.	
University of San Diego	Math	2014-15	Yes	2				
University of San Diego	Math	2015-16	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:
University of San Francisco	Math	2013-14	Yes	10	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 in-depth overview of the program sequence and courses, requirements for program completion and credential recommendation. Faculty and staff also meet with potential candidates if they cannot attend one of the Information Meetings. Our San Francisco Residency Program specific recruits for STEM teachers, providing reduced tuition and a potential guaranteed job in the local school district at completion of the residency/credential program.	We continue 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 hired two new full-time STEM faculty: one in Math was hired in December 2014 and another in Science was hired in February 2015.	
University of San Francisco	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 San Francisco	Math	2015-16	Yes	10				
University of Southern California	Math	2013-14	Yes	50	No	We have used social media to recruit, partnered with Math for America and provided specific Math scholarships.	We have appointed an Associate Dean of Strategic Enrollment Services, an expert in the field. This person is reviewing all practices and revising recruitment strategies.	
University of Southern California	Math	2014-15	Yes	20				
University of Southern California	Math	2015-16	Yes	25				
University of the Pacific	Math	2013-14	Yes	4	No	We did recommend three completers in mathematics, rather than four. We continue to cooperate with the Mathematics Department and to encourage undergraduates to either minor in mathematics or major in mathematics with teaching mathematics as a goal.	We continue to cooperate with the Mathemati	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 2014-15.
University of the Pacific	Math	2014-15	Yes	4				One student from the Teacher Apprentice program plans to complete a teaching credential at our University, student teaching Fall 2015. 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. We have two international students who completed a mathematics credential in 2014-15.
University of the Pacific	Math	2015-16	Yes	4				We have four students in mathematics or from computer science who started teacher education courses in fall 2014, and it is anticipated that they will student teach or intern in fall 2015 or spring 2016.

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:
Vanguard University	Math	2013-14	Yes	1	No		As mentioned in last year's report our goal was to keep the same amount of math students and we have successfully met our goal of 13 math students.	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 preceding 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.
Vanguard University	Math	2015-16	Yes	0				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.
Western Governors University - CA	Math	2013-14	Yes	5	Yes	As the largest supplier of STEM teachers in the United States, it is critical that we provide serious leadership nationally in mathematics and science education. We are doing this through groups such as 100Kin10 and STEM connector and through the Dean's work with groups such as CAEP and NCTQ.		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. Given WGU's recent accomplishment of being named #1 in the nation for Secondary Education by the National Council of Teacher Quality (NCTQ), we expect enrollments to increase. WGU was also the largest producer of science and math teachers in the U.S. WGU conferred more bachelor's and master's degrees in STEM education than any other institution in the country, as well as having the largest number of new enrollments in math and science education last 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:
Western Governors University - CA	Math	2015-16	Yes	10				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments. Given WGU's recent accomplishment of being named #1 in the nation for Secondary Education by the National Council of Teacher Quality (NCTQ), we expect enrollments to increase. WGU was also the largest producer of science and math teachers in the U.S. WGU conferred more bachelor's and master's degrees in STEM education than any other institution in the country, as well as having the largest number of new enrollments in math and science education last year.
Westmont College	Math	2013-14	Yes	2	No			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.
Westmont College	Math	2014-15	No					
Westmont College	Math	2015-16	No					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.
Whittier College	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:
Whittier College	Math	2014-15	Yes	3				We are making stronger connections with Math department to recruit students interested in teaching mathematics. Encourage math professors to advise their students about the careers in teaching mathematics to junior and high school students. This is will be the third year working with the HHMI grant for science and mathematics. Undergraduates who are involved in this grant we hope will increase our numbers as they become interested in teaching mathematics and becoming graduate students in our program to earn a Single Subject credential in Mathematics.
Whittier College	Math	2015-16	Yes	4				We are still striving to make stronger connections with Math department to recruit students interested in teaching mathematics. Encourage math professors to advise their students about the careers in teaching mathematics to junior and high school students. This is will be the fourth year working with the HHMI grant for science and mathematics. Undergraduates who are involved in this grant we hope will increase our numbers as they become interested in teaching mathematics and becoming graduate students in our program to earn a Single Subject credential in Mathematics.
William Jessup University	Math	2013-14	No		Not applicable			
William Jessup University	Math	2014-15	Yes	6				
William Jessup University	Math	2015-16	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:
Alliant International University	Science	2013-14	Yes	50	No			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.
Alliant International University	Science	2015-16	Yes	40				Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs during the 2015-16 academic year.
Antioch University	Science	2013-14	No					
Antioch University	Science	2014-15	No					
Antioch University	Science	2015-16	No					
Argosy University	Science	2013-14	No					
Argosy University	Science	2014-15	No					
Argosy University	Science	2015-16	No					
Azusa Pacific University	Science	2013-14	Yes	3	Yes			
Azusa Pacific University	Science	2014-15	Yes	3				
Azusa Pacific University	Science	2015-16	Yes	3				
Bard College	Science	2013-14	No					
Bard College	Science	2014-15	No					
Bard College	Science	2015-16	No					

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
Biola University	Science	2013-14	Yes	4	Yes	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.	Strategies are working. The proposals for the Biological Sciences, Secondary Instruction major and the Physical Science, Secondary Instruction major was approved by the Undergraduate Curriculum Committee for Fall 2014. We exceeded the goal of prospective teachers in science for 2012-13 with a total of 5 incoming students. The School of Education continues to work closely with the Chairs in the Science Department.	
Biola University	Science	2014-15	Yes	4				
Biola University	Science	2015-16	Yes	5				
Brandman University	Science	2013-14	Yes	20	No		Although we didn't meet our goal this year for new students obtaining science credentials we came very close with 15 candidates enrolling in the program, and 3 of the students becoming interns in 2014-2015. 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, were recently employed in science-related professions, or recently retired from science-related professions.	
Brandman University	Science	2014-15	Yes	15				As teachers retire and the economy improves there will be more opportunities for employment especially in science.
Brandman University	Science	2015-16	Yes	20				

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 Baptist University	Science	2013-14	Yes	12	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. Continued collaboration with the science professors to produce a single subject matter proposal for science to the California Commission on Teacher Credentialing. This will be aligned with the New Generation Science Standards.	It is our desire to maintain our goal of one science candidate, as our focus on the undergraduate population will require prospective candidates time to complete their undergraduate coursework.
California Baptist University	Science	2014-15	Yes	10				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 year.
California Baptist University	Science	2015-16	Yes	2				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 year.
California Lutheran University	Science	2013-14	Yes	5	Yes	Discussions have been held regarding the creation of a single subject Science program. We also work with the science faculty CLU to support future teachers.	Initial conversation regarding the development a STEAM program.	
California Lutheran University	Science	2014-15	Yes	5				See above
California Lutheran University	Science	2015-16	Yes	5				See above
California Polytechnic State University, San Luis Obispo	Science	2013-14	Yes	5	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:
California Polytechnic State University, San Luis Obispo	Science	2014-15	Yes	5				
California Polytechnic State University, San Luis Obispo	Science	2015-16	Yes	5				
California State Polytechnic University, Pomona	Science	2013-14	Yes	11	Yes			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	4				A small portion of candidates elected to change their credential program route from traditional to intern.
California State Polytechnic University, Pomona	Science	2015-16	Yes	11				
California State University, Bakersfield	Science	2013-14	Yes	14	No			

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Bakersfield	Science	2014-15	Yes	10				
California State University, Bakersfield	Science	2015-16	Yes	10				
California State University, Channel Islands	Science	2013-14	Yes	4	Yes	Encourage students that there is financial assistance, grants and scholarship money to help with the cost of obtaining credential in that area. Also that districts are recruiting for employment positions in the areas of science.		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.
California State University, Channel Islands	Science	2015-16	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Chico	Science	2013-14	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. Hired a new dean of the college of natural sciences who supports science education.	Our number fell four 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	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.
California State University, Chico	Science	2015-16	Yes	15				Hiring patterns appear to be on the rise which should lead to an increase in teacher preparation applicants.
California State University, Dominguez Hills	Science	2013-14	Yes	10	Yes	Recruitment efforts through STEM grant.		
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, Dominguez Hills	Science	2015-16	Yes	10				
California State University, East Bay	Science	2013-14	Yes	35	No		The total number of science candidates was 21. 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	2014-15	Yes	25				
California State University, East Bay	Science	2015-16	Yes	25				
California State University, Fresno	Science	2013-14	Yes	50	No		For the 2013-2014 year the SS program launched a new revised program with greater emphasis on the skills a teacher needs for teaching in the 21st Century. Subject area advisors from science, there are 2, were included in meetings where the new program was discussed and outlined. The purpose was for the advisors to have detailed information in order to share with students who were science majors and discuss needs for teachers particularly in physics. The department advisor also heavily participated in the accreditation process, to ensure that the expectations and steps for recruiting science teachers was aligned and up to date.	

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Fresno	Science	2014-15	Yes	40				The SS coordinator talked with faculty from the various science strands to encourage them to discuss teaching with their students as a career choice. The SS Advisor went to classes in the science building to meet students personally and talk about teaching as a career. Additionally, KSOEHD provided workshops to help students pass the science CSET subtests in biology, physics, and chemistry. One KSOEHD professor began teaching in the science department and also worked closely with science faculty on various committees in order to KSOEHD to have a presence in the science departments.
California State University, Fresno	Science	2015-16	Yes	40				KSOEHD will hold CSET subtest workshops to help more students pass the CSET if they did not have subject matter competency in science. Professors have been sharing information on teaching as a career in courses. The SS advisor meets personally with science candidates in order to discuss credential areas and to provide them additional support. There has been a tremendous increase in science candidates applying for 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, Fullerton	Science	2013-14	Yes	35	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 State Standards preparation in both the areas of English language arts (including social science, science, and technical subjects) and in mathematics. Additionally, we look towards including Next Generation Science Standards as they progress into final version form. Other changes include a gradual move towards the incorporation of the St. Cloud State University model of Co-Teaching now being implemented in all partner districts.	The most important change in 2014-15 has been the hiring of a full-time, tenure-track science credential program coordinator. This has already led to improved communication with undergraduate science majors and, we anticipate, will lead to increased enrollment in future years. 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 a central point of information about these efforts and was redesigned in Fall 2013. The PRISE program pairs future science teachers with informal science education partners for summer internships and will expand in 2015 due to additional funding. We started a Science Ambassadors program in Fall 2013 that pays undergraduates interested in science teaching to work with middle school teachers of science during and after school as tutors. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a	We saw a small decline in the number of science credentials (31 to 26), short of our goal of 35. Local school districts are still not hiring enough to provide access to teaching jobs for program completers.

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	2014-15	Yes	35				We expect a slight increase, from 26 to 30, due primarily to local districts starting to have greater hiring needs following both a) their recovery from the economic recession and b) the retirement of many more teachers who had been putting off retirement until the economy recovered.
California State University, Fullerton	Science	2015-16	Yes	36				We anticipate increases in our fall and spring enrollment for the academic year 2015 – 2016 due to an improving job market locally for teachers and the improved dissemination of information about internships and scholarships for future teachers of science available on our campus.
California State University, Long Beach	Science	2013-14	Yes	45	Yes	To increase the number of prospective Science 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; • Continued alignment of credential program with undergraduate Science Education Programs, with targeted advising for students.	o Support for year-round faculty advising, and enhanced advising during the academic year; o Support for student assistants to help facilitate program coordination and field placements in Single Subject programs; o Alignment of undergraduate Science Education program with Single Subject Credential programs; o New MS in Science Education to provide opportunities for returning teachers or for credential candidates.	
California State University, Long Beach	Science	2014-15	Yes	45				We admitted 28 candidates to the Single Subject Science programs in 2013-14.
California State University, Long Beach	Science	2015-16	Yes	40				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Los Angeles	Science	2013-14	Yes	14	Yes	There were 15 new students admitted for 2013-2014 and there were 10 science credential program completers. A variety of activities including: online media and newsletter postings, campus information sessions, external/internal academic program fairs, and attendance at career fairs were used to recruit high quality candidates into shortage areas. Students are also contacted with reminders on application deadlines and upcoming starts via electronic correspondences. The CCOE website is constantly updated with updated information on programs and information sessions. A more comprehensive web inquiry form was integrated in November 2014 to assist in supporting prospective students.	In addition to activities described for previous years; an increase in outreach at STEM Fairs and Career Fairs was implemented. 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. The CCOE is also offering a single-subject urban residency cohort program with a STEM focus. The next cohort is slated to begin Summer 2015. In addition, faculty and staff work to support potential and admitted candidates with managing the multiple demands of state testing requirements, including course-infused and workshop supports for teacher performance assessments and subject matter examinations. These initiative complement recruitment efforts by supporting program completion rates of those recruited.	We admitted 15 prospective teachers in science in 2013-14, which exceeded the projected amount of 14 by 7%.
California State University, Los Angeles	Science	2014-15	Yes	15				This number represents a 5% increase in projection, year over year. The college has also hired a Director for Student Services in the Credential Advisement Center in August 2014. This addition will increase the capacity for coordinated recruitment.
California State University, Los Angeles	Science	2015-16	Yes	16				This number represents an approximate 5% increase in projection, year over year. With a new Director for Student Services in the Credential Advisement Center in place, one of the primary responsibilities 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	2013-14	Yes	1	Yes	Recruitment fairs are held on campus and at other locations throughout the year. Potential applicants are informed of the need for Science teachers as Science continues to be a shortage area.	The possibility of adding an undergraduate credential track for secondary majors is a matter the Dean is pursuing at CSUMB. This would inform undergraduates about the field of teaching earlier in their collegiate career. Those who took the credential track would then have fewer courses to complete for a credential after graduation, giving them incentive to continue their education and complete the secondary credential.	
California State University, Monterey Bay	Science	2014-15	Yes	1				
California State University, Monterey Bay	Science	2015-16	Yes	1				
California State University, Northridge	Science	2013-14	Yes	19	Yes	Increased scholarships in science and math. Recruitment of candidates via MSTI (Math Science Teacher Initiative) and STEM or STEAM grants. The university just chartered a STEM center and it is expected this will attract more science teachers. In addition the Michael D. Eisner College of Education employed a recruiter.		
California State University, Northridge	Science	2014-15	Yes	20				
California State University, Northridge	Science	2015-16	Yes	21				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Sacramento	Science	2013-14	Yes	57	No			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 three years the Single Subject credential programs have had Fall semester admissions only.
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 three years the Single Subject credential programs have had Fall semester admissions only.
California State University, Sacramento	Science	2015-16	Yes	28				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 three years the Single Subject credential programs have had Fall semester admissions only.
California State University, San Bernardino	Science	2013-14	Yes	10	Yes	We did meet our target for Fall 2014 for science teachers (combined traditional and alternative routes). 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.	We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. Starting Winter 2015, the College of Education now has a intern in the campus marketing department devoted to College of Education programs. We continue to work closely with the undergraduate Liberal Arts program to encourage their students to pursue a teaching credential at CSUSB. We continue to improve our partnerships with the local school districts we serve.	

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	2014-15	Yes	12				In Spring 2015 the College of Education sponsored an on-campus Job Fair at which all participating districts interviewed candidates in mathematics and science.
California State University, San Bernardino	Science	2015-16	Yes	12				
California State University, San Marcos	Science	2013-14	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. 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 credential programs.	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.	

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, San Marcos	Science	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.
California State University, San Marcos	Science	2015-16	Yes	18				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Stanislaus	Science	2013-14	Yes	1	No		Provide Scholarships/Stipends to Liberal Studies Majors, Multiple Subject Credential Candidates and K-6 teachers to supplement tuition/fees associated with completion of a Secondary Methods Course (requirement for adding on a Secondary FLGS Credential). Establish data base of prospective students; offer information sessions and disseminate through mailings and e-mailings, recruitment literature that highlights FLGS requirements and current and projected demand. Reimbursement of CSET and CBEST fees for Multiple Subject Credential Candidates and K-6 teachers pursuing a FLGS Credential. Encourage Single Subject Credential Candidates and Secondary Teachers to earn a FLGS credential through coordinated recruitment efforts. Provide preparation support and reimbursement of CSET fees. Hire, train and support STEM Majors, teacher candidates and prospective teacher candidates to serve as science tutors/coaches for SCOE/CSUS ARCHES Program and CSUS HiMAP STEM Program. Tutors/Coaches gain early field experience in teaching in classrooms, afterschool programs, Saturday Programs, and Summer Academies. Plan enrollment increases with the College of Education Dean, Teacher Education Program Chair and Single Subject Credential Program Coordinator. Coordinate recruitment efforts with Dean of College of Sciences, Science Department Chairs and Science Faculty to identify potential Science teachers. Establish data base of prospective students; disseminate through mailings and e-mailings, recruitment literature that highlights the current and projected demand for science teachers. Offer advising on credential program prerequisite requirements, financial aid and examination support (CSET & CBEST preparation and	

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	2014-15	Yes	1				
California State University, Stanislaus	Science	2015-16	Yes	1				
CalState TEACH	Science	2013-14	No					
CalState TEACH	Science	2014-15	No					
CalState TEACH	Science	2015-16	No					
Chapman University	Science	2013-14	Yes	5	Yes	The CES holds monthly information sessions that are widely publicized through the local newspaper, social media, and on campus.		
Chapman University	Science	2014-15	Yes	3				
Chapman University	Science	2015-16	Yes	3				
Claremont Graduate University	Science	2013-14	No		Not applicable			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.
Claremont Graduate University	Science	2015-16	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.

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Concordia University	Science	2013-14	Yes	5	Yes			
Concordia University	Science	2014-15	Yes	3				
Concordia University	Science	2015-16	Yes	3				
Dominican University of California	Science	2013-14	Yes	3	Yes			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.
Dominican University of California	Science	2015-16	Yes	3				
Fresno Pacific University	Science	2013-14	Yes	5	Yes			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.

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Fresno Pacific University	Science	2014-15	Yes	5				The number of science candidates in the program is lower than was anticipated. There are grant-funded opportunities for science teachers available in the local area that have proved to have a competitive advantage in recruiting candidates this year.
Fresno Pacific University	Science	2015-16	Yes	4				
Hebrew Union College	Science	2013-14	No					
Hebrew Union College	Science	2014-15	No					
Hebrew Union College	Science	2015-16	No					
Holy Names University	Science	2013-14	Yes	5	No	Continue partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force.	Continue building pathways from Undergraduate majors (Science) to Teacher Education programs. Continue to spread awareness of Teacher Apprentice Program, which includes shortage subject areas like science.	
Holy Names University	Science	2014-15	Yes	3				
Holy Names University	Science	2015-16	Yes	3				
Hope International University	Science	2013-14	Yes	2	Yes			
Hope International University	Science	2014-15	Yes	4				

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Hope International University	Science	2015-16	Yes	5				
Humboldt State University	Science	2013-14	Yes	8	No	Teaching candidates from Elementary Education are offered methods courses in Secondary Education and specifically recruited into the science methods courses. Foundational credentials in Math and Science are now offered in the State of California and Elementary Education Candidates are specifically recruited to apply.	We offered science method courses to our Multiple Subject Credential graduates so that they could add a science authorization to their previous credential. We are also developing recruiting videos for science teachers to elicit interest in the profession.	We planned to add 8 prospective teachers in science in 2013-14, but only had 7 qualified applicants. Four entered, along with two candidates who returned to complete the program from a previous year.
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.
Humboldt State University	Science	2015-16	Yes	8				We continue to offer a second cohort of secondary credential candidates to accommodate applicants in the area of science. We also offer our science method course to our Multiple Subject Credential graduates so that they can add a science authorization to their other credential. We are also developing recruiting videos for science teachers to elicit interest in the profession. Scholarships will continue to be offered to candidates enrolled in science methods courses and for undergraduates pursuing an area of emphasis of science in the Liberal Studies Elementary Education major.
Humphreys College	Science	2013-14	No					
Humphreys College	Science	2014-15	No					Our program is new and small. At this time, we are only authorized to prepare candidates for the multiple subject program.
Humphreys College	Science	2015-16	No					
La Sierra University	Science	2013-14	Yes	2	No			

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La Sierra University	Science	2014-15	Yes	2				
La Sierra University	Science	2015-16	Yes	2				
Loyola Marymount University	Science	2013-14	Yes	5	Yes	Reached out to undergraduate science majors through their departments; hosted various info sessions at different times to target high school science teachers seeking a credential; restructured messaging sent to prospective students; increased the number of graduate school fairs visited throughout California; visited events hosted by local aerospace firms to identify potential career changers; attended 2 California Forum for Diversity in Graduate Education forums; attended The National Conferences on Undergraduate Research (NCUR).	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; host various info sessions; identify new markets to target.	N/A
Loyola Marymount University	Science	2014-15	Yes	5				N/A
Loyola Marymount University	Science	2015-16	Yes	5				N/A
Mills College	Science	2013-14	Yes	5	Yes			
Mills College	Science	2014-15	Yes	8				
Mills College	Science	2015-16	Yes	5				
Mount St. Mary's College	Science	2013-14	Yes	2	Yes	Goal: Increase science candidates We continue to reach out to biology, chemistry, nursing, and physics departments to encourage undergraduate students who wish to teach K-12 to apply for the credential program. Outreach is fine but candidates are having great difficulty passing CSET. We are in the process of applying for a Noyce Grant to address some of these issues.	Continue outreach to science departments at MSMU to encourage teaching as an option - more nursing students are inquiring about teaching. Encourage prospective teacher candidates from outside the university to consider science as a credential option. Continued outreach to inservice teachers in private schools to complete their credentials.	

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Mount St. Mary's College	Science	2014-15	Yes	2				
Mount St. Mary's College	Science	2015-16	Yes	2				
National Hispanic University	Science	2013-14	Yes	2	No		We did not meet out goal for the number of prospective teachers in science in 2013-2014. In attempting to reach this goal, several lessons were learned, including the following: We recognized the need for additional preparation for CSET as the lack of mathematics preparation was a limiting factor in increasing the number of prospective teachers in this program. We also recognized the need for as well as additional outreach to prospective teachers interested in science education.	
National Hispanic University	Science	2014-15	No					We did not add prospective teachers in 2014-2015. After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National Hispanic University	Science	2015-16	No					After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National University	Science	2013-14	Yes	15	Yes			
National University	Science	2014-15	Yes	17				
National University	Science	2015-16	Yes	20				
Notre Dame de Namur University	Science	2013-14	Yes	2	Yes			

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Notre Dame de Namur University	Science	2014-15	Yes	1				
Notre Dame de Namur University	Science	2015-16	Yes	1				
Pacific Oaks College	Science	2013-14	No					
Pacific Oaks College	Science	2014-15	No					
Pacific Oaks College	Science	2015-16	No					
Pacific Union College	Science	2013-14	Yes	1	No			Most science majors go into areas other than teaching because of comparative low salary.
Pacific Union College	Science	2014-15	Yes	2				
Pacific Union College	Science	2015-16	Yes	2				
Patten University	Science	2013-14	Yes	5	No	Information nights held on campus Mailings to School Districts and schools		Need additional resources/person to help with recruitment.
Patten University	Science	2014-15	Yes	5				
Patten University	Science	2015-16	Yes	5				
Pepperdine University	Science	2013-14	Yes	6	Yes	With the increase of STEM, we met the goal with 8 students prepared to teach science with that as their primary credential.		
Pepperdine University	Science	2014-15	Yes	6				
Pepperdine University	Science	2015-16	Yes	6				

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Point Loma Nazarene University	Science	2013-14	Yes	5	Yes			
Point Loma Nazarene University	Science	2014-15	Yes	5				
Point Loma Nazarene University	Science	2015-16	Yes	5				
San Diego Christian College	Science	2013-14	No					
San Diego Christian College	Science	2014-15	No					
San Diego Christian College	Science	2015-16	Yes	1				
San Diego State University	Science	2013-14	Yes	10	Yes			

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San Diego State University	Science	2014-15	Yes	12				We have developed a new math and science cohort for secondary teachers. This (2014-15) is our first year with this program. The cohort of students takes classes together and the faculty members are working to develop exemplars that relate their specialty to math and science teaching and learning. For example, in the reading in the content area course they are examining the role of reading in math and science, including understanding figures, graphs, charts, and formulas, as well as recognizing the components of a scientific article, etc... We also place the student teachers with excellent guide (or mentor) teachers who have been carefully selected based on their commitment to reform-based teaching and desire to mentor a new teacher.

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San Diego State University	Science	2015-16	Yes	15				The San Diego State University Noyce Scholars and Interns Program is currently recruiting for the 2015-16 academic year. It is a Phase I, Track 1 project with the objective to recruit a select group of high-achieving and diverse science majors into teaching and provide support, through research-based learning experiences, to develop the recipients' science content knowledge and teaching practices, and to nurture their enthusiasm for teaching by developing caring perspectives toward students The project supports both Interns and Scholars. Interns are freshman and sophomore science majors who take part in a guided, paid internship in SDSU's science camp for Grades 2–8 students; the day camp, designed to mutually benefit campers and Interns, will begin in Summer 2014 with seed money provided by a grant from SDSU's President's office. Scholars are science-credential candidates who receive $10,000 stipends and engage in a newly designed cohort for STEM Credential students enrolled in strong, effective teacher-preparation programs. Scholars are placed in classrooms of SDSU's extraordinary Noyce Master Teaching Fellows, who serve as guide teachers and mentors. Thus, Scholars are enculturated into the teaching community with San Diego's most effective teachers. They continue to receive strong support and mentoring from the Noyce Master Teaching Fellows through their first years of teaching.
San Francisco State University	Science	2013-14	Yes	10	Yes			
San Francisco State University	Science	2014-15	Yes	10				

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San Francisco State University	Science	2015-16	Yes	10				
San Jose State University	Science	2013-14	Yes	3	Yes		The science department intends to do email blasts (people who have previously sent queries but not yet enrolled); they run Info Sessions with former TiRs; they make announcements through our Facebook page; they contact UG science discipline advisers to educate them about our credential and credential/MA programs.	
San Jose State University	Science	2014-15	Yes	2				We would like to have a goal of 25 total.
San Jose State University	Science	2015-16	Yes	7				The Single Subject credential program would like to have a total of 40 science students. The Multiple subject credential program will continue to offer a K-8 science methods course for all students.
Santa Clara University	Science	2013-14	Yes	5	Yes			
Santa Clara University	Science	2014-15	Yes	5				
Santa Clara University	Science	2015-16	Yes	5				
Simpson University	Science	2013-14	Yes	2	Yes			
Simpson University	Science	2014-15	Yes	2				
Simpson University	Science	2015-16	Yes	2				

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Sonoma State University	Science	2013-14	Yes	54	Yes	Foundational Level Prep Courses: One way that we recruit additional math and science teachers is through our Foundational Level math and science credentials prep courses. We provided new and veteran teachers with a free course that covers pedagogy, content material as well as CSET test preparation so that teachers can add a math or science credential to their existing credential. We 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 the School of extended education to provide our Foundational Level General Science Methods and Content courses. We plan to offer one Foundational level math and science course in the summer to recruit current Multiple Subject teachers to consider a foundational level credential by exploring integrated teaching and learning of science and math in their classrooms. SMTRI Website: the website is the central tool for advising and support components of this initiative as well as an integral part of the recruitment/outreach component. The website is designed to facilitate communication among faculty, staff, candidates, prospective candidates, and science and mathematics teachers. It also provides links to preparation program materials, credential procedures and forms, employment opportunities, field resources, and sources of support and assistance		
Sonoma State University	Science	2014-15	Yes	30				

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Sonoma State University	Science	2015-16	Yes	30				
St. Mary's College of California	Science	2013-14	Yes	6	Yes			
St. Mary's College of California	Science	2014-15	Yes	6				
St. Mary's College of California	Science	2015-16	Yes	6				
Stanford University	Science	2013-14	Yes	15	No	Recruiting sessions at Stanford and events nationwide; informing applicants of the Knowles fellowship, San Francisco Teacher Residency, loan forgiveness options for math teachers with Stafford and Perkins loan; promoting the Avery-Stanford 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 science departments at local universities; increase promotion of the Avery-Stanford forgivable loan and the Knowles fellowship.	
Stanford University	Science	2014-15	Yes	15				
Stanford University	Science	2015-16	Yes	15				
Teacher's College of San Joaquin	Science	2013-14	Yes	1	Yes			
Teacher's College of San Joaquin	Science	2014-15	No					
Teacher's College of San Joaquin	Science	2015-16	No					
The Master’s College	Science	2013-14	Yes	4	Yes			
The Master’s College	Science	2014-15	Yes	3				

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The Master's College	Science	2015-16	Yes	3				
Touro University	Science	2013-14	Yes	5	Yes	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 EDU 781: Student Teaching and Seminar. Candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted content standards. Candidates identify the connections across major concepts and principles within science and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected sequence of instruction designed to provide students with opportunities to reinforce foundational skills and knowledge and to revisit concepts, principles and theories previously taught throughout the 7-12 grade levels. Thoroughly grounded to understand the Standards and what constitutes a balanced science program, single subject science candidates follow the Touro University Lesson Plan to design science instruction. Drawing on their subject matter competency upon entering the credential program, with the opportunity to observe exemplary science teachers for 60 hours during EDU 780: Orientation to Student Teaching and Seminar, and in depth curriculum and instruction courses in teaching their subject matter (EDU775 and EDU 777), candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in science (7-12). Candidates use their understanding of child and adolescent linguistic and cognitive	All science credential candidates need specific instruction in both life and physical science curriculum strategic along with instruction on incorporating literacy in the content area of science.	

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Touro University	Science	2014-15	Yes	5				
Touro University	Science	2015-16	Yes	10				
United States University	Science	2013-14	No		Not applicable			
United States University	Science	2014-15	Yes	2				
United States University	Science	2015-16	Yes	2				
University of California, Berkeley	Science	2013-14	Yes	12	Yes	Recruitment, website information.	Given continuing budget constraints, we aimed for a slight increase - a combined (Math & Science) enrollment of 24, which was exceeded by 4. We enrolled 11 students in Math and 17 in Science, for a total of 28. It is difficult to achieve an even number of students split between Math and Science.	
University of California, Berkeley	Science	2014-15	Yes	13				
University of California, Berkeley	Science	2015-16	Yes	14				
University of California, Davis	Science	2013-14	Yes	20	Yes	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	2014-15	Yes	20				We will recommend for admission as many qualified applicants as we receive to yield a cohort size of 20-25.

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University of California, Davis	Science	2015-16	Yes	20				
University of California, Irvine	Science	2013-14	Yes	33	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 Math.		
University of California, Irvine	Science	2014-15	Yes	26				
University of California, Irvine	Science	2015-16	Yes	35				
University of California, Los Angeles	Science	2013-14	Yes	15	Yes			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				
University of California, Los Angeles	Science	2015-16	Yes	15				

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University of California, Riverside	Science	2013-14	Yes	2	No		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 by offering the Minor in Education and conducting regional recruitment fairs. The Teacher Education Program has also begun extensive work in applying a framework to include the Next Generation Science Standards into the curriculum and recruitment of prospective students. Collaboration between faculty from different disciplines on UCR's campus along with partnerships with local county offices of education will assist heavily in meeting the goals. We have obtained funding through state and federal grants, including the UCR Science/Math Initiative (SMI) grant. Our University of California Cal Teach Science & Math Initiative (SMI) program continues preparing excellent secondary science teachers. In collaboration with SMI, the UCR Teacher Education Program continues to develop close partnerships with regional 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 teacher 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 science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
University of California, Riverside	Science	2014-15	Yes	3				The Teacher Education Program experienced a change in administration, hiring a new Assistant Director of Admissions, Accreditation Coordinator, and Admissions Advisor. The new administrators continue to develop close relationships with regional county offices of education and school districts in Southern California. New partnerships are developed with these institutions to increase mutual awareness of needs between UC Riverside and its regional communities. Our new Assistant Director of Admissions continues to work with the Financial Aid office to secure additional scholarships and grant opportunities for science candidates. In addition, the growing relationship with University of California, Cal Teach Science & Math Initiative (SMI) program has evolved tremendously, attracting an increased number of prospective students seeking a science credential. Due to close partnerships with our local county offices of education, our 2014-15 candidates received intensive training for the new: Common Core (Mathematics and English-Language Arts), Next Generation Science Standards, and English Language Development Standards.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
University of California, Riverside	Science	2015-16	Yes	3				The Teacher Education program has increased its marketing and recruitment in the region. Several scholarships, specifically for recruiting new candidates, were identified and information will be distributed to all interested and eligible potential candidates. The Teacher Education Program will continue to apply a framework that includes the Next Generation Science Standards and Common Core - Literacy Standards into the curriculum. Collaboration with UCR faculty members from the Science, Technology, Engineering and Mathematics (STEM) disciplines will continue to grow and collaboration county offices will continue to expand. The Teacher Education Program will implement two new recruitment strategies: the development of a new Science, Technology, Engineering, and Mathematics (STEM) Education Minor and the development of STEM collaborations within the Community Advisory Committee (CAC). The CAC is comprised of a select group of leaders and innovators from the Inland Empire. The purpose of the CAC is to inform programmatic decisions and to provide input into the vision and future of the UCR Teacher Education Program. 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, available teaching positions are increasing across the Inland Valley region, which helps in the recruitment of new candidates.
University of California, San Diego	Science	2013-14	Yes	3	No			
University of California, San Diego	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:
University of California, San Diego	Science	2015-16	Yes	3				
University of California, Santa Barbara	Science	2013-14	Yes	2	Yes	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. We also applied for and won grant money from Noyce and others for the purpose of supporting math/science candidates.	We will continue with the recruiting strategies described above as well as grant writing to fund tuition for prospective teachers, and other fundraising.	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				We had 20 Science Applicants. 20 were admitted and 14 enrolled
University of California, Santa Barbara	Science	2015-16	Yes	0				We had 20 Science Applicants. 18 were admitted and 11 have enrolled. We are still waiting to hear from one additional applicant. Our goal is to enroll between 10-12 highly qualified science candidates each year.
University of California, Santa Cruz	Science	2013-14	Yes	18	No			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 California, Santa Cruz	Science	2015-16	Yes	16				Admission offered to all qualified science applicants.
University of LaVerne	Science	2013-14	Yes	4	No			
University of LaVerne	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:
University of LaVerne	Science	2015-16	Yes	4				
University of Phoenix - CA	Science	2013-14	Yes	20	No		Use of data to extend the need for science teachers. Introduce more option with internships. Science resources within the curriculum and classroom.	
University of Phoenix - CA	Science	2014-15	Yes	10				
University of Phoenix - CA	Science	2015-16	Yes	10				
University of Redlands	Science	2013-14	No					
University of Redlands	Science	2014-15	No					
University of Redlands	Science	2015-16	No					
University of San Diego	Science	2013-14	Yes	2	Yes	The Single Subject Credentials in General Science, Biology, Chemistry, and Physics are advertised on the School of Leadership and Education Sciences Academic Programs web page. In general recruitment materials we highlight alumni job titles, such as chemistry and physics teachers employed by local school districts.	Our efforts are ongoing and the department recognizes that the moderate growth to date must be sustained as we continue toward growing our program in the coming years.	
University of San Diego	Science	2014-15	Yes	2				
University of San Diego	Science	2015-16	Yes	2				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
University of San Francisco	Science	2013-14	Yes	10	Yes	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 in-depth overview of the program sequence and courses, requirements for program completion and credential recommendation. Faculty and staff also meet with potential candidates if they cannot attend one of the Information Meetings. Our San Francisco Residency Program specific recruits for STEM teachers, providing reduced tuition and a potential guaranteed job in the local school district at completion of the residency/credential program.	Although we met our goal this year, we continue 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 hired two new full-time STEM faculty: one in Math was hired in December 2014 and another in Science was hired in February 2015.	
University of San Francisco	Science	2014-15	Yes	11				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
University of San Francisco	Science	2015-16	Yes	12				
University of Southern California	Science	2013-14	Yes	50	No	We applied and received a Noyce Grant to provide scholarship and actively recruited for both on-ground and online programs.	We have appointed an Associate Dean of Strategic Enrollment Services, an expert in the field. This person is reviewing all practices and revising recruitment strategies.	
University of Southern California	Science	2014-15	Yes	20				
University of Southern California	Science	2015-16	Yes	25				
University of the Pacific	Science	2013-14	Yes	4	No	We had two students complete science with a biology emphasis in 2013-14. One of the two was an intern. 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.	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.	Many students from our campus are accepted into professional schools such as dentistry and pharmacy, rather than a career choice of teaching.
University of the Pacific	Science	2014-15	Yes	3				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.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
University of the Pacific	Science	2015-16	Yes	3				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	2013-14	Yes	1	Yes			We've seen a great increase in our science candidates during the preceding 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 preceding 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	2015-16	Yes	0				We've seen a great increase in our science candidates during the preceding 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.
Western Governors University - CA	Science	2013-14	Yes	2	Yes	As the largest supplier of STEM teachers in the United States, it is critical that we provide serious leadership nationally in mathematics and science education. We are doing this through groups such as 100Kin10 and STEM connector and through the Dean's work with groups such as CAEP and NCTQ.		Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
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. Given WGU's recent accomplishment of being named #1 in the nation for Secondary Education by the National Council of Teacher Quality (NCTQ), we expect enrollments to increase. WGU was also the largest producer of science and math teachers in the U.S. WGU conferred more bachelor's and master's degrees in STEM education than any other institution in the country, as well as having the largest number of new enrollments in math and science education last year.
Western Governors University - CA	Science	2015-16	Yes	10				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments. Given WGU's recent accomplishment of being named #1 in the nation for Secondary Education by the National Council of Teacher Quality (NCTQ), we expect enrollments to increase. WGU was also the largest producer of science and math teachers in the U.S. WGU conferred more bachelor's and master's degrees in STEM education than any other institution in the country, as well as having the largest number of new enrollments in math and science education last year.
Westmont College	Science	2013-14	Yes	1	Yes			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					
Westmont College	Science	2015-16	No					

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	2013-14	Yes	3	No	We are making stronger connections with the science department to recruit students interested in teaching science. Encourage science professors to advise their students about the careers in teaching science to junior and high school students. This is will be the third year working with the HHMI grant for science and mathematics. Undergraduates who are involved in this grant we hope will increase our numbers as they become interested in teaching science and becoming graduate students in our program to earn a Single Subject credential in science.		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				We are continuing to make stronger connections with the science department to recruit students interested in teaching science. Encourage science professors to advise their students about the careers in teaching science to junior and high school students. This is will be the fourth year working with the HHMI grant for science and mathematics. Undergraduates who are involved in this grant we hope will increase our numbers as they become interested in teaching science and becoming graduate students in our program to earn a Single Subject credential in science.
Whittier College	Science	2015-16	Yes	4				
William Jessup University	Science	2013-14	No		Not applicable			
William Jessup University	Science	2014-15	No					
William Jessup University	Science	2015-16	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:
Alliant International University	SpecEd	2013-14	No		Not applicable			
Alliant International University	SpecEd	2014-15	No					
Alliant International University	SpecEd	2015-16	No					
Antioch University	SpecEd	2013-14	Yes	11	Yes	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 have hired a new marketing manager to assist with outreach to the community. All candidates are introduced to EdJoin, a website used for online recruitment for education, so they can access openings in the area and in other parts of California. 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.	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	2014-15	Yes	11				

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Antioch University	SpecEd	2015-16	Yes	11				
Argosy University	SpecEd	2013-14	No					
Argosy University	SpecEd	2014-15	No					
Argosy University	SpecEd	2015-16	No					
Azusa Pacific University	SpecEd	2013-14	Yes	3	Yes			
Azusa Pacific University	SpecEd	2014-15	Yes	3				
Azusa Pacific University	SpecEd	2015-16	Yes	3				
Bard College	SpecEd	2013-14	No					
Bard College	SpecEd	2014-15	No					
Bard College	SpecEd	2015-16	No					
Biola University	SpecEd	2013-14	No					
Biola University	SpecEd	2014-15	Yes	15				
Biola University	SpecEd	2015-16	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
Brandman University	SpecEd	2013-14	Yes	55	Yes	Due to the existing state of the job market in education, we set a goal of 40 enrolled students, which we exceeded. Although most areas of education are starting to see slight increases, opportunities for special education jobs continue to be available at an increasing rate. We continued partnerships with districts local to our Brandman campuses, re-signed agreements with districts, and involved personnel from local districts on our education advisory committees. Through these committees, we could learn about needs districts had. Our goal is to translate the enrolled students into program completer in a timely manner.	We will continue working with program advisors to schedule students for program completion. We will also continue working with our clinical coordinators to find appropriate placements for students so they can finish their clinical work and file for their credentials.	
Brandman University	SpecEd	2014-15	Yes	40				We hope to add another 10 students over the 40 we had this year. Although this goal may seem low, the field of education is still in a state of flux from the recent budget crisis. Due to the economic crisis, retirements seem to be occurring at a slower pace than anticipated, resulting in fewer job openings. We are starting to see a slight increase in hires, but this will not translate into significant changes in enrollments for the next year.
Brandman University	SpecEd	2015-16	Yes	40				
California Baptist University	SpecEd	2013-14	Yes	56	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. Next year we are adding a dual program for Multiple Subject and Mild-Moderate, along with Single Subject and Mild-Moderate.	

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	34				Next year, all candidates will be taking a newly designed course called EDU 511 Theories and Methods for Teaching Diverse Students. Candidates will examine the manner in which societal and cultural forces have impacted current perspectives of equity especially as they relate to special needs and English language learning students. The role of assessment in determining student needs and designing appropriate pedagogical strategies will also be emphasized. It will be a required course for Multiple, Single, Mild-Moderate and Moderate-Severe Candidates.
California Baptist University	SpecEd	2015-16	Yes	12				Next year, all candidates will be taking a newly designed course called EDU 511 Theories and Methods for Teaching Diverse Students. Candidates will examine the manner in which societal and cultural forces have impacted current perspectives of equity especially as they relate to special needs and English Language Learning students. The role of assessment in determining student needs and designing appropriate pedagogical strategies will also be emphasized. It will be a required course for Multiple, Single, Mild-Moderate and Moderate-Severe Candidates.
California Lutheran University	SpecEd	2013-14	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.	Strategies to recruit candidates in all Education Specialist programs is an on going priority.	
California Lutheran University	SpecEd	2014-15	Yes	15				See above
California Lutheran University	SpecEd	2015-16	Yes	15				See above

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California Polytechnic State University, San Luis Obispo	SpecEd	2013-14	Yes	19	No			In the 2013-2014 Academic Year, we anticipate a new tenure track faculty member in Special Education. While that faculty member will be replacing a current faculty member who has retired and no new program growth is anticipated, the new faculty member may well have additional ideas to share/implement in all areas related to instruction and recruitment.
California 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 Polytechnic State University, San Luis Obispo	SpecEd	2015-16	Yes	16				
California State Polytechnic University, Pomona	SpecEd	2013-14	Yes	19	Yes			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	15				Projected goal for prospective teachers reduced as targeted Ed. Specialist candidates elected to change credential program route from traditional to intern.

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California State Polytechnic University, Pomona	SpecEd	2015-16	Yes	17				
California State University, Bakersfield	SpecEd	2013-14	Yes	25	Yes			
California State University, Bakersfield	SpecEd	2014-15	Yes	30				
California State University, Bakersfield	SpecEd	2015-16	Yes	40				
California State University, Channel Islands	SpecEd	2013-14	Yes	18	No			The number 18 was over the projection. The goal number was 16. We had several Interns in the Education Specialist area also. We hope to have our new moderate/severe program approved and ready to admit for Fall 2016 / Spring 2017.
California State University, Channel Islands	SpecEd	2014-15	Yes	4				The numbers have decreased over the last two enrollment windows. The number of interns have also declined reducing the overall numbers.
California State University, Channel Islands	SpecEd	2015-16	Yes	5				The numbers have continued to decrease in the Special Education teacher preparation programs.

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California State University, Chico	SpecEd	2013-14	Yes	45	No	We continued to recruit candidates into TQP and other grant-funded programs focusing on increasing special education candidate numbers (RTR, ITEC, 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 program.	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.	SPED candidates typically take three academic semesters to complete their program. The number of enrollees in any academic year does not reflect the number of completers for that period.
California State University, Chico	SpecEd	2014-15	Yes	45				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.
California State University, Chico	SpecEd	2015-16	Yes	45				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.
California State University, Dominguez Hills	SpecEd	2013-14	Yes	30	Yes			
California State University, Dominguez Hills	SpecEd	2014-15	Yes	13				

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California State University, Dominguez Hills	SpecEd	2015-16	Yes	25				
California State University, East Bay	SpecEd	2013-14	Yes	20	Yes	CSUEB has a TED/SPED program in which candidates complete both a Multiple Subject and a Mild/Moderate or Moderate//severe /credential. In 2013-14 20 candidates completed both credentials.		
California State University, East Bay	SpecEd	2014-15	Yes	20				Continuing with the TED/SPED program is essential to our program. Typically the candidates fulfill their SPED field practicum through Internship Credentials. The CTC's new requirement of 189 supervised hours for interns did not impact CSUEB's ability to have SPED interns. Districts were willing to provide the interns mentors.
California State University, East Bay	SpecEd	2015-16	Yes	20				
California State University, Fresno	SpecEd	2013-14	Yes	50	Yes	The programs in the Kremen School at Fresno State prepared 54 teachers for positions in special education. As preparation is post-baccalaureate students are recruited through orientations to teaching particularly from students with degrees in Liberal Studies, Child Development and Psychology. Students are also recruited through programs such as Teaching Fellows and Para-Educator Ladders. Kremen School works with some regional districts in pipeline activities to recruit from employees and through T2T grants.		

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California State University, Fresno	SpecEd	2014-15	Yes	50				These prospective teachers are making progress in the completion of the credential work. Many candidates are earning both a Multiple Subject (elementary) and a Education Specialist (special education) credentials in our Dual program.
California State University, Fresno	SpecEd	2015-16	Yes	50				Many special education teachers work as interns prior to completion of the credential program. The Kremen School has in the past had partner program preparation with Fresno Unified School District for 25 prospective teachers and would welcome this type of partnership if the district has the need.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Fullerton	SpecEd	2013-14	Yes	125	Yes	•Student organizations for early childhood special education, autism, and general special education (Council for Exceptional Children) with collaboration from numerous departments across campus involve undergraduate students in workshops, webinars, community activities, and social groups to encourage interest and activism in the fields of early childhood special education, autism, and general special education. Students then have access to learning about the next steps for becoming an education specialist. •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). Key classes within the Communicative Disorders, Liberal Studies, and Child and Adolescent Studies majors are also visited and presented with recruitment materials and a presentation about becoming an education specialist. •Improved, user-friendly website which is constantly being reviewed for accessibility. •Coordinator-model of support where students meet the candidates at the admissions interview, follow up with emails and phone calls, advise the students throughout the program, and meet with them in fieldwork and intern seminars. •Pre-orientations held each semester as well as program overviews for candidates that have an interest in applying.	By following an organized tracking system with an assessment coordinator, students in each program are being coded correctly. This means that the program coordinators can monitor their progress throughout the program and support them along the way. Program coordinators also attend advisement sessions at the Center for Careers in Teaching to encourage undergraduates from diverse majors to consider early childhood special education. Several faculty presented at the Road to Teaching conference as well as the SCTA conference to recruit new special education candidates. The program will continue to respond to student inquiries in a timely manner, attend future teachers' events, and hold department events that allow prospective teachers to ask questions and spend time with faculty.	

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Fullerton	SpecEd	2014-15	Yes	125				
California State University, Fullerton	SpecEd	2015-16	Yes	125				
California State University, Long Beach	SpecEd	2013-14	Yes	40	Yes	oTo increase the number of prospective Special Education 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; •Development of the Urban Dual Credential Program, a new Special Ed - Gen Ed credential pathway for undergraduate Liberal Studies majors;	oContinued work under the CEEDAR grant to develop and implement a dual credential program for Special Ed - Gen Ed, with courses starting in Fall 2015; oAs 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	2014-15	Yes	45				We admitted 55 candidates to the Education Specialist credential program in 2014-15.
California State University, Long Beach	SpecEd	2015-16	Yes	50				

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Los Angeles	SpecEd	2013-14	Yes	51	No	46 new students were admitted and there were 26 special education completers. Credential advisors have held group information sessions. They have spoken in senior capstone courses, in other colleges, and attended high school counselor fairs. Advisors have also presented in front of prospective candidates interested in employment opportunities with local districts, and have attended graduate fairs. A variety of activities including: online media and newsletter postings, campus information sessions, external/internal academic program fairs, and attendance at career fairs were used to recruit high quality candidates into shortage areas. Students are also contacted with reminders on application deadlines and upcoming starts via electronic correspondences. The CCOE website is constantly updated with updated information on programs and information sessions. A more comprehensive web inquiry form was integrated in November 2014 to assist in supporting prospective students.	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. The Office for Student Services is collaborating and supporting the Division efforts with supplemental orientations, information sessions, and advising opportunities for prospects interested in Special Education. In addition, faculty and staff work to support potential and admitted candidates with managing the multiple demands of state testing requirements, including course-infused and workshop supports for teacher performance assessments, RICA, and subject matter examinations. These initiative complement recruitment efforts by supporting program completion rates of those recruited.	This number represents 90.2% actual of the projected amount.
California State University, Los Angeles	SpecEd	2014-15	Yes	50				This number represents an approximate 5% increase over last year achieved. The college has also hired a Director for Student Services in the Credential Advisement Center in August 2014. This addition will increase the capacity for coordinated recruitment. This number will be attainable despite the 2013-2014 shortfall due to more concentrated, outreach efforts.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Los Angeles	SpecEd	2015-16	Yes	53				This number represents an approximate 5% increase from previous year's projection. With a new Director for Student Services in the Credential Advisement Center in place, one of the primary responsibilities will be the oversight of college-wide recruitment activities, with special emphasis on shortage areas. The college is working to refocus some resources to support ongoing success of the alternative and traditional pathways in special education., including a federally-funded urban residency cohort program, commencing in Summer 2015.
California State University, Monterey Bay	SpecEd	2013-14	Yes	2	Yes	Recruitment fairs are held on campus and at other locations throughout the year. Potential applicants are informed of the need for Special Education teachers as Special Education continues to be a shortage area.	CSU Monterey Bay is in the process of adding an 18-month Masters and Credential program, combined. This program would be a great incentive to potential Special Education teachers.	
California State University, Monterey Bay	SpecEd	2014-15	Yes	2				
California State University, Monterey Bay	SpecEd	2015-16	Yes	2				
California State University, Northridge	SpecEd	2013-14	Yes	90	Yes	Special Education faculty have been successful in acquiring grants that provide funding for prospective teachers. The department offers a wide array of programs covering most of the Education Specialist areas (DHH, MM, MM/MS, ECSE).		
California State University, Northridge	SpecEd	2014-15	Yes	93				Many of our Education Specialist candidates are holders of a Multiple Subject and Single Subject Credentials.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Northridge	SpecEd	2015-16	Yes	95				
California State University, Sacramento	SpecEd	2013-14	Yes	104	No			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 having candidates complete their program successfully and few seeking admissions and credentials 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	45				We will continue to strive for an annual 5% 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.
California State University, Sacramento	SpecEd	2015-16	Yes	48				We will continue to strive for an annual 5% increase in special education candidates, with at least 48 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.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, San Bernardino	SpecEd	2013-14	Yes	150	Yes	We did meet our target for Fall 2013 for Special Education teachers (combined traditional and alternative routes). 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.	We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. Starting Winter 2015, the College of Education now has a intern in the campus marketing department devoted to College of Education programs. We continue to work closely with the undergraduate Liberal Arts program to encourage their students to pursue a teaching credential at CSUSB. We continue to improve our partnerships with the local school districts we serve. The program has also focused on faculty recruitment, and increasing candidate diversity through expanded recruitment efforts.	
California State University, San Bernardino	SpecEd	2014-15	Yes	150				
California State University, San Bernardino	SpecEd	2015-16	Yes	150				
California State University, San Marcos	SpecEd	2013-14	Yes	25	Yes	Personal recruitment through past graduates.	Emphasize the streamlined nature of the program – being able to obtain a Multiple Subject, both Mild/Moderate and Moderate/Severe Education Specialist Credentials and an optional Master's degree in two years.	
California State University, San Marcos	SpecEd	2014-15	Yes	20				

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, San Marcos	SpecEd	2015-16	Yes	25				
California State University, Stanislaus	SpecEd	2013-14	Yes	1	Yes	Recruitment efforts for ESCP included the following: • Presented at the "student to teacher conference" at the CSU Stanislaus Campus, approximately 18 prospective students attended the workshop.		The ESCP at CSU Stanislaus offers students many pathways to serve students with special needs. Within the ESCP, students can choose one of the following pathways: • Seeking Education Specialist Credential with the emphasis on mild and moderate (M/M) disabilities • Seeking Education Specialist Credential with the emphasis on moderate and severe (M/S) disabilities • Seeking Education Specialist Credentials with the emphasis on both M/M and M/S disabilities • Seeking Education Specialist Credential with the emphasis on M/M disabilities and Multiple Subject Credential. Students in ESCP will have 2-3 eight-week placements during student teaching where they shadow cooperating teachers in participating in wide range of learning activities, including assessing students, developing IEPs, providing students specialized instruction that address their unique learning needs, and engaging in different professional development and collaboration activities.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Stanislaus	SpecEd	2014-15	Yes	1				Recruitment efforts for ESCP include the following: • Conducted two information sessions at CSU Stanislaus (Turlock Campus) to recruit prospective candidates. Two prospective candidates attended these sessions. • Conducted two information sessions at CSU Stanislaus (Stockton Camus). Twelve prospective candidates attended these sessions. • Conducted two information sessions at Merced County Office of Education. Twenty-five prospective candidates attended these sessions. • Conducted two information sessions at Delta Junior College at Stockton, 30 prospective candidates attended these sessions.
California State University, Stanislaus	SpecEd	2015-16	Yes	1				Continue with recruitment efforts listed for AY 2013-2014 and 2014-2015 and also include the following: • Create a "half-sheet" flyer for ESCP and will distribute the copies of the flyer around campus or to other local educational agencies. • Contact program chairs or program coordinators of the four ESCP feeder programs and offer to come to their senior seminar class for introduce ESCP. These four feeder programs are Departments of Liberal Studies, Psychology, Communication Studies, and Childhood Development Program.
CalState TEACH	SpecEd	2013-14	No					
CalState TEACH	SpecEd	2014-15	No					
CalState TEACH	SpecEd	2015-16	No					
Chapman University	SpecEd	2013-14	Yes	3	Yes	The CES holds monthly information sessions that are widely publicized through the local newspaper, social media, and on campus.		

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Chapman University	SpecEd	2014-15	Yes	3				
Chapman University	SpecEd	2015-16	Yes	3				
Claremont Graduate University	SpecEd	2013-14	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	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.
Claremont Graduate University	SpecEd	2015-16	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	2013-14	Yes	12	Yes			
Concordia University	SpecEd	2014-15	Yes	12				
Concordia University	SpecEd	2015-16	Yes	14				
Dominican University of California	SpecEd	2013-14	Yes	16	Yes			
Dominican University of California	SpecEd	2014-15	Yes	16				Based on past data.
Dominican University of California	SpecEd	2015-16	Yes	16				

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:
Fresno Pacific University	SpecEd	2013-14	Yes	7	No		The Special Education Division adequately prepares teacher candidates to serve in the field of special education but has experienced low enrollment due to a variety of factors. Strategic initiatives and marketing have been implemented to target potential intern candidates.	
Fresno Pacific University	SpecEd	2014-15	Yes	5				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.
Fresno Pacific University	SpecEd	2015-16	Yes	5				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 2015 semester. Due to the teacher shortage a significant percentage of our credential candidates become intern eligible and teach as interns rather than proceeding through the traditional credential pathway.
Hebrew Union College	SpecEd	2013-14	No					
Hebrew Union College	SpecEd	2014-15	No					
Hebrew Union College	SpecEd	2015-16	No					

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Holy Names University	SpecEd	2013-14	Yes	10	Yes	Continued collaboration with our Special Education Community Advisory Council. Collaborate with Teacher Apprentice Program to identify secondary candidates for dual certification.	Collaboration with our Admissions office to increase recruitment efforts. Emphasize Special Education as a shortage area during monthly university Information Sessions.	
Holy Names University	SpecEd	2014-15	Yes	10				
Holy Names University	SpecEd	2015-16	Yes	10				
Hope International University	SpecEd	2013-14	No		Not applicable			
Hope International University	SpecEd	2014-15	No					
Hope International University	SpecEd	2015-16	No					
Humboldt State University	SpecEd	2013-14	Yes	35	No	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.		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 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:
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.
Humboldt State University	SpecEd	2015-16	Yes	30				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.
Humphreys College	SpecEd	2013-14	No					
Humphreys College	SpecEd	2014-15	No					Our program is new and small. At this time, we are only authorized to prepare candidates for the multiple subject program.
Humphreys College	SpecEd	2015-16	No					
La Sierra University	SpecEd	2013-14	No					
La Sierra University	SpecEd	2014-15	No					
La Sierra University	SpecEd	2015-16	No					

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Loyola Marymount University	SpecEd	2013-14	Yes	5	Yes	Hosted info sessions for those interested in special education; restructured messaging sent to prospective students; increased the number of graduate school fairs visited throughout California; 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; attended The National Conferences on Undergraduate Research (NCUR).	Continue to: improve the special education website page; find ways to speak directly to undergraduate students in special education classes; place ads in relevant magazines and educator newsletters; identify new markets to target.	N/A
Loyola Marymount University	SpecEd	2014-15	Yes	5				N/A
Loyola Marymount University	SpecEd	2015-16	Yes	5				N/A
Mills College	SpecEd	2013-14	Yes	6	Yes			
Mills College	SpecEd	2014-15	Yes	8				
Mills College	SpecEd	2015-16	Yes	6				

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Mount St. Mary's College	SpecEd	2013-14	Yes	16	Yes	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 our dialogue between general education and special education teachers. At advisement sessions we strongly encourage all of our general education teacher candidates to include additional special education courses for the Education Specialist Credential. As a faculty, we meet on a weekly basis to reflect on the effectiveness of our strategies and modify accordingly.	We have revised our program to include general education and education specialist students in the same courses in order to a) increase the number of general education teachers who can work more effectively with special needs students and b) to attract more Education Specialist teachers by offering a program that better supports the challenges they face in the classroom. We also continue to monitor students' progress on Cal-TPE #4 (making content accessible for students with special needs), Cal-TPAs (adaptations for diverse learners) and supervised teaching to ensure that the skills learned in our classroom are being demonstrated and generalized in their classrooms. In addition, our candidates report to us informally that they have found this effort of special education integration to be extremely useful and meaningful. This task will be examined this coming year to possibly include it into their portfolio assessment.	Also advised students who were seeking employment and informed them of openings in the area of mild/moderate disabilities.
Mount St. Mary's College	SpecEd	2014-15	Yes	15				Deaf and Hard of Hearing and Mild/Moderate will be maintained.
Mount St. Mary's College	SpecEd	2015-16	Yes	12				Deaf and Hard of Hearing and Mild/Moderate will increase in number's for next year.

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:
National Hispanic University	SpecEd	2013-14	Yes	10	Yes	We met our goal for the number of prospective teachers in special education in 2013-2014. The offering of a dual credential was an important strategy in meeting this goal. The dual credential allowed enrollment in special education to grow by providing additional options for teacher education candidates interested in concurrently pursuing other credential tracks.		
National Hispanic University	SpecEd	2014-15	Yes	0				We did not add prospective teachers in 2014-2015. After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National Hispanic University	SpecEd	2015-16	No					After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National University	SpecEd	2013-14	Yes	50	Yes	Outreach with school districts, marketing via radio and T.V., and outreach at the campus level.		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	240				This is a high need area and we are already seeing enrollment growth.
National University	SpecEd	2015-16	Yes	252				5 percent increase over 2014-15 goal.
Notre Dame de Namur University	SpecEd	2013-14	Yes	2	Yes			
Notre Dame de Namur University	SpecEd	2014-15	Yes	1				
Notre Dame de Namur University	SpecEd	2015-16	Yes	1				

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Pacific Oaks College	SpecEd	2013-14	Yes	10	Yes			
Pacific Oaks College	SpecEd	2014-15	Yes	0				
Pacific Oaks College	SpecEd	2015-16	Yes	15				
Pacific Union College	SpecEd	2013-14	No					We do not have a special education certification program.
Pacific Union College	SpecEd	2014-15	No					We do not have a special education certification program.
Pacific Union College	SpecEd	2015-16	No					We do not have a special education certification program.
Patten University	SpecEd	2013-14	No		Not applicable			
Patten University	SpecEd	2014-15	No					
Patten University	SpecEd	2015-16	No					
Pepperdine University	SpecEd	2013-14	No		Not applicable			
Pepperdine University	SpecEd	2014-15	No					
Pepperdine University	SpecEd	2015-16	No					
Point Loma Nazarene University	SpecEd	2013-14	Yes	12	Yes			
Point Loma Nazarene University	SpecEd	2014-15	Yes	12				
Point Loma Nazarene University	SpecEd	2015-16	Yes	12				

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San Diego Christian College	SpecEd	2013-14	No					
San Diego Christian College	SpecEd	2014-15	No					
San Diego Christian College	SpecEd	2015-16	No					
San Diego State University	SpecEd	2013-14	Yes	60	No			
San Diego State University	SpecEd	2014-15	Yes	40				We have both Project Surfboard and Adelante in the Department of Special Education that focuses on increasing the diversity of our candidates. This year we will graduate 9 in Project Surfboard (in Early Childhood) and 7 are bilingual Spanish/English. All of the Adelante graduates will be bilingual. We also recruit through attending classes in departments with a diverse student body such as Africana Studies and by setting up information booths at community events such as the recent National Foundation for Autism Research Race for Autism.
San Diego State University	SpecEd	2015-16	Yes	50				
San Francisco State University	SpecEd	2013-14	Yes	65	Yes			
San Francisco State University	SpecEd	2014-15	Yes	65				

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San Francisco State University	SpecEd	2015-16	Yes	60				
San Jose State University	SpecEd	2013-14	Yes	100	No	The Multiple and Single subject teacher credential program required all students to take a K-8 special education course (see section VI for more details about the course).		
San Jose State University	SpecEd	2014-15	Yes	75				
San Jose State University	SpecEd	2015-16	Yes	65				
Santa Clara University	SpecEd	2013-14	No					
Santa Clara University	SpecEd	2014-15	No					
Santa Clara University	SpecEd	2015-16	No					
Simpson University	SpecEd	2013-14	No					
Simpson University	SpecEd	2014-15	No					
Simpson University	SpecEd	2015-16	No					
Sonoma State University	SpecEd	2013-14	Yes	30	Yes	General recruiting in the School of Education. We will begin exploring a method to increase recruitment for special education by adding additional faculty to the books. Unfortunately, students without a credential have to start their program 18 months prior to teaching. We are turning students away.		
Sonoma State University	SpecEd	2014-15	Yes	20				

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Sonoma State University	SpecEd	2015-16	Yes	20				
St. Mary's College of California	SpecEd	2013-14	Yes	20	Yes	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	2014-15	Yes	20				
St. Mary's College of California	SpecEd	2015-16	Yes	20				
Stanford University	SpecEd	2013-14	No					
Stanford University	SpecEd	2014-15	No					
Stanford University	SpecEd	2015-16	No					
Teacher's College of San Joaquin	SpecEd	2013-14	No					
Teacher's College of San Joaquin	SpecEd	2014-15	No					
Teacher's College of San Joaquin	SpecEd	2015-16	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:
The Master's College	SpecEd	2013-14	No					
The Master's College	SpecEd	2014-15	No					
The Master's College	SpecEd	2015-16	No					
Touro University	SpecEd	2013-14	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 board range of courses to fill the needs of the Education Specialist. Started in the Summer semester of 2013 Touro University California, 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 will meet the needs of the state and districts changing structures for the Special Educations programs.	
Touro University	SpecEd	2014-15	Yes	20				
Touro University	SpecEd	2015-16	Yes	20				
United States University	SpecEd	2013-14	No		Not applicable			
United States University	SpecEd	2014-15	No					
United States University	SpecEd	2015-16	Yes	5				
University of California, Berkeley	SpecEd	2013-14	No					
University of California, Berkeley	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, Berkeley	SpecEd	2015-16	No					
University of California, Davis	SpecEd	2013-14	No					
University of California, Davis	SpecEd	2014-15	No					
University of California, Davis	SpecEd	2015-16	No					
University of California, Irvine	SpecEd	2013-14	No		Not applicable			
University of California, Irvine	SpecEd	2014-15	No					
University of California, Irvine	SpecEd	2015-16	No					
University of California, Los Angeles	SpecEd	2013-14	No					
University of California, Los Angeles	SpecEd	2014-15	No					
University of California, Los Angeles	SpecEd	2015-16	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	2013-14	Yes	2	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 developed close partnerships with regional county offices of education and school districts to increase mutual awareness of needs (hiring and curricular) between UCR and its education community.	

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	2014-15	Yes	2				The Graduate School of Education re-designed its Education Specialist credential programs. Candidates will had the opportunity of completing a Master's in Education with a Special Education Emphasis, while simultaneously earning one or two credentials (mild/moderate and/or moderate/severe) over 5 academic quarters. Special Education candidates had the option of selecting a program from 3 new tracks that could be completed in 5 academic quarters or less. Summer financial aid was available to all M.Ed./ Education Specialist candidates. Recruitment for teacher education began with the offering of a Minor in Education for undergraduate and bi-monthly information sessions; recruitment continued with regional recruitment fairs. The UCR Minor in Education serves as a pipeline into our UCR Teacher credential programs. With early undergraduate advising/guidance, some candidates had an opportunity to experience fieldwork and coursework that helped them meet intern eligibility requirements. Candidates in this program have a higher probability of being hired as interns during the teacher credential program. The Teacher Education Program attended recruitment fairs throughout the state. Information sessions for the Minor in Education and Teacher Education programs occurred on a bi-monthly basis. 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.

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	2015-16	Yes	2				Recruitment for the teacher education program begins with the offering of the Minor in Education and continues with regional recruitment fairs. The UCR Minor in Education serves as a pipeline into UCR Teacher credential programs. The Teacher Education program will increase its marketing and recruitment in the region as well as within the UCR community of students. The Admissions Advisor will systematically visit and speak with different college offices at the UCR campus to promote and recruit Special Education candidates. The Teacher Education Program will continue to attend recruitment fairs throughout the state. Information sessions for the Minor in Education and Teacher Education programs will continue to occur on a bi-monthly basis. The new Assistant Director of Admissions will continue to liaise with the Financial Aid office to secure additional scholarships and grant opportunities for 2015-16 Education Specialist candidates. The Teacher Education program hired a new Assistant Director of Admissions, Accreditation Coordinator, and Admissions Advisor. The new administrators will continue to develop close relationships with regional county offices of education and school districts in Southern California. New partnerships will be developed with these institutions to increase mutual awareness of needs between UCR and regional communities. 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, available teaching positions are increasing across the Inland Valley region, which helps in recruitment of new candidates.
University of California, San Diego	SpecEd	2013-14	Yes	0	Yes			

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, San Diego	SpecEd	2014-15	Yes	0				
University of California, San Diego	SpecEd	2015-16	Yes	0				
University of California, Santa Barbara	SpecEd	2013-14	Yes	0	Yes	We recruit locally through our school districts (to reach out to paraprofessionals) and on campus to our undergraduate students. We visit undergraduate courses and offer courses in the Teacher Education Minor that places students in special education classrooms and introduces them to working with students with disabilities. We also write grants and have had successful training grants for several years now that support candidate's tuition and fees.	We will continue with the above strategies.	
University of California, Santa Barbara	SpecEd	2014-15	Yes	2				We had 13 Applications to our ESC Program. Of these, 2 of the applications were incomplete; 2 were denied, 9 were admitted and 7 enrolled.
University of California, Santa Barbara	SpecEd	2015-16	Yes	3				We had 13 Applicants to our Program. 11 were admitted and 10 have enrolled. We are also in the processes of submitting a proposal to the CTC to add a mild/moderate specialization to our Education Specialist Credential Program. We are hoping that this will attract more applicants as well.
University of California, Santa Cruz	SpecEd	2013-14	No					
University of California, Santa Cruz	SpecEd	2014-15	No					
University of California, Santa Cruz	SpecEd	2015-16	No					

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University of LaVerne	SpecEd	2013-14	Yes	6	Yes			
University of LaVerne	SpecEd	2014-15	Yes	6				
University of LaVerne	SpecEd	2015-16	Yes	6				
University of Phoenix - CA	SpecEd	2013-14	No					
University of Phoenix - CA	SpecEd	2014-15	No					
University of Phoenix - CA	SpecEd	2015-16	No					
University of Redlands	SpecEd	2013-14	Yes	30	No	Adding Education Specialist course offerings at a satellite campus.	Recruitment of Para-professionals in public school settings geographically located near main campus and satellite settings.	
University of Redlands	SpecEd	2014-15	Yes	30				
University of Redlands	SpecEd	2015-16	Yes	35				

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University of San Diego	SpecEd	2013-14	Yes	2	Yes	This past fall the Preliminary Mild/Moderate Credential program was incorporated into our Master's Credential Cohort Program. By incorporating the credential into the Master's Credential Cohort model, candidates have the opportunity to merge theory and research with practice, such as the increased emphasis on Universal Design and Learning (UDL). The department recently added two new tenure track positions for special education professors, in support of the newly implemented Master's Credential Special Education Cohort program. One position has already been filled and the other position was just posted. Also, we have re-implemented our District Intern program, which allows candidates to work in a teacher setting while completing their credential.	Our efforts are ongoing and the department recognizes that the moderate growth to date must be sustained and we will continue working toward growing our program in the coming years.	
University of San Diego	SpecEd	2014-15	Yes	5				
University of San Diego	SpecEd	2015-16	Yes	10				
University of San Francisco	SpecEd	2013-14	No		Not applicable			
University of San Francisco	SpecEd	2014-15	No					
University of San Francisco	SpecEd	2015-16	No					
University of Southern California	SpecEd	2013-14	Yes	50	No	Provided multiple paths for this credential. Have integrated with Multiple Subjects and Secondary Subjects credentials.	We have streamlined the Education Specialist path, to require 3 additional courses, rather than 5 additional courses when the Candidates first complete our MAT Program. All standards remain adequately met.	Candidates for the Educational Specialist must complete either Multiple Subjects or Single Subject requirements prior to adding on Education Specialist requirements. We have not listed those Candidates (4) since they would be duplicates from the other two categories of Program Completers.

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 Southern California	SpecEd	2014-15	Yes	20				
University of Southern California	SpecEd	2015-16	Yes	25				
University of the Pacific	SpecEd	2013-14	Yes	7	Yes	We recommended four candidates who were interns for special education teaching assignments, and eight student teachers in the special education credentials, either mild-moderate disabilities or moderate-severe disabilities.	We supported undergraduate students in our BA in Liberal Studies program to earn the elementary/multiple subject credential and the education specialist credential. While candidates are reported for one credential earned for this Title II report, we have candidates completing two credentials.	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). We have added more graduate students earning the education specialist credential.
University of the Pacific	SpecEd	2014-15	Yes	8				Our department has students earning dual credentials. For the Title II report on program completers, individuals are reported for one credential, though they earned two credentials.
University of the Pacific	SpecEd	2015-16	Yes	8				We have new graduate students earning the education specialist, mild-moderate or moderate-severe disabilities credential. These students started the masters' program in January 2015.
Vanguard University	SpecEd	2013-14	No					
Vanguard University	SpecEd	2014-15	No					
Vanguard University	SpecEd	2015-16	No					

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Western Governors University - CA	SpecEd	2013-14	Yes	7	Yes	As the largest supplier of STEM teachers in the United States, it is critical that we provide serious leadership nationally in mathematics and science education. We are doing this through groups such as 100Kin10 and STEM connector and through the Dean's work with groups such as CAEP and NCTQ.		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. . Given WGU's recent accomplishment of being named #1 in the nation for Secondary Education by the National Council of Teacher Quality (NCTQ), we expect enrollments to increase.
Western Governors University - CA	SpecEd	2015-16	Yes	15				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments. . Given WGU's recent accomplishment of being named #1 in the nation for Secondary Education by the National Council of Teacher Quality (NCTQ), we expect enrollments to increase.
Westmont College	SpecEd	2013-14	No					
Westmont College	SpecEd	2014-15	No					
Westmont College	SpecEd	2015-16	No					
Whittier College	SpecEd	2013-14	Yes	3	Yes	With a new Education Specialist director we are hoping to generate more interest in the program. In spring 2014 we received approval to offer the Education Specialist credential in Moderate/Severe. This authorization has attracted some new students. We now have Mild/Moderate and Moderate/Severe.	We learned that more than half of our education specialist credential students are returning students with regular education credentials and are adding on the ES credential. For our program this does not count as an initial teaching credential. We need to work harder to recruit "new to the profession" ES teachers.	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.

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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.
Whittier College	SpecEd	2015-16	Yes	4				
William Jessup University	SpecEd	2013-14	No		Not applicable			
William Jessup University	SpecEd	2014-15	No					
William Jessup University	SpecEd	2015-16	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:
Alliant International University	LEP	2013-14	Yes	50	No			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.
Alliant International University	LEP	2015-16	Yes	40				Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs during the 2015-16 academic year.

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
Antioch University	LEP	2013-14	Yes	27	Yes	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. The University has run advertisements on the local public Radio station, we recruit at Santa Barbara City College, UC Santa Barbara, Westmont, and our own Bachelors program. We also have a new marketing manager who is assisting the program in outreach to the community. We have worked to increase our enrollment and thereby improve the numbers of teachers who have earned an English Learner Authorization. Los Angeles: As with Santa Barbara, the University has begun advertisements on a local Public Radio station. 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, including advertisements in a local Public Radio station. Additionally, an LAUSD recruiter has joined our Advisory Board. Creating better access for our students for employment has been taken on and job postings are made available to our candidates.		
Antioch University	LEP	2014-15	Yes	27				
Antioch University	LEP	2015-16	Yes	35				
Argosy University	LEP	2013-14	No					

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Argosy University	LEP	2014-15	No					
Argosy University	LEP	2015-16	No					
Azusa Pacific University	LEP	2013-14	Yes	0	Yes	Our programs prepare candidates for the English Language Learners Authorization per CTC regulations.		
Azusa Pacific University	LEP	2014-15	Yes	0				Our programs prepare candidates for the English Language Learners Authorization per CTC regulations
Azusa Pacific University	LEP	2015-16	Yes	0				Our programs prepare candidates for the English Language Learners Authorization per CTC regulations
Bard College	LEP	2013-14	Yes	15	Yes			
Bard College	LEP	2014-15	Yes	15				
Bard College	LEP	2015-16	Yes	15				
Biola University	LEP	2013-14	Yes	70	No	Continued with fieldwork observation of 10 hours at a local elementary, middle school, or high school. Field Placements are based upon the students teacher preparation program (multiple subject or single subject) and are strategically selected in schools with high EL populations.	We have continued to implement the fieldwork model based upon evidence of successful student learning.	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. We did not meet this goal as there were only 59 program completers for 2013-14.
Biola University	LEP	2014-15	Yes	67				All students completing the teacher preparation program will be authorized to teach English language learners. Biola's teacher preparation program averaged a total of 67 program completers within the last 3 reporting years (2011-2013). Therefore, the number indicated above is the estimated number of program completers for 2014-15.
Biola University	LEP	2015-16	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 2015-16.

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	2013-14	Yes	25	Yes	We continued our outreach efforts in coordination with program advisors and outreach coordinators at each campus. We received input from our education advisory boards and district partners about specific needs in local areas.	We continue to learn that partnerships with school districts and county offices of education are key to meeting educational demand in the areas served by our campuses. We continue to increase these outreach efforts.	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	70				
Brandman University	LEP	2015-16	Yes	90				
California Baptist University	LEP	2013-14	Yes	230	Yes	EDU 512 for multiple subject candidates and EDU 516 for single subject candidates are courses where students learn adaptations and strategies for working with English Language Learners. 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 format.	A new course is being added to our program requirements in Fall 2015. EDU 511 Theories and Methods for Teaching Diverse students is aligned with the new EL standards. Candidates will examine the manner in which societal and cultural forces have impacted current perspectives of equity especially as they relate to special needs and English language learning students. The role of assessment in determining student needs and designing appropriate pedagogical strategies will also be emphasized. It will be a required course for Multiple, Single, Mild-Moderate and Moderate-Severe Candidates.	The state of California requires all preliminary credential programs to prepare candidates to work with English Learners.
California Baptist University	LEP	2014-15	Yes	230				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 Learners. 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.

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California Baptist University	LEP	2015-16	Yes	270				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 Learners. 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	2013-14	Yes	10	Yes	In keeping with the California teaching credential requirements, course work to teach limited English proficient students is embedded in the program. All of our candidates are qualified to teach English Learners.		
California Lutheran University	LEP	2014-15	Yes	40				See above
California Lutheran University	LEP	2015-16	Yes	40				
California Polytechnic State University, San Luis Obispo	LEP	2013-14	Yes	20	Yes			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-dominant varieties of English. This course was specifically designed to address the instructional needs of emerging English Learners and speakers of non-dominant varieties of English, with careful attention to how local organization and school structures address federal and legal requirements for placement and instruction. In addition, the EDUC 427 course encompasses research-based instructional and assessment methods, linguistic development in primary and second languages, cognitive and pedagogical factors affecting language acquisition, effective communication with families, and differentiated instruction with consideration of culture and acculturation. With regards to literacy and teaching reading, the Multiple Subject faculty members decided to break the previous six-unit course EDUC 430

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California Polytechnic State University, San Luis Obispo	LEP	2015-16	Yes	80				20 for the bilingual authorization program, plus at least 80 in the regular multiple subject credential program.
California State Polytechnic University, Pomona	LEP	2013-14	Yes	77	Yes	All completers are prepared to teach limited English students as this is a state requirement.		
California State Polytechnic University, Pomona	LEP	2014-15	Yes	80				All candidates will be prepared to work with limited English students as this is a state requirement.
California State Polytechnic University, Pomona	LEP	2015-16	Yes	79				All candidates will be prepared to work with limited English students as this is a state requirement.
California State University, Bakersfield	LEP	2013-14	Yes	200	No			
California State University, Bakersfield	LEP	2014-15	Yes	200				
California State University, Bakersfield	LEP	2015-16	Yes	200				

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California State University, Channel Islands	LEP	2013-14	Yes	90	Yes	We had 128 Students in our programs for the 2013-2014 academic year.	We continually have increased our participation in college career days, graduate fairs, and community college transfer fairs, providing monthly Information Meetings. We recruited our undergraduate students by classroom visits to liberal studies majors, early childhood majors, and Future Teacher on campus club, and also connected to our first generation college student club here on campus to increase the number of program numbers.	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, Channel Islands	LEP	2015-16	Yes	105				Trying to provide a realistic number based on the numbers we have now and have had in the last two academic years with a bump in the number of employment openings that will be available for teachers in the coming months.
California State University, Chico	LEP	2013-14	Yes	200	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.		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	200				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	2015-16	Yes	200				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	2013-14	Yes	175	No			It is difficult to predict the number of teachers who will complete our programs next year due to fluctuations in employment opportunities and because students are not in cohorts, instead they complete their programs in variable timeframes based on the number of classes they complete each semester.
California State University, Dominguez Hills	LEP	2014-15	Yes	150				
California State University, Dominguez Hills	LEP	2015-16	Yes	125				
California State University, East Bay	LEP	2013-14	Yes	200	No		The total enrollment was not 200 for the credential program and therefore we did not reach the goal. However, every credential candidates received instruction for teaching limited English proficient k-12 students. It 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.	Total number of multiple and single subject candidates was below the goal.

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, East Bay	LEP	2014-15	Yes	170				
California State University, East Bay	LEP	2015-16	Yes	200				
California State University, Fresno	LEP	2013-14	Yes	350	No		1. Active recruitment 2. Expand partner school program	
California State University, Fresno	LEP	2014-15	Yes	350				
California State University, Fresno	LEP	2015-16	Yes	350				

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	2013-14	Yes	200	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. We also increased attention to ELL in a General Pedagogy class which all students are required to take through special presentation titled "Supporting ELLs within a Common Core Classroom" presented by Orange County Department of Education; a special presentation titled "Engaging Strategies to include all students" by a faculty in the Department of Special Education; and a special presentation titled "Scaffolds for supporting ELs within the CCSS and other professional development topics as well as invited speakers on topics related to ELs in the CCSS era throughout the semester. We revised our department Lesson Plan Format to integrate CCSS and new ELD standards. In a "Teaching English learners" course, candidates are taught to design a SIOP lesson plan, which includes the 30 features of research-based sheltered instructional model. Candidates reflect on the rationale behind strategies used when working with LTELS and	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.

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	2014-15	Yes	200				All of our programs are CLAD (Crosscultural, Language, and Academic Development) certified.

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	2015-16	Yes	250				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 and Multiple 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, EDEL 434, and SPED 433 teacher candidates are introduced to a variety of literacy strategies that are appropriate for supporting the needs of EL's. 4. IN EDSC 410 and SPED 425 students develop expertise in meeting the needs of ELs. 5. Candidates are required to complete TPAs that address the needs of English learners (Multiple Subject and Single subject). 6. Candidates can identify language demands with texts and tasks 7. Candidates learn to scaffold specifically for language instruction so their EL students can access content and academic concepts while they are learning specific academic tasks. Students need wide experiences with language as well as experiences aligned with concept development and language development so that students are supported both in comprehension and in the production of language. 8. Candidates are equipped to provide rich and varied language supports within the classroom. Supports might include opportunities for purposeful discussion and group work, we all as specially designed classroom structures and routines.

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Long Beach	LEP	2013-14	Yes	300	Yes	To increase the number of prospective teachers of ELs, we used the following strategies: o Education Week, an intensive outreach effort on our own campus; o Intrusive advising of undergraduates to ensure application to credential programs; o Multiple pathways into credentials: undergraduate subject matter programs, blended Multiple Subject and Credential program (ITEP), residency-type program (UTEACH), and traditional post-baccalaureate programs.	Lessons learned in meeting goal: o Faculty professional development in instruction of English learners aims to improves candidate knowledge and performance; o Common Core State Standards and English Language Development Standards are being infused into Methods coursework in both credential programs;	
California State University, Long Beach	LEP	2014-15	Yes	500				We admitted 510 candidates into the Multiple and Single Subject credential programs in 2013-14.
California State University, Long Beach	LEP	2015-16	Yes	500				

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, Los Angeles	LEP	2013-14	Yes	158	Yes	Preparation of teachers to instruct limited English proficient students is embedded in all teaching credential programs. We admitted 226 new students in 2013-2014 compared to the projection of 158, exceeding the target by 43%. A variety of activities including: online media and newsletter postings, campus information sessions, external/internal academic program fairs, and attendance at career fairs were used to recruit high quality candidates into shortage areas. Students are also contacted with reminders on application deadlines and upcoming starts via electronic correspondences. The CCOE website is constantly updated with updated information on programs and information sessions. A more comprehensive web inquiry form was integrated in November 2014 to assist in supporting prospective students.	On top of the work conducted, credential advisors have targeted senior capstone classes in other colleges for additional outreach activities. Current credential students are also encourage to obtain a Certificate in Bilingual Authorization.	This number is 43% above the projection from 2012-13.
California State University, Los Angeles	LEP	2014-15	Yes	168				All teachers prepared at CSULA in Multiple Subject, Single Subject and Special Education are authorized to teach English learners. This number is over a 6% increase in the admitted student projection, year over year.
California State University, Los Angeles	LEP	2015-16	Yes	179				This is a projection increase of over 5%, year over year. The number, per our previous years, is reasonably attainable. The addition of the Certificate in Bilingual Authorization will only increase the preparation of our currently enrolled students to work with English learners.
California State University, Monterey Bay	LEP	2013-14	Yes	2	Yes	The English Learner Authorization is built in to each credential program. English Learner content is embedded throughout each credential program course. Candidates demonstrate ability to effectively teach EL Learners through passage of each course, and the PACT.		

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	2014-15	Yes	2				
California State University, Monterey Bay	LEP	2015-16	Yes	2				
California State University, Northridge	LEP	2013-14	Yes	415	Yes	All teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs. In addition to the initial multiple subject credential which includes courses and fieldwork in working with English language learners, Candidates may add a bilingual authorization with added courses and fieldwork. One of the bilingual coordinators had a grant funding bilingual teacher candidates.		
California State University, Northridge	LEP	2014-15	Yes	400				The grant funding initial bilingual credential candidates has ended. As a result it is expected that fewer numbers of bilingual credential candidates may apply.
California State University, Northridge	LEP	2015-16	Yes	400				

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California State University, Sacramento	LEP	2013-14	Yes	250	Yes			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.
California State University, Sacramento	LEP	2015-16	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.
California State University, San Bernardino	LEP	2013-14	Yes	10	No			We did not meet the target for teachers in Instruction of Limited English Proficient Students for Fall 2013 or Fall 2014 (combined traditional and alternative routes). The program faculty have been working to revise this program. Starting Fall 2015, the program will only be offered when a cohort of 15 candidates (combined traditional and alternative routes) has been reached. Due to Common Core and combined English-learner and Language Arts standards, the need for bilingual teachers has declined in our service areas.

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 Bernardino	LEP	2014-15	Yes	10				Starting Fall 2015, the program will only be offered when a cohort of 15 candidates (combined traditional and alternative routes) has been reached. Due to Common Core and combined English-learner and Language Arts standards, the need for bilingual teachers has declined in our service
California State University, San Bernardino	LEP	2015-16	Yes	15				Starting Fall 2015, the program will only be offered when a cohort of 15 candidates (combined traditional and alternative routes) has been reached. Due to Common Core and combined English-learner and Language Arts standards, the need for bilingual teachers has declined in our service
California State University, San Marcos	LEP	2013-14	Yes	0	Yes			State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."
California State University, San Marcos	LEP	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."

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	2015-16	Yes	0				State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."
California State University, Stanislaus	LEP	2013-14	Yes	1	Yes	Scheduled group information sessions, classroom presentations, and one on one advising, for students interested in our MSCP, SSCP and ESCP. 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.	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	2014-15	Yes	1				Continue with scheduled group information sessions, classroom presentations, and one on one advising, for students interested in our MSCP, SSCP and ESCP. Creating Power Point Information Sessions to be available on our Credential Services website for all three credential programs allowing prospective students instant and convenient access to credential information and application process.
California State University, Stanislaus	LEP	2015-16	Yes	1				

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CalState TEACH	LEP	2013-14	Yes	500	Yes			All preliminary multiple subject program completers receive the English Language Authorization that authorizes them to provide instruction to English learners.
CalState TEACH	LEP	2014-15	Yes	500				
CalState TEACH	LEP	2015-16	Yes	500				
Chapman University	LEP	2013-14	Yes	3	Yes	The CES holds monthly information sessions that are widely publicized through the local newspaper, social media, and on campus.		
Chapman University	LEP	2014-15	Yes	3				
Chapman University	LEP	2015-16	Yes	3				
Claremont Graduate University	LEP	2013-14	Yes	20	No			CGU attempts to place most candidates in an internship program, dependent upon availability. The traditional program route is available to candidates, but in terms of planning and setting goals that information is more applicable to the intern programs.
Claremont Graduate University	LEP	2014-15	Yes	15				The prior goal of 20 turned out to be somewhat unrealistic. Goal has been revised to 15.
Claremont Graduate University	LEP	2015-16	Yes	15				
Concordia University	LEP	2013-14	No					
Concordia University	LEP	2014-15	No					
Concordia University	LEP	2015-16	No					

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Dominican University of California	LEP	2013-14	Yes	5	Yes			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				
Dominican University of California	LEP	2015-16	Yes	5				
Fresno Pacific University	LEP	2013-14	Yes	100	Yes	The English Learner authorization is embedded in both the general education and special education preparation programs.		The English Learner authorization is embedded in the coursework taken in both the general education and special education preparation programs.
Fresno Pacific University	LEP	2014-15	Yes	110				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.
Fresno Pacific University	LEP	2015-16	Yes	110				
Hebrew Union College	LEP	2013-14	No					
Hebrew Union College	LEP	2014-15	No					
Hebrew Union College	LEP	2015-16	No					

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Holy Names University	LEP	2013-14	Yes	150	No	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	2014-15	Yes	50				
Holy Names University	LEP	2015-16	Yes	50				
Hope International University	LEP	2013-14	Yes	30	Yes			
Hope International University	LEP	2014-15	Yes	35				
Hope International University	LEP	2015-16	Yes	40				
Humboldt State University	LEP	2013-14	Yes	90	No	Humboldt hired new faculty with expertise in preparing teachers to teach limited English proficient students.	We are increasing recruitment efforts in all basic credential programs. A second cohort is now offered in Secondary Education with the expectation of increasing the number of teachers prepared to work with limited English proficient students. In addition, we are focusing on increasing the number of students who, after being accepted, successfully complete our credential programs.	We planned on adding 90 prospective teachers authorized to teach English Learners. We have 79 candidates in the credential programs at Humboldt State University in 2013-2014.
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.

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Humboldt State University	LEP	2015-16	Yes	90				We are increasing recruitment efforts in all basic credential programs. A second cohort is now offered in Secondary Education with the expectation of increasing the number of teachers prepared to work with limited English proficient students. In addition, we are focusing on increasing the number of students who, after being accepted, successfully complete our credential programs.
Humphreys College	LEP	2013-14	No		Not applicable			
Humphreys College	LEP	2014-15	No					Our program is new and small. At this time, we are only authorized to prepare candidates for the multiple subject program.
Humphreys College	LEP	2015-16	No					
La Sierra University	LEP	2013-14	No		Not applicable			
La Sierra University	LEP	2014-15	No					
La Sierra University	LEP	2015-16	No					
Loyola Marymount University	LEP	2013-14	Yes	7	Yes	Hosted various info sessions for undergraduate students; hosted table at the Chinese Language Conference; restructured messaging sent to prospective students; increased the number of graduate school fairs visited throughout California; 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; identify new markets to target.	N/A
Loyola Marymount University	LEP	2014-15	Yes	7				N/A

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Loyola Marymount University	LEP	2015-16	Yes	6				N/A
Mills College	LEP	2013-14	Yes	48	Yes			All 48 of our program completers completed course work and had related experiences in their student teaching placements that prepared them to instruct limited English proficient students.
Mills College	LEP	2014-15	Yes	60				All of our current students are being prepared to teach limited English proficient students in their classrooms.
Mills College	LEP	2015-16	Yes	60				

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Mount St. Mary's College	LEP	2013-14	Yes	30	Yes	Goal: To increase the number of teacher candidates who are proficient in addressing the needs of English Learners. The Mount Saint Mary's University 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 California Teacher Performance Expectation (TPE)7: Teaching English Language Learners specifically measures the candidates' competence at meeting the needs of limited English proficient students including: understanding and applying theories, principles, and instructional practices for English Language Development; understanding how to adapt instructional practices to provide access to the state-adopted student content standards; and drawing upon student backgrounds and language abilities to provide differentiated instruction. The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first and second languages, classroom organization, and participation by specialists and paraprofessionals. The professional preparation courses build on the prerequisite/foundation courses EDU 107/207: Teaching English Learners. In this course, which includes field observation of an English Learner in a field-site, candidates gain knowledge of first and second language acquisition, and are introduced to the English Language Development Standards. Candidates gain experience planning English language	We 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.	In 2013-14 we implemented our second cohort in our newly redesigned program which adds an emphasis on Responsive and Inclusive Teaching. (We had enhanced our previous prerequisite course: EDU 253 into the new EDU 107/207: Teaching English Learners). The objectives of EDU 107/207 are: • Candidates will learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. • Candidates will be introduced to pedagogical theories, principles, and practices for English Language Development leading to comprehensive literacy in English. • Candidates will learn how to effectively use materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English and make satisfactory academic progress. • Candidates will acquire knowledge about linguistic development, first and second language acquisition, and how first language literacy connects to second language development. • Candidates will demonstrate the ability to use a variety of assessment strategies to diagnose students' language abilities. • Candidates will become familiar with California's K-12 English Language Development Standards, and how they correlate with California's K-12 English Language Arts Standards. • Candidates will learn how cognitive, pedagogical, and individual factors affect students' language acquisition. The professional preparation courses build on this knowledge and throughout the program, candidates gain experience planning English Language development lessons, including the use of appropriate strategies/ adaptations for English Language Learner and strategies for assessing the needs of English Learners. Professional preparation courses include assignments where

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Mount St. Mary's College	LEP	2014-15	Yes	30				We continue to regularly monitor teacher candidates' performance on California's TPE 7 throughout our coursework and on the California Teaching Performance Assessments (Cal-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. Since California recently amended their English Language Development standards for K-12 students, our students are now introduced to these new standards in the foundations courses and taught how to plan for, teach and assess English Language Development. These new standards are not fully in place in the K-12 schools in Los Angeles yet, but our students will graduate ready to meet the new requirements.
Mount St. Mary's College	LEP	2015-16	Yes	30				We will continue to regularly monitor teacher candidates' performance on California TPE 7 throughout our coursework and on the California Teaching Performance Assessments (Cal - 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 learning about, planning for, teaching, making adaptations and assessing for English Language Learners.

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National Hispanic University	LEP	2013-14	Yes	20	Yes	We required coursework specific to serving the needs of limited English proficient students of all students (Methods: Language Arts and Reading, Curriculum, and Instruction). We required the candidates to demonstrate their skills in practicum to assess their performance and ensure preparation. We incorporated observation and engagement in classroom strategies.		
National Hispanic University	LEP	2014-15	Yes	0				We did not add prospective teachers in 2014-2015. After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National Hispanic University	LEP	2015-16	No					After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National University	LEP	2013-14	Yes	708	Yes			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				
National University	LEP	2015-16	Yes	817				We are already seeing growth in enrollment in this area and anticipate and have made it our goal to increase new student recruitment in this program by 10% for the 2015-2016 year.
Notre Dame de Namur University	LEP	2013-14	Yes	0	Yes			
Notre Dame de Namur University	LEP	2014-15	Yes	0				

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Notre Dame de Namur University	LEP	2015-16	Yes	0				
Pacific Oaks College	LEP	2013-14	Yes	10	No			
Pacific Oaks College	LEP	2014-15	No					
Pacific Oaks College	LEP	2015-16	Yes	15				
Pacific Union College	LEP	2013-14	Yes	20	Yes			All candidates admitted to the Multiple and Single Subject credentials programs are prepared to work with English Learners. An English Learner Authorization is an integrated part of the program.
Pacific Union College	LEP	2014-15	Yes	25				All candidates admitted to the Multiple and Single Subject credentials programs are prepared to work with English Learners. An English Learner Authorization is an integrated part of the program.
Pacific Union College	LEP	2015-16	Yes	25				All candidates admitted to the Multiple and Single Subject credentials programs are prepared to work with English Learners. An English Learner Authorization is an integrated part of the program.
Patten University	LEP	2013-14	Yes	15	Yes	Information nights held on campus Mailings to School Districts and schools Attended District fairs where we shared about our credential programs		
Patten University	LEP	2014-15	Yes	10				
Patten University	LEP	2015-16	Yes	10				

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:
Pepperdine University	LEP	2013-14	Yes	50	Yes	Pepperdine teacher candidates complete several courses and seminars in order for preparation of instruction of limited English proficiency. The teacher candidates take a course specifically guiding candidates on teaching English learners, they also receive direct instructional guidance through their Instructional Design course, and finally students receive TPA seminars that specifically address how they are meeting the needs of EL students through practice.		
Pepperdine University	LEP	2014-15	Yes	50				
Pepperdine University	LEP	2015-16	Yes	50				We continue to adequately prepare students for teaching students with limited English proficiency.
Point Loma Nazarene University	LEP	2013-14	Yes	100	Yes			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.
Point Loma Nazarene University	LEP	2015-16	Yes	100				
San Diego Christian College	LEP	2013-14	Yes	11	Yes			
San Diego Christian College	LEP	2014-15	Yes	26				
San Diego Christian College	LEP	2015-16	Yes	15				

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 Diego State University	LEP	2013-14	Yes	300	No		We did not have 300 completers in 2013-14	
San Diego State University	LEP	2014-15	Yes	250				All of our credential students are prepared to teach limited English proficient students.
San Diego State University	LEP	2015-16	Yes	250				All of our credential students are prepared to teach limited English proficient students.
San Francisco State University	LEP	2013-14	Yes	150	Yes			
San Francisco State University	LEP	2014-15	Yes	150				
San Francisco State University	LEP	2015-16	Yes	125				
San Jose State University	LEP	2013-14	Yes	250	Yes	EL theory and practices were integrated in all Multiple subject teacher credential program courses for all students.		All candidates in our teacher preparation programs 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 candidates in our teacher preparation programs 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.

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	2015-16	Yes	138				All candidates in our teacher preparation programs 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.
Santa Clara University	LEP	2013-14	Yes	30	Yes			
Santa Clara University	LEP	2014-15	Yes	75				
Santa Clara University	LEP	2015-16	Yes	75				
Simpson University	LEP	2013-14	No					
Simpson University	LEP	2014-15	No					
Simpson University	LEP	2015-16	No					
Sonoma State University	LEP	2013-14	Yes	220	Yes	All of our credential candidates are prepared to teach English Learners as per State requirement.		
Sonoma State University	LEP	2014-15	Yes	200				
Sonoma State University	LEP	2015-16	Yes	200				
St. Mary's College of California	LEP	2013-14	Yes	73	Yes			
St. Mary's College of California	LEP	2014-15	Yes	73				
St. Mary's College of California	LEP	2015-16	Yes	73				

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:
Stanford University	LEP	2013-14	Yes	99	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	2014-15	Yes	86				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	2015-16	Yes	85				
Teacher's College of San Joaquin	LEP	2013-14	Yes	2	Yes			
Teacher's College of San Joaquin	LEP	2014-15	No					
Teacher's College of San Joaquin	LEP	2015-16	No					
The Master's College	LEP	2013-14	Yes	17	No			we had 12
The Master's College	LEP	2014-15	Yes	16				
The Master's College	LEP	2015-16	Yes	12				

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
Touro University	LEP	2013-14	Yes	30	Yes	In 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 support of English Learners; and candidates understand the local and school organizational structures and resources designed to meet English Learners students'needs.	Candidates have sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional programs for the effective teaching support of English Learners. Candidates record their observed lessons in the basic lesson format before discussing in seminar the local and school organizational structures and resources designed to meet English Learner students' needs. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a)English Language Development leading to comprehensive literacy in English; and (b) for development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English Learners, beginning in the introductory courses. EDU 770: Education Psychology & Classroom Management, EDU 771: Teaching Diverse Learners, and EDU 772 or EDU 773: Elementary/Secondary Literacy & Planning Instruction, candidates learn the pedagogical theories and principles of English Language Development. Candidates observe best practices in teaching English Learners while observing in local public school classrooms as a course requirement in EDU 780: Orientation to Student Teaching & Seminar. Additional grade appropriate and academic language specific to advanced curriculum is learned in the curriculum and instruction courses EDU 774 and EDU 776 (multiple subject) and EDU 777 and EDU 778 (single subject). Candidates learn how to teach advanced literacy skills, including academic language of the content areas in EDU 778 (multiple subject) and EDU 779 (single subject).	
Touro University	LEP	2014-15	Yes	30				

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	2015-16	Yes	30				
United States University	LEP	2013-14	Yes	3	Yes			
United States University	LEP	2014-15	Yes	5				
United States University	LEP	2015-16	Yes	5				
University of California, Berkeley	LEP	2013-14	Yes	64	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 64, which was exceeded by 6.	
University of California, Berkeley	LEP	2014-15	Yes	66				
University of California, Berkeley	LEP	2015-16	Yes	68				
University of California, Davis	LEP	2013-14	Yes	150	Yes			All UC Davis program completers are prepared to instruct limited English proficient students.
University of California, Davis	LEP	2014-15	Yes	150				All UC Davis program completers are prepared to instruct limited English proficient students.
University of California, Davis	LEP	2015-16	Yes	135				

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, Irvine	LEP	2013-14	Yes	195	Yes	225 students began the program in 2013-2014; at the start of the winter quarter thirty students either in need of more time to pass required exams, decided that teaching is not the right career pathway, or were counseled out by the School of Education because of their lack of meeting the performance and/or necessary disposition for teaching profession. 195 students successfully completed the program that year and all of these students took a rigorous set of courses designed to prepare them to teach English language learners.		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	173				
University of California, Irvine	LEP	2015-16	Yes	190				
University of California, Los Angeles	LEP	2013-14	Yes	140	Yes			
University of California, Los Angeles	LEP	2014-15	Yes	136				
University of California, Los Angeles	LEP	2015-16	Yes	112				

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	2013-14	Yes	2	Yes	This goal reflects our revised understanding of the category. 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 to 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.	New partnerships are being developed with County offices of education and school districts in Southern California to increase mutual awareness of needs 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 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 undergraduate advising/guidance, candidates have an opportunity to experience fieldwork and coursework that will help them meet intern eligibility requirements. 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. 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. All UC Riverside program completers are prepared to instruct limited English proficient students.

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	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 in pursuing a teaching credential. The Teacher Education program has hired a new Assistant Director of Admissions, Accreditation Coordinator, 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 the local and regional communities. In Fall 2014, the Graduate School of Education launched new recruitment strategies and continue to attend recruitment fairs throughout the State. Information sessions for the Minor in Education and Teacher Education programs now take place bi-monthly. Our new Assistant Director of Admissions continues to work with the Financial Aid office to secure additional scholarships and grant opportunities for 2014-15 candidates across all credential programs.

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	2015-16	Yes	124				This goal reflects our revised understanding of the category. All UC Riverside program completers are prepared to instruct limited English proficient students. The above number illustrates the total enrollment goal for 2015-16. The Teacher Education program has recently revised its recruitment program and strategies to respond to the needs of the local and regional communities.
University of California, San Diego	LEP	2013-14	Yes	0	Yes			
University of California, San Diego	LEP	2014-15	Yes	0				
University of California, San Diego	LEP	2015-16	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:
University of California, Santa Barbara	LEP	2013-14	Yes	22	No	Because all of our prospective teachers are prepared and certified to work with students who have limited proficiency in English, our recruitment strategies cross all credential areas. So in general, we try to recruit people into the teaching profession in general, as the number of prospective teachers enrolling in programs decreased dramatically in California over the past 10 years (nearly 50% decline). Our program reflects that trend. To attract students we work to raise money for private fellowships to support preparation, we sponsor multiple recruitment events and information meetings, we visit undergraduate classes, we attend diversity fairs across the state and graduate program events across the state. We have also added important elements to the program that have been particularly attractive to prospective teachers, such as the opportunity to student teach for 1 month in a different country--all part of meeting the needs for a more global minded, 21st century teacher force.	We will continue with the strategies outlined above.	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 prepared and certified to teach limited English proficient students.
University of California, Santa Barbara	LEP	2014-15	Yes	10				All candidates in the program are prepared and certified to teach limited English proficient students.
University of California, Santa Barbara	LEP	2015-16	Yes	10				In addition to preparing and certifying all teacher candidates to teach K-12 students with limited English proficiency, our program has just added a credential that certifies secondary teacher candidates to teach in ELD departmentalized settings. California recently changed its certification requirements at the secondary level for teaching ELD and we created a new program that meets these requirements. We plan to enroll 10 current credential candidates to receive this additional training and authorization.

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, Santa Cruz	LEP	2013-14	Yes	63	Yes			Approved SB2042 Program.
University of California, Santa Cruz	LEP	2014-15	Yes	77				Approved SB2042 Program.
University of California, Santa Cruz	LEP	2015-16	Yes	95				
University of LaVerne	LEP	2013-14	No		Not applicable			
University of LaVerne	LEP	2014-15	No					
University of LaVerne	LEP	2015-16	No					
University of Phoenix - CA	LEP	2013-14	No					
University of Phoenix - CA	LEP	2014-15	No					
University of Phoenix - CA	LEP	2015-16	No					
University of Redlands	LEP	2013-14	No					
University of Redlands	LEP	2014-15	No					
University of Redlands	LEP	2015-16	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 Diego	LEP	2013-14	Yes	10	Yes	One of the Teacher Performance Expectations (TPE7) of the State of California requires credential candidates to know and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. All of our teacher candidates must demonstrate competency in instruction of limited English proficient students before being recommended for their credential.	Our efforts are ongoing and the department recognizes that maintaining this growth is vital to the sustainability of the program.	
University of San Diego	LEP	2014-15	Yes	10				
University of San Diego	LEP	2015-16	Yes	10				

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University of San Francisco	LEP	2013-14	Yes	140	No	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, 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	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. Fifteen (15) of our program completers earned Bilingual Authorization in addition to their credential.

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University of San Francisco	LEP	2014-15	Yes	140				
University of San Francisco	LEP	2015-16	Yes	140				
University of Southern California	LEP	2013-14	Yes	245	Yes			ALL of our Candidates must show evidence of competence in teaching English Language Learners, as required by the Commission for Teacher Credentialing, State of California.
University of Southern California	LEP	2014-15	Yes	300				We have 4 start points a year. We will still have students begin the program in the 2014-15 AY. ALL of our Candidates must show evidence of competence in teaching English Language Learners, as required by the Commission for Teacher Credentialing, State of California. We do not know yet what that total will be. This is an approximate number.
University of Southern California	LEP	2015-16	Yes	300				We have 4 start points a year. ALL of our Candidates must show evidence of competence in teaching English Language Learners, as required by the Commission for Teacher Credentialing, State of California. We do know yet what that total will be. This is an approximate number.
University of the Pacific	LEP	2013-14	Yes	233	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 the multiple subject, single subject and education specialist 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 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).

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 the Pacific	LEP	2014-15	Yes	100				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).
University of the Pacific	LEP	2015-16	Yes	100				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	LEP	2013-14	Yes	5	No			Unfortunately we have seen a decrease in teacher candidate enrollment due to the limited employment opportunities for teachers in California. We are hopeful to keep the same amount of candidates for the next several years until teacher employment opportunities in California increase.
Vanguard University	LEP	2014-15	Yes	3				We do not anticipate a growing number of candidates in the program for the next several years but we hopefully will keep an average 70 candidates for our small program.
Vanguard University	LEP	2015-16	Yes	0				We do not anticipate a growing number of candidates in the program for the next several years but we hopefully will keep an average 70 candidates for our small 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:
Western Governors University - CA	LEP	2013-14	Yes	3	Yes	As the largest supplier of STEM teachers in the United States, it is critical that we provide serious leadership nationally in mathematics and science education. We are doing this through groups such as 100Kin10 and STEM connector and through the Dean's work with groups such as CAEP and NCTQ.		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. Given WGU's recent accomplishment of being named #1 in the nation for Secondary Education by the National Council of Teacher Quality (NCTQ), we expect enrollments to increase.
Western Governors University - CA	LEP	2015-16	Yes	5				Although the focus on graduation rates will continue, ongoing marketing strategies should result in a modest increase of enrollments. Given WGU's recent accomplishment of being named #1 in the nation for Secondary Education by the National Council of Teacher Quality (NCTQ), we expect enrollments to increase.
Westmont College	LEP	2013-14	No					
Westmont College	LEP	2014-15	No					
Westmont College	LEP	2015-16	No					
Whittier College	LEP	2013-14	Yes	4	Yes	All single subject, multiple subject and now Education Specialist teachers are all prepared in instruction of limited English proficient students. We increased our number of completers this year by adding the ES credential.	Working with admissions to step up our marketing and advertising materials.	
Whittier College	LEP	2014-15	Yes	5				
Whittier College	LEP	2015-16	Yes	5				

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William Jessup University	LEP	2013-14	No		Not applicable			
William Jessup University	LEP	2014-15	No					
William Jessup University	LEP	2015-16	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 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, 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
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

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation is closely linked with the needs of 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, as applicable.
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
Humphreys College	Yes	Yes	not applicable	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
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes	No	No	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	No
Teacher's College of San Joaquin	Yes	Yes	Yes	Yes	No	No	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

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation is closely linked with the needs of 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, as applicable.
University of California, Berkeley	Yes	Yes	not applicable	Yes	Yes	Yes	Yes
University of California, Davis	Yes	Yes	not applicable	Yes	Yes	Yes	Yes
University of California, Irvine	Yes	Yes	not applicable	Yes	Yes	Yes	Yes
University of California, Los Angeles	Yes	Yes	not applicable	Yes	Yes	Yes	Yes
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 in their second 15 week placement, 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. Los Angeles: Teacher Candidates (both Multiple subject and Education Specialist) participate in two placements while fulfilling their field experience and novice teaching requirements. In at least one of these placements the candidate will be teaching English learners. Each novice teacher plans, under the supervision of university faculty and cooperating teacher, a three week takeover of a class. They must be able to include academic language in all their lessons to meet the needs of all students. Novice teaching is paired with a professional seminar. The successful completion of CalTPA is also required – all 4 tasks for the Multiple Subject candidates and Task 1 and 2 for the Education Specialist candidates. In Task 2, Designing Instruction, candidates must discuss how they meet the needs of all students in their class, including students with special needs, low income students and English learners. Additional candidates are admitted into the Education Specialist M/M program with a Preliminary or Clear Multiple or Single Subject credential to earn an 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 apply content learned in the classroom in diverse settings. 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 CAEP accreditation (formerly NCATE), and the Department of Teacher Education's preparation programs, are aligned to the NCATE diversity standard. The syllabi include program diversity goals. The department collaborates 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 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. At the twice-yearly meetings, input from committee members is generated regarding community and district needs. This information informs program development and offerings for each campus, and for the university as a whole. For example, from the advisory boards, we learned that local districts were desiring programs for the autism authorization and early childhood special education. Programs were written to meet this need. Many of the instructors in the education program are practitioners in local school districts who help candidates explore the instructional decisions they may face in the classroom. Candidates participate in fieldwork experiences and student teach in local school districts so they are able to examine instructional issues while participating in these field-based experiences. Each campus also participates in local education advisory boards as well as various outreach efforts such as teacher job fairs, college and career fairs, BTSA advisory boards, Chambers of commerce education advisory committees, and other district committees. From these meetings, we learn what needs districts and the local communities have. All credential candidates, general education and special education, take coursework that prepares them to teach in the core academic subjects. In addition, all credential candidates receive training in providing instruction for children with disabilities. Candidates take EDUU 511 Collaboration for Inclusive Schools which prepares candidates to address the needs of students with disabilities. The course addresses disabilities, strategies for working with students and with families as well as the legal aspects of special education. The course involves extensive fieldwork. Core content courses also incorporate strategies for universal access as a part of lesson and unit planning. Strategies for meeting the needs of limited English proficient

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	students are embedded into all credential courses. Candidates work one-on-one with an English learner in their literacy courses to gain experience assessing student performance and developing appropriate instructional interventions based on student need.
California Baptist University	Once per semester each program holds an advisory meeting. Participants include full-time faculty, adjunct faculty, master teachers, employers,student candidates and professionals from other institutions. Program data and course content are 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	The Department of Learning and Teaching emphasizes purposeful placements of our candidates. This includes four professional development school (PDS) partnerships. All placement sites are specifically selected to afford rich experiences with diverse student population, strong collaborative school culture and supportive administrative and teacher leadership. Additionally many of our cooperating teachers serve as adjunct faculty members and 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. 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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
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 district administrators and HR professionals, 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. - District partners inform us of the TK-12 context, which helps shape our coursework and fieldwork plans; - We have very strong partnerships with our local school districts and place students strategically when they complete their final coursework. - District partners continue to see our clinical placements as giving them opportunities to hire excellent candidates; - 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 - 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 have revised 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. This program has expanded to include preparation in STEM single subject areas, as well as Special Education. College faculty are collaborating with LAUSD in a data sharing effort to examine teacher pathways and their impact on teacher performance and student learning outcomes. Results will be used for ongoing program improvements. Structured collaborative teaching between general and special education faculty will be supported in credential classes in 2013-14.
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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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. 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. Additionally, we have also adopted AVID strategies and are incorporating these techniques in program curriculum. To date, feedback from district partners has been positive regarding the addition of AVID.
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	Continue 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 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.
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 climate of instruction for English Learners and special populations in the general classroom. The importance of students' family and cultural backgrounds is emphasized throughout the program and specifically explored in a number of activities. As candidates begin to look at learner characteristics to guide instruction, they complete an IRIS module focused on culturally responsive teaching, linguistic needs that can affect instruction, and supportive ways to encourage family members and the community to become more involved in school matters. To understand the impact of poverty on schooling and the nature of urban and rural schools, several activities engage candidates in an exploration of the community so they understand the context in which their students live and can make connections between their backgrounds and the curriculum. Candidates also explore strategies such as oral history as ways to engage and validate the experiences and expertise families can contribute to effective instruction.
Chapman University	The teacher education curriculum for the three teaching certification programs—elementary, secondary, and special education—are characterized by a combination of specific courses and content that deal with appropriate pedagogy and practical strategies for providing instruction to children with disabilities, children from low income families, limited English proficient students, as well as children who may reside in urban or rural locales. For example, all teacher candidates are required to take EDUC 570 Voice, Diversity, Equity, EDUC 501 Second Language Acquisition, and EDUC 571 Collaboration for Inclusive School. As implied by the title, Voice, Diversity prepares prospective teachers to teach in all types of California schools, including students who come from low SES situations, urban centers, and rural areas. Second Language Acquisition not only deals with the theoretical underpinnings of the manner in which limited English proficient students acquire a second language, but also practical techniques and strategies that enable limited English proficient students to not only communicate effectively in English, but also comprehend and articulate abstract academic concepts in English. Collaboration for Inclusive Schooling equips our prospective teachers with the skills, tools, and knowledge to provide meaningful instruction to students with disabilities and special needs. Furthermore, 15 to 20 hours of supervised field experience is an essential component of the Second Language Acquisition and the Collaboration for Inclusive Schooling classes. In addition to the aforementioned classes, nearly all required teacher preparation classes are characterized by activities, units of instruction, and projects that deal with providing meaningful instruction to students, including the poor, students with disabilities and special needs as well as limited English proficient children and adolescents. For example, in specific teaching methods classes such as those in which candidates are taught how to teach social studies or mathematics, they learn how to adapt, modify, and differentiate social studies and mathematics instruction to suit the needs of students with special needs and disabilities as well as limited English proficient students. Furthermore, when teacher candidates reach the student teaching phase of their respective credential programs, they are only assigned to schools that are diverse in terms students with special needs and disabilities, limited English proficient students, and students who come from low SES homes. That is, prospective teachers exit the teacher preparation programs well prepared to address the diverse needs of the students of California.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
Claremont Graduate University	We work closely with our advisory council to ensure our program meets the needs of our surrounding districts. We have significantly increased our enrollment numbers in mathematics and special education through targeted fellowships to meet surrounding needs. We have been less successful recruiting additional science candidates and have recently submitted two NSF grants to target and recruit more science candidates through larger fellowships and stipends. The CGU TEIP has been preparing all candidates to work with low-income, diverse populations, including English Learners since 1992. Not only do we equip our candidates with successful research-based strategies, we also help them develop positive attitudes relating to students' potential and their own ability, as teachers, to impact student performance. Our graduates know that if they work hard, plan instruction based on student needs, and use performance data to modify their instruction, they can make a difference in each student's life. As a close-knit cohort program, our general education and education specialist candidates take methods courses side by side. This strengthens the general education candidates' exposure to strategies utilized to work with students with special needs as well as education specialist candidates' ability to provide strong core content instruction. We have also increased content coverage and content specific pedagogy in all 3 core phases of the program, Pre-Residency, Residency, and Post-Residency. Most recently, we replaced a more general educational theory course (Teaching/Learning Process IV) with an advanced content and pedagogy course. As the final credential course taken in the program, our intent was to focus on learning theory as it specifically relates to each core content area. For example, our advanced content and pedagogy course in science will be co-taught by Claremont Colleges STEM and Education faculty to help students reflect on their pedagogical practice in light of content specific learning theory, their previous years residency teaching, and their own analysis of their strengths and weaknesses based on the California Teaching Performance Expectations. We have several successful strategies to ensure our candidates are well prepared to address the needs of their students. Students complete a modified ethnographic narrative project throughout their program to examine how differentiated instruction for struggling learners, based on knowing students academic and personal history, can make a difference in academic achievement. This project significantly impacts candidates' attitudes and academic expectations for diverse learners. Students are required to select five students to study in their first year of teaching including at least one EL student and one student with special needs. They analyze the students' academic background, interview the students, interview the parents, and then implement modified instructional plans to increase academic achievement. Results are analyzed in the final semester of teaching and the experience is reflected upon as it impacts their own philosophy of teaching. All candidates also take ED314: Differentiated Instruction for Meeting the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups, English learners and students with special needs.
Concordia University	The three most successful strategies in meeting the assurances are: 1. Intentional integration of differentiation techniques into each course in the program. 2. Requiring candidates to view each assignment they craft through multiple lenses. Candidates ask, "How does my assignment meet the unique needs and challenges of the diversity represented in the classroom?" 3. Candidates are provided with a variety of field experiences.
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 of this approach with respect to student learning outcomes. 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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
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, where one full-time supervisor is in contact with Seminar Instructors. Seminar Instructors, Supervisors, and Full-time Faculty all supervise in the field and are well acquainted with challenges in the field. Special Education teachers, in both Multiple and Single Subject, must take courses in Core Subjects in general education programs. Specific courses designated for this specific purpose, in addition, all other coursework supports providing instruction There is a specific course that provides Theory and Practice in Second Language Acquisition. In addition, all other coursework supports providing instruction for English Learners. Assignment and field work are included. Our mission of the university is aligned with the mission of the Education Department which is preparation for Urban schools. Values and strategies are in every course.
Hope International University	Two strategies used by the University to meet the needs of LEAs and challenges facing new teachers are a Teacher Education Program Advisory Committee (TEPAC) and regular faculty meetings to discuss needs and challenges. The former includes administrators (site and district) and teachers from local public and private schools. Faculty meetings include professors who are current practitioners in public and private schools, including teachers, administrators, and school board members. The Dean is the president of the board of education of the 10th largest school district in California. Information gathered from biweekly school visits is shared with faculty and staff, as well as current instructional strategies utilized by district teachers. Training to address instruction of our diverse P-12 student population is embedded in each credential program. All California Standards for the Teaching Profession (as approved by the California Commission on Teacher Credentialing) are addressed throughout the program in specific courses or embedded in methods courses. Candidates have an opportunity to "master" instructing diverse students during 16 weeks of student teaching observations. Many courses require observation hours at local schools 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 develops the knowledge, skills and dispositions 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 how to 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 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

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	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.
Humphreys College	- Full integration of the Revised English Learner Program Standards - Strong student teaching partnerships with schools that are urban, low SES, and highly diverse with English learners (ex. Stockton Unified School District) -The commitment to an interrelated curriculum is demonstrated by the integration of the Teacher Performance Expectations (TPEs) into the program curricula. A candidate's pedagogical competence is developed and assessed in the program through the TPEs, and the program provides multiple opportunities for candidates to apply the TPEs to instruction. -Commitment to the interrelation of coursework and fieldwork is integrated in such a way that serves to foster well-rounded competence in all candidates. Each course in the program includes several common activities reflecting the theoretical foundations and philosophy which form the basis of the program, connecting theory, practice, observation, reflection, and collaboration. For instance, each course includes candidate's participation in focused class discussions, completion of numerous course-specific writing assignments, a relevant fieldwork observation assignment, and a major report or presentation, conducted either individually or as a team. Consistency of these assignments and evaluations provides cohesion to the program. Additionally, interrelated learning experiences are supported through the integration of the California Content Standards and Curriculum Frameworks into coursework and assignments. -Data-based decision making and continuous focus on program improvement, particularly through Advisory Meetings and Program Learning Outcome Assessment.
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 preliminary teacher preparation program and its prerequisites include a purposeful, interrelated, developmentally designed sequence of coursework and field experiences, as well as a planned process for comprehensive assessment of candidates that effectively prepare candidates to teach all K12 students and to understand the contemporary conditions of schooling, including attention to California public education. Mills College's Teachers for Tomorrow's School (TTS) program offers four teacher credential programs that are characterized by three features and that are guided by six principles reflecting an overarching concern with social justice in education. First, the TTS program is cohort based, preparing 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 TTS. A second feature is a professional focus that is embodied in the TTS coursework and field experiences, which provide teacher candidates with multiple opportunities to discuss the roles and ethical responsibilities of teaching. These professional responsibilities include the specialized body of knowledge that characterizes the work and a set of core ethical commitments that guides it. Our location in the heart of Oakland, California raises, for our constant consideration and action, a set of issues associated with educating urban children and youth. Guided by an ethic of care and social justice, which includes a commitment to equity and access, we aim to create a context for teacher learning that promotes an honest exploration of questions associated with teaching in the changing and complex circumstances of urban schools. Our commitment includes preparation for the teachers' work both in and outside the classroom. We are concerned with the institution of school and recognize that in order for teachers to do their work, they need to be in an environment that supports and sustains them. For this reason our teacher education effort is organized in various ways to cross school/college boundaries. A third feature of our program is that we aim to instill in teacher candidates an inquiry stance toward teaching practice. We recognize that learning is at the core of teaching, which is why we provide candidates with repeated opportunities to demonstrate the knowledge, skills, and disposition to plan and inform their teaching based on data they gather from students and how they learn. Most of the scholarly work of TTS faculty follows the Scholarship of Teaching and Practice (SOTL) model, which is a prominent, and increasingly popular approach for research in teacher education. In this sense, TTS faculty in fact apprentice teacher candidates into research practices and methodologies that have the potential to play a transformative role in the development of beginning and experienced teachers. A final feature of our program is its coherence, which stems from the program's explicit emphasis on social justice and reliance on six

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	principles that articulate, explicitly, the connections between theory, research, and practice. These six principles have been created and refined over time, responding to changes in faculty members' understanding of current research and practice as well as developments in public schools both local and throughout the state. The principles guide the overall design of the TTS program and provide a framework and the language for content and pedagogy in courses as well as discussions of field experiences are framed as standards for achievement of teaching.
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	- Students develop lesson plans integrating the use of technology in Special Education courses, methods courses, and in the Technology for Teaching course. - 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. - 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. - Students are required to assess, analyze, and develop plans to address concerns in the Secondary Methods class, Reading-Language Arts, and special education courses. - 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 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	to best serve self identified needs. Providing General Education Teachers with Training to Service SWD. In order to equip general education teaching candidates with the requisite skills for providing service to students with disabilities (SWD), the SoE revised the sequence of coursework for these candidates and added a requirement that they must take EDU 602 Foundations of Special Education.
San Diego Christian College	SDCC credential candidates student teach in San Diego area public school settings where diversity is high and includes Special Needs as well as a high population of English Learners and students from low income families. Strategies for teaching students with these backgrounds are embedded throughout the program.
San Diego State University	We hire faculty with expertise in the areas they teach. We have strong ties to the local community and school districts. The teaching credential programs collaborate with the local districts and work in high needs schools.
San Francisco State University	Faculty in all departments undertake research (funded and unfunded), community-based training or dissemination projects and/or participate on advisory boards in the largest local urban school districts. The districts' needs are well-known and faculty infuse them into credential candidate curricula. In addition, placing student teachers in professional development schools helps candidates and faculty stay abreast of school needs. Several faculty in general education and special education co-teach courses to share their knowledge about teaching special needs and limited English proficient students with candidates. Credential candidates are regularly placed in urban districts in classrooms with LEP, special needs and low-income students.
San Jose State University	All teacher candidates in Single, Multiple and Special Education programs take coursework in special education, multicultural/social foundations, EL theory and practice. All credential 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 other 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.
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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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.
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 Graduate School of Education programs candidates 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 are taught 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	Moderate/Severe credentials, assignments and field experiences are often differentiated to target specific learning and competencies required by each credential. The courses serve as organizing structures to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations that require application and reflection-in-action. The design of the Graduate School of Education teacher preparation programs completely integrates field experiences into every course and blurs the arbitrary boundary between coursework and fieldwork, between theory and practice. Fieldwork requirements are tied into course assignments which are designed to be skill building activities that take place in the candidate's intern/student teaching placement. For example, in SEPS 791 (Positive Behavior Supports), the candidate completes a Data Collection Project, a Functional Analysis Project, and a Behavior Intervention Project where the skill development is developmental (e.g., students learn how to observe a challenging behavior, then how to complete a functional analysis, and then how to implement a positive behavior plan based upon the data collected). The importance of early and authentic field experiences cannot be overemphasized in Touro University - California Graduate School of Education preparation program design; it is a defining characteristic of the program. As Yost, Sentner and Forlenza-Bailey (2000) suggest, fieldwork must be construed as more than simply the opportunity for candidates to apply what they have learned in their coursework. The field experiences must be accompanied by candidates' analyses of their own belief structures, most of which were formed and persist in a culture of traditional teaching practices. It can be difficult to break familiar patterns, embedded notion and conventions and the most deeply imbedded influences on teaching practice stem from earlier experiences as learners. Touro University – California's Graduate School of Education has a vision to change the culture of schools by changing the practice of the teachers who work within those schools so that historically under served students, including students identified for special education services, have full and equal access to education opportunities. Field experiences tied into course assignments and are designed to give candidates the opportunity to uncover hidden assumptions and, with deliberation, begin making teaching decisions that are data driven and in becoming proactive rather than reactive teachers. Assignments are designed to be skill building and able to be implemented in the intern/student teaching placement of the candidate. Each of the courses includes dedicated time for the discussion and analysis of assignments completed as part of the field experiences, and candidates have ample time to reflect on personal understanding resulting from their clinical experiences. Candidates are supported through their field experiences by the guidance of their instructors(s), their supervisor, and the Program Chair. Starting the Summer Semester 2013, Touro University California's Graduate School of Education has started a new dual-teacher credential program that allows students to obtain an Education Specialist and Multiple Subject or Single Subject Credential simultaneously. These four (4) unique credential options will allow the students to be prepared for the needs of education in the 21st century. The program's course scope and sequence are designed to support student success and the development of dynamic teachers. Additionally, Touro University is one of the few local universities which offers the Education Specialist Moderate/Severe credential. A student who completes the dual-credential program will be able to pursue many employment opportunities and be very a strong candidate for a variety of teaching positions. Each dual credential program is a total of 46 semester units and provides students with two teaching credentials. Students can complete program as either a student teacher or as an IHE Intern. NEW DUAL CREDENTIAL PROGRAMS: Dual Credential Program: Multiple Subjects and Education Specialist Mild/Moderate Dual Credential Program: Single Subjects and Education Specialist Mild/Moderate Dual Credential Programs: Single Subjects and Education Specialist Moderate/Severe Dual Credential Programs: Multiple Subject and Education Specialist Moderate/Severe
United States University	United States University is situated in the metropolitan area of San Diego. San Diego is a predominately Hispanic area. 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's Student Learning Outcomes are the Teacher Performance Expectations (TPEs) and they are aligned with the university mission. These are assessed through its Signature Assignments (SA). TPEs give students the knowledge, skills and abilities to become 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. In 2013-2015 the curriculum of our teacher preparation programs was revised in order to implement the new Common Core aligned English Language Learner Standards. Our clinical faculty placed more emphasis on instructional strategies for supporting English language learners. For example, faculty help candidates unpack the ELD standards, incorporate them into their lesson plan, and provide appropriate scaffolding. Candidates are assessed in their courses when they create artifacts grounded in clinical practice. For example, in the secondary course on language acquisition, candidates conduct an in-depth analysis of one learner's current language contexts and abilities, situate the data in research on language acquisition, and write a lesson that meets the needs of this particular language learner. Similarly, in the final project of the multiple subject course on language acquisition, they carefully examine a grade-level topic and determine how they will assess students' experiential background and prior knowledge in order to plan a lesson that will activate and build on this prior knowledge while supporting English language development and/or academic language proficiency. The lesson planner promotes the development of practices that support language learners and special needs students with the following questions: 1. Describe the cognitive task related to the content learning objective: 2. Language Demands: How will students be

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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 and all candidates become familiar with the principles of Universal Design of Learning. 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. 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 have revamped courses to include the Common Core State Standards and the Smarter Balanced Assessment that California has chosen. We have close ties with our employing districts and use their input to make program decisions. We have a standing advisory council with whom we exchange ideas and mutual support. There are some exciting programmatic elements that are grounded in these partnerships. For example, some schools are receptive to paired student teaching placements because of the additional resources that are available to support students. We have two partner schools where there are pairs of student teachers in virtually every classroom. At one of those schools, their teachers provide a day-long demonstration, with all of our multiple subject candidates present, of how technology can be utilized to enhance instruction for elementary students. At another school, our secondary and elementary science methods courses are taught in a state-of-the-art science classroom. In another case, we have an average of ten student teachers in dual immersion classrooms preparing to apply for their bilingual credential. These ongoing strong partnerships keep us nimble and in turn support our partner schools with bright, passionate, and well-prepared student teachers—their future employees.
University of California, Los Angeles	1. All teacher candidates fulfill their student teaching requirements in high needs urban schools serving low-income, culturally, racially and linguistically diverse communities. 2. Our teacher education program partners with the Los Angeles Unified School District, the largest school district in Los Angeles County during the pre-service year, and coordinates district information sessions, recruitment seminars, and interviews for hiring purposes once the candidates meet the requirements for the preliminary teaching credential. 3. All credential candidates take foundation, methods and fieldwork courses specifically geared towards preparing them to meet the needs of limited English proficient students. Foundational courses provide teacher candidates with the theoretical frameworks and historical context to understand today's diverse students. These courses establish a theoretical foundation that challenges deficit thinking about students of color and promotes an asset model approach to understanding and working in urban schools. These courses help candidates examine the principles of educational equity and diversity. Methodology courses provide opportunities for candidates to learn content-specific teaching approaches and strategies that support English language development and academic language development among K-12 students, including Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD). Fieldwork courses provide candidates opportunities to learn and practice EL strategies withing the context of their student teaching and to debrief and reflect upon areas of improvement within a subject-specific cohort. Candidates who are fluent in Spanish may elect to take additional coursework in Language, Culture and Primary Language Methodology to earn a Bilingual Authorization.
University of California, Riverside	UC Riverside 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. The CAC is comprised of a select group of leaders and innovators from the Inland Empire. The purpose of the CAC is to inform programmatic decisions and to provide input into the vision and future of the UCR Teacher Education Program. 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 candidates complete PACT (Performance Assessment for California Teachers) as well as edTPA assessment, where as Single subject candidates complete the edTPA assessment which is aligned with California academic content standards as well as teaching performance expectations set by the California Commission on Teacher Credentialing.
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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	experience which are afforded by the norms, routines, and policies of the classroom, the school and the community. One way of understanding the process of learning to teach is as one in which these four "practical" elements are continuously integrated and re-integrated in new and more sophisticated ways as the candidate undergoes new experiences. The UCSB program reflects an intentional composition of experiences which challenge and support the candidate to undergo exactly this kind of a process: integrating, evaluating and reconstructing their understanding of themselves, their students, the subject matter, and the milieu of practice over the course of the program year. The purposeful and interrelated nature of the coursework and fieldwork dimensions of TEP is accomplished through several strategies, beginning with a strong philosophical and theoretical commitment to a practice-oriented theory of teacher professional development (Lave & Wenger, 1991). It also includes careful attention to personnel selection, program decision-making, allocation of resources, curriculum planning, and evaluation. Each of these policies and practices is discussed below: Philosophical/theoretical stance. A core assumption on which TEP is based is that learning to teach not just a cognitive process, nor a process of acquiring new behaviors, but a process which integrates both these and other changes in the ways a neophyte teacher participates in the practices of the school setting. While a wide variety of tools and experiences (including those which are delivered in coursework) may be very useful to candidates' efforts to participate more completely in the routines and activities of the public school classroom the developmental outcome of interest has to do with the quality and quantity of changes in participation. A program with this as a core assumption would structure itself in ways that allow it to pay very close attention to the relationship between what happens in coursework and what happens in the public school classroom. We do. Personnel. Virtually every instructor in TEP has a substantial level of direct experience as a classroom teacher. This means that we all have experienced the process of learning to teach. Many of our staff have overlapping roles, teaching both coursework and doing field supervision of candidates. Supervisors are routinely recruited from the ranks of passionate and highly experienced veteran teachers. All of this contributes to a strong programmatic focus on practicum/coursework connections. Dialogue and decision-making. Field supervisors and course instructors are all involved in major program curriculum decisions, as well as in regular staff meetings related to running the program on a day-to-day basis. These faculty meetings are an important place for developing and maintaining a common understanding of expectations for students, including those for assignments linking courses and practicum work. For example, a regular agenda event in TEP faculty meetings which has developed over the past two years is entitled "Windows on Our Practice", in which a course instructor or fieldwork supervisor will present what s/he is doing for discussion and analysis. At quarterly faculty day-long retreats, all faculty (that is, both course instructors and supervisors) major program development, planning and evaluation activities. These activities are usually preceded by collaborative analysis of candidate data, in order to inform our program development. Partner School site meetings are conducted regularly to support extension of these kinds of communication linkages to Cooperating Teachers. Finally, both MST and SST programs hold regular meetings of all Partner Schools to discuss major program issues, including those emerging from specific courses and assignments. Concurrent coursework and practicum are designed into all major phases of the program. This allows coursework assignments to be generally carried out in classroom contexts. This critical practice allows several important things to happen. First, course instructors are able to appraise the extent to which candidates are able to transfer concepts and practices modeled and discussed in course sessions into the context of their practice as teachers. Second, University Supervisors and Cooperating Teachers, being on-site, can play an active role in mediating each candidate's interpretation and application of what s/he has learned in coursework. The structure and content of the MST and SST programs are designed with both a theoretical and practical sense of how teaching competence develops over time in the context of increasingly complex opportunities and demands for participation in authentic work (Lave & Wenger, 1991). In general, the program is structured to include both conceptual/theoretical and practice-oriented activities and responsibilities in all major phases of the teacher preparation process. However, the balance of focus shifts gradually from coursework to classroom over the course of the year. This both challenges and supports candidates to integrate theory/practice tensions and considerations into all of the contexts of their learning to teach experiences across the program. In the first summer session, candidates are engaged immediately in reading, discussion and inquiry related to foundational concepts underlying practice in public education classrooms. Even before public schools start, candidates are working in classrooms-participating in limited, but authentic, teacher work. This peripheral participation gradually increases over the course of the fall quarter, culminating with a one week take over of teaching responsibilities in the classroom. Winter quarter begins, again, with somewhat limited teaching expectations, recognizing that a period of acclimation, learning of new routines and practices, and relationship building is necessary before candidates can (or should) be responsible for full teaching assignments in their new practicum placements. Spring quarter is devoted predominately to classroom teaching. (Developmental changes in candidate responsibilities and performance expectations are documented in the "Teaching Candidate Performance Record" in the MST Handbook, p. 35ff, and in "Roles and Responsibilities for Student Teachers, in the SST Handbook). Candidate assessment is also structured developmentally, with students accountable for increasingly complex performances in the context of Credential Portfolio reviews conducted throughout the program year. The year concludes with what is called the Credential Portfolio Conversation. In this process candidates present and evaluate evidence of their professional growth and achievement over the course of the year, including evidence that they have met each of the Teaching Performance Expectations. The broader CSTP standards framework is used to consider plans for future professional development in the context of 2042 induction programs such as BTSA and others. This conversation is intended, in part, as an affirmation that learning to teach is a life long developmental process-one that doesn't end with graduation! The UCSB program is structured at every level to reflect the knowledge base for teaching and teacher education as articulated in the California Standards for the Teaching Profession, the Teaching Performance Expectations, and the California K-12 Content Standards. Candidates' work in the program is framed further by attention to contemporary issues of schooling within the California context, areas addressed as topics in courses (see e.g., the summer foundations curriculum below) and within supervised teaching. To illustrate both the content and the developmental nature of the program, the following is a quarter-by-quarter summary of the program curriculum, beginning with pre-program requirements. Prior to Credential Year Undergraduate subject matter, program prerequisites, and pre-professional preparation: Prerequisites for admission to TEP emphasize demonstration of subject matter knowledge, demonstration of academic excellence (3.0 minimum G.P.A.), completion of pre-professional field experiences in a public-school classroom, and completion of necessary state requirements. Subject matter knowledge may be demonstrated through either an approved sequence of subject matter coursework aligned with the California K-12 content standards, or through-passing an approved subject matter test (CSET). Candidates are expected to begin developing an understanding of public school students and the practical contexts and activities which define the work of public school teaching by completing a minimum of 60 hours of observation and participation in a public school classroom. Admission requirements include an essay, which asks students to reflect on their personal experiences and to articulate a sense of personal mission and rationale for their choice of a teaching career. Additionally, all applicants are interviewed. Prerequisite courses, to be taken prior to entry into the program, provides candidates with an introduction to basic issues of health and safety related to

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	classroom teaching (ED 109) and an introduction to educational technology (ED 103). For the MST program, two courses in mathematics for elementary teachers are required prerequisites to assure that all MST candidates are well grounded in the mathematics of the California elementary curriculum (see syllabus for Math 100A and Math 100B). The Credential Year The Curriculum reflects the following major categories: Methods and Procedures Pedagogical content methods and procedures for specific content areas. Theory, Practice, and Research Courses on learning and teaching theory and research contextualized in classroom and school practice. Special Learners Theory, research, and methods courses specific to learners with special linguistic or other needs. Student Teaching/Field Experience Course units tied to field experience which increase as candidates progress to greater teaching responsibility (note increase in units across quarters). Professional Issues Weekly seminars—held at both school and university sites—taught by site- and content-supervisors as well as in-house K-12 coordinators. The seminars run throughout the academic year and address issues directly related to candidates' work in classrooms, in their schools, and in their schools' communities. Summer All candidates begin the program as a cohort in the summer, engaging in a foundations curriculum that also has the only courses where MST and SST candidates are mixed (ED 268 and ED 330). The purpose of the foundations curriculum is to introduce candidates to the research, theory and practice related to issues of schooling, culture, language, and learning for students of different ages and Assurances backgrounds. The summer completes with an introduction to classroom management that helps students work with peers to develop their "teaching presence" prior to their first day in the classroom. Fieldwork and secondary methods courses also begin in summer session because K-12 schools begin before the university fall quarter begins. MST courses summer: ED 268: Found of Teaching (4) ED 261: Lang & Culture in Teach & Learn (4) ED 264: Child Dev & Learn (4) ED 330: SCWriP (2) ED 370: Prof Issues (1) ED 340: Student Teach (3) ED 318: Found of Academic Lang (2) ED 326: Practicum in Class Mgmt. (2) SST courses summer: ED 261 Culture, Language, & Learning ED 268 Foundations of Education ED 263 Psychological Foundations of Education: Secondary ED 319 Linguistics for Teachers: Secondary ED 330 Writing Project approaches to teaching composition, K-College ED 327 Practicum in Classroom Management ED L 321MProcedures for Teaching Literacy: Secondary ED 321 Secondary Content Methods (Taught per subject area: English, Foreign Language, Math, Science and Social Science) ED 341 Student Teaching Secondary Schools (Per subject area: English, Foreign Language, Math, Science and Social Science ED 371 Professional Seminar in Teaching Secondary School (Taught per subject area: English, Foreign Language, Math, Science and Social Science) The Credential Year: Fall As mentioned above, both MST and SST programs candidates are enrolled in coursework and fieldwork experiences concurrently throughout the academic year. This offers an ideal context in which students may test and evaluate concepts and practices presented in courses in the context of their practical work with public school students. Fall fieldwork is half time, and starts the week before public school begins, as candidates work with cooperating teachers to prepare for school. During early fall, observation and limited direct teaching are the focus of candidates' responsibility. By the end of the fall quarter, candidates are expected to take over teaching responsibilities completely for one week. The fieldwork is closely supervised by both a university supervisor and experienced classroom teachers (both a Cooperating Teacher and an In-House Coordinator at the Partner School). Candidate progress is regularly evaluated 1) by supervisors and cooperating teachers with the use of observation notes and video, 2) by university instructors through assignments designed to assess and build on skills and knowledge developed over time, and 3) by candidates themselves through self-evaluations and portfolio artifacts organized around the Teaching Performance Expectations. Cooperating teachers, university supervisors and the candidate meet twice in the fall (once at mid term and once at the conclusion of the fall placement) to hold a "Three Way Conference" in which candidate progress is evaluated and new goals are set for subsequent practicum work. Formative assessments in Fall coursework prepares students for the Performance Assessment for California Teachers, and for elementary candidates marks the first in their series of PACT assessments. MST Fall Courses Candidates in the MST program work in one public school classroom half time during the Fall Quarter at either the primary (K-3) or upper (4-6) elementary level. They complete their first PACT assessment in Literacy with a focus on lesson planning. In addition, they complete the following courses during the Fall Quarter: ED 265A M.ED. (1) ED 360F: ELD/SDAIE(2) ED LA 320F: Read/LA(3) ED 324: Technology (4) ED 312: Context for Child Dev & Learn (2) ED 362: Excep Child (4) ED 340 Student Teach (5) ED 370: Prof Issues (1) SST Fall Courses Candidates in the SST program work half time in public school classrooms, completing two 8-week placements at the middle school, junior high or high school level. In addition to their placements in subject matter classes (history, math, etc.) they have one period per day in which they are placed in a "literacy" classroom, in which the focus of instruction is on basic academic skills. These placements are made in classrooms that include English language learners and other students with special needs. They begin lesson design and formative work for PACT in the Curriculum Design course. Concurrent with their practicum work, students take the following courses: ED 265A M.Ed. students (1) ED 361F: ELD/SDAIE (2) ED 325: Technology (3) ED 323F: Instructional Design (1) ED L321F: Literacy (1) ED 343: Lit Field Exp (1) ED 371: Prof Issues (1) ED 321F: English, Math World Language, Science Content Methods (3) ED HSS 321F: Social Science Content Methods (1) ED 341 Student Teaching (5) ED 313: Context Adol. Dev. & Learning (2) ED 208 English students only (4) The Credential Year: Winter In Winter Quarter, students begin with concentrated time on campus during January. The weeks of January in MST are spent in a series of art, music and PE workshops. In SST it is devoted to guided curriculum development work within content areas, as secondary candidates prepare to teach courses in the their practicum sites for the second semester. Both SST and MST start new practicum placements at the end of January when the second semester begins for k-12 schools. MST candidates are in placements three-quarter time and SST are in for the full day, taking complete teaching responsibility of at least one course for the full semester. All candidates also prepare for the full Teaching Event of PACT, which is supported by several courses as indicated below. Students complete the following courses during Winter Quarter: MST Winter Courses Students spend half time in their practicum during this quarter. They continue with their PACT assessments in Social Studies Methods focusing on classroom assessment, and in Mathematics Methods and Curriculum Design where they complete the full Teaching Event in Mathematics. Practicum activities are coordinated with the following courses: ED 265B: M.ED. (1) ED 360W: ELD/SDAIE (1) ED LA 320W: Read/LA (2) ED 322 Instructional Design (4) ED M320: Math (4) ED 340 Student Teach (5) ED 370: Prof Issues (1) ED HSS 320W: Soc Science (2) SST Winter Courses Secondary candidates return to half time practicum placements in February, where they begin to teach the courses they have prepared during January curriculum development workshops. Their Curriculum Design course builds on fall lesson planning and teaches assessment analysis and curriculum design in preparation for PACT. Their overall practicum activities are coordinated with the following courses: ED 265B: M.Ed. only (1) ED 361W: ELD/SDAIE (1) ED 323W: Instructional Design (3) ED 363: Exceptional Adol.(4) ED L321W: Literacy (2) ED 343: Lit Field Exp (1) ED 371: Prof Issues (1) ED 381 BCLAD only (4) ED HSS 321W: Social Science Content Methods (1) ED 341 Student Teaching (7) ED 292C Math Students only (4) The Credential Year: Spring Spring Quarter is devoted primarily to full time student teaching for both MST and SST. However, assignments from their ELD/SDAIE courses initiated during Fall and Winter Quarters are completed in the context of their full time student teaching during this period. A summative review of candidate performance is carried out by the university supervisor, the candidate, and one or more Cooperating Teachers in late May or early June (Credential Portfolio Conversation). MST Courses

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	Spring In the context of their student teaching assignments, MST candidates complete their PACT in Science as well as the following courses: ED 265C: M.ED. (1) ED 360S: ELD/SDAIE (1) ED 266: Special Topics Teaching (4) ED S320: Science (4) ED 340 Student Teaching (11) ED 370: Prof Issues (1) ED HSS 320W: Soc Science (2) SST Courses Spring ED 265C: M.Ed. only (1) ED 361S: ELD/SDAIE (1) ED 266: Special Topics in Teaching (4) ED 343: Lit Field Exp (1) ED 371: Prof Issues (2) ED HSS 321S: Social Science Content Methods (1) ED 341 Student Teaching (9) ED 317 Social Science Students only (4) ED 286ST Science Students We use the Teaching Performance Expectations framework as a basis for reviewing candidates' performance in each of their student teaching placements. Summary evaluation of each candidate's development as a teacher is framed around these standards (including related TPEs, as well as data from the Teaching Performance Assessment) in the context of a dialogue with the cooperating teacher(s), university supervisor and the student, at the end of the spring student teaching assignment. Experiences specific to California's English Learner Population How to effectively teach English Learners is a hallmark of the program. First and foremost, all Candidates are placed in a Partner School. The partner school model insures that only schools with a diverse student body and with English Learners are sites for clinical experiences. Candidates' work with English Learners starts immediately with the beginning of their program in summer foundations courses (e.g. in "Culture, Language and Learning", "Foundations of Learning", "Educational Psychology" and "Linguistics for Teachers") and continues throughout the entire academic year with a three-quarter course in "ELD/SDAIE Methods". Embedded in both university coursework and in field experiences in the Partner Schools, are multiple opportunities for Multiple Subject (MST), Educational Specialist (ESC) and Single Subject (SST) credential candidates to learn purposes, goals, and content of the adopted instructional program(s) for the effective teaching and support of English Learners; and candidates understand the local and school organizational structures and resources designed to meet English Learner (EL) students' needs. In ED 360: ELD/SDAIE Methods and Procedures (MST and ESC) and ED 361: ELD/SDAIE Methods and Procedures (SST), credential candidates have a field assignment in which they investigate the EL programs at the school sites where they are placed. They interview school site and district personnel in order to determine (1) how many designated English Learners are at their school site, (2) how the English Learners are identified and (3) what services are provided for these students. They then schedule observations to determine which of the program models are being employed at the site (e.g., Content-Based ELD, push-in or pull-out ELD, Transitional Bilingual, Newcomer, etc.). Specifically, candidates investigate the demographics of the school site in regard to English Language learners, the English language proficiency levels of students, and the various ELD programs offered at the school site (e.g., push-in, pull out, in class small group ELD instruction, whole group "leveled" programs by EL proficiency levels, and newcomer program). Candidates document where they obtained the demographic information and EL proficiency levels (e.g., SARC, school website, interviews with teacher or principal) so as to navigate how to obtain important information regarding the student population at their school sites in order to meet the specific needs. As part of the TEP Lesson Design Frame, required for all course-embedded lesson assignments and for formal lessons, credential candidates must articulate the context for which they are designing the instruction. They therefore must be apprised of local school organizational structures and resources designed to meet the needs of designated English Learners with whom they are working (hence the assignment described in the preceding paragraph). Articulation of context is also required of credential candidates on the Performance Assessment for California Teachers (PACT) Teaching Event. While this is not scored, it is required that credential candidates identify locally situated resources to support optimal learning for designated English Learners. In the elementary "Reading/Language Arts Methods" and the secondary "Multicultural Literacy" courses, credential candidates examine different program components that address the needs of English Learners: Alternative Waiver Programs (Bilingual Education), English Language Development (ELD), Content-Based ELD, and Specially Designed Academic Instruction in English (SDAIE). They participate in an in-class assignment whereby they learn the distinguishing characteristics of ELD, Content-Based ELD and SDAIE, and apply the new learning to case profiles of English Learners, determining which approach or approaches would be most appropriate for each case. They also must provide the justification for their recommendation. In this way, instructors and peers can confirm or clarify the decisions and thus deepen their understandings of philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Learners. On-site Coordinators (school-based supervisors) and university supervisors work together to assist credential candidates to observe a variety of practices and programs, which they may not see otherwise. The fundamental concept is that a placement is at a school, not just in a specific classroom. For example, as might be expected, not every Partner School classroom includes the services of instructional aides, specialists and parent volunteers. On-site Coordinators are able to assist candidates to observe and discuss issues that arise related to management of support personnel, pull-out programs, and other specific practices that may not be used in their own classroom placement. Moreover, the clustering of student teachers at Partner Schools allows candidates opportunities to work in one another's field placement classrooms for the purpose of gaining experiences that may not be available in all classroom settings. Experiences specific to California's Special Education Population Candidates complete a series of readings, classroom activities, web activities and fieldwork assignments aimed at giving them a more in-depth understanding of the practices of assessment related to special education in the regular classroom. For example, in ED 362, students read Turnbull, Turnbull, and Wehmeyer (2010) and each chapter focused on a particular disability presents in depth discussion of best assessment and evaluation practices. In the special education courses for elementary and secondary general education candidates (Elementary is ED 362 and secondary is ED 363), candidates receive instruction and perform classroom assignments on conducting task analytic assessments, applied behavioral assessments (specifically as related to School-Wide Positive Behavior Supports), and curriculum-based assessment, specifically progress monitoring with curriculum-based measures (as related to Response-to-Intervention, or RTI, systems). In addition each candidate completes a comprehensive case study of a child with identified special education needs, including assessment results relevant to referral and placement, instructional design and evaluation. (See course syllabus for ED 362, including the case study assignment specific requirements). In the SST course in special education, a similar set of readings and assignments focus on assessment skills. For example, candidates are required to attend both a Student Study Team and IEP meeting, and to report on both specific assessment procedures and how these are woven into programmatic decisions for children. Candidates also complete a case study of a student with identified special education needs. The special issues attending second language acquisition and assessment of learning, including assessing the learning of children with disabilities, are taken up in the "ELD/SDAIE" and the "Culture, Language and Learning" courses. In these courses, candidates are taught how to use results from English Language assessments (CELDT) to plan appropriate instruction, as well as how to modify generic assessment strategies for appropriate use with English language learners, including those with disabilities (more on this below under teaching limited English Proficient Students). In all methods courses in TEP, students are required to plan adaptations to classroom assessments to make them appropriate for students with special education needs. The TEP Lesson Design Frame used in all course- and field- work requires candidates to note adaptations. This assures that the specialized assessment strategies, which are taught in ED 362 and ED 321 SPS are applied in the context of each candidate's work in the general education classroom. Candidates in both SST and MST progress are taught to use a wide variety of special instructional materials, technologies and teaching

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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 students with special needs. In SST, the course in Literacy (ED 321) also provides opportunities for candidates to plan accommodations for students with special needs in the context of secondary content courses,-as well as special developmental classes. Similar planning and evaluation strategies for students with special needs are embedded in every methods course in the program. In addition to these experiences, the focus courses on special education within MST (ED 362) and SST (ED 363) provide students with both general planning strategies (material on "Universal Design" are embedded in readings, Web resources, and Case Study Assignments) and specific ideas for adaptations and accommodations relative in insuring the students with widely heterogeneous abilities and needs have access to the core curriculum (e.g., Site Accommodation Assignment). TEP students begin to develop an understanding of the philosophical and theoretical rationale for social integration of children with disabilities in the Social Foundations of Education course (ED 268). In this course they read and discuss perspectives on disability as a socially constructed experience. The essence of this approach to understanding the sources of disability is recognition that, while many disabilities are associated with physical or mental "conditions", the problems people with disabilities experience in their lives are equally grounded in how other people respond to those conditions. In ED 268 TEP students consider the socio¬cultural sources of those responses, and the ways in which children may learn to interpret and respond to human differences in the classroom. Perhaps most important, in ED 268 TEP students begin to explore and discuss the ways in which the well being and learning of the most vulnerable children in a public school classroom is inextricably tied to the well being of every child in the classroom. Practical strategies and tools for supporting the social integration of children with disabilities in the regular classroom are given special focus in the course in special education (ED 362 for MST, ED 321 for SST). In these courses, students read extensively about strategies for supporting the social inclusion of children with disabilities. For example, in ED 362, TEP students read and discuss Turnbull, Turnbull, & Wehmeyer (2010; especially chapter 2) on "Ensuring progress in the general education curriculum through universal design for learning and inclusion" as well as specific illustrations and recommendations for every category of disability in following chapters. Candidates also learn about how to build and implement school-wide positive behavioral support strategies in support of inclusion of all students with disabilities in general education activities. In ED 321, the entire text (Turnbull, et. al) is structured around the theme of inclusion. In addition, class session focus on strategies such as Circle of Friends, cooperative learning groups, social skills training and other approaches to promoting positive social relationships between children with disabilities and their nondisabled peers. Finally, practicum assignments from both special education coursework (see Case Study assignments for both ED 362 and ED 321) and practicum seminars require TEP students to plan lessons and other classroom experiences in consideration of the social integration of children with disabilities into both academic and nonacademic activities. For example, in ED 371 students discuss and problem solve around specific classroom situations and challenges involving children with disabilities. They implement a variety of strategies to promote a general climate of respect and support for developmental differences among students, including class meetings, cooperative learning groups, and positive behavioral supports.
University of California, Santa Cruz	Special Education/English Language Learners: All candidates enroll in specific courses to meet the needs of children with disabilities in the general education classroom (Education 211) and limited English proficient students in the general classroom (Education 203 Multiple Subject and Education 204 Single Subject). In these courses, students are taught to identify students with specific learning needs and English language development needs respectively. Candidates understand the procedures and processes for identifying students for special instructional services as well as laws mandating required services. Learn effective teaching strategies for meeting the needs of Special Education/EL needs of students. Teacher candidates are also taught the principles and methodology of effective processes designed to provide students with full access to the core curriculum. In their student teaching placements, candidates work with identified special education and English Language Learner students to implement and reflect on these principles and methods. Relevant assignments include case studies, informal assessments and lesson planning to meet student needs (e.g. accommodations and adaptations for special education students and the Sheltered Instructional Observational Protocol for English Learners). Identified needs of Local Education Agencies/Training linked with the needs of schools and the instructional decisions new teachers face: Many of the local schools in which our student are placed have a high number of English Language Learners. Therefore, in addition to Education 203, Multiple Subject Methods of English Language Development, and Education 204, Single Subject Methods of English Language Development, above, each of our methods and theory

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	courses have at least one session that focuses on meeting the needs of English Language Learners in the content area. 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 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	All candidates in our teacher preparation credential programs follow a sequenced plan of study that helps ensure they are able to practice their classroom learning through purposeful placements of practica and student teaching. General education teacher candidates are prepared to provide instruction to students with disabilities and special education teacher candidates are prepared to provide instruction in core academic subjects. Several of our courses are common to both general education and special education teacher candidates, for example: Methods of Teaching English Language and Academic Development in Cross Cultural Contexts. All candidates are required to demonstrate competence in teaching limited English speaking students and special needs students. Our field experiences provide teacher candidates with direct experience in working with English learners and special needs students. When candidates are placed in their practicum and student teaching experiences, our Field Experience Office ensures our students are exposed to multiple school settings, including urban and low income areas. Our Director of Field Experience communicates regularly with district representatives regarding the alignment of mutual needs. Districts contact us when seeking to fill open teaching positions and have conducted interviews of our candidates on USDs campus.
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 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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 60.6% English Language Learners and 86.6% of their students are classified as Socioeconomically Disadvantaged (2013-2014 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 they 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 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 a 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 organizations?**	**If Yes, please Specify**	**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**
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 Christi	No
Brandman University	Yes	Yes			Yes	We continue to be C	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		Yes	CAEP	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 Commissio	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	No
Hebrew Union College	Yes	Yes					No
Holy Names University	Yes	Yes					No

Institution	Is your teacher preparation program currently approved or accredited?	Accredited by State?	Accredited by NCATE?	Accredited by TEAC?	Accredited by Other organizations?	If Yes, please Specify	Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
Hope International University	Yes	Yes					No
Humboldt State University	Yes	Yes					No
Humphreys College	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		Yes	WASC, CTC	No
Notre Dame de Namur University	Yes	Yes			Yes	WASC	No
Pacific Oaks College	Yes	Yes					No
Pacific Union College	Yes	Yes			Yes	North American Divis	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 Commissio	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 Commissio	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
University of California, Santa Barbara	Yes	Yes					No

Institution	Is your teacher preparation program currently approved or accredited?	Accredited by State?	Accredited by NCATE?	Accredited by TEAC?	Accredited by Other organizations?	If Yes, please Specify	Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
University of California, Santa Cruz	Yes	Yes					No
University of LaVerne	Yes	Yes	Yes				No
University of Phoenix - CA	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		Yes	WASC	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.

Institution	Does your program prepare teachers to: integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning
Alliant International University	Yes	Yes	Yes	Yes
Antioch University	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
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

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

Institution	Does your program prepare teachers to: integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning
Holy Names University	Yes	Yes	Yes	Yes
Hope International University	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes
Humphreys College	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
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

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

Institution	Does your program prepare teachers to: integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning
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 submit 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 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.

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California Baptist University	All preliminary credential candidates are required to successfully complete ETC 305: Educational Computing Level I and ETC 520: Educational Computing Level II. Course syllabi include the following: Integrating Technology Candidates are prepared to integrate the following technologies into curricula and instruction: - Cameras (e.g., digital, video, and document) - Operating system software (i.e., Windows, Mac OS, Linux) - Applications software (i.e., word processing, spreadsheets, database management, presentation software) - Computer managing 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. 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 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,

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	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	Teacher Education: 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. Special Education: UDL and technology competencies are integrated throughout the special education program. In addition, all SPED credential candidates are required to complete EDSP 415 (Technology for Educational Specialists). In EDSP 415, candidates should demonstrate UDL principles and strategies along with appropriate technology assessment procedures. The course addresses both instructional and assistive technology that assists students with disabilities to enhance their learning and access to general education curriculum. As a course requirement, candidates are required to develop a lesson plan that is embedded UDL principles and appropriate technology tools. In addition, candidates complete behavioral and academic intervention plans in EDSP 505 (Positive Behavior Support) and EDSP 545/632 (instructional strategies in M/M or M/S) courses. Candidates use variety of programs or apps to collect, manage, and analyze data to complete the assignments. For example, they use classdojo to collect data and MS Excel to manage and chart students' progress.
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 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, swivl 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.
California State University, Dominguez Hills	Candidates are required to meet basic requirements for technology proficiency through coursework. 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

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	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 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; * 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. A new collaboration with the Titan Bookstore offers students easy access to etextbooks and mobile devices: http://www.titanbookstore.com/SiteText.aspx?id=7680 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 ISTE Technology Standards and Performance Indicators for Teachers); 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

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	required to complete works cited on EDSC 304 assignments and are presented with extensive information on copyright issues. They review district acceptable use policies. They demonstrate their understanding of legal and ethical issues through the development (in EDSC 304) and implementation (during student teaching) of technology-enriched units of student. Candidates utilize Internet search and retrieval to develop lessons and class assignments. They evaluate data for authenticity, reliability and data, paying particular attention to websites that lack credibility. They learn the difference between directories and web search engines and conduct searches on topics in their content area. To help pre-service teachers select appropriate tools for instruction, we categorize tools into six categories according to purpose: collection, communication, presentation, collaboration, organization and interaction. * Tools used for collection, including search engines such as Bing®, Google® and Yahoo®, and social bookmarking sites such as Diigo® and Delicious®, are primarily used to search, gather and store information and sources. * Tools used for communication, including blogs such as Edublogs® and Wordpress®, surveys such as Zoomerang® and SurveyMonkey® and audience response systems such as TurningTechnologies® and Quizdom®, are primarily used to facilitate the flow of information between teacher and student. * Tools for presentation, including presentation software such as Powerpoint® and Keynote®, online presentation tools such as Prezi®, Empressr®, Sliderocket®, 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: Faculty in the Department of Elementary and Bilingual Education regularly participate in ongoing professional development related to the purposeful use of technology to enhance student learning and engage students. Faculty members from the department who have expertise in educational technology regularly provide leadership, guidance, and mentoring for faculty members who need more support. For example, the focus of two faculty meetings during the 2014-15 academic year were related to identifying best practices in the use of technology and effective online instruction. In spring 2015 one of our professional development activities focused on the intersections between just, equitable, and inclusive education and the use of technology. In fall 2014 our PD focused on effective online instruction. Prior to the meeting the graduate committee created a wiki for faculty to contribute to and use as a resource to support online instruction: https://deliveringonlineinstruction.wikispaces.com/ Faculty from our department have also hosted and co-collaborated with our school district partners to host technology conferences for teachers, CSUF students, and faculty on our campus. During spring 14 small groups of faculty also participated in technology tours at select schools in Fullerton School District to see first hand how students in K-5 classrooms are using technology in the classrooms. 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. 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. All of our courses in the multiple subject credential program were aligned with the standards outlined by the International Society for Technology in Education (ISTE) in spring 2014. For example, in EDEL 436 (science methods) candidates are required to include technology integration in their model learning cycle lesson plan. Sample integration might include the use of an Elmo, Turning Point audience response system, creating a Flip Chart for use on the smart board or suggesting a website for later use by "students" and their families. This requirement meets ISTE standards 2 and 3. ISTE standard 2a: Design and develop digital age learning experiences and assessments: Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity – is addressed in EDEL 433 (language arts methods). Various course activities model the use of technology to support children's literacy learning, including, for example, use of iPod Touch apps for development of foundational skills, use of an online application to post responses to learning (e.g., padlet), use of a student response system to monitor student learning during instruction, use of shared online documents for collaborative work, and use of audio recording systems and QR code generators to support reading fluency development. In addition, candidates also use the Internet for gathering information to address assessed student needs and identification of technology tools to support those needs and use a web based bookmarking utility to store and share links to websites related to children's literature. ISTE standard 1a: Promote, support, and model creative and innovative thinking and inventiveness – is addressed in EDEL 429 (integrated language arts). In a small group, candidates select and read an informational book appropriate for young children. After reading the text, groups compose a storyboard for a two-minute book trailer advertising the book. Candidates are required to shoot photographs and videos and use software such as iMovie to edit your footage and create titles and text for the trailer. EDEL 430, Foundations of Education, candidates

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	are required to go on a scavenger hunt in and around the assigned school for their clinical experience. The goal is for students to learn about their future students' local community and the school culture. In addition to gathering data, they also take pictures. Working alone or with site peers, candidates create a 5-minute digital storytelling project to share information about their school site. This assignment supports ISTE standard 1a & 1d. In our program (EDEL 435 mathematics, 436 science and 437 social studies), candidates also 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. Candidates also create an electronic presentation after studying the Civil Rights Movement during the 1950's and 60's. The purpose of this activity is to use technology to tie the course themes to the history of education and connect students to where our society is today. 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. The online course activities also address ISTE standard 4: Promoting and modeling digital citizenship and responsibility. 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. 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 ATI compliant.
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 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, Adobe Connect, podcasts, online threaded discussions and chats, and other related technologies. Additionally, all Education Specialist credential program candidates take EDIT 510 - Using Educational and Assistive Technology. This course provides students with the ability to analyze technology and its appropriate use for facilitating the teaching and learning process for accessibility. Students also examine issues

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	and methods used in assistive technology. 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. Additionally, the CCOE does offer the applicable coursework for a Supplementary Authorization in Computer Applications in the Schools that can be taken by any special education (education specialist) credential program completer. These courses can also apply to graduate certificates in Online Teaching and Learning, or in Computer Applications in the Schools, as well as in Master of Arts degrees in Education with a focus in Educational Technology & Leadership. The CCOE has also launched a new Intel Certificated in 21st Century Learning to provide pre-service and in-service K-12 educators with professional development in digital technology and e-learning tools through a series of fully online courses. The certificate program is slated to launch Fall 2015.
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. Candidates use technology to enhance teaching during clinical practice in the classroom.
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 third 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, San Bernardino	All candidates must complete a Technology proficiency pre-requisite. Technology is infused throughout all curriculum and coursework.
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.

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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 candidates and faculty to examine and comment on candidates' teaching performance. The Observation Event ©, a faculty and technology coordinator created e-Supervision software, streamlines the work of faculty and deepens the reflective process for candidates. CalStateTEACH faculty expand their skills and knowledge by attending relevant training, conferences and symposia. In addition, they come together for intensive professional development twice each year for sessions that promote creativity and innovative thinking while introducing and assessing the latest technologies. Faculty routinely collaborate with peers with new uses of technology, providing avenues for experimentation and reflection. Faculty share in leadership through the creation of iBooks and iTunes U courses, creating new models of educational technology integration that foster creative critical thinking, group problem solving and collaboration, and reinforce core and interdisciplinary content knowledge. CalStateTEACH's mobile initiative has earned support from rural and urban school partners, school districts and county offices of education, where teacher candidates gain clinical experience and practice teaching. Our partners are committed to, and excited about, the professional development the mobile initiative provides and the expertise teacher candidates bring to their schools.
Chapman University	The educational application of technology is a theme integrated throughout credential courses. There is also a specially designed course that provides an overview of the range of educational application of technology including computer literacy, adaptive technology, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word processing, computer managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, and schools of the future. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies.
Claremont Graduate University	Our candidates are prepared to integrate technology into their curricula and instruction in a variety of ways. All are introduced to the notion of utilizing technology in their lesson planning during the first phase of the program (i.e., the Pre-Internship Phase). For example, for the multiple subject and education specialist candidates in EDUC 343 the candidates are introduced to core technology tools such as document cameras, smart boards, and multimedia presentation tools such as LCD projectors and are asked to create standards-based curricular units that utilize these tools. All candidates are also working under the tutelage of their Master Teachers in a Pre-Internship Teaching Experience and in this intimate context being trained in the 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

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

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	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.
Humphreys College	Please see the attached report: Humphreys College 2014 Assessment Report (Standard 11- Using Technology in the Classroom, page 125). This program standard details how the 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.
La Sierra University	In teacher education methods classes candidates are required to demonstrate dynamic use of technology as a tool for instructional delivery and assessment. Textbooks for methods coursework are preferred choices when they include methodologies that incorporate technology. Additionally, during the candidates' field placements and formal student teaching, candidates engage K-12 students in interactive learning experiences. Candidates must show ability to effectively use technology when responding to the Teaching Performance Assessment. Several teacher education courses require candidates to use an online program for designing lessons. This model is recognized for its alignment with brain-friendly cognitive processing and with learning theory.
Loyola Marymount University	Program technology components are designed to engage the candidate in utilizing the internet for immediate support in their teaching, via the use of on-line web based materials (e.g., Blackboard.com, iTunes U, SlideShare). Candidates are supported in the development of technology integrated lesson plans which encompass the “start simple, start small” ideology for creating technology proficient teachers. In addition to communicating through technological means, candidates in the programs are expected to create, engage in, and manage digital lessons using freeware (e.g., Prezi, VoiceThread, etc) and purchased software (e.g., PowerPoint, Keynote, iMovie, Garage Band). Portfolios are submitted electronically via LiveText and are digital in nature. Candidates learn how to interpret data from standardized tests and how to design and use rubrics. By using database software (e.g., Excel), candidates are taught to analyze assessment data in order to track individual student performance as well as course wide attainment of academic learning goals. With the belief that effective teachers use assessment as a tool for guiding and improving instruction, candidates are taught how to use various assessments throughout the program. For example, in Methods of ELD/SDAIE, candidates learn how to use the English language development standards as a guide for determining the level of English 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.

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Mills College	By completing the Mills Information Literacy Evaluation portion of the Teachers for Tomorrow's Schools Technology Requirement tutorials and assessments, candidates demonstrate an intermediate level of proficiency with MS Office software (i.e., Word, Excel, PowerPoint, and Outlook) as well as the skills necessary to conduct online research and determine the reliability of online content. Candidates must utilize MS Word and MS Excel as well as MS PowerPoint when planning curriculum examples in ways that maximize their potential for communication and representation. Candidates in EDUC 352 and EDUC 353 are also introduced to the MERLOT Content Builder, a free web-hosting and construction tool that is administered by the CSU system. Both single and multiple subject candidates build websites documenting a required inquiry project on teaching language for academic purposes at their student teaching field placement. The program also plans to expand the requirements for curriculum planning as part of the EDUC 352 and EDUC 353 Inquiry Assignment for candidates to research and incorporate technologies to enhance the academic language development of students. Similarly, we have plans to add on to the requirements in EDUC 300A/B, EDUC 301A/B, and EDUC 305 A/B for curriculum planning to incorporate technologies for relevance, effectiveness, and alignment with state standards. Finally, through a collaborative arrangement with KQED, the local PBS affiliate, candidates learn about free online resources that are appropriate for use in the classroom by TV station personnel trained to be resources for teachers. Candidates are required to research and incorporate technology into their lesson planning requirements for both single and multiple subject Curriculum and Instruction courses. The discussion of equitable access to technology is included throughout the program. However, we are planning on increasing the focus on technology as an important consideration of content and pedagogy in the English Language Development Methods courses for either multiple (EDUC 352) or single subject (EDUC 353) candidates. Our goal is to incorporate digital media and instructional technology into both courses, expanding the scope into an examination of discourse in education that includes traditional, in person interaction and content as well as digital, synchronous and asynchronous interactions. The Mills Information Literacy Evaluation portion of the Teachers for Tomorrow's Schools Technology Requirement tutorials and assessments, includes information, tasks, and assessment intended to teach candidates about the authenticity, reliability, and validity of the information they gather online. Candidates rely on these recommendations to research materials and information they utilize to collaborate in the creation of posters and related materials about special needs students. Candidates present this information to one another during the second of two whole program retreats. In both EDUC 352 and EDUC 353, candidates are provided with a model for and the experience of creating websites for publication and dissemination of information. Furthermore, candidates' experience interfacing with BlackBoard provides them with yet an additional model for content and interaction management tools for instruction. The program plans to enhance instruction on and opportunities for candidates to manipulate and analyze data about students' learning, informing their teaching practice with these data as well as utilizing available tools to inform families of their children's performance securely and accurately.
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 2 units of required coursework in technology where they learn how to analyze data. Most credential courses discuss data & analysis as a part of an assessment program. - A computer lab is maintained by the department for the classes to use to research, prepare presentations, and collect data for class project and assignments. - The department utilizes technology to collect data on course objectives and instructor success.
National University	Programs for prospective teachers include preparation to use technology effectively for a variety of purposes per state standards. We offer a technology course that is a program prerequisite in order to ensure that candidates have a foundational ability to use technology for teaching and learning. In addition, each program has an identified learning outcome addressing technology and its use in improving teaching and learning. All university courses are taught with the support of an e-companion. 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: Teaching With Technology/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

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	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. Accessibility features of common classroom tech platforms are introduced as well. 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. 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. Differentiated instruction is taught in each of the methods courses, some of which include technology use in planning UDL.
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 and assistive technology.
San Francisco State University	Integration of Technology 1. Instruction in uses of educational technology to support student learning and assessment and to manage data to improve teaching and learning is infused throughout the methods courses in all credential areas. In addition, credential candidates must complete a one-unit stand alone course, ITEC 601, to meet the state-mandated Level One technology requirement for earning a preliminary teaching credential. 2. Faculty and credential candidates in all courses use iLearn (https://ilearn.sfsu.edu), a Learning Management System (LMS)that SF State has adopted to enhance online student learning and collaboration. Whether an instructor uses iLearn to merely supplement a course or teach an entire class online, instructors may customize their use of iLearn features by mixing and matching technology that best fits the course objectives and student needs. Using this LMS becomes a model for candidates to use in K-12 schools. Instructors may use iLearn to enhance teaching and learning in the following ways: - Sharing resources and posting all course documents online. - Facilitating student interactivity and collaboration through assignments to participate in online Forums. - Assessing student performance online - Gathering student feedback online. 3. Secondary and Elementary Education Departments use the digital TaskStream System to upload candidate responses (which include student-teaching videos) to the Performance Assessment for California Teachers (PACT). This assessment is a culminating experience required by the State of

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	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 technology tools to help all students develop a strong conceptual foundation in each subject matter *employ technological tools as learning tools for bridging concrete and abstract forms of representation •use new video technologies and editing software for course projects •search for, critique and integrate into their lessons online resources like online video demonstrations, digital archives, lesson plans, and educational websites •develop lessons around technologies and software like podcasts, video, projectors, smart boards and presentation software •use cameras, iPads and other technologies to tape their lessons and analyze their teaching and their students behaviors during the lessons •use standard software for recording, managing and reporting grades and/or prepare reports •use common communications programs like listservs, groups, and social networking sites •Elementary Education students have to plan, teach and be observed as well as evaluate teaching lesson incorporating technology for teaching and learning. For PACT students also have to plan teach and analyze a taped lesson. Education Specialist credential candidates are required to complete a course that is a systematic review of results of research studies in techniques of designing; selecting, producing, using, and evaluating the use of curriculum materials and instructional media in teaching; research studies in mass communication media;procedures applicable to setting up small-scale evaluative studies of curriculum materials and media programs within schools. This course reflects a balance of behavioral/precision teaching, low to high tech support intervention exploration, with models of integration/inclusion into the mainstreaming education and society through a variety of technological interventions. Activities in this course will include application, research, development and management of information and data. This course is for educational leaders, teachers and planners to prepare them for future changes in education technology. This course is based in research, theory, and current trends in technology, education, and training. It relates cycles of change to paradigm shifts in order to interpret current trends and project future developments. Additionally, Universal Design for Learning (UDL) and Assistive Technologies (AT) are infused throughout the course.
Santa Clara University	Our teacher education programs prepare credential candidates to integrate technology into their practices by (1) taking and passing a course titled, Technology for K-12 Teachers (EDUC 251); (2) teaching curriculum content to credential candidates using technology as an instructional tool; (3) creating activities and experiences in which credential candidates use appropriate technologies in meaningful ways to reach standards-based curriculum goals; (4) demonstrating and evaluating current software and mobile apps recommended by our pre K-12 clinical faculty (5) teaching credential candidates to use technology to document student learning, to collect, manage, and analyze student achievement data, and to represent student achievement in ways that facilitate the use of data to improve instruction. All teacher education course instructors strive to model the effective use of a variety of familiar technologies (such as digital cameras, smart phones, iPads/tablets, cell phones or MP3 players with voice recording capabilities, text messaging, and social networking) and basic software commonly found in K-12 classrooms (such as Excel, PowerPoint, and Microsoft Word) in our own teaching. We also give our teacher candidates a range of opportunities to have hands-on learning experiences with hardware, such as graphing calculators, and software, such as Geometer's Sketchpad, commonly found in classrooms. Evidence of our efforts to ensure that our candidates are prepared to integrate technology into their practice in meaningful ways can be found on the instructional materials available on each credential program course's site in our university's Learning Management System, in course syllabi, in rubrics for assessing projects that require the use of technology for instruction and/or assessment, and in samples of our candidates' in-class work and course assignments.
Simpson University	Definition Universal Design for Learning Scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. The teacher credentialing program at Simpson University prepares teachers to integrate technology effectively into curricula and instruction by aligning specific technology assignments to projects in other teacher credentialing courses. The alignment provides an effective scaffolding of technology skill development so that when students are expected to accomplish learning outcome tasks in other core 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

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	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	Courses throughout our programs provide access to technology for instruction and in the use of the Performance Assessment California Teachers requires the use of technology to demonstrate teaching capacity. Our Technology committee provides professional development to our faculty on how to integrate technology in to the curriculum. There is no key assessment in technology education. One will be proposed.
St. Mary's College of California	Candidates in the Single Subject and Multiple Subject Credential Programs use the PACT TPA which incorporates all of the descriptions above in addition to specific coursework required in the program. http://www.pacttpa.org/_main/hub.php?pageName=Home Candidates in the Education Specialist Credential Program are required to take as part of their coursework an Information Literacy and Technology course and an Instructional Strategies course which gives opportunities for effective practice. Both pieces are integrated to writing effective and relevant IEP goals and objectives. Candidates in the Multiple Subject Credential Program take the course MSTE 223 Technology in the Classroom, which was designed specifically to include all four elements listed above. In addition, the use of technology is integrated into all other courses; for example, candidates create a class Wiki for children's literature in MSTE 253 Reading and Language Arts I; candidates create a multimedia project for MSTE 345 Curriculum & Instruction: Social Studies and Humanities; and candidates create tables summarizing student performance on a mathematics test in MSTE 350 Curriculum & Instruction: Mathematics; these data are then used to write plans for improving the learning of the entire class as well as two children with specific learning needs.
Stanford University	STEP candidates have numerous opportunities to explore, develop and report on their use of appropriate technological resources to support student learning. Candidates develop their ability to utilize technology to support student learning in a variety of contexts: content-specific methods courses, which address technology as a teaching tool; and clinical placements, where candidates explore the use of technology and develop multimedia representations of their teaching practice. STEP candidates learn about, analyze, and evaluate various subject-specific and generic applications of technology, use computer-based technologies to design engaging materials that incorporate multiple representations of content, and develop tasks to assess student learning. In addition, in their clinical placements candidates routinely use digital video to document and learn from their own practice and the work of their students. Candidates examine a variety of current educational technologies as part of their lesson and curriculum unit planning and in response to the technology requirements of the PACT Teaching Event. Candidates learn about educational technologies throughout the year and learn how to adapt productivity and presentation tools, as well as other instructional technology, for teaching and learning within their individual content areas. Based on the data collected from the Tech Pre-assessment Survey and Tech Field Placement Survey, workshops are designed to meet the needs of candidates who need more preparation in learning to select and use a variety of educational technologies. Candidates have opportunities to examine, evaluate, and utilize educational technology in their curriculum and instruction courses. For example, in ED263A-C: Curriculum and Instruction in Mathematics, candidates examine three different learning technologies (probeware, dynamic software, and graphing calculators). Prior to the session on probeware, candidates read research about the effectiveness of hand-held devices and learn about the affordances and constraints of this technology. After engaging in activities using probeware, candidates reflect on its usefulness and limitations as a teaching tool. Candidates in mathematics are later introduced to Fathom, SimCalc and Geometer's Sketchpad. A local classroom teacher serves as a resource by sharing examples of her students' work using Geometer's Sketchpad, sharing instructional ideas, and hosting the candidates for a visit to her classroom. Candidates are able to interview her students about their use of the software, and candidates later debrief their observations to identify strategies for using this instructional tool. For the final session on graphing calculators, Texas Instruments (TI) provides an extended session specifically designed for pre-service math teachers at the secondary level. Candidates study the uses and features of graphing calculators in this hands-on session and explore the appropriateness of this tool for particular topics in math. As a culminating activity, candidates prepare presentations that 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

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	use PowerPoint and visual images for comprehensible input. Candidates in ED267A-C: Curriculum and Instruction in Science examine the use of both probeware and a genetics simulation software (GenScope) to analyze how these tools might be useful in supporting student learning. They discuss issues related to implementing this software in their classrooms, including equipment availability and reliability, curriculum sequencing, scaffolding, language, assessment, diversity of prior knowledge, and technical assistance. Multiple subject candidates also have many opportunities to learn about the instructional uses of technology. For example, they explore the uses of calculators in elementary classrooms. Candidates review the National Council of Teachers of Mathematics (NCTM) standards with respect to calculators and then discuss the controversy about when to introduce calculators and for what purposes. They examine the affordances and constraints of calculators and other types of classroom technology. Candidates review selection criteria for web-based games and resources and then apply these criteria to one of several mathematical games websites. They evaluate the sites based on educational value, content, design and navigation, ease of use, and suitability. Multiple Subject candidates also explore the use of probeware in instructional activities that support K-8 students in learning to ask important questions and conduct careful investigations. Using probeware to do real-time graphing of temperature data, candidates engage in computation, graphing, and number skills to support inquiry activities in science. Candidates also discuss the question of whether probeware activities can be used as summative assessments. All candidates complete many activities and assignments using digital video throughout the year. During the first week of the STEP year, candidates learn how to use digital video cameras and receive basic instruction in simple video editing software on both the Mac and the PC. Candidates then work in small groups and utilize these skills to produce a short video introducing themselves and demonstrating their creativity to the STEP community (see Orientation Schedule). This activity orients candidates to the resources available in STEP (software, hardware and technical assistance) and introduces them to the tools and skills they will use to document and learn from their teaching and the work of their students in school placements. Other assignments that involve video include at least one videotaped supervisory observation per quarter, short segments for analysis in curriculum and instruction assignments, and the video requirements for the PACT Teaching Event. Candidates review videotaped observations with their supervisors to reflect on their teaching. Supervisory groups form informal "video clubs" to engage in peer review and to consider the outcomes of their lessons. Videos documenting candidates' performance in their clinical placements are also analyzed in their subject-specific curriculum and instruction courses. Resources provided for video assignments include instruction during orientation activities, 50 miniDV camera kits and tripods, workshops for candidates and supervisors on using video to document classroom practice, a media lab with miniDV decks for reviewing and capturing video to a digital format, computers, and appropriate documentation tools for editing.
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. 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

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	writing lesson plans, effective online research skills, appropriate web 2.0 online resources, and PowerPoint presentations, among many other resources. As candidates become familiar with these new technologies, they incorporate them into their own lessons and teach their students to use similar resources. EVALUATING & SELECTING EFFECTIVE TECHNOLOGIES Candidates develop the ability to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning. In the advanced curriculum and instruction courses, candidates explore a wide variety of online resources specific to their curricular area. Candidates evaluate those resources in terms of state-adopted content standards and the value they add to student learning. The most effective online resources are included in their own webpage design. LEGAL & ETHICAL ISSUES RELATED TO TECHNOLOLGY USE Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Beginning in iLearn, candidates learn about their own legal and ethical issues related to the use of technology before signing an Appropriate Use Policy for Touro University. In each lesson plan, candidates state sources of information, a bibliography of sources cited. In the orientation to TaskStream, candidates are made aware of privacy issues related to posting student work, photos, and names outside the secure server. In the final seminar: EDU 781: Student Teaching & Seminar, candidates review the legal and ethical issues related to the use of technology in K-12 classrooms. USING TECHNOLOGY TO ACCESS STUDENT LEARNING Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents. The literacy courses and curriculum and instruction courses include methods of student data collection, data analysis, and grading systems appropriate to K-12 classrooms. USING TECHNOLOGY FOR COLLABORATION & COMMUNICATION Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources. As stated above, candidates are encouraged to use web 2.0 resources that are available to all learners with access to the internet. Candidates become adept at using email, webinars, digital discussions, online resources to supplement content learning, and electronic research materials, among other resources. Candidates submit course assignments electronically, prepare their Teaching Portfolio electronically, post Teaching Performance Assessments (TPAs) electronically during EDU 780 and EDU 781, and communicate with their instructors and classmates electronically in all courses. Candidates are proficient in technological understanding by the end of the credential program.
United States University	Technology and information literacy is threaded through the curriculum and the program. Assignments must be researched, via electronic sources and all assignments must be completed electronically. Students learn and utilize a variety of technological tools in classes. They also learn how to incorporate that technology into their teaching strategies and lesson plans.
University of California, Berkeley	In keeping with State and 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. In the 2014-15 academic year Chalk & Wire was added to the program. Chalk & Wire is a web-based Portfolio and Assessment Platform. The tools in Chalk & Wire enable students to create electronic portfolios of key assignments, artifacts and state mandated assessments.
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

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	technologies. This course explores media representations of race, class, gender, sexuality and other identity markers. Educators critically question media and technology as well as explore new alternatives for creating multimedia messages in their own classrooms. All students are required to analyze as well as create media projects related to their teaching. • One of the primary goals of ED466 is to find multiple pathways for making subject matter comprehensible to students by engaging with different types of media and technology. This course helps new teachers better understand how to teach their subject matter in the standards as they plan and demonstrate teaching to the standards through incorporating different information communication technologies. Critical media literacy aims to expand the understanding of reading and writing to be inclusive of all types of literacy and all the different ways humans communicate. This expanded notion of literacy leads to increasing student engagement and making content more accessible to more students through teaching with various instructional strategies, activities and resources. Student engagement also increases through democratic pedagogy and the use of Web2.0 tools that provide opportunities for active and equitable participation. The critical pedagogy embedded throughout this course ensures that the uses of media and technology are developmentally appropriate and extend student thinking. Incorporating visual media, audio technology and multimedia into all subject area instruction are strategies that can greatly benefit English Language Learners. • ED466 helps teaching candidates evaluate and use appropriate technology and media to effectively facilitate teaching and learning that align with California State Standards. Through various assignments such as creating Wanted Posters, Alternative Book Reports, Word Clouds, Voicethread Through Other Eyes, Photographs to Illustrate Vocabulary, Digital Stories, etc. the candidates demonstrate their competence to evaluate and incorporate digital media and electronic technology for literacy development. The assignments are structured to integrate technology-related tools into the educational experience through a critical pedagogical framework that encourages candidates to assess the authenticity, reliability and bias of the messages as well as the different medium. This course prepares teacher candidates to analyze and use various information communication technologies as pedagogical tools for teaching any content from literacy development to mathematics and in any language.
University of California, Riverside	Each candidate must show evidence of receiving instruction in the basic use of technology in an educational setting through one of several methods. They must either pass an approved basic technology course, pass the state approved exam for "Preliminary Educational Technology," or satisfactorily complete the 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. In addition, UCR's Teacher Education Program has implemented the use of Chalk & Wire which is a platform for assessment in higher education. Chalk & Wire is able to run, report, and analyze academic performance, academic survey responses, and observe learning outcomes. 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 edTPA and Performance Assessments for California Teachers (PACT). As part of these assessments, 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 40 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 372/373/374/375; 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.

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University of California, Santa Barbara	Integrate technology effectively into curricula and instruction: Within the technology courses (ED 324/325), candidates learn to use a variety of technology tools and resources for the purpose of organizing instruction, creating better learning opportunities for students, managing assessment information, and offering multiple avenues for students to communicate and demonstrate their learning. They learn to create web sites and to evaluate and use Electronic Learning Resources (ELRs). 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, 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). 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 learning, and for demonstrating their learning (e.g., through multi-media assignments). Use of technology is an important element in all of our partnership schools and candidates are prepared to both promote their students' learning and extend their own through application of their university learning. 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, the technology courses (ED 324/325) provide 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, for the past 2 years there has been a push by local area schools to use ipads in 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 we work closely with the Santa Barbara County of Office of Education to ensure that our training is in line with what they expect of teachers in the area. We feel we are making some new transformations in the way we teach about technology, teaching, and learning.
University of California, Santa Cruz	Our program offers Introduction to Technology of Schools ,which satisfies SB2042 Standard 11, through an online course in collaboration with UCSC Extension. In this course students learn to effectively integrate technology into curriculum and instruction. The overarching goals of the course include: • Demonstrate proficiency in building and delivering technology enhanced curriculum that is content and grade-level specific. • Demonstrate the ability to design instructional materials using various technologies, tools, and resources. • Demonstrate knowledge of common technology resources for teaching and understanding of principles for selecting and using appropriate technology in classroom activities. In addition, candidates learn how to use technology to collect, manage and analyze data in order to improve teaching and learning. They learn to use spreadsheets 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

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	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 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	The number of mobile devices available within our department has continued to grow annually. The Department of Learning and Teaching deployed an iPad Cart which can be checked out by faculty, allowing them to further incorporate opportunities for technology use in the classroom by teacher candidates. In addition to the iPad Cart, faculty from our programs continue to participate in the university sponsored iPad Classroom project, which provides students in selected courses with an iPad for the duration of the course. The iPad courses during the fall included our Student Teaching Seminar, which provides support to students who are Student Teaching. Incorporation of classroom instruction and assessment of real-time use are just two of the many benefits faculty have experienced by having access to these devices in their courses. As a result of increased technology use and 1 to 1 adoption programs of mobile devices in our partner schools, the department added 65 iPad Air 2 devices, which are currently being used by students in three Student Teaching Seminar courses. The department will continue to explore options to effectively incorporate and use technology in our courses. With the addition of the advanced degree program in Universal Design and Learning we have been providing professional development for our faculty to effectively use the principles of universal design for learning. These professional development opportunities not only benefit faculty teaching in the advanced program, but also benefit faculty teaching in the initial teacher preparation programs. With the transition to edTPA for the final credential requirement for state licensure, we are incorporating technology usage in the teacher performance assessment section for demonstrating analysis of student learning assessment data.
University of San Francisco	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 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. For 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.

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.**
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 standardized 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, 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: 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 in the Foundations of Teaching domain, particularly within the Schools & Society subdomain. Within this subdomain, candidates acquire 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, including 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, 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 interdisciplinary (elementary) and content-specific (secondary) teaching methods linked to the program. 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 student teaching by a WGU Clinical Supervisor and a Cooperating or Host Teacher (or during intern teaching by a WGU Clinical Supervisor and a District Mentor). Observers use the WGU Performance Observation Instruments to observe and document the candidate's performance. Candidates must complete all requirements of the Demonstration Teaching domain, including the Cohort Seminar and online Professional Portfolio. WGU has always made addressing technology in education a priority, and recognizes that proficiency is not enough. Candidates must develop positive views of technology and understand its role in student learning. WGU goes beyond modeling the use of technology in our institutional context to ensure that technology practices are a component of the field experience. Technology competency is a cross-cutting theme throughout the curriculum of the Teachers College. WGU is committed to training 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. In this course, candidates complete their own electronic portfolios demonstrating their ability to use a variety of relevant technologies they have been

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	exposed to in the course. Candidates demonstrate the use of 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. In the reading and math methods courses, elementary candidates collect and learn to analyze data with a specific student to determine what clusters of skills need particular attention. All candidates learn about techniques of item-analysis at the class level, whether this is done through technological or more traditional means.
Whittier College	The Whittier College Teacher Education Program prepares teachers to integrate technology effectively into curriculum and instruction by: (1) Requiring reading "best practices" for instructional technology use and reading on research on evaluation of technology use in courses throughout the program. (2) Including assignments that requires students to review and evaluate various software packages and Net resources in both foundations courses and curriculum and methods courses; (3) Requiring students to include uses of technology in the teaching plans that they design for assignments in foundations and for curriculum and methods courses, and by providing and providing feedback on the instructional and curricular uses of technology in their plans. (4) Modeling the effective integration of technology into curriculum and instruction throughout courses in the teacher education program. For example, students work with course management systems in nearly every course; they student and learn course content using diverse siftware packages, Webquests, an interactive online resources; they routinely participate in online discussion groups and make presentations online or using multimedia software. The program prepares teachers to collect, manage, and analyze data for instructional improvement in the two courses. One is a technology course which most students take, which teaches students how to manage and analyze data with software such as Excel and SPSS. The second is a course called Educational Inquiry, which requires students to collect, manage, and analyze data for instructional improvement in an individual inquiry project.
William Jessup University	We provide coursework, "Technology for Teachers" this course is a comprehensive overview of the use of computer-based technology in the instructional environment and integration of computer-based applications into instruction in the classroom. We utilize TurnItIn to prevent plagiarism, Moodle as our communication tool between students and instructors,and we have begun implementation of Taskstream for record keeping, rubrics, storage and planning.

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

	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:		
Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
Alliant International University	Yes	Yes	Yes	not appicable	not appicable	not appicable
Antioch University	Yes	Yes	Yes	Yes	Yes	Yes
Argosy University	Yes	Yes	Yes	not appicable	not appicable	not appicable
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes
Bard College	Yes	Yes	Yes	not appicable	not appicable	not appicable
Biola University	Yes	Yes	Yes	not appicable	not appicable	not appicable
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
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 appicable	not appicable	not appicable

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Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes
Hope International University	Yes	Yes	Yes	not appicable	not appicable	not appicable
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes
Humphreys College	Yes	Yes	Yes	not appicable	not appicable	not appicable
La Sierra University	Yes	No	Yes	not appicable	not appicable	not appicable
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 appicable	not appicable	not appicable
Patten University	Yes	Yes	Yes	not appicable	not appicable	not appicable
Pepperdine University	Yes	Yes	Yes	not appicable	not appicable	not appicable
Point Loma Nazarene University	Yes	Yes	Yes	Yes	Yes	Yes
San Diego Christian College	Yes	Yes	Yes	not appicable	not appicable	not appicable
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 appicable	not appicable	not appicable
Simpson University	Yes	Yes	Yes	not appicable	not appicable	not appicable
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 appicable	not appicable	not appicable
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 appicable	not appicable	not appicable
University of California, Berkeley	Yes	Yes	Yes	not appicable	not appicable	not appicable
University of California, Davis	Yes	Yes	Yes	not appicable	not appicable	not appicable
University of California, Irvine	Yes	Yes	Yes	not appicable	not appicable	not appicable
University of California, Los Angeles	Yes	Yes	Yes	not appicable	not appicable	not appicable

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Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
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 appicable	not appicable	not appicable
University of LaVerne	Yes	No	Yes	Yes	Yes	Yes
University of Phoenix - CA	Yes	Yes	Yes	not appicable	not appicable	not appicable
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 appicable	not appicable	not appicable
Western Governors University - CA	Yes	Yes	Yes	Yes	Yes	Yes
Westmont College	Yes	Yes	Yes	not appicable	not appicable	not appicable
Whittier College	Yes	Yes	Yes	Yes	Yes	Yes
William Jessup University	Yes	Yes	Yes	not appicable	not appicable	not appicable

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 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). Dual credential candidates (those candidates that earn both a Multiple Subject and Education Specialist M/M credential) take a parallel course in Language Arts Curricula, Theory and Practice TESE 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	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 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

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	in schools with significant populations of second language learners. TEP 545, 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 second language learners are studied.	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 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 545, 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 were 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. All of our general education teachers much successfully complete the CalTPA prior to completion of our program and recommendation for their California Teaching Credential. Within the CalTPA candidates must successfully provide accommodations for a specific student with special needs and a specific English learner in their student teaching classroom. 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, 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	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.
	instruction and assessment, e.g. designing Specially Designed Academic Instruction in English (SDAIE) lessons, content area literacy, strategies for vocabulary development. As part of this course, students also use case studies to explore the issues related to the education of students that are limited English proficient and may have disabilities, such as the over-representation and under-representation of language minority students in special education, the pre-referral process, the Individualized Education Plan, 504 plans, testing bias, and collaboration with special educators.	
Brandman University	In the EDUU 511 Collaboration for Inclusive Schools course candidates learn strategies for working with students with disabilities. They also learn about the IEP process and roles and responsibilities of team members as part of that course. During student teaching they are encouraged to participate in IEP meetings. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results.	For training candidates to participate in individualized education program teams, candidates role play IEP team meetings in EDUU 655. They are also required to observe an IEP or SST meeting and report what they saw with reflections for that course. During student teaching or interning, candidates participate in or observe IEP meetings for students they are teaching. Every methods course in our special education credential program prepares candidates to teach students with disabilities. We require courses in teaching strategies for students with mild/moderate or moderate/severe disabilities, a course about methods and assessment for students with behavior disabilities, and a course about methods and assessment for students with communication and language disabilities. This content is then applied during student teaching or internship. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results.
California Baptist University	Instruction for candidates to teach students with disabilities is described the following course objectives: - EDU 541 (all candidates) Demonstrate understanding of key concepts such as special education and related services, disability definitions, free appropriate public education, least restrictive environment, continuum of services, due process, parent participation and rights, and nondiscriminatory assessment - EDU 541 (all candidates)Describe and recognize the characteristics and behaviors typically associated with giftedness, learning disabilities, emotional and behavior disorders, mental retardation, communication disorders, hearing impairment, vision impairment, physical handicaps, and severe disabilities - EDU 541 (all candidates) Adapt instructional strategies and activities to provide access to state-adopted academic standards for students with special needs or abilities - EDU 541 (all candidates) Survey tools and techniques to use in assessing learning in exceptional children - EDU 541 (all candidates) Give examples of how assistive technology can be used to facilitate learning in students with special needs and abilities - EDU 518 (all candidates) Explore how Response to Intervention (RtI) came to be, what it means for helping children learn, and how it can be used as a method for identifying children with Specific Learning Disabilities Instruction for candidates to participate in individualized education program teams is described the following course objectives: - EDU 541 (all candidates) Demonstrate understanding of the purpose of the Individual Education Plan (IEP), its components, how it is developed, and the rights and responsibilities of members of the IEP team, including the person with special needs and the parents Instruction for candidates to teach English learners is described the following course objectives: - EDU 505 (elementary candidates) Instruction for candidates to teach students with disabilities is described the following course objectives: - EDU 512 (elementary	Southern California has a high percentage of students who are LEP in the public schools where CBU candidates complete their fieldwork and practice teaching. All students are taught to use informal classroom assessment, analyze results, and use results to plan standards-based instruction for LEP students. Additionally, every candidate is required to complete a three-credit course on teaching students with IEPS in general education (EDU 341-541 Exceptional Children). Professional methods courses require planning instruction for target students before and during student teaching. Each methods course requires 10-20 hours of fieldwork in a public school classroom prior to student teaching with attention to the needs of students with LEP and those with IEPs. Mild/Moderate Disabilities candidates complete a four-credit clinical practicum in which they assess and plan instruction for students, then implement the tutorial instruction twice a week for 12 weeks. They write functional behavior plans, plan inservice training for parents, plan a workshop for parents. They read professional journal articles and textbook assignments with a focus on teaching students with LEP in the various special education settings. They complete three case studies of individual children with special needs in K-12.

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	candidates) Determine appropriate modification/adaptation of instruction to meet needs of students with learning needs including English language learners, students with special needs, and students exceeding the average level of achievement. - EDU 512 (elementary candidates) Define, describe and/or review correct assessment tools to help identify learner needs such as CELDT results, CST Released Questions, observation checklists, spelling assessment, rubric development, and other formal and informal assessment procedures. - EDU 515 (elementary candidates) Identify reading acquisition strategies and programs used by local K-12 districts for ELL students and students with special needs - EDU 516 (secondary candidates)Compare and contrast learning to read in a first and a second language, explore the use of the California English Language Development Test to guide instruction, learn how to move students through ELD language levels while getting them to English Language Arts standard mastery for their grade - EDU 516 (secondary candidates) Explore daily ELD lessons and how to incorporate them into the schedule, design a series of lessons incorporating strategies of Specially Designed Academic Instruction in English (SDAIE) - EDU 519 (secondary candidates) developing objectives that include those necessary for EL learners, creating lessons using the SDAIE format	
California Lutheran University	In the general education foundational coursework, candidates are required to take and pass the EDTP 502 - Teaching English Learners and Diverse Populations and EDTP 503 - Teaching Exceptional Learners in Inclusive Environments; in California Schools, where they learn about student characteristics as well as theories and approaches for teaching students with special learning needs and English learners.The candidates 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 student with needs for educational supports 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 theory and best practice in addressing the needs of exceptional learners, 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 as related to the Mild to Moderate, Moderate to Severe and Deaf/Hard of Hearing credential specialty areas. The structure of each of the Education Specialist credential courses emphasizes the interrelatedness of assessment and instruction. Candidates learn that assessment results shape instructional decisions, curriculum selections, and modifications of approaches to learning. Candidates also develop Individualized Educational Plans (IEP) and Individualized Transition Plans (ITP) for students based on assessment results. They work with diverse groups of students and with peers in collaborative assessment settings that may include parents, general educators, teachers, and support staff. The program ensures that candidates have ample opportunities to generalize their use of instructionally-relevant assessments across developmental, academic, behavioral, social, communication, vocational, community life skill domains. Candidates expand their knowledge and skills related to assessment across all relevant domains. A focus is placed on behavioral and classroom management issues necessary for providing an environment conducive to learning and which supports students with difficulties in this area. In two specific courses candidates focus on the academic curriculum and instruction for the general education classroom and typical learner. This is particularly important for special education teacher candidates who will provide learners with special needs accommodations and modifications for access to this core curriculum.
California Polytechnic State University, San Luis Obispo	The Single Subject Program embeds special education strategies for general education teachers in coursework, providing multiple and systematic instruction for students with special needs, including individualized education plans (IEPs). EDUC 412 anchors instruction and field practice in this area, while student teaching and PACT culminate preparation in this area. Candidates observe an IEP team during the field experience in EDUC 412 and participate on an IEP team during student teaching. ELL strategies for general education teachers are included in	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

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	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.	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 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 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	TEACH STUDENTS WITH DISABILITIES All candidates are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on strategies for teaching reading to K-12 students (including English learners). Teacher candidates in the Education Specialist credential programs are required to take EDS 403 – Introduction to Special Education -- as part of their Level I credential course requirements. This course provides an overview of students with disabilities, which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. All Education Specialist credential candidates complete specialized coursework in special education

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	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.	assessment (TED 553 or TED 555) and an introductory course in instructional strategies for students with mild/moderate disabilities (TED 582) or students with moderate/severe disabilities (TED 556).
California State University, Bakersfield	All CSUB teacher credential candidates pursuing multiple or single subject credentials are required to successfully complete EDSP 301 (Teacher Exceptional Diverse Learners in Inclusive Settings). This course is designated to allow general education credential candidates to identify and differentiate the characteristics, needs and educational implications for instructing exceptional learners across the 13 categories of special education in the general education classroom. The teacher credential candidates are also presented with the skills and abilities needed by general educators for working with special educators and other school professionals in serving this population. Through lecture/discussion, readings, field experiences and instructional media,the course 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 education, second language acquisition, and instructional strategies for student with exceptionalities and second language learning needs.	Candidates in the Education Specialist Credential Program engage in multiple classes which provide overlapped reinforcement and continuity in skills and strategies to address each of the key areas. Candidates are required to take a special education overview class which reviews categorical disabilities, laws and litigation pertaining to students with disabilities, as well as possible curricular accommodations and modifications. The course also reviews responsibilities of general and special educators pertinent to Individual Education Plan (IFSP, IEP and /or ITP) development. This information is disseminated through course readings, lectures, guest speakers, and video presentations. Furthermore, all credential candidates are required to take a course which fully addresses the multi-disciplinary team and their role in IEP development as well as another course that addresses IFSP, IEP and /or ITP construction and the appropriate way to share this information with IFSP, IEP and /or ITP team members. Additionally, all candidates take two courses which specifically address evidence based instructional strategies for teaching students with disabilities. Candidates must also take two courses concentrating on English Language Learners. Topics related to students with disabilities and those who are English Language Learners are reviewed and embedded in all program courses.
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	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

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	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.	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. • 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). Program coursework 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.	• 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). Program coursework 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	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.

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	onsite Support Providers regarding strategies for intervention. Candidates are prepared to work with English Learners through coursework and fieldwork. The program philosophy and design consists of three components: (1) the theoretical and philosophical coursework consisting of 6 units; (2) the infusion of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) methods, strategies, techniques, and materials throughout the methods classes; and (3) the practice and implementation of ELD and SDAIE methods and philosophy in student teaching and fieldwork in diverse urban classrooms.	These include enhanced pre-service requirements for Interns that include a focus on working with ELs and children with diverse learning needs.
California State University, East Bay	All teaching credential candidates take a course in teaching special populations. Additionally, within the teaching performance assessments, candidates are asked to demonstrate their instructional strategies employed for specific classes and learners, including limited English proficient students and those with special needs. The candidates develop and provide written reflections on their responses to the case studies.	As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting.
California State University, Fresno	Students in the elementary and secondary credentials programs have required courses in both teaching students with special needs as well as teaching English Learners. EL and special needs strategies are also infused in all other required coursework as well as in field experiences.	All Special Education students take required courses in teaching students with disabilities and in teaching English Learners. Students also have training on working within an IEP team in their coursework as well as "hands-on" experience in their field placements. All course syllabi and field placement expectations are available for review on our accreditation website at http://www.fresnostate.edu/kremen/about/accreditation.html
California State University, Fullerton	Both of our general education programs, multiple subject (elementary) and single subject (secondary education), use a variety of strategies to teach students with disabilities effectively. Multiple Subject (Elementary) Faculty meetings are regularly devoted to Professional Development that focuses on meeting the needs of all students and making specific changes to our classroom practice including ensuring that these issues were explicitly 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 text, 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 also 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 in our courses. 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	The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. Programs are designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. Teachers are trained in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curricula provide credential and graduate candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates learn effective research based teaching strategies, interdisciplinary approaches, collaboration and communication skills, plus transition and positive behavior support, as they establish a conceptual base of understanding of persons with disabilities. The Department of Special Education at CSU Fullerton provides exemplary training for Education Specialist Credential candidates in three program areas – mild/moderate disabilities, moderate/severe disabilities, and early childhood special education as well as educators interested in learning and implementing techniques to work with children and adults with disabilities. A new credential program which addresses new state standards was recently implemented with a focus on collaborative fieldwork experiences. Within their first semester of student teaching, candidates are placed in a general education setting as the specialist working to support struggling culturally, linguistically, and exceptional learners. The second semester of student teaching allows the students to take the lead as the collaboration specialist with the responsibility of a special education caseload. Students are placed in inclusive settings, special day class settings, or resource rooms with an experienced cooperating teacher to guide them in creating Individualized Education Plans (IEPs) for each student. Prior to the second student teacher semester, candidates are introduced to the IEP in SPED 429 (Introduction to Collaboration).

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	readings and class discussion candidates learn about the goals of various types of bilingual education programs and English language development instruction. Candidates are introduced to the major categories of disabilities as indicated under the Individuals with Disabilities Education Act (IDEA, 2004) and Section 504 of the Americans with Disabilities Act (504) during their prerequisite courses and the first class in the program (EDEL 315, EDEL 325 and EDEL 430). Beginning in the prerequisite courses, candidates are provided the opportunity to use IRIS modules. The IRIS (IDEA and Research for Inclusive Settings) Center for Faculty Enhancement was designed to prepare individuals to work with students who have disabilities and with their families. In EDEL 430 (Foundations), candidates are provided with an overview of major categories of disabilities, and learn how equity and disability as social constructs are tied to philosophies of education. The candidates learn that a child with a disability is a student in the classroom who deserves a teacher with high expectations for his/her success and plans and instructs accordingly. 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 by their master teachers. They interview resource teachers and meet program requirements working with students with special needs in the regular education classroom. Candidates in this course also participate in mock Student Study Team meetings which better prepares them as teachers who teach to meet the needs of all learners. We strongly believe that the inclusion of technology will begin to address issues of accessibility for all. In teaching our candidates a variety of techniques to engage students, our candidates will better meet the needs of all students. Candidates work with technology, which allows them to present work using a variety of methods and address a variety of student needs. For our candidates, we are also concerned about accessibility. First and foremost the use of Titanium in all of our courses allows our work to be more accessible for all candidates. Posting assignments, PowerPoint lectures and syllabi are our first steps to improving accessibility and ensuring equality. In addition, during fall 2011 faculty participated in two ATI (Accessible Technology Initiative) trainings and all syllabi are now ATI compliant. Over the next year we will move to making support items accessible. Faculty will continue to participate in online training to ensure this change. Also, 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 strategies and models 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	

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	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. In spring 2015 the College of Education was awarded a grant for $230,000 (with the potential for additional funding over the next five years) to begin transforming teacher preparation. A strong emphasis on co-teaching and cross-department collaboration between faculty in EDEL, SPED, EDSC, and Natural Science and Mathematics (NSM) is the foundation for this grant. One goal is to increase collaboration in an attempt to model this for our future teachers, but also to continue to grow and develop as professionals as we work alongside our colleagues with expertise in special education and other content areas. Single Subject (Secondary Education) The CSUF Single Subject Credential Program provides teacher candidates with strategies to support students with disabilities by doing the following: - Provide a whole-group session conducted by a SPED expert during Orientation to our EDSC440S course as well as integration of applicable strategies for effective lesson planning throughout the semester. - Provide two whole-group sessions conducted by ELL experts first during Orientation to our EDSC 440S course, and a follow-up presentation by the Orange County Department of Education during week 9 of the course. Differentiated instruction is a key concept visited at every facet of the EDSC 440S course with integration of applicable strategies for effective lesson planning throughout 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 school-based	- Education Specialist 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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	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 foundational and methodology courses, and further emphasized in reading 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 school site support provider and a university faculty supervisor.	The focus of the Education Specialist Credential Program is to prepare special education teachers to teach students with disabilities with a variety of approaches. A cohesive sequence of coursework in general and special education integrated with multiple fieldwork opportunities provides candidates opportunities to develop the knowledge and skills necessary for effective teaching. The roles and responsibilities of special education teachers and skills needed to be effective team members on individualized education programs is addressed in multiple foundation and methods courses and applied in the final supervised clinical experience. In 2011-2012, an online course was added to deepen candidates' ability to integrate the IEP and academic content standards for education specialist credential students. Program faculty have strengthened the course content related to effectively teaching students who are English Language (EL) Learners for all candidates through a collaborative effort between general and special education faculty and school practitioners. EL modules have been developed for use in both beginning and ending coursework and are applied in two supervised clinical experiences with children and young adults from local urban schools.
California State University, Monterey Bay	Candidates in the Multiple Subject and Single Subject programs are required to complete a three(3)unit semester course from the Special Education program that specifically trains them to work with students with exceptional needs. The State standards on effectively teaching LEP students is infused in all the course work for both General and Special education programs.	Candidates in the Education Specialist programs are required to complete these courses, among others that prepare them to teach students with disabilities effectively: SPED 562: Curr Dvlpmt/Pref Practices Based on current research which introduces important contemporary issues, such as the relationship between identification, assessment, and program planning for students with mild-severe disabilities. Covers formal and informal assessment, instructional strategies, curriculum design, and modifications which are relevant, age-appropriate and structured to ensure student success and independence in general education and other learner-centered environments. SPED 550: Foundations/Practices for EdSp This introductory course focuses on practical applications of teaching theory, methodology, and pedagogy of learning for teachers of students with mild to moderate and moderate to severe disabilities. Course content addresses eligibility and characteristics of exceptionalities, classroom management, lesson plans, special education law, individual education plans, assessment and instructional strategies for working with students with mild to moderate and moderate to severe disabilities in inclusive settings. The course includes participation and planning for students with mild to moderate and moderate to severe disabilities. SPED 564: Formal Asmt Dvrs Stu Pop Examines the role of formal and informal assessment in identification of disabilities and planning for implementing curriculum and instruction. Students learn to interpret and use assessment information taking into consideration the personal, cultural, linguistic, educational, and environmental background of the individual. The course ties assessment to preferred instructional practices in order to meet the individual educational program (IEP) goals to ensure success.

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California State University, Northridge	State standards for the preparation of general education (multiple and single subject credential) teachers clearly address the high importance of preparing teachers to work effectively with students with special needs (SWSN) and those who are English Language Learners (ELL). These standards are outlined in the state Teacher Performance Expectations (TPE) which form the structure of the preparation programs and assessments. All general education teacher preparation programs at CSUN require that candidates take at least one course in special education and do fieldwork in settings serving English Language Learners (ELL) and students with special needs. The setting must be indicated on the student teaching evaluation form. In addition, fieldwork forms have many items where supervisors must evaluate candidates on their ability to differentiate instruction, to use effective strategies with ELL and students with special needs. The PACT assessment described above also assesses candidates' ability to work with diverse pupils. All candidates are placed within schools that are diverse racially, linguistically, socioeconomically and with regard to pupils' special needs. The multiple subject credential and single subject credential programs require at least one, 3 unit course in special education. This course includes participating in an IEP.	The Preliminary Education 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 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).	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 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 experiences 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	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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	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.	
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
CalState TEACH	Best Practice for Students with Special Needs CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching special populations in a general education classroom in a spiraling, reiterative curriculum. Readings in Lewis and Doorlag's text, Teaching Special Students in General Education Classrooms, and thirteen electronic IRIS modules (http://iris.peabody.vanderbilt.edu/index.html) containing print materials, streaming video, and activities form the foundation of candidates' understandings. The focus is three-fold: 1) to promote the concept that educating the special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for all special populations in the general classroom. Candidates are introduced to relevant state and federal laws, the general education teacher's role and the IEP process. They learn about IDEA and legal issues surrounding the education of children with special needs and are introduced to the processes of the Student Study Team where they begin to learn about IEP planning, implementation, and evaluation. Throughout these studies, candidates read about and discuss, on the program's online discussion boards, their professional and ethical obligations to provide an equitable education for all students. Since the CalStateTEACH program requires that candidates be in the classroom from the first week of the program to the last, they receive extensive experience in selecting and using appropriate materials, technologies, and differentiated teaching strategies to address the needs of special populations	We do not prepare special education teachers.

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	in the general education classroom. At first, they begin to develop a classroom management philosophy and plan, which is essential to effective learning. They then come back to this plan several times as they develop an operational style over the course of the program, culminating with a final study of management and behavioral disorders. They identify the types of behaviors students with special needs placed in the general education classroom may exhibit; explore strategies for arranging and organizing the physical and instructional environments and other considerations for working with special populations in the general education classroom. The management plan must be culturally responsive, respectful of the social context of the school and students, designed to engage students through the learning environment, and incorporate preventive approaches. Candidates outline their personal Acting-Out Cycle intervention strategies in response to an observed video lesson of disruptive and non-compliant behavior. Candidates teach a lesson in which they use identified materials and strategies that help a specific student who is identified as disruptive or non-compliant. Candidates learn about major categories of disabilities as they progress through the program and apply that knowledge by identifying appropriate accommodations and adaptations while designing specific lessons. From the start they are asked to consider, design, and implement accommodations for students with differing learning needs. On every lesson plan, they must describe the needs of their students, specify accommodations where appropriate, and indicate appropriate technology, including assistive technology, to insure access to learning of core content. Candidates progress in the program from working with individual students to teaching small groups to whole class instruction. They study learning theories early in the program and then link them to specific instructional strategies to fit the needs of specific students including those in special populations. Through readings in Lewis and Doorlag, Guillaume, IRIS modules, and a series of activities, candidates acquire strategies that address issues of social integration for students with special needs in a general education classroom. As candidates design instruction for the various content areas, they are mindful of the strategies they employ to encourage and support student engagement. They consider developmentally appropriate physical education; focus on medical issues, health needs, adaptations for children with ADHD, how the Student Study Team works; address accommodations for students with special needs in reading, science, literature study, and mathematics respectively. They study a variety of types of assessment and how to talk with parents about assessments and their outcomes. Best Practice for English Learners CalStateTEACH candidates complete a number of activities that provide opportunities to understand the philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework. Their readings in Echevarria and Graves (Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities) and Herrell and Jordan (Fifty Strategies for Teaching English Language Learners) form the foundation of their understandings. These readings are supported by several additional texts that focus on the development of literacy skills. The program's first day-long seminar that candidates attend focuses on language acquisition. The other methods seminars in mathematics, science, the visual and performing arts, and physical education, include strategies for supporting English learners. Digital media presentations and observations of master teachers working with English	

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	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 instruction to assessment. Strategies such as scaffolding, advance organizers, collaborative reading, guided reading, imaging, interactive read-alouds, language experience writing, leveled questions, partner work, preview-review, realia, story reenactment, total physical response and vocabulary word play are utilized by candidates to make grade appropriate and advanced curriculum comprehensible to English learners. In specific activities, Developing a Literature Unit, candidates are asked to focus on assessment processes that support English learners and evaluate student work samples from English learners. Candidates learn about and apply pre-assessment, formative and post-assessment measures, and then design a complex community-based unit taking into account the language characteristics and needs of both the community and the students. The importance of students' family and cultural backgrounds is emphasized throughout the program and specifically explored in a number of activities. As candidates begin to look at learner characteristics to guide instruction, they complete an IRIS module focused on culturally responsive teaching, linguistic needs that can affect instruction, and supportive ways to encourage family members and the community to become more involved in school matters. Several activities engage candidates in an exploration of the community so they understand the context in which their students live and can make connections between their backgrounds and the curriculum. Candidates also explore strategies such as oral history as ways to engage and validate the experiences and expertise families can contribute to effective instruction.	
Chapman University	The education of students with disabilities is a persistent theme that is integrated in all credential coursework, but the notion is introduced and developed in a course entitled "Collaboration for Inclusive Schooling". The course addresses collaboration, inclusive schooling, learning characteristics of students with disabilities, effective teaching strategies, working with	The program prepares special education teacher candidates 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

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	diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. The course includes instruction for meeting the needs of students with disabilities via participation as a collaborative member of an individualized education program team. The education of limited English proficient students is also a persistent theme that is integrated in all coursework, but the notion is introduced and developed in a course entitled "Second Language Acquisition for Elementary Students" and in a course entitled "Second Language Acquisition for Secondary Students". The courses content includes current theories regarding second language acquisition and the practical applications of theoretical knowledge at the elementary and secondary levels. The content of both courses includes literacy development from a socio-psycholinguistic perspective. The content of both courses address the state ELD standards, assessment, planning for literacy development and content area instruction. In addition, students participate in 4 field-based courses specifically designed to focus on both English learners and students with disabilities.	only for native English speakers, but also for those whose primary language is other than English. The coursework covered by teacher candidates focuses on 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. Teacher candidates learn how to make appropriate recommendations for report writing and for individualized education programs. The program prepares special education teacher candidates 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 include the role of the individualized education program teams, English learner reclassification committees, etc. The program includes the teaching of methods that are responsive to the various levels of student English proficiency. Candidates receive instruction relative to linguistic development as well as first and second language acquisition. The program teaches candidates how to interpret assessment results, e.g., CELDT, for the purpose of using appropriate strategies not only to facilitate second language acquisition, but also to make content comprehensible. In addition, students participate in 4 field-based courses specifically designed to focus on both English language learners and students with disabilities.
Claremont Graduate University	It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of under-performing students. As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Learners, and students with designated special needs. All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners. In our program, General Education candidates are often sitting side-by-side with Education Specialists 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	Education Specialists take courses taught by specialists in the field. In these classes the students focus on a number of relevant subjects including but not limited to working with paraprofessionals, making and implementing appropriate modifications and accommodations, addressing disruptive and non-compliant behavior, optimal learning environments (Ruiz' OLE), social narratives, visual schedules, and mediated learning experiences. Mild/Moderate Education Specialist Candidates all use Vaughn and Bos Strategies for Teaching Students with Learning and Behavior Problems, eighth edition (2012) as a core text. Moderate/Severe Education Specialist Candidates use Browder and Spooner's Teaching Students with Moderate and Severe Disabilities (2011). In the Fall, education specialists take Teaching/Learning Process II. Candidates understand and apply unpacking of content standards to develop learning objectives to enhance quality of instruction and student learning. In addition, They learn positive behavior support techniques as implemented in collaboration with general educators, paraprofessionals, and parents. Candidates learn about various assessments for transitional programs and plans. Education Specialist candidates learn important formal, informal and alternative assessment measures, including ecological and functional assessment of both academic and social achievement to achieve success with students with mild/moderate/severe disabilities. Candidates learn specific instructional strategies in reading, writing, math,and communication skills to effectively access standards- based curricula and address IEP goals and objectives. Selecting appropriate accommodations/ modifications within each content area will be emphasized. In the Fall, Education Specialists also take EDUC 314: Differentiated Instruction to Meet the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups of learners, English language learners and special needs students. Candidates will learn language acquisition theory and the research-based strategies known to cultivate academic success for

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	curriculum and instruction that address English language development. Candidates will learn how to provide access to core content through the use of SDAIE (i.e., Specially Designed Academic Instruction in English) strategies; learn about the various assessments available to assess language, literacy and content for English learners; and explore and understand the linguistic and cultural aspects that impact schooling for English learners. Additionally, candidates will learn effective strategies for working with students with special needs, including those with identified disabilities. Candidates work with Dr. Skip Baker on brain-based research related to student learning. They also learn characteristics of students with Autism Spectrum Disorder (ASD) and understand effective strategies, including visual scheduling and structured teaching, for meeting the needs of students with ASD and other identified disabilities in their classrooms. 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.	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 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

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		Teaching/Learning Process IV. In this course, education specialist candidates examine dominant theories of education, including behaviorism, constructivism, social-constructivism, brain-based learning and critical pedagogy. These educational philosophies and learning theories will be used to address major questions concerning special education teachers, including collaboration and transition, social and educational change and how they impact assessment and instruction, the assessment and evaluation of special education students, and collaborative team building. Education Specialist Candidates take ED338-2: Emotional, Behavior, and Health Issues in Special Education, Part 2. In this second part of the course, candidates implement, review, and evaluate the positive behavior support plan they developed in part 1 of the course. They learn various applied behavior analysis methodologies as they serve students with emotional and behavior disorders. Education Specialist Candidates' final course is ED339: Evidence Based Practices for Students with Disabilities. Candidates evaluate the research surrounding various evidence-based strategies for students with disabilities, including fidelity of implementation and response to intervention. Finally, while the state does not yet have a standardized culminating assessment for education specialists, we utilize a modified version of the CA 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 5165/5565 Teaching Reading in the Elementary Schools EDUC 5265/5665 Literacy Across the Curriculum EDUC 5145/5545 Teaching Math in the Elementary Schools EDUC 5155/5555 Integrated Curriculum EDUC 5145/5645 Pedagogy Prep I EDUC 5255/5655 Pedagogy Prep II EDUC 5180/5580/5280/5680 Elementary/Secondary Observation and Preparation for Supervised Teaching EDUC 5185/5285/5585/5685 Elementary/Secondary Supervised Teaching Seminar EDUC 5195/5295/5395/5595/5695 Teaching Performance Assessment EDUC 5160/5260/5560/5660 Elementary/Secondary Supervised Teaching Working with students who are limited English proficient is embedded in: EDUC 5010/5510 Teaching for Equity (Multiple/Single subject candidates enrolled) 5165/5565 Teaching Reading in the Elementary Schools EDUC 5265/5665 Literacy Across the Curriculum EDUC 5145/5545 Teaching Math in the Elementary Schools EDUC 5155/5555 Integrated Curriculum EDUC 5145/5645 Pedagogy Prep I EDUC 5255/5655 Pedagogy Prep II EDUC 5180/5580/5280/5680 Elementary/Secondary Observation and Preparation for Supervised Teaching EDUC 5025/5525 Teaching English Learners (Multiple/Single Subject candidates enrolled) EDUC	Each special education teacher candidate is prepared according to Education Specialist standards required by the California Commission on Teacher Credentialing. Special education teachers demonstrate their competence to teach students with disabilities within coursework listed below. In addition, competence is measured during supervised fieldwork experiences, through an external assessment process called the California Teaching Performance Assessment, and by anchor assignments evaluated on 4 point rubric scales. Training related to participation as a member of IEP program teams is imbedded in EDUC 5301-Introduction to Special Education, EDUC 5302-Program Design, and EDUC 5306-Behavior Intervention and Support. In addition, candidates are required to participate in an IEP during supervised field experiences which is evaluated by trained University supervisors. Preparing special education teachers to teach students with disabilities effectively, including participation as a member of IEP program teams, is embedded in the following courses: EDUC 5301-Introduction to Special Education EDUC 5302-Program Design and Curriculum Development EDUC 5304-Formal and Informal Assessment EDUC 5306-Behavior Intervention and Support EDUC 5180/5580/5280/5680 Elementary/Secondary Observation and Preparation for Supervised Teaching EDUC 5307-Supervised Teaching and Induction Planning EDUC 5395-Teaching Performance Assessment Preparing special education teachers to effectively teach students who are limited English proficient is embedded in the following courses: EDUC 5010/5510 Teaching for Equity (Multiple/Single subject candidates enrolled) EDUC 5025/5525 Teaching English Learners (Multiple/Single Subject candidates enrolled) EDUC 5145/5545 Teaching Math in the Elementary

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	5160/5260/5560/5660 Elementary /Secondary Supervised Teaching EDUC 5185/5285/5585/5685 Elementary/Secondary Supervised Teaching Seminar EDUC 5195/5295/5395/5595/5695 Teaching Performance Assessment	Schools EDUC 5155/5555 Integrated Curriculum EDUC 5165/5565 Teaching Reading in the Elementary Schools EDUC 5180/5580/5280/5680 Elementary/Secondary Observation and Preparation for Supervised Teaching
Fresno Pacific University	The program prepares candidates to teach students with disabilities effectively by requiring candidates to take SED 605. In this course candidates are provided with the direction necessary to understand the psychological characteristics, cognitive styles, behavior patterns, and accompanying learning problems of students with exceptional needs. Students are asked to demonstrate knowledge of current legislation (IDEA, Individuals with Disabilities Act) pertaining to exceptional students, including teaching implications of cultural and linguistically different children. In addition, candidates are asked to describe the major components of an IEP (Individual Education Plan) and its process. Candidates are asked to attend an IEP meeting during final directed student teaching. Finally, candidates demonstrate an awareness of differences and similarities of exceptional and non exceptional students, including the instructional implications of culturally and linguistically different children. The Teacher Education Lesson Plan Template requires that candidates select an exceptional as well as an English learner as focus students, and plan each lesson in light of the data gathered on these focus students. The program prepares candidates to teach English learners through multiple courses; student teaching seminars, and EDUC 646 (elementary focus) and 692 (middle school and high school focus). EDUC 646 and 692 focus on teaching English learners effectively through a literacy content base.	Candidates in the Education Specialist programs are highly scrutinized for their academic and practicum performance, as they attain the knowledge and skills that are required by law for their professional responsibilities. General and specific courses address the EL student needs and candidates verify their abilities to implement an effective instructional learning environment. The FPU coursework includes an extended course for Language Development, which expands the knowledge and application of all other coursework for students who have special needs. The IEP process and team performance expectancies are integrated throughout all courses in Level I, followed by advanced stages of assimilation during the Level II program. Together it is a sound and comprehensive program of studies for all Education Specialist service providers. 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 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	Our program does not prepare special education teachers.

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	field experiences candidates work with students with disabilities and with limited English language proficiency.	
Holy Names University	The mission of Holy Names University credential programs is to prepare teachers for urban schools; we believe it is essential that every candidate in our program be well-equipped to teach English Learners. All programs are infused with English Language Development and teaching to content and language objectives. In addition, lessons for EL's are modeled in class, observed in the field, written in lesson plans and practiced by candidates. In EDUC 103, candidates study the State's English Language Development Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed for English Learners and the relationship between quality instruction for all students, differentiated instruction for English Learners and legislative requirements. The course includes an historical and political perspective on the education of English Learners, including bilingual education. Changes in current school structures designed to meet the educational needs for English Learners are defined within the context of English Language Development policies, including cooperative learning, learning centers, and to deliver a balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners. In EDUC 100, candidates discuss the relationship of language to schooling, and they study the changes in policies related to instruction for English Learners. In EDUC 101, candidates study theories that highlight the impact on motivation and learning of language, culture and racial differences, and they study research on successful structural approaches that address that impact. In EDUC 320A and EDUC 330A, candidates observe in classrooms where experienced teachers organize their classrooms to enhance learning for English Learners. In their practicum courses, EDUC 320 C/I and EDUC 330 C/I, candidates must serve in at least one school which serves a significant number of English Learners, participate in classrooms where they learn about different models of instruction for English Learners, work with paraprofessionals and specialist where available, and demonstrate proficiency in teaching English Learners. In Curriculum and Instruction courses, they are asked to document the characteristics of classes that are successfully instructing English Learners, and they are challenged to design and implement lessons that include strategies that make content accessible to English Learners. In EDUC 102A, candidates review the legal requirements for educating exceptional children, including mainstreaming into the general education program. Candidates learn the research on effective teaching practices and examine those practices in light of the needs of gifted students and those with handicapping conditions. Candidates complete a field observation of a 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.	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 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).
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	N/A

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	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.	
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 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.	Teach Students with Disabilities Effectively The Special Education Program at Humboldt State University promotes the vision that students with disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize the students' learning potential and provide a student-centered learning environment. The program focuses on preparing successful special education teachers who model advocacy for their students and work within an expanded educational community student support system of parents, colleagues, and community members. Through their written and oral communication skills, they demonstrate sound subject matter knowledge and pedagogical methods. They model respect for and rapport with diverse student, parent, and community populations. Credential candidates in the program: (a) understand the characteristics of special education students with disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths and needs areas, and (c) develop and implement individualized educational programs that include matching teaching and learning styles. Candidates value their students. They demonstrate sensitivity toward and respect for students with disabilities by building curriculum from the foundation of what students know and creating an intellectual scaffolding for students' academic success. The Special Education Credential Program develops candidates' knowledge of and ability to examine educational policies and practices. Candidates learn to effectively implement educational programs that reflect current best practices, updating programs as new practices emerge. Each candidate demonstrates knowledge of current legislative, judicial, and regulatory initiatives and their implications for teachers of students with mild to moderate and severe disabilities. Each of the courses in the program presents academic content that reflects best practices with regard to provision of special education and related services to students with disabilities. Required texts in each of the classes have all been published within the past several years, and each text contains scores of references to the professional literature in special education, both conceptual and empirical. IEP Team The program provides a comprehensive review of special education history, categories of exceptional children, educational restructuring in special education, inclusion, state and federal legislation and other policy issues that relate to delivery of services. Candidates discuss the unique influence of the family and child-family interactions, parental response to a child with a disability, and parents as advocates and collaborators. As candidates examine and consider different categories of children, additional issues related to policies and practices are considered such as family and lifespan issues, early intervention, and educational adaptations for children with various disabilities. Candidates learn the background of current federal and state education laws. Candidates learn how the latest federal amendments to the Individuals With Disabilities Act (614)(d)(1)(B) affect general education teachers and students as well as special education students. Candidates learn how to effectively

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		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 • 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 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

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		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.
Humphreys College	The Humphreys College 2014 Assessment Report comprehensively covers all aspects of teacher training in relation to the 19 program standards (please see attached report in Section VII). Multiple Subject Credential Program candidates learn to effectively support English learner language acquisition and the development of academic content knowledge. Candidates have multiple opportunities to develop knowledge, skills, and strategies for providing equitable access to the curriculum for all students. Students learn and practice applying pedagogical theories, principles, and practices in English language development throughout the duration of the coursework and student-teaching. They will pursue a thorough understanding of educational research from leaders in the field such as Marzano and Kinsella to form best practices for becoming highly effective classroom teachers who meet the needs of all students, particularly second-language learners, while demonstrating competency in the 13 aligned Teacher Performance Expectations. Please see our report: Humphreys College Transition to Addressing the Revised Standards Relating to Teaching English Learners. Throughout the program, candidates learn that schools/educators must have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. Schools/educators implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil must be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. Schools/educators follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question. During Week 9 of EDCC 350 Cultural Diversity, candidates are exposed to the various laws and policies both at a state and federal level to assure that they understand and can put into practice the steps necessary to identify and report students requiring special education and 504 services. They also learn how to collaborate with colleagues and administration in implementing accommodations both in instructional design and classroom based activities and implement a well-structured, legally mandated plan of action for all aspects of the education of exceptional students in the traditional classroom. Candidates focus on the importance of how schools/educators must arrange and notice the necessary IEP meetings. IEP team membership must be in compliance with state and federal law. Schools/educators must be responsible for having the following individuals in attendance at the IEP meetings: the Principal/ Executive Director and/or schools'/educators' designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in	Not applicable

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	a regular education classroom; the student, if appropriate; and other representatives who are knowledgeable about the regular education program at the school and/or about the student. Schools/educators must arrange for the attendance or participation of all other necessary staff members who may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; schools/educators must document the IEP meeting and provide of notice of parental rights. Candidates fully understand that schools/educators must promptly evaluate and respond to all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing. During Week 5 of EDCC 351 Curriculum and Instruction for Diverse Elementary School Settings, candidates examine how schools/educators must be responsible for the implementation of the students' IEPs. Schools/educators are obliged to provide the parents with timely reports on the student's progress, as determined in the student's IEP, and at least quarterly or as frequently as progress reports are generated for non-special education students. Schools/educators must also secure all home-school coordination and information exchange. Schools/educators are responsible for determining and providing all curriculum, classroom materials, classroom modifications, and assistive technology using the most recent research in the education of Special Populations. Additionally, candidates are instructed in the history, development and use of the Least Restrictive Environment (LRE) tool developed by the California State Department of Education. During Week 9 of EDCC 350 Cultural Diversity, candidates take an in-depth look at the implications of PL-94-142, IDEA, Section 504 of Pl-93-121 and the Americans with Disabilities Act. Additionally, discussions ensue that determine to what extent NCLBA addresses exceptionality and the law ensue. Furthermore, during Week 9 of EDUC 300 Foundations of Education, students explore the rise of special education in the American school system so that a coherent and detailed understanding can develop of how special education law came into effect and impacted children with special needs. During Week 9 of EDCC 370/371 Student Teaching/Seminar, candidates take a real-life look at the tiered response to intervention in academics as well as behavior as it pertains to special populations in the general education classroom. Response to Intervention (RTI) empowers teachers to teach diverse populations more effectively, follow a standard protocol to ensure equity and fairness, and to meet the needs of individual education plans so that all students achieve academic success. Candidates analyze the general education teacher's role and responsibilities in developing and implementing tiered interventions for special education populations during this course. Additionally, reflections and collaborative discussions around their current student teaching experiences regarding this matter are examined and analyzed. Further professional development opportunities from local agencies such as the San Joaquin County Office of Education are shared and encouraged for aspiring candidates to become further trained during their first years of teaching. During the student-teaching experience, candidates connect theory/law with real-life teaching experiences and see firsthand how schools/educators recognize the legal responsibility to ensure that no qualified person with a disability must, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of schools/educators. Any student, who has an objectively identified disability which substantially limits a major life	

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	activity including but not limited to learning, is eligible for accommodation by the school. Candidates understand that an IEP team must be assembled by the school administration and must include parents/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of evaluation data, placement options, and accommodations. During Week 5 of EDCC 351 Curriculum and Instruction for Diverse Elementary School Settings, candidates gain knowledge that the IEP team role is to review the student's existing records, including academic, social and behavioral records and that the team is responsible for making a determination as to whether an evaluation for 504 services or more in-depth intervention is appropriate. During their student-teaching experience, candidates observe what to do if a student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEIA; those evaluations may be used to help determine eligibility under Section 504. The student evaluation must be carried out by the IEP team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. During EDCC 351, candidates learn that the IEP team may also consider the following information in its evaluation: a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel. b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient. c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills. During EDCC 351 Curriculum and Instruction for Diverse Elementary School Settings, candidates also understand that the final determination of whether the student will be identified as a person with a disability is made by the 504/IEP team in writing; notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504/IEP team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment will be made by the IEP team. If the student is found by the 504/IEP team to have a disability under Section 504, the team must be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the individualized learning plan, candidates learn that the IEP team must consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by schools'/educator's professional staff. All IEP team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504/IEP Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that teachers review the 504/IEP Plan with a long-term substitute. A copy of the 504/IEP Plan must be maintained in the student's file. Each student's 504/IEP Plan is reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to be discontinued. During EDCC 370/371 Student	

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	Teaching/Seminar, candidates fully participate in all IEP meetings for students with special needs that their cooperating teacher regularly engages in throughout the school year. A professional education team, including highly-trained specialists, psychologist, administrator, parent, and teacher(s), collaboratively set goals and develop a learning plan designed to maximize individual student progress and success. Additionally, candidates work jointly with Cooperating District-Employed Supervisor to develop purposeful, standards-based instructional plans that are differentiated to meet the learning needs of all students with individual learning plans or 504/IEP Plans. Furthermore, throughout the program, candidates observe and practice multiple approaches for generating a positive learning climate such as collaborative group learning, creating a proactive classroom community that is based on respect, equity, and fairness, differentiated centers where all students can achieve success, and projects that celebrate the individual.during Week 5 of EDCC 351 Curriculum and Instruction for Diverse Elementary School Settings, candidates focus on the full inclusion of special education students and techniques for adhering to IEP goals and behavior plans during classroom instruction. Candidates are trained to differentiate instruction to meet the needs of all learners, including exceptional populations, effectively. Approaches and techniques such as setting high learning expectations, defining classroom roles/jobs, engaging in cooperative learning groups, and project-based learning experiences are taught to provide a positive inclusive learning climate where all students feel a part of a classroom community that embraces diversity and celebrates learning across the content areas. Candidates exit the Multiple Subject Credential Program with the full knowledge and ability to teach special populations effectively. They have not only learned and explored theory, law, and effective teaching approaches to the needs of all learners, including special populations; they have received real-life student teaching experiences in the IEP process, instructional planning for special populations, and comprehensive standards-based lesson delivery and management of special education students in the inclusive general education setting. The following table summarizes the focus on teaching special populations throughout the Multiple Subject Credential Program: EDUC 300: Foundations of American Education -Addressing the Rise of Special Education in the School System EDCC 350: Cultural Diversity -Educational Equity for Students with Disabilities - Race/Ethnicity, Class, Gender, Disability Issues -Exceptionality and the Law: Labeling, Language, Public Law 94-142 -Assessments in Education -NCLB and New Trends (Commmon Core): How Do they Address Exceptionality? -Implications of PL-94-142, IDEA, Section 504 of PL-93-122, and Americans with Disabilities Act -IEP's, LRE, Procedural Safeguards, Parent Involvement EDCC 351 Curriculum and Instruction for Diverse Elementary School Settings -Instructional Planning for Exceptional Populations -Differentiating Instruction -Major Categories of Disabilities - Learning Profiles to Identify Developmental and Emotional Needs -Common Psychological Tests -Least Restrictive Environment -Exploration of Assistive Technologies for Special Populations - Legal Rights for Parents (IEP's) -Detecting and Corrective Academic Problems for Successful Inclusive Teaching EDCC 352 Language and Literacy in Elementary Schools -Designing Effective ELA Instruction for Special Populations -Addressing Literacy for Exceptional Learners - Differentiating ELA Instruction -Working through Strengths to Meet Needs -Reading and Writing Inventories EDCC 353 Mathematics Education in Elementary Schools -How Manipulatives and Models Support Learning for Special Populations - Meeting the Needs of All	

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	Learners in Mathematics -Differentiating Math Instruction Goals for Exceptional Populations: Multi-level Centers Levelized Math Groups, etc. -Math Inventories to Assess Learning -Students with Special Needs or Accommodations: Selecting Appropriate Learning Materials -Gifted Students- How Does a Teacher Challenge and Foster Accelerated Growth in Math? EDCC 354: Social Studies Education in Elementary Schools -Inclusive Teaching in the Social Sciences for Exceptional Populations -Techniques and Strategies for Differentiating Instruction: Multiple Learning Styles, etc. -Creating an Inclusive Learning Community: Involving All Students in Purposeful Project-Based Learning Where Their Voice is Heard and They Can Make a Difference at Their Own Level of Production -Meeting the Needs of All Learners EDCC 355 Science Education in Elementary Schools -Meeting the Needs of All Learners, Including Special Populations: Approaches with Scientific Inquiry -Visuals and Realia / Hands-On Learning - Strategies for Collaborative Group Work / Buddy Support in an Inclusive Classroom - Total Physical Response (TPR) in Science Education -Graphic Organizers to Support Learners with Special Needs -Modifying the Science Curriculum for Students with Special Needs and Accommodations -Challenging Gifted Students in the Realm of Science: Webquests, Project-based Inquiry, Learning about History of Science, Research, and Getting involved in Local Issues around Science EDCC 356: Theories and Methods of Bilingual Education -Addressing/ Supporting English Learners who Have Special Needs and/or Accommodations in the General Education Classroom EDCC 370/371: Student Teaching / Seminar -Special Education and Technology - Working with Diversity in the Classroom Setting: Creating an Inclusive Classroom - Full Inclusion of EL and Special Needs Students: Approaches and Techniques -Adhering to IEP's and Behavior Plans during Class Learning Time -Strategic Use of Cumulative Files to Support Learning Needs and Academic Growth -Differentiating Instruction to Meet the Needs of All Learners -Response to Intervention (RTI) and Special Education Needs	
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	Teacher candidates are asked and provided opportunities to demonstrate their knowledge and skills of teaching special populations through a variety of means in their course work and through their student teaching experiences. In terms of assessing the learning and language abilities of students, teacher candidates enroll in in EDUC 352 and 353. All teacher candidates learn about administering the California English Language Development Test (CELDT) to assess students' English proficiency level. They learn to use CELDT scores and other formal (Mean Length Utterance, IDEA, Running Records, Miscue Analysis) and informal assessment tools to	The Early Childhood Special Education Credential Program is a comprehensive research-based program based on the rationale that the most effective manner in which to meet the comprehensive needs of young children with disabilities and their families has proven to be through an interdisciplinary, interagency, collaborative model designed to build positive relationships within a complex system. Candidates learn how to apply instructional practices to infants and young children in ways that meet diversity and individual and group differences in culture, ethnicity, gender, age, religion, socio-economics, life-style orientation, and linguistic and cognitive abilities.

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	determine whether the English development patterns of particular students merit referral to speech, special education, or gifted and talented specialists for further assessment. Candidates come to understand typical second language development in EDUC 352, 353, and 379. In EDUC 380 elementary candidates are taught to use the CORE, Running Records, Miscue Analysis, Informal Reading Inventories, and Concepts About Print to gain appropriate information that will allow them to differentiate instruction and select appropriate instructional materials so that students can access the core curriculum. In their Child Study Paper assignment in EDUC 379 teacher candidates are required to do a set of repeated assessments with one student in their student teaching classroom. They explore how to use the results of such tests to determine whether or not a student should be referred for special education and/or gifted and talented testing. Whenever candidates consider lesson planning for their student teaching placements in general or more specifically, they learn how to plan and deliver differentiated instruction for students identified with special needs or those who are gifted and talented so that these students have access to the core curriculum. In EDUC 352 and 353 teacher candidates are exposed to strategies for differentiating for English language development. In EDUC 352 candidates examine curricula they plan for linguistic demands as well as opportunities to develop oral and written language skills. They also consider the linguistic functions associated with the content and process objectives and, referring to the California Department of Education's English Language Development Standards, derive appropriate language development objectives. Furthermore, candidates consider pedagogical modifications, particularly the use of participant structures and explicit language instruction, as they refine their plans in preparation for an inquiry project in which they collect and analyze data in the form of student work and, when appropriate, interviews to examine students' linguistic development. In EDUC 339 Development and Learning in Adolescents, candidates gather and receive more specific information about appropriate instructional materials and technologies for students with special needs, including assistive technologies, and differentiated teaching strategies. Additionally, in EDUC 300 and 339 teacher candidates learn strategies for welcoming students with special needs into their classrooms, as well as how to create a classroom climate that offers multiple opportunities to learn so that all children, including those with special needs, will have access to the material being taught. One of the three full program retreats is focused on special education. Though the program changes from year to year, there is always a keynote speaker who talks about new ideas and approaches in special education, and a panel of teachers who talk about working with special needs students and providing them access to the core curriculum of their class. Additionally, teacher candidates research one of major health/mainstreaming category throughout the fall semester. This assignment is done in conjunction with EDUC 300 and 347. They do this research in groups that include candidates from both elementary and secondary programs so that they explore these categories as they regard students K-12. They are to investigate the nature, characteristics, statistics, symptoms, available resources including organizations, literature, curricula, websites that relate to their category of health or mainstreaming issue. They also research potential promising strategies for meeting the needs of these special populations in the mainstream classroom, including assistive technologies, outside resources, etc. They share this information with their colleagues at the end of the semester in the form of poster presentations and take-	The Program provides knowledge and application of pedagogical theories, development of academic language, and principled practice for English language usage leading to comprehensive literacy in English. Candidates learn age-appropriate strategies and techniques to develop early communication and English language skills that lead to comprehensive English literacy Candidates learn appropriate and accurate assessments for culturally and linguistic learners with disabilities. They practice screening tools for initial identification and ongoing assessments to make sure IEP goals are on target. Candidates are taught how to develop an IEP to meet the child's unique needs and the family's concerns. They learn how to express goals, measurable objectives, and outcomes in written plans that are culturally appropriate and effective in meeting the child's individual needs. Candidates demonstrate the knowledge and skill required to inform the family and other team members about the IFSP/IEP process; to collaborate with team members in the development of the IFSP/IEP; to write developmentally and functionally appropriate outcomes and goals; and to monitor a child's progress based on IFSP outcomes and IEP goals. Candidates demonstrate skills required to gather family members' and caregivers' immediate concerns and priorities about their child's development and education and to write outcomes that express the family's goals for their child.

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	away brochures. Because the development of understanding of the needs of and curricular responses to special needs populations, students in both elementary and secondary programs engage in a Special Education Study (EDUC 300B, 305B). Teacher candidates are required to identify and observe a child in their student teaching placement who has been identified with an IEP. Teacher candidates will research the particular disability with which their focal student has been diagnosed. They will interview their cooperating teacher, asking about interventions and strategies used to help the student be successful with his/her academic work. The teacher candidate will also interview the resource specialist teachers, gathering information about the referral process, the IEP meetings, structured and mandated support systems, as well as asking about specific information on the disability with which their focal student has been diagnosed. Teacher candidates present their data and findings in class.	
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 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.	The mission of Mount St. Mary's College Education Department is to develop the professional fluency of its candidates with respect to pedagogy, human development, diversity, and on-going professional development. A professionally fluent educator: - articulates research-based pedagogical beliefs and curricular principles and translates them into practice. - responds to diversity with openness, sensitivity, and a commitment to equity. - supports the healthy development of children and youth in a caring and just environment. - envisions professional fluency as a life-long journey that includes on-going professional development through inquiry and reflection. The program organization and design is based on current and established research findings and exemplary professional practice as referenced in the California Standards for the Teaching Profession. The foundation of the program is a commitment to the development of each individual. This commitment is expressed in intense, personal advisement of every candidate, supportive instruction that prepares every candidate to meet the standards for a beginning teacher or administrator and reflective self-evaluation that promotes continual professional growth. The Mild/Moderate Education Specialist Teacher Preparation program at Mount St. Mary's College is committed to the belief that society benefits when all individuals are able to achieve their maximum learning potential. The program serves this critical societal function by promoting knowledge, understanding, and respect for individual differences and unique learning needs. The foundation of the program is built upon knowledge derived from a sound theoretical base and rigorous research. We believe a quality program includes opportunities for reflection, problem solving, 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

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		are integrated with the general education program and are directed toward the development of academic and social abilities that will enable students with disabilities to meet their highest potentials. In order to continue the quality of our program, meeting the needs of our candidates in this century, and keeping the needs of the community in mind, the program has gone through many revisions and modifications in order to keep up with the changes and demands. Our pre-service and intern programs reflect the new standards adopted by the California Teachers Commission and any other States requirements. For example, in November 2006, our credential program embedded the English Language Learners Standards (#7E, I, #13A, C, F, G and #19), but later in December 2008 the program and courses were updated in order to meet the new Reading Program Standards Revised #7A. Another example is how our program embedded the CLAD standards and requirements in order to meet the needs of the community and diverse learners. Furthermore, effective September 2010 (Fall 2010 semester), all of our pre-service and intern programs 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	All credential students are required to complete a course focusing on inclusion. Within this course, 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. The 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 the Special Education course, "Curriculum and Instruction Adaptations", is designed to ensure that students explore the topic of differentiation and a variety of ways to differentiate for special education students. Case studies are provided and students write an explanation of how they would differentiate and organize the instruction for the cases. One of the assignments in our Teaching Mild to Moderate Students course is: Interview special education teachers, resource specialist or district special education personnel on the following: How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the IEP team and family members, including non-family caregivers? Throughout the University's four Special Education courses, students write lessons, demonstrate strategies, and explore resources for English language learners. National Hispanic University requires all special education teachers to demonstrate EL understanding and pedagogy through a required Teacher Performance Assessment scored by program assessors.
National University	All prospective single and multiple subject teachers must complete the California Teaching Assessment (Cal TPA). Cal TPA is made up of four tasks. They are TASK SSP: Subject Specific Pedagogy (4 case studies) 1. Developmentally Appropriate Pedagogy 2. Assessment Practices 3. Adapting Content-Specific Pedagogy for English Learners 4. Adapting Content-Specific Pedagogy for Students w/ Special Needs Task SI: Designing Instruction Task AL: Assessing Student Learning Task CTE: Culminating Teaching Experience Within each tasks, prospective teachers must demonstrate ability to adapt content, instruction and assessment for both a special needs student and an English learner. Instruction in courses guides prospective teachers to success in 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 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;

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	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.	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. Applicability of instruction to EL learners is embedded throughout program.	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 coursework, they are introduced to the IEP (as well as IDEA). As part of this credential program, students are authorized to teach English Learners - this training is delivered through specific coursework as part of the authorization, as well as integrated throughout the program in various other courses.	Candidates in the Education Specialist Credential Program (special education) are required to complete coursework that trains them to work as part of IEP teams. For instance, coursework includes: The Child With Special Needs, Collaboration and Communication for Special Educators, Behavior Intervention and Program Planning, and Instructing and Assessing Students with Mild/Moderate Disabilities. In addition, the English Learner authorization is embedded in this program. Candidates take coursework in English learner methodologies, and this training is also integrated throughout the program in various other courses.
Pacific Union College	TRAINING TO WORK WITH DISABILITIES All candidates for preliminary multiple and single subject credentials take EDUC 340-Exceptional Children in the Classroom. The learner outcomes for this course are: 1. To gain an understanding of the history of special education and how special education relates to general education; 2. To describe environmental and socioeconomic factors that impact students with exceptionalities; 3. To define Inclusion and describe the controversy and successes of inclusive education; 4. To recognize and define terms and abbreviations that make up the "language" of special education; 5. To understand the legal aspects of special education assessment and services as it relates to children with exceptionalities in private and public school systems; 6. To identify the disabilities protected by the Individual's with Disabilities Education Improvement Act (IDEA 2004), recognize general characteristics of each disability, and know how to implement appropriate classroom interventions and accomodations; 7. To describe the evaluation process of identifying students with exceptionalities and understand the importance of early indentification and intervention plans; 8. To know how to navigate a student's Individualized Education Program (IEP), and write annual goals and benchmarks and incorporate them into the classroom, and understand related services and transition planning; 9. To understand the purpose of IEP meetings, who attends, how they guide a student's instruction, and the very important role of the regular education; 10. To understand the unique dynamics of working with parents of students with exceptionalities and know how to assist parents in advocating for their child and eventually helping the child advocate for him or herself; 11. To understand multicultural education as it relates to special education; 12. To be able to teach using a variety of strategies that will help students with exceptionalities be successful in your inclusive classroom. In addition to the above course, students participate in field experiences where they work with exceptional students, and demonstrate their ability to design instruction for and assess the learning of exceptional students when they write the California Teaching Performance Assessment. TRAINING TO WORK WITH ENGLISH LEARNERS All candidates in the preliminary multiple and	N/A - No special ed program

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	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 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	The coursework addresses these two significant areas through an introduction to teaching special populations, including the laws and provisions relating to differentiating instruction and planning for student learning. Candidates also study cultural diversity and second language development. Teaching candidates are required to complete classroom observations, teaching, and ESL tutoring.	
Point Loma Nazarene University	Throughout credentialing coursework, candidates are introduced to and required to display an understanding of meeting the needs of SWD and limited English proficient students. All candidates enroll in EDU 602 Foundations of Special Education, which specifically addresses meeting the needs of SWDs and the individualized education program (IEP) team process. All candidates enroll in EDU 601 Language Acquisition, which specifically addresses meeting the needs of limited English proficient students.	Candidates for special education receive instruction through a CCTC approved special education preparation program for servicing either students with mil/moderate or moderate/severe disabilities. The program includes theory and methodology instruction provided to candidates, as well as fieldwork and clinical practice in special education in local LEAs. All special education candidates must complete the course EDU 652 Collaboration & Consultation for IEP Implementation, Evaluation & Program Improvement.
San Diego Christian College	The Teacher Credential Program at SDCC incorporated the Teacher Performance Assessments (TPAs) in the academic year of 2004-2005. Connected with this adoption was the extensive embedding of the Teacher Performance Expectations into all of the coursework. This included TPE 7—Teaching English Learners. Candidates are introduced to the concept of English learners in California public schools from the beginning of the program. The introduction and elaboration of TPE 7—Teaching English Learners is progressive, moving from knowledge and comprehension to demonstration with real-life applications and evaluations. Candidates are prepared thoroughly, learning ELA/ELD standards, assessment instruments such as CELDT, and other assessment of student disabilities and English Learner needs, and become proficient in creating and modifying lesson plans using instructional strategies that teach English Learners, students with disabilities and students with various learning styles. From the beginning, it is stressed that English learners must have access to the same content that single-language	N/A

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	students do. Relationships between the ELD standards and the state adopted content standards are discussed. Through observation in diverse public school classrooms, candidates observe the programs in place for English learners and how the use of the content standards intersects with implementation of the ELD standards. After observation, candidates reflect on these processes. All candidates must be placed in diverse school settings where there are English learners during student teaching and pre-student teaching fieldwork. Candidates read about, discuss, and apply in in-class activities and specific strategies for developing strategies to teach culturally diverse students, English Learners, students with disabilities and different learning styles. Throughout the Teacher Credential Program, candidates have many opportunities to learn and apply knowledge regarding students with disabilities, students on behavioral plans, and gifted and talented students in the general education classrooms. There are several tools to foster this growth and understanding that all candidates make use of throughout the courses and fieldwork: textbooks with information on disabilities are used throughout the program, the clinical lesson plan template, TPAs, fieldwork placement in classrooms with mainstreamed students, class discussions, assigments and research on IDEA, IEPs, and laws regarding students with disabilities, modifying lessons for students with disabilities during Student Teaching, and learning of assessment techniques and teaching strategies for students with disabilities.	
San Diego State University	General education teachers learn about the federal and state laws related to the IEP and those laws as they govern responsibilities to students with disabilities and their families. They have readings and 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.	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	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	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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	English. In addition, the chairs of the Elementary and Special Education departments have an interest in designing a dual credential program (preliminary credential and level I mild to moderate) that would become institutionalized in the next 2 years. While instruction of special needs pupils has been identified as as a program improvement area across the state, all general education candidates must address students with special needs in all course work, including lesson plans and the Content Area Tasks (CATs) of the Performance Assessment for California Teachers (PACT) in literacy, science, and social studies. In addition, candidates must plan, instruct, assess and reflect on their instructional interaction with learners with special needs in the PACT for mathematics. The Secondary Education Department addresses working with students with special needs in SED 751 Classroom Environment, SED 752 Professional Perspectives, and SED 800 Adolescent Development. ENGLISH LANGUAGE LEARNERS Teaching children whose native language is not English is a strong component of the College of Education general education credential program. Two credential courses in second language acquisition and development focus directly on the theories and practice of language learning and the interaction of culture and language. The content of these course sets the stage for elementary and secondary methodology courses (literacy, math, science, and social studies). Teaching strategies, as they relate to individual subject areas, are covered in methodology courses. Similar to students with special needs, candidates must show their knowledge of English learners in all course work, including lesson plans and the PACT. PACT also requires that candidates analyze extensively their instruction for English learners in all areas of each learning segment. Academic language is a major component in the PACT and candidates must discuss it according to the learners' proficiency scores as noted in the California English Language Development Test (CELDT). In addition to the university-based program, teacher candidates in general education are intentionally placed in public school classrooms with English learners. For candidates who are working towards the multiple subject bilingual authorization in Cantonese or Spanish, candidates are placed in dual immersion 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	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

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	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 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.	pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition. SECTION VI TEACHER TRAINING (Students with disabilities) Our state and national accrediting organizations (California Commission for Teacher Credentialing and the National Council for Accreditation of Teacher Education) review our program biennially in this area. Below are our responses to the program standards for accreditation, which lays out the design of our program with respect to meeting the needs of students with disabilities. Standard 14: Preparation to Teach Special Populations in the General Education Classroom In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom. Program Elements for Standard 14: Preparation to Teach Special Populations in the General Education Classroom The primary course for addressing the content of this standard is EDSE 192A Mainstreaming the Exceptional Individual, taught by specialists from Special Education. The knowledge base for this course has an emphasis on laws, policies, and procedures affecting students with special needs and the research base of effective practices to enhance inclusion and mainstreaming. Research-based instructional strategies validated for use in mainstream classes such as cooperative learning, multiple intelligences, metacognitive learning strategies, direct instruction, reciprocal teaching along with skills in communication/interpersonal relationship form the foundation for this course. 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,

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		including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation. Through readings and topic discussions candidates are introduced to and become special education laws and policies. They are expected to define and explain the admission, review, and dismissal processes of special education, and explain individual protections of special education legislation as they pertain to parents, teachers, and students. In addition, candidates learn about IEPs and assessing student needs. Candidates are expected to formulate and illustrate an Individualized Education Program in consultation with appropriate personnel and parents of individuals with exceptional needs. Topics addressing this element are discussed in weeks 1, 3, 4. 14(c) Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs. Candidates learn strategies to assess student needs and evaluate student learning through reading and topic discussions. Through the study of laws and policies, candidates learn the parameters for referring students to special programs such as mild-moderate disabilities, deaf education and GATE programs. One identified competency for EDSE 192A is the expectation that candidates will be able to analyze non discriminatory assessment, including sensitivity to cultural and linguistic factors. 14(d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom. An identified competency in EDSE 192A is the expectation that candidates will be able to apply assessments that will result in appropriate modification of instructional materials and strategies. This competency is addressed through topic discussions of adaptations and accommodations and 'planning and modifying instruction'. Candidates demonstrate their understanding by writing a paper, based on class discussion and professional literature, which describes how they might modify and/or adapt various aspects of mainstreaming for a real-life or hypothetical student. Assistive technologies are discussed and candidates complete an assignment that requires them to describe five ways in which technology will enhance the effectiveness of mainstreaming/inclusion in the classroom. Topics addressing this element are discussed in weeks 6, 7, 12, 13. Students specifically address this element in several assignments (see Written Assignments 1,2,3 and Case Study Option 1 and Option 2) 14(e) Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum. One competency in EDSC 192A is that candidates will be able to identify and apply assessment information toward the modification of the core curriculum and materials for selected students, particularly in the areas of reading, language arts, and math. Multiple topics of discussion address the foundation knowledge and skills to offer appropriate instruction to students with special needs, including 'addressing needs of students with disabilities', 'planning and modifying instruction', 'evaluating student learning', and 'strategies for independent learning'. Assignments are designed so that candidates can demonstrate their understanding through design of a lesson plan and effective use of technology. . Topics addressing this element are discussed in weeks 5, 6, 7, 10, 14 Students 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

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		preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom. Candidates are expected to 'evaluate the concept of least restrictive environment'. In doing so, they must address issues of social integration for students with special needs who are included in the general education classroom. Issues of social integration are introduced and discussed through topics including building social relationships, strategies for independent learning, and behavior management. Candidates are expected to identify and teach non academic areas, e.g. socialization, career and vocational education. Candidates learn strategies to effectively discuss interpersonal relations and human relations problems with students and parents. Written assignments and service learning projects provide candidates with an opportunity to apply their understanding of the issues related to the social integration of students with special needs. Topics addressing this element are discussed in weeks 10, 11. Students specifically address this element several assignments (see Written Assignments 2,3 and Case Study Option 1 and Option 2)
Santa Clara University	We prepare our general education teacher candidates to work with students with special learning needs and with students with limited English proficiency using a multi-pronged approach: (1) our program includes dedicated courses that focus on serving these particular populations; (2) we integrate strategies for accommodating and supporting students with special needs and students who are English Language Learners into all of our courses; and (3) we place our candidates in clinical practice sites in which students with special learning needs and ELL 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 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 Language Learners' English language development and facilitating these students' attainment of academic competencies in the general education classroom. This course includes engagement with the foundational principles of first and second language acquisition and the key theories of communicative competence; this enables candidates to understand the stages of ELs' emerging English proficiency. Candidates learn and practice a range of instructional strategies, including Sheltered English Immersion and Specifically Designed Academic Instruction in English, that support ELLs' vocabulary development and their learning of discipline-specific academic language. Candidates learn to interpret ELL 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 ELL students. (2) The needs of English Language Learners, of students who qualify for special education services, and of students who	None

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	pose other learning challenges are taken into consideration within every methods course in our multiple and single subject preliminary credential programs. Our candidates learn that making flexible, appropriate adaptations to their lessons in order to maximize the learning of every student is a fundamental, essential part of the work teachers do each day. (3) We ensure that our candidates are placed in clinical practice field placement classrooms with master teachers who are committed and capable exemplars of the kind of inclusive, responsive, principled, and accountability-oriented practice we advocate. These careful placements are a critical part of our program because they allow our teacher candidates to conceive of teaching diverse learners effectively in mixed-ability classrooms as the norm rather than the exception. Further, the lesson plan template implemented by our clinical practice instructors requires candidates to document- in every lesson- the instructional adaptations they intend to make for the English learners and students with special needs in their placement classrooms California requires all prospective teachers to demonstrate their ability to interpret formal and informal student assessment data 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 Language Learners, have identified special needs, or who present other learning challenges. These skills are assessed using the four California Teaching Performance Assessment (CalTPA) tasks. Teacher candidates must demonstrate proficiency in these specific skills in order to pass the CalTPA 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.
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	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

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	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.	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 Diverse Learners. This course also prepares candidates to teach English learners effectively, and all candidates are observed and receive feedback after teaching two kinds of lessons: lessons that meet the content learning needs of English learners, and English language development lessons for English learners.	Education Specialist candidates take highly specialized courses to prepare them to teach both students with disabilities and English Learners.
Stanford University	All candidates complete the required course ED285: Supporting Students with Special Needs, which equips them with the basic knowledge, skills, and strategies for teaching special populations. Through course readings and examination of case studies, candidates become familiar with major categories of disabilities. The course focuses particularly on learning disabilities most commonly seen in the classroom (e.g., attentional difficulties, dyslexia, language processing issues, and social cognitive deficits). Candidates also become familiar 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	

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	this knowledge to include teaching strategies and instructional materials that meet the needs of students with exceptionalities. Candidates learn about commonly used assistive technologies—e.g., Alphasmart keyboards, Draftbuilder, Inspiration, and Kurzweil III (a multisensory device that reads aloud text from scanned documents and the internet). They also learn to modify instruction to give special needs students access to the core curriculum, including modifications of instructional materials, assessment procedures, grading requirements, and classroom structures. In preparing their PACT Teaching Events, candidates provide evidence of their ability to plan, instruct, and assess all students, including students with special needs. The prompts and rubrics for PACT specify the importance of attending to the learning needs of all students. STEP coursework and fieldwork provide many opportunities for candidates to learn how to support English language learners in developing content knowledge and language proficiency. Many STEP courses address issues of equitable access to the curriculum for all students, including English language learners, and help candidates attend to the diverse cultural backgrounds of their students. In addition to the subject specific curriculum and instruction course sequences, several courses address language acquisition and literacy development more deeply ED289: The Centrality of Literacies for Teaching and Learning helps Single Subject candidates understand the relationship between language development and the development of reading and writing; ED228E, F, and G: Becoming Literate in School helps Multiple Subject candidates understand the relationship between language development and early literacy; ED284: Teaching and Learning in Heterogeneous Classrooms helps Single Subject candidates to meet the needs of all students in classrooms that include students who read well below grade level or who are not proficient in the language of instruction; ED388A: Language Policies and Practices provides all candidates with a repertoire of theory-based methods to facilitate and measure English learners' growth in English language and literacy acquisition, as well as create learning environments that promote English language development and content area learning; ED264E: Métedos y Materiales en los Salones Bilingües helps BCLAD candidates develop knowledge of the language, culture, theory, and methodology for the instruction of bilingual children, as well as historical, political, and legal foundations of programs for English learners. These courses help candidates meet the requirements for the English Learner Authorization (ELA) on their preliminary credential. The ELA authorizes STEP graduates to teach English learners both in general classrooms and in specialized settings, such as English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) classrooms. The courses outlined above help candidates learn to assess students' English language proficiency and provide opportunities for students to grow in both their English proficiency and their content knowledge. For example, ED388A: Language Policies and Practices introduces strategies for assessing students' levels of English proficiency and supporting the acquisition of listening, speaking, reading and writing skills of English learners, including sessions focused on sheltered instruction (SDAIE). Candidates develop lesson plans that use at least one of these strategies, implement the plans in their clinical placements, and reflect on the success of these efforts. Course texts include the SIOP (Sheltered Instruction Observation Protocol), and two class sessions are devoted explicitly to this topic. Another course text focuses on promoting academic language. Candidates complete their fieldwork in settings that are culturally and ethnically diverse and include English language learners. For example, candidates work with	

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	many English learners at the STEP/Sunnyvale summer school program, which provides opportunities for STEP candidates to learn, understand, and use materials and strategies for English language development. Placement sites for the regular academic year are selected in part on the basis of their linguistic diversity. When a candidate's primary assignment does not fulfill the criteria for linguistic diversity, a second clinical placement is arranged to ensure that candidates have opportunities to support the language development of English learners under the supervision of a qualified teacher. In the clinical placements university supervisors and cooperating teachers observe and assess candidates' ability to design and implement instruction that supports English learners. The connections between university coursework and fieldwork are designed to give candidates opportunities to address Teaching English Learners.	
Teacher's College of San Joaquin	Course work and practicum supervision/mentoring & coaching is provided throughout the duration of the program.	Course work and practicum supervision/mentoring & coaching is provided throughout the duration of the program.
The Master's College	In a prerequisite course candidates are first introduced to IDEA and basic criteria for serving students with special needs, with a focus on developing lesson plans with differentiation strategies for the class where candidates are observing. ED560 Differentiation for Exceptional Learners, 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. 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	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 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

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	differentiated instruction that ensures all students access to the core curriculum. In EDU 718: Inclusive School Environments for All Learners, candidates research and present information related to current general and special education programs and practices within a historical perspective, including the issue of providing appropriate differentiated instruction that ensures all students access to the core curriculum. Candidates demonstrate knowledge of varying abilities and disabilities, their common characteristics, and barriers to participation and success. All candidates design inclusive lessons that provide appropriate differentiated instruction to all students. In fact, the Touro Lesson Plan format includes a column for adaptations for English learners and students with a variety of special needs. Candidates provide rationale for each step in the lesson plan and for each adaptation. Assuring all students access to the core curriculum is of utmost importance in all aspects of the teacher credential program. In addition to EDU 718, in EDU 771: Teaching Diverse Learners, candidates learn methods of differentiated instruction for English learners. In all curriculum and instruction courses, EDU 774 and EDU 776 (multiple subject) and EDU 775 and EDU 777 (single subject), candidates learn about and design lessons that ensure all students access to the core curriculum. In EDU 780: Orientation to Student Teaching & Seminar, candidates have the opportunity of observing master teachers who differentiate instruction, ensuring all students access to the core curriculum. In EDU 781: Student Teaching & Seminar through supervised teaching, candidates show evidence of ensuring all students access to the core curriculum. APPROPRIATE INSTRUCTIONAL MATERIALS & TECHNOLOGIES Candidates demonstrate a basic level of knowledge and skills in selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom. EDU 718: Inclusive School Environments for All Learners provides candidates with the skills and knowledge to be able to identify students' individual communication styles and abilities. Candidates interview a person with a disability and gain knowledge of assistive technologies available to meet their needs. Candidates conduct a classroom instruction analysis to gain 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	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 Graduate School of Education programs take 15 units of coursework together (e.g., EDU 770 (Educational Psychology & Classroom Management), EDU 771 (Teaching Diverse Learners), EDU 772 (Elementary Literacy & Planning Instruction), EDU 718 (Inclusive School Environments for All Learners), and well as an elective from EDU 773 (Secondary Literacy & Planning Instruction), EDU 774 (Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts), EDU 775 (Curriculum & Instruction Methods 1: Secondary), EDU 776 (Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE), or EDU 778 (Advanced Elementary Literacy Instruction). To support the disposition and ability of Education Specialist/Mild-Moderate and Moderate Severe Preliminary Level I candidates to view teaching as a holistic endeavor, rather than discrete actions unrelated to one another, the course sequence consists of courses taken together that covers the same content for all learners. EDU 770: Educational Psychology & Classroom Management 3 units EDU 771: Teaching Diverse Learners 3 units EDU 772: Elementary Literacy & Planning Instruction 3 units EDU 718: Inclusive School Environments for all Learners 3 units SEPS 791: Positive Behavior Supports 3 units SEPS 792: Assessment and the IEP Process 3 units In addition, the two courses focused on instructional methodology (SEPS 793: Instruction of Students with Mild/Moderate Disabilities and SEPS 794: Instruction of Students with Moderate/Severe Disabilities) sometimes combine their class sessions together. Each of the courses addresses essential understandings and skills required of an Education Specialist. While some courses are taken jointly by candidates for the Mild/Moderate and Moderate/Severe credentials, assignments and field experiences are often differentiated to target specific learning and competencies required by each credential. The courses serve as organizing structures to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations that require application and reflection-in-action. The design of the College of Education's teacher preparation programs 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

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	Tutoring, Class-Wide Peer Tutoring (CWPT), and Cross-Age Tutoring (CAT). In EDU 718, Cooperative learning strategies taught include Student Teams-Achievement Divisions (STAD), Cooperative Integrated Reading and Comprehension (CIRC), Team Games Tournaments (TGT), Jigsaw, Team Assisted Individualization (TAI), and Simple Structures such as Numbered Heads Together (NHT) and Co-op. The literacy courses, EDU 772 and EDU 778 (multiple subject) and EDU 773 and EDU 779 (single subject) include teaching strategies that combine reading, writing, speaking, and listening as ways of socially integrating all students, including students with disabilities who are included in the general education classroom. As with all aspects of best teaching practices, candidates show evidence of socially integrating students with disabilities in the general education classroom while completing supervised teaching. TEACHNG THE FULL RANGE OF STUDENTS IN THE GENERAL EDUCATION CLASSROOM Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students. In EDU 718: Inclusive School Environments for All Learners, each candidate is provided with a strong knowledge base of strategic teaching approaches. Such strategic teaching approaches include curricular adaptations, mediated scaffolding, constant time delay, token reinforcement, and cuing. Candidates are instructed in a wide range of learning strategies to assist students to succeed including self-determination skills, goal-setting and problem-solving, tactical procedures for accomplishing a given task that may be extremely difficult, and person-centered planning. Candidates include these strategies when designing lessons throughout the credential program, including while completing supervised teaching. ROLE OF GENERAL EDUCATION TEACHER Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions. In EDU 718, candidates learn about the role of the general education teacher in identifying and teaching students with special needs through 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	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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	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: Student Teaching & Seminar, candidates show evidence of collaborating with other teachers, including education specialists and other school professionals.	
United States University	Each course addresses special needs students and their learning styles. Throughout the program students are continually exposed to scenarios where special needs are addressed in the classroom. Program Director 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.	N/A
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 curriculum includes a required credential course entitled Educating Students with Disabilities and several courses focused on teaching	Not applicable

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	limited English proficient students. In the class Educating Students with Disabilities, credential candidates learn about the major characteristics of each category of disability and the learning needs of students challenged by these exceptionalities; the assessment and interpretation of the learning and language needs of students in the general education classroom; federal provisions and regulations; requirements under California Master Plan for Special Education; and statutory provisions for due process procedures, assessment provisions (identification, referral, assessment, IEP development/implementation/and evaluation); and approaches to effective participation as an IEP team member . The elementary and secondary credential programs both include courses for teaching limited English proficient students. These classes provide credential candidates with an understanding of the nature and processes of first and second language acquisition, language acquisition theories and models, and historical, political, and cultural influences on language instruction policy and teaching methods.	
University of California, Irvine	To prepare to meet the needs of special education students, all candidates take a separate special education course (ED 348) that identifies the learning disabilities most commonly found in mainstream classrooms and prepares candidates to participate meaningfully in the IEP process. Most of our candidates encounter special needs students in their fieldwork and student teaching. In fact, secondary student teaching includes an Academic Support Placement wherein the candidate works closely with individuals and groups in a classroom where the curriculum has been modified to meet the needs of the students. Most struggling students have literacy challenges, so each program is focused on literacy across courses, but also has separate courses (ED 329, 349, 326, 346, 345, 347) to provide strong foundations in language acquisition theory, reading, and equity. Since 2003, when the Performance Assessment for California Teachers was introduced with an academic language component, clinical faculty have engaged in an annual update on the research and discourse about academic language so that they can expose candidates to current views on this dynamic concept in their lesson planning.	Program does not prepare special education teachers.
University of California, Los Angeles	1. Each credential candidate takes ED425 Principles of Teaching Exceptional Individuals. This course is required to meet the California teaching credential special needs learners standard. The course is intended to provide students with a survey of characteristics and related educational needs of elementary school students with disabilities of various kinds. In this course students develop an understanding of the main types of student exceptionalities, with an emphasis on the role that teachers will play in teaching students with special learning and behavioral needs in the general education setting. The course provides students with a knowledge base of the various disabilities and exceptionalities and how to accommodate them in order to foster an equitable, productive educational experience for all learners. 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.	Our program does not prepare special education teachers.

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	These courses help candidates examine the principles of educational equity and diversity. Methodology courses provide opportunities for candidates to learn content-specific teaching approaches and strategies that support English language development and academic language development among K-12 students, including Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD). Fieldwork courses provide candidates opportunities to learn and practice EL strategies withing the context of their student teaching and to debrief and reflect upon areas of improvement within a subject-specific cohort. Candidates who are fluent in Spanish may elect to take additional coursework in Language, Culture and Primary Language Methodology to earn a Bilingual Authorization. 3. All credential candidates create instructional unit and lesson plans that reflect modifications that meet the needs of English Learners and Special Education students. These units/plans become part of the Novice Year Portfolio, which is required signature assessment of the program.	
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 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 assessments relevant to student English language proficiency such as the California English Language Development Test (CELDT).	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) which identifies English learners proficiency levels, which informs teachers 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.
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	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

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	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.	differences, and legislated mandates. Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars. All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.
University of California, Santa Barbara	Candidates complete a series of readings, classroom activities, web activities and fieldwork assignments aimed at giving them a more in-depth. understanding of the practices of assessment related to special education in the regular classroom. For example, in ED 362, students read Turnbull, Turnbull, and Wehmeyer (2010) and each chapter focused on a particular disability presents in depth discussion of best assessment and evaluation practices. In the special education courses for elementary and secondary general education candidates (Elementary is ED362 and secondary is ED363), candidates receive instruction and perform classroom assignments on conducting task analytic assessments, applied behavioral assessments (specifically as related to School-Wide Positive Behavior Supports), and curriculum-based assessment, specifically progress monitoring with curriculum-based measures (as related to Response-to-Intervention, or RTI, systems). In addition each candidate completes a comprehensive case study of a child with identified special education needs, including assessment results relevant to referral and placement, instructional design and evaluation. (See course syllabus for ED 362, including the case study assignment specific requirements). In the SST course in special education, a similar set of readings and assignments focus on assessment skills. For example, candidates are required to attend both a Student Study Team and IEP meeting, and to report on both specific assessment procedures and how these are woven into programmatic decisions for children. Candidates also complete a case study of a student with identified special education needs. The special issues attending second language acquisition and assessment of learning, including assessing the learning of children with disabilities, are taken up in the "ELD/SDAIE" and the "Culture, Language and Learning" courses. In these courses, candidates are taught how to use results from English Language assessments (CELDT) to plan appropriate instruction, as well as how to modify generic assessment strategies for appropriate use with English language learners, including those with disabilities (more on this below under teaching limited English Proficient Students). In all methods courses in TEP, students are required to plan adaptations to classroom assessments to make them appropriate for students with special education needs. The TEP Lesson Design Frame used in all course- and field- work requires candidates to note adaptations. This assures that the specialized assessment strategies, which are taught in ED 362 and ED 363 are applied in the context of each candidate's work in the general education classroom. Candidates in both SST and MST progress are taught to use a wide variety of special instructional materials, technologies and teaching methods to differentiate classroom experiences for students with a wide variety of special needs. As with other curriculum issues related to special education, our approach includes focused coursework, infusion of requirements and supports in all methods courses, and assigned field work experiences to provide candidates with a comprehensive introduction to both theory and practice of special education in the general classroom. In the special education courses, candidates complete an extensive set of readings that present a wide variety of instructional	

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	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 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	

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	experience in their lives are equally grounded in how other people respond to those conditions. In ED 268 TEP students consider the socio-cultural sources of those responses, and the ways in which children may learn to interpret and respond to human differences in the classroom. Perhaps most important, in ED 268 TEP students begin to explore and discuss the ways in which the well being and learning of the most vulnerable children in a public school classroom is inextricably tied to the well being of every child in the classroom. Practical strategies and tools for supporting the social integration of children with disabilities in the regular classroom are given special focus in the course in special education (ED 362 for MST, ED 363 for SST). In these courses, students read extensively about strategies for supporting the social inclusion of children with disabilities. For example, in ED362,-TEP students read and discuss Turnbull, Turnbull, & Wehmeyer (2010; especially chapter 2) on "Ensuring progress in the general education curriculum through universal design for learning and inclusion" as well as specific illustrations and recommendations for every category of disability in following chapters. Candidates also learn about how to build and implement school-wide positive behavioral support strategies in support of inclusion of all students with disabilities in general education activities. In ED 363, the entire text (Turnbull, et. al) is structured around the theme of inclusion. In addition, class session focus on strategies such as Circle of Friends, cooperative learning groups, social skills training and other approaches to promoting positive social relationships between children with disabilities and their nondisabled peers. 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 nonacademic activities. For example, in ED 370 students discuss and problem solve around specific classroom situations and challenges involving children with disabilities. They implement a variety of strategies to promote a general climate of respect and support for developmental differences among students, including class meetings, cooperative learning groups, and positive behavioral supports. For both General and Special Education teachers: Experiences specific to California's English Learner Population How to effectively teach English Learners is a hallmark of the program. First and foremost, all Candidates are placed in a Partner School. The partner school model insures that only schools with a diverse student body and with English Learners are sites for clinical experiences. Candidates' work with English Learners starts immediately with the beginning of their program in summer foundations courses (e.g. in "Language and Culture in Teaching and Learning", "Foundations of Teaching", "Development and Learning" and "Foundations of Academic Language") and continues throughout the entire academic year with a three-quarter course in "ELD/SDAIE Methods and Procedures". Embedded in both university coursework and in field experiences in the Partner Schools, are multiple opportunities for Multiple Subject (MST), Educational Specialist (ESC) and Single Subject (SST) credential candidates to learn purposes, goals, and content of the adopted instructional program(s) for the effective teaching and support of English Learners; and candidates understand the local and school organizational structures and resources designed to meet English Learner (EL) students' needs. In ED 360: ELD/SDAIE Methods and Procedures (MST and ESC) and ED 361: ELD/SDAIE Methods and Procedures (SST), credential candidates have a field assignment in which they investigate the EL programs at the school sites where they are placed.	

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	They interview school site and district personnel in order to determine (1) how many designated English Learners are at their school site, (2) how the English Learners are identified and (3) what services are provided for these students. They then schedule observations to determine which of the program models are being employed at the site (e.g., Content-Based ELD, push-in or pull-out ELD, Transitional Bilingual, Newcomer, etc.). Specifically, candidates investigate the demographics of the school site in regard to English Language learners, the English language proficiency levels of students, and the various ELD programs offered at the school site (e.g., push-in, pull out, in class small group ELD instruction, whole group "leveled" programs by EL proficiency levels, and newcomer program). Candidates document where they obtained the demographic information and EL proficiency levels (e.g., SARC, school web site, interviews with teacher or principal) so as to navigate how to obtain important information regarding the student population at their school sites in order to meet the specific needs. As part of the TEP Lesson Design Frame, required for all course-embedded lesson assignments and for formal lessons, credential candidates must articulate the context for which they are designing the instruction. They therefore must be apprised of local school organizational structures and resources designed to meet the needs of designated English Learners with whom they are working (hence the assignment described in the preceding paragraph). Articulation of context is also required of credential candidates on the Performance Assessment for California Teachers (PACT) Teaching Event. While this is not scored, it is required that credential candidates identify locally situated resources to support optimal learning for designated English Learners. In the elementary "Reading/Language Arts Teaching Methods" and the secondary "Literacy Field Experiences" courses, credential candidates examine different program components that address the needs of English Learners: Alternative Waiver Programs (Bilingual Education), English Language Development (ELD), Content-Based ELD, and Specially Designed Academic Instruction in English (SDAIE). They participate in an in-class assignment whereby they learn the distinguishing characteristics of ELD, Content-Based ELD and SDAIE, and apply the new learning to case profiles of English Learners, determining which approach or approaches would be most appropriate for each case. They also must provide the justification for their recommendation. In this way, instructors and peers can confirm or clarify the decisions and thus deepen their understandings of philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Learners. On-site Coordinators (school-based supervisors) and university supervisors work together to assist credential candidates to observe a variety of practices and programs, which they may not see otherwise. The fundamental concept is that a placement is at a school, not just in a specific classroom. For example, as might be expected, not every Partner School classroom includes the services of instructional aides, specialists and parent volunteers. On-site Coordinators are able to assist candidates to observe and discuss issues that arise related to management of support personnel, pull-out programs, and other specific practices that may not be used in their own classroom placement. Moreover, the clustering of student teachers at Partner Schools allows candidates opportunities to work in one another's field placement classrooms for the purpose of gaining experiences that may not be available in all classroom settings.	

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.
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 • 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.	N/A
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 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 is not an approved program in the state of California for the University of Phoenix
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	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 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.
	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.	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	As part of the University of San Diego's teacher preparation program, all candidates are required to complete two foundational methods courses that specifically address students with disabilities and teaching students with limited English proficiency. Each course includes field experience components that specifically target working with students with disabilities. We intentionally place student-teaching candidates in classrooms with special needs students, so as to provide them with complete teaching experiences, including exposure to individual education plans of students. The placements also provide opportunities designed to engage all candidates in co-teaching classrooms. 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 edTPA assessment that elementary and secondary teacher candidates must take for successful program completion requires candidates to include thorough adaptations for special education in their lesson development, implementation, and assessment.	The department offers a CTC approved Preliminary Education Specialist Credential with Mild/Moderate Authorization. The approved credential not only addresses methods for teaching students with mild/moderate disabilities, including individuals who are classified with an autism spectrum disorder, but also requires candidates to learn methods for teaching reading, language arts, and English language learners. As part of the credential program, candidates complete embedded signature assignments that are designed to ensure course and field evidence-based demonstration of special educator competencies set by CEC, NCATE/CAEP and CTC standards for the profession. These include introduction to laws, legal mandates, and design/delivery of IEPs. Our methods courses and related field placements include assignments requiring direct application of IEP learning outcomes and CTC English learner assessment and instruction techniques. All Special Education candidates have multiple practicum experiences and two semesters of student teaching with placement in both an elementary and secondary school setting to ensure that candidates are fully prepared to respond to the 5-22 service delivery requirements.
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	Our current Special Education program is an intern-only model. Details about the program appear in the separate Alternative IHE-based Program report.

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.
	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.	
University of Southern California	Course work completed concurrently with 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. 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	N/A

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.
	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, 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 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	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

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.
	language learners. Graduates understand and are sensitive to differences in cultural values, norms and mores of the families of culturally diverse students, with a commitment to respecting these differences, and can recognize signs of emotional distress, child abuse, neglect, substance abuse, parental divorce, homelessness, and hunger. Furthermore, they can address student language learning needs.	teaching, the student can receive institutional recommendation for certification in special education, and in elementary education. During the required major or sequence of the standard path, students gain knowledge, skills and competencies essential to effective teaching while being involved in field-based experiences. 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.
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	N/A

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.
	evidence considered, all candidates demonstrate their preparedness to work with students with LEP on the California Teaching Performance Assessment.	
Whittier College	Section VI Teacher Training All Whittier College elementary and secondary candidates must complete coursework in Working with Special Populations. Topics in these required courses include: State and Federal laws pertaining to exceptional population; referral and Individualized Education Program (IEP) processes; assessment of the learning and language abilities of special population students; issues of social integration of students with special needs; major categories of disabilities; differentiated teaching strategies; and appropriate instructional materials and technologies for working with special-needs students in general education classrooms. In addition, all elementary and secondary candidates complete a comprehensive course dealing directly with teaching students who are English Language Proficient. This specialized course examines native and second language development in theory and as applied to multicultural/multilingual educational contexts; helping prospective teachers develop a sound 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.
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 (Optional)**
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 for coherence; student teacher supervisors look for application of coursework during observations. Antioch is known for its Social Justice education, and both Multiple Subject and Education Specialist M/M candidates are required to take Foundations of Social Justice Education (both TEP 536 and TEP 536A). Antioch University Santa Barbara does not give letter or number grades. The students receive narrative evaluations based on program goals and course objectives. They need to have met these goals and objectives to receive credit for the course. Antioch University submits Biennial Reports to the Commission on Teacher Credentialing; within the University the program is part of annual and five year program reviews. The University is also accredited by the HLC/NCA.
Argosy University	Program was placed into inactive status in California
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 in Southern California. Of the graduate student population, 71% are female, 43% ethnic minorities, and 4% are international students that reflect the ethnic and linguistic diversity of the school districts in which the future teachers will serve. The Multiple Subject Teaching Credential Program prepares candidates for teaching in a variety of subjects in a self-contained classroom in preschool, K-12, and classes organized primarily for adults. The Single Subject Teaching Credential Program prepares candidates for teaching in a departmentalized classroom setting for preschool, K-12 and classes organized primarily for adults. Azusa Pacific University is authorized to recommend candidates for Single Subject credentials in the specific content areas of Agriculture, Art, Biology, Business, Chemistry, Foreign Languages, General Science, Geo-science, Health Science, Home Economics, Industrial and Technology Education, Mathematics, Music, Physical Education, Physics and Social Science. The Education Specialist Credential Program prepares candidates for teaching students with disabilities in authorized areas for mild to moderate or moderate to severe. Education Specialist teacher candidates are prepared to teach students with disabilities effectively through the use of school-based strand, autism strand, the incorporation of Universal Design and the inclusion of differentiated instructional practices as well as the proper use of formative modes of assessment. Minimum GPA required for completing the program - All through our programs do not have a minimum GPA requirement for program completion, the programs do require that candidates earn a grade of "B" or higher in all credential courses. Candidates who fail to earn a "B" must repeat the course. In some instances, candidates who earn a "B-" are allowed to remediate specific assignments to demonstrate work at a "B" or higher level without having to repeat the course. Accreditation - In Spring 2015 the School of Education had its California Commission on Teacher Credentialing and NCATE accreditation site visit. The site visit teams have submitted reports to their respective commissions recommending the School of Education for continued accreditation.

Institution	Contextual Information (Optional)
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 course are proud of graduate Chauncey Veatch who was selected as a National Teacher of the Year. •We were recently selected as one of the few universities to participate in the Tripod Project which is sponsored by CAEP, Cambridge Education, and the Bill and Melinda Gates Foundation and we were among a handful of IHEs selected as part of the CEEDAR grant along with the California Dept of Education and the CTC. •We have an extensive formative and summative assessment system, including course embedded assessment to measure student learning, vast clinical oversight, measurement of student dispositions for the profession, teacher performance assessments, exit surveys, graduate surveys, employer surveys, etc, all which is data used to help us focus on continuous program improvement. In April 2014, WASC reaffirmed Brandman University’s accreditation for 8 year stating that Brandman is: A thriving new university with strong historical roots in academic excellence, A university that is totally student centered, A university firmly rooted in a “culture of evidence” where members of the community value rubrics, measurable goals, and solid information on which to chart its future, A university searching for best practices from any source and applying those practices to its work, A university willing to seek the best services and practices externally that would support the infrastructure of the university, A university that collaborates across all boundaries, with high morale and enthusiasm for all that it does, and A university where quality assurance in all areas, particularly in academic affairs, is deeply part of its DNA. We are thrilled with this evaluation and are quite proud of our assessment system and our processes to ensure continuous improvement.
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 one year later. We are preparing to submit our next biennial report in November of 2015. 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 surrounding regional counties. The Professional Development School (PDS) has become the primary option 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. California Lutheran has several partnership agreements with regional districts. Candidates are recommended for Multiple Subject (elementary), Single Subject (secondary), Education Specialists Teaching Credentials (which include authorization to teach English learners) after completion of all credential requirements.
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).

Institution	Contextual Information (Optional)
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) and Special Education (Mild/Moderate and Moderate/Severe). All basic licensure programs include competency in English language development. Additional added authorizations include Bilingual (Spanish and Asian Languages) and Autism Spectrum Disorders. Credential programs seek to develop teacher candidates who: 1) exhibit respect for the dignity of all students, regardless of academic achievement, intellectual potential, social maturity, gender, or ethnic, cultural or racial background; 2) are academically well-prepared in their field of subject-matter expertise; 3) demonstrate best practices in the pedagogy of teaching with appropriate application to meet student needs; and 4) are committed to lifelong learning, are stimulated by open inquiry, and desire to share these qualities with others. The programs are committed to excellence in professional preparation that provides teacher candidates with the opportunity to acquire the skills, intellectual strategies, critical attitudes, and broad perspectives necessary to serve the needs of our schools and communities. The initial credential programs emphasize the integration of education foundations, curriculum, and pedagogy with an emphasis in the teaching of reading. The focus on the teaching reading has a dual purpose: the pedagogy of learning to read and the pedagogy of application to content and context: reading to learn. The initial credential programs are organized in the four areas of program: (1) prerequisites, (2) foundations, (3) methods of teaching, and (4) clinical practice. Increased field experiences and service learning components provide students with opportunities for professional observations, initial practice, and increased practical responsibilities in diverse educational and community settings. Clinical practice includes two 10-week quarters of full-day teaching. The credential programs have been engaged in an extensive review of the coursework and fieldwork as part of the accreditation self-study efforts aligned with the California Commission on Teacher Credentialing (CTC).
California State University, Channel Islands	CSUCI Mission Statement:Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines though integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives. California State University Channel Islands, the newest CSU campus prepares educators for careers in teaching elementary, secondary and special education students. All areas of study within the Education program at California State University Channel Islands are united in a single goal: to prepare future equators and educations learners to be facilitators of learning. Our shared purpose is to ensure that all of our graduates are well prepared to succeed by helping them to establish strong foundational knowledge, skills, and dispositional beliefs. To achieve this goal, educations faulty share the privileges and responsibilities' of cultivating the attributes of an educator within ear learner in our care. It is in each graduate's knowledge, ability to make connection, and professional beliefs and performance that our success will be measured. The main components of the conceptual framework are: •Knowing: Content; Theory and practice of the instructional process; Learners;How to create an inclusive learning environment; Communities and schools in which we practice •Connecting:Theory and practice;Schools and families;With colleagues;Learners with content;Learners with the classroom, school, and broader community •Believing, In the ideals of social justice and democracy;That all students are capable of learningIn the value of reflective and deliberate practice
California State University, Chico	On the Report Certification page the enrollment data populated by the Title II system do not include program completers. The total enrollment number in this report does not reflect the actual number of candidates enrolled in programs. Chico teacher preparation programs provide opportunities for general education candidates to add an additional credential in areas of critical need, including math, science, and special education. These numbers are not reflected in this report. 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. Four cohorts of RTR residents have now completed the program. The first ITEC cohort completed in Spring 2014.

Institution	Contextual Information (Optional)
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 the state-adopted content standards, and to practice in each area of the Teaching Performance Expectations. Throughout each credential program, candidates are engaged in performance assessment tasks and assignments. Signature or Key assignments in each program allow faculty to monitor candidates' progress toward completion. Candidates' dispositions are likewise monitored, primarily through fieldwork experiences and interactions with colleagues and peers.
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 includes clinical areas and computer and teaching laboratories. Students also take classes and experience fieldwork in professional settings such as school districts and the Fresno Family Counseling Center. KSOEHD fosters the realization of human potential by preparing those who work in the field of education and human development to function more effectively and productively in a mutable and increasingly diverse society. The KSOEHD theme, "Leadership for Diverse Communities," places considerable emphasis on an educator who can function effectively as a leader in a culturally and linguistically diverse society.
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. The CCOE will ensure that this mission and vision is continuous as the California State University, Los Angeles, embarks on a quarter to semester conversion, which will take place during the Fall of 2016. CCOE ensures that a strong focus is placed on the academic, personal, and professional success of students via its support services. 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.

Institution	Contextual Information (Optional)
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 Commission on Teacher Credentialing, Western Association of Schools and Colleges, National Council for Accreditation of Teacher Education, and other discipline-based accreditation boards. The university strongly supports the teacher preparation program by providing extensive resources in support of research and program assessment efforts to determine the effectiveness of our programs. The Michael D. Eisner College of Education earned full reaccreditation from the California Commission on Teacher Credentialing and the National Council for Accreditation on Teacher Credentialing in November, 2009. Multiple pathways to the credential, extensive education program options, curricular innovation, and program assessment are trademarks of CSUN. All programs reflect a strong knowledge of K-12 schools and the individual needs of candidates. The Accelerated Collaborative Teacher Education Program is a post-baccalaureate program developed in partnership with Los Angeles Unified School District for elementary, secondary, and special education candidates. Intern programs, developed collaboratively with several districts, address the needs of candidates who are responsible for their own classrooms. Students may concurrently earn a baccalaureate and teaching credential through our undergraduate multiple subjects, single subject, and special education blended programs. Some programs are cohorted and team taught, introducing candidates to a support network of professionals comprising a learning community of education faculty, arts and science faculty, and school personnel. Faculty nurture candidate success and are supported in their mission by a trained group of exemplary school personnel who assist as mentors and instructors. Faculty and supervisors remain updated by attending professional meetings focusing on strategies for student-centered learning, technology-based instruction, and effective pedagogy. Research and development grants help in developing a quality program assessment system as well as research agenda that examines the impact of various aspects of our teacher preparation process. Faculty promote best practice in the schools based on current research. Our diverse student body is assisted by state-of-the-art computer labs, test preparation sessions, and on-going advisement.
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 suburban educational institutions and communities.
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 wise, reflective professional educators who will work toward a just and diverse society which embraces democratic principles. The wise teacher possesses rich subject matter knowledge, applies sound judgment to professional practice and conduct, applies a practical knowledge of context and culture, respects multiple viewpoints, and reflects and acts on professional practices and their consequences (adapted from Baltes & Smith, 1990). Teacher education credential candidates include fifth year student teachers, employed interns, and a small number of undergraduates. Many candidates are first generation college students.
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 three days per week, three 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.

Institution	Contextual Information (Optional)
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 guided by the Systemwide Director's vision and built by the expertise of our Apple Distinguished Educators, the faculty curriculum committee, the technology coordinator, the program faculty and administrators. The CalStateTEACH curriculum is based on the California Teaching Performance Expectations (TPEs), California Standards for the Teaching Profession, the California Academic Content Standards and Curriculum Frameworks. The program is approved by the California Commission on Teacher Credentialing (CCTC), as well as the Western Association of Schools and Colleges (WASC). Unlike traditionally sequential programs, CalStateTEACH offers a spiraling, integrated curriculum that includes classroom management, learning theory, and pedagogy each term. The CalStateTEACH curriculum is updated continuously to respond to new research in the field and feedback from teacher candidates, faculty, employers and on-site mentors; new text editions; out-of-date publications; and changing websites. Unlike print materials, the electronic environment allows for maximum flexibility and responsiveness to changes in the teacher education knowledge base. The program's foundation is self-study with online materials, e-Texts, videos, web-based "class discussions," and on-site coaching. Participants utilize a course website to access their curriculum materials, activity discussion rooms, important resource materials and technology support. They also interact with their assigned California State University faculty member electronically and face-to-face at their school site. They receive on-site support from a site mentor (Alternative Option) or cooperating/ master teacher (Traditional Option). The program is divided into four terms, each containing 10 semester units of integrated coursework. The entire program takes 16 months to complete. CalStateTEACH participants attend five Saturday seminars during the program. Candidates spend approximately 15-20 hours of work per week, outside of teaching/supervised clinical experience, on their academic learning and classroom conversations (discussion boards). Although there is no physical campus, CalStateTEACH student teachers, interns, faculty, and Regional Directors build a campus community, just as traditional students do. The difference is that the community is online. There candidates develop strong bonds with faculty and peers. Beyond the website, the CalStateTEACH "campus" includes the school site where candidates work or practice teach. Candidates gain significant personalized support from their assigned faculty member, who observes them at their school site a minimum of once a month. Additionally, their cooperating and master teachers (Traditional Option), or their on-site mentors (Alternative Option), who are credentialed teachers at their school site, provide valuable assistance to CalStateTEACH participants. Finally, teacher candidates meet at all-day Saturday seminars. There they make face-to-face connections with their peers. The first seminar is an orientation seminar for new participants. Then they participate in seminars focused on the following topics: Language Acquisition and Development, Reading, Mathematics, Science, and Visual and Performing Arts and Physical Education. Seminars emphasize hands-on activities that supplement the online and one-on-one learning. CalStateTEACH has four regional centers that serve students throughout the state. Since there are no campus-based classes, the program is geographically divided into four regions: Southern California based at CSU Fullerton, Los Angeles County based at CSU Los Angeles, Northern/West Central California based at CSU Monterey Bay, and Eastern/Central California based at Fresno State. Candidates are assigned to centers based on the location of the school district in which they teach or live. CalStateTEACH employs approximately 50 full and part time faculty. The faculty has a wealth of experience as former PK-12 teachers and administrators. CalStateTEACH is committed to providing ongoing professional development so the faculty can maintain their up-to-date expertise. CalStateTEACH faculty are responsible for the academic, classroom conversations and teaching components for individual candidates. CalStateTEACH faculty is trained in the Teacher Candidate Interview process to identify the best candidates for admission to CalStateTEACH.

Institution	Contextual Information (Optional)
Chapman University	Chapman University in Orange County, California, founded in 1861, is a private university with three schools and six colleges and enrolls more than 7,000 undergraduate, graduate and law students. About 6000 students at the undergraduate level and more than half 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 each year (54% white) and slightly more than 300 students complete the program's 11 program options each year. For the purposes of this report our responses focus on the preparation of elementary, secondary, and special educators. The program faculty members are committed to five interdependent and guiding principles for their program – personalized education and personal growth, healthy communities, rigorous scholarship, ethical leadership, and socially just communities. The values of inclusion, social justice, constructivist pedagogy, and democratic governance are both goals and attributes of the program and are epitomized in the following statements cited by the faculty as representing their core values: "Education is a process of living and not a preparation for future living" (John Dewey), "You must be the change you wish to see in the world" (Mahatma Gandhi) and "Knowledge emerges only through invention and re-invention, through restless, impatient, continuing, hopeful inquiry (that) men and women pursue in the world, with the world, and with each other" (Paulo Freire). The faculty has developed a Program Improvement System for the College of Educational Studies (PISCES) which collects evidence across seven program dimensions: admissions; student guidance; program design; fieldwork; student achievement; graduate outcomes; and governance, resources and personnel. For each program dimension faculty identified 3 – 6 program evaluation questions and claims or quality targets that we seek to achieve. The CES faculty and staff have developed eleven protocols that together describe our evidence collection methods. We seek to gather a variety of evidence to make effective program improvement decisions. To date PISCES has helped us make a wide range of program and unit level improvements and also document that our graduates have acquired the knowledge and skills to be effective and caring educational professionals.
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 residency programs may be the best way to educate new teachers, a long, unpaid clinical position is very difficult for new teaching candidates to survive. We are working to find additional ways to fund further residency programs.
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 preparation program strives to provide the intellectual tools and insights that will enable candidates to live in and teach about a world of diversity. This program equips candidates to make a difference not just as teachers, but also as members of society. We are very proud of the excellent reputation enjoyed by teachers who receive their professional preparation at Dominican University of California.

Institution	Contextual Information (Optional)
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 Partnership gathering each spring. This system has resulted in data-based program improvements that the university feels are aligned with the learning goals of local educational agencies. Students in the general education and special education programs are introduced to systems of formative and summative assessment, using both qualitative and quantitative methods to evaluate student achievement. One example: students enrolled in Daily Student Teaching complete "mini-units" in the core subjects. This assignment requires that candidates work with their cooperating teachers in a co-teaching model wherein they plan four consecutive lessons. Student teachers assess evidence of student work, using a rubric which they have designed. They report the outcomes according to a scale indicating how many students have not "met the standard", and then describe their analysis of these students' struggles, noting accommodations they will make in their upcoming lesson. This project introduces students to common practices of local Professional Learning Communities within schools where in-service teachers gather weekly to analyze student test data and collaborate on how to remediate their students. Projects such as these introduce FPU students to the "cycle of assessment".
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 become exceptional teachers and strong advocates for children, adolescents, and for public education. We believe in offering a challenging academic program that focuses on best educational practices and the creation of a community of caring in our program and in our public school classrooms. We respond to our candidates' work personally; help our students become aware of their own assumptions, preconceptions, and personal filters; and assist them in understanding how such assumptions, preconceptions, and filters affect their teaching and the equity of the education that their students receive. We are committed to the act of teaching as being one of social activism and promotion of social justice. We see teachers as being agents of social change. We know that teaching is one of the most difficult and demanding professions, and we believe that no profession is more rewarding or more worth the dedication required than teaching. Program leaders, coordinators, and faculty in the School of Education at Humboldt State University carefully select high caliber credential candidates for each program and collaborate with local school districts in identifying fieldwork classrooms with committed, well-qualified mentor teachers. A hallmark of our programs is the considerable amount of time spent working in fieldwork classrooms. Our programs offer individual mentorship through the student teaching experience with excellent graduation and employment rates. Each program is a one-year course of study beginning in the fall. The School of Education joined the Performance Assessment for California Teachers (PACT) consortium to meet the Teacher Performance Assessment requirements. The pilot of PACT teacher performance assessments was successfully completed during the 2007-2008 academic year. The Elementary and Secondary Programs continue to fully implement PACT and continue to use PACT for candidate assessment. The Secondary Education program received funding to transform all the coursework into an online hybrid format in fall 2011. The program now has the capability to provide distance supervision. This will increase the program's outreach service to rural sites in our region that currently are too far away to allow prospective candidates to enter the campus face-to-face program.
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 Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

Institution	Contextual Information (Optional)
Mills College	The four teaching credential programs are consolidated into a single entity we call the Teachers for Tomorrow's Schools credential program. The Teachers for Tomorrow's Schools credential has several distinguishing features that are associated with its goals. First the program prepares both elementary and secondary teachers; it is our aim to provide candidates with a broad and solid foundation for their careers in education, whether secondary or elementary. We believe teachers must become teachers first and specialists second. Not only do teachers of different grade levels (including teachers of graduate students) share many dilemmas in common, they also share a profession in common. Within our profession, teachers of different grade levels and subject matters are connected in many ways. Naming those common dilemmas and connections is important to building a spirit of community and collegiality, which are important emphases of the Mills Program.A second feature of our program is its commitment to urban education. Our location in the heart of Oakland, California raises, for our constant consideration and action, a set of issues associated with educating urban children and youth. Guided by an ethic of care and social justice, which includes a commitment to equity and access, we aim to create a context for teacher learning that promotes an honest exploration of questions associated with teaching in the changing and complex circumstances of urban schools. Our commitment includes preparation for the teachers' work both in and outside the classroom. We are concerned with the institution of school and recognize that in order for teachers to do their work, they need to be in an environment that supports and sustains them. For this reason our teacher education effort is organized in various ways to cross school/college boundaries.A third feature of our program is its foundation on developmental, constructivist learning theory. As we explore the many challenges of teaching in complex, diverse, urban settings, we recognize the central importance of understanding the subject matter and learners fully and building an academic program for learners that is developmentally appropriate and inclusive. The ambitions and transformative teaching we envision for ourselves and our novice colleagues, therefore, is designed to provide multiple opportunities for students of all ages and situations to acquire and construct solid subject matter knowledge, which will, in turn, provide them access for future opportunities and learning.Mills aims to provide its candidates with the conceptual knowledge required of thoughtful, intelligent, reflective teaching practice. This reflective practice is what leads some to consider teaching a form of "informed artistry." What to teach, how, and why, are questions teachers must answer repeatedly every day as they attempt to teach wisely. To contemplate the alternate routes available in the course of action, teachers must be well versed in the theoretical underpinnings of their profession. An important aim of our program is to provide our candidates with useful theory. But theory alone is not enough. Nor is the direction between theory and practice unidirectional. Our aim is to help our candidates learn to act in ways that are consistent with both their theoretical understandings and their ethical commitments. Such consistency entails their active engagement in teaching guided by a repeated examination of the dynamic exchange between teaching theory and practice. This is what we mean by "reflective teaching." Our program is guided by a set of six principles that are all dedicated to the creation of social justice and equitable, excellent outcomes for all students. Framed as standards for achievement of teaching the six principles are as follows: The Ethic of Care The student teacher demonstrates an ethic of care and respect in relationships with both students and adults. The candidate's curricular and instructional planning demonstrates a concern for creating a caring environment that invites students to engage with subject matter in positive ways that are inclusive and mutually respectful of diverse cultures, linguistic patterns, learning styles, interests, and achievements. S/he communicates effectively by presenting ideas and instructions clearly and meaningfully to students. While sensitive to diversity in people and ideas, the candidate can articulate her/his own value system regarding teaching and learning. Collegiality The student teacher recognizes the importance of collaboration in teaching and learning as a way to engage students in learning and to promote equity and respect among students and among teachers. The candidate uses various interactive grouping strategies to enhance and assess students' abilities to think critically and solve problems in and across subject areas. The candidate observes high professional standards while collaborating with students, parents, administrators, academicians, community members, and colleagues. S/he considers group and individual characteristics while furthering collegial relationships among students and among other school members. Reflective Practice The candidate sees reflection in teaching as a means of professional development. S/he demonstrates the ability to engage in reflective practice in the assessment of students' needs, achievements, and prior knowledge, in curricular and instructional planning for all learners, and in the provision of reflective learning experiences for his/her students. Constructivist/Developmental Theory The candidate demonstrates the ability to construct a conception of teaching and learning based on constructivist/developmental learning theories. Each candidate applies these theories in developing and teaching appropriate lessons and units in and across the subject areas, in motivating and involving all students, in diagnosing students' needs and achievements, in delineating cognitive outcomes of teaching for all learners, and in enhancing students' ability to independently evaluate information, think critically, and reach sound conclusions. Teaching as a Political Act The candidate recognizes the power of education in providing access for all students to full participation in a democratic society. The candidate demonstrates teaching practices that equitably enhance the knowledge, skills, and dispositions of all students and that invite, value, and honor multiple perspectives. The candidate maintains high standards of professional conduct with colleagues, administrators, families, and other community members. Content Knowledge The candidate demonstrates a strong working knowledge of subject matter and is able to organize a curriculum to support students' understanding of its central themes and concepts through the
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. After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.

Institution	Contextual Information (Optional)
National University	Recreations and Tourism-2, Nutrition/Dietetics-2, Social Work-1, Health Science-2, Human Resources-1, Music-3, Construction Mgt.-2, Dental Hygiene-1, Women's Studies-2, Sports Administration-1, Art-12, Environmental Studies-1
Notre Dame de Namur University	Every student must do a semester of student teaching in low performing or low socio-economic site. NDNU provides on site mentors for Single subject students, for content area support.
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 1,600 students. PUC has been recognized for its diverse student population, strong retention, and high acceptance rates of its graduates into medical school, dental school and prestigious graduate programs. The college is committed to providing students with an exceptional undergraduate experience focused on outstanding academics and Christ-centered values of mission, service, and social justice. The teacher preparation program at Pacific Union College is accredited by the California Commission on Teacher Credentialing and the North American Division of Seventh-day Adventists Department of Education. It offers CA Preliminary and Clear Multiple Subject and Single Subject Teaching Credentials and Seventh-day Adventist Basic and Professional Elementary and Secondary Teaching Certificates. The Department has offered a church-based teaching certificate since 1909 and had a California approved teacher preparation program since 1954. The purpose of the teacher credential program is to develop quality Christian teachers who have the skills and teaching strategies necessary to create a rigorous, stimulating, and caring classroom where learning takes place for all students.
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).
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 world view; 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 standards, classroom management, pedagogy, and use of technology. Woven throughout is character education. Another strong feature of the teacher credentialing program is the weekly visit by the student teaching supervisor during the full-time, fifteen week, semester-long student teaching. Candidates appreciate the ongoing support that connects their coursework knowledge to practice. Multiple Subjects candidates may complete part of their student teaching in overseas international schools. Candidates are served by a full-time credential analyst who guides them through their credentialing process. The education faculty, adjuncts, supervisors and staff work as a team to closely support developing new educators.
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."

Institution	Contextual Information (Optional)
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 started a new dual-teacher credential program that allows students to obtain an Education Specialist and Multiple Subject or Single Subject Credential simultaneously. These four (4) unique credential options will allow the students to be prepared for the needs of education in the 21st century. The program's course scope and sequence are designed to support student success and the development of dynamic teachers. Additionally, Touro University is one of the few local universities which offers the Education Specialist Moderate/Severe credential. A student who completes the dual-credential program will be able to pursue many employment opportunities and be very a strong candidate for a variety of teaching positions. Each dual credential program is a total of 46 semester units and provides students with two teaching credentials. Students can complete program as either a student teacher or as an IHE Intern. NEW DUAL CREDENTIAL PROGRAMS: Dual Credential Program: Multiple Subjects and Education Specialist Mild/Moderate Dual Credential Program: Single Subjects and Education Specialist Mild/Moderate Dual Credential Programs: Single Subjects and Education Specialist Moderate/Severe Dual Credential Programs: Multiple Subject and Education Specialist Moderate/Severe
United States University	Please note: United States University was previously IAC and is under new ownership. The new web address is 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 addresses a number of Teacher Performance Expectations (TPEs) which are assessed through an End-of-Course TPE Rubric. USU's objective is to focus on a clear understanding and implementation of the TPEs. Being aware of the TPEs makes it easier for students to 'know what they know' and give them a language to communicate what they know to others. Being able to state – either verbally or in writing – what they now can do that they could not do previously helps students organize their own learning for themselves and for external audiences, such as job interviews. The use of rubrics as an objective instrument of assessment is also being stressed at USU. 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.

Institution	Contextual Information (Optional)
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 allows. Through outreach and recruitment work and development of targeted scholarship support, we maintain a program commitment to serving a diverse community of student teachers. Key to the success of our graduates is our program's focus on equity in learning opportunities for all K-12 students; the creation of small learning communities within each credential program; explicit discipline-specific pedagogy; and the tools of inquiry essential to design and monitor effective instructional practice to increase student achievement. The design, implementation, and assessment of the UC Davis credential program is guided by its mission to prepare teacher-leaders who can assume four key roles in ethnically and linguistically diverse school communities. These roles are: 1) collaborative professionals who work with students, colleagues, and parents to forge effective teaching practice; 2) advocates for educational equity who champion high learning expectations for all students; 3) investigative teachers who employ classroom inquiry to improve teaching practice and create effective classroom communities; and 4) reflective practitioners who continuously examine, define and refine their teaching practice to promote student learning, targeting underachieving students as a particular focus. Students work with graduate faculty who engage in research about school-based teaching and learning, and with teacher education faculty who have substantive and exemplary discipline teaching experience in the public schools. The university faculty who supervise the student teaching field experience also instruct credential candidates in the teaching methods classes. Our research on the UC Davis program accomplishments confirms that these four organizing roles provide our students with critical knowledge and tools for working successfully in California's K-12 classrooms. Feedback from employers and candidate self assessment confirms that our new teachers are well prepared to work in schools that serve culturally and linguistically diverse K-12 students. In 2014 the California Commission on Teacher Accreditation completed its accreditation review of the UC Davis Teacher Credential Program and granted an “Accreditation” recommendation for the institution. All standards were met; Common Standard 2 (Unit and Program Assessment and Evaluation) was Met with Concerns. The program was given two years to respond to the commissions question about how we better use the “data” we collected for improving our already strong program. We have already put into motion a more robust data collection, aggregation and analysis process. The full report is available at http://www.ctc.ca.gov/educator-prep/coa-agendas/2014-06/2014-06-item-21.pdf.
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 characterizes their classroom. In fact, our population of 159 program completers for 2012-2014 is roughly representative of the diversity in the community they serve with 14 Hispanic/Latino, 4 American Indians, 62 Asians, 1 Black/African American, and 68 White. This group comprises of 106 females and 53 males. Knowledge of research and theories related to teaching and learning, habits of reflection-on-practice, skill in using various technologies, and a disposition towards flexibility and purposeful change will enable teachers to make decisions that facilitate the learning of all students. Teacher candidates complete a rigorous Teacher Performance Assessment during their student/intern teaching experience. The Performance Assessment for California Teachers (PACT) is a state-approved TPA that has gained national renown and has been adopted by regional, state and national teacher preparation programs. Teacher Education Faculty and Administrators played a key role in the design and implementation since its inception in 2003. In 2013-2014, our Multiple Subject Credential Program piloted the edTPA, a national standardized assessment based on the PACT.

Institution	Contextual Information (Optional)
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 resilience to promote social justice, caring, and instructional equity in low-income, urban schools and communities." The two year graduate program provides an opportunity for qualified students to obtain both a California teaching credential and an M.Ed. in a combined, full-time, two-year program that maintains strict academic and professional expectations and practice. We refer to our first-year students as novices and their charge is to complete coursework and begin student teaching in the program's partnership schools to meet California's teacher credentialing requirements. These partner districts often lack certified teachers and primarily serve low-income culturally and linguistically diverse students of color. During the first year, novices engage in inquiry-based courses, collaborative projects, and dialogues regarding what it means to be a social justice educator in urban Los Angeles. The TEP curriculum emphasizes the structural dimensions of inequity, the need for social and political activism, the centrality of multiculturalism, and the vital importance of understanding competing notions of race, culture, and identity. The UCLA Teacher Education Program is currently in Year 6 of an 8-year review cycle of accreditation. As part of the accreditation cycle, the collects and evaluates data related to student completion and readiness to assume full-time teaching responsibilities and how well the program meets the education standards of the California Commission on Teacher Credentialing using biennial reports and program assessment. The accreditation cycle culminates in a site visit by the CTC Board of Institutional Review, which makes recommendations for accreditation renewal to the CA Committee on Accreditation.
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 uploaded with TitleII submission last year. We are in between reporting years for the Biennial Report, so will upload the new reports with next year's Title II reporting.
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 become competent facilitators of human development. Small class size and access to professional staff characterize the education environment. Leadership is provided by motivated faculty who possess appropriate academic preparation, extensive practical experience, and excellent teaching. Program emphases are the development of self-awareness, celebration of diversity, growth in personal meaning and values, through a theoretical and applied knowledge base and diverse instructional methodology." As the Teacher Education Program continues to prepare teachers for the diverse populations of California schools, continual reflection and assessment of the program needs to occur. New initiatives to improve our program beyond the year 2008-09 include: (1)increase the number of full-time faculty to coordinate and teach in off campus sites, (2)hire faculty to represent the diversity of the candidates in the program and in California's schools, (3)continue to keep the student foremost as the program grows, (4)development of a distance learning component to increase full-time faculty participation in quality control of the coursework being offered, and (5)transition rolling NCATE accreditation to the new CAEP accreditation beginning 2014. For 2009-10, the Teacher Education Program created a Teacher Education Advisory Committee consisting of faculty from teacher education, liberal studies and arts and sciences departments. In addition, a social justice and critical pedagogy component has been added throughout the teacher preparation program infusing content and strategies including the creation of a new secondary teaching methods course. The new CTC required single subject methodology courses are scheduled to begin summer and fall 2014 offer multiple subject students the necessary means for adding additional teaching authorizations to their credentials.
University of San Diego	The Department of Learning and Teaching offers a range of postgraduate programs. Credential candidates may earn a multiple subject, single subject, or education specialist credential. Many of the candidates choose to complete a master's of education degree in conjunction with their post graduate credential work. We offer two master's credential cohort program options for candidates. They can complete the two year master's credential cohort program or the intensive full year program. For undergraduate students at the University of San Diego seeking a teaching credential, we allow them to pursue a credential while completing the baccalaureate degree, but the credential is not granted until the baccalaureate degree is posted on their transcript and all other credential requirements have been met.

Institution	Contextual Information (Optional)
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 compassion. The Multiple and Single Subject preliminary (SB2042/1059) Credential Program, with option of a Bilingual Authorization in Spanish, is housed in the Teacher Education Department. Combined credential/masters programs vary in units depending on the options selected by candidates, but typically take two years. Masters (6) options include the Master of Arts in Teaching, Digital Media and Learning, Teaching English to Speakers of Other Languages, Teaching Reading, Urban Education and Social Justice, and Catholic School Teaching. The curriculum focuses on the integration of theory/research with pedagogical practice in the classroom and emphasizes core themes: philosophical inquiry into educational problems and practices, education as an instrument for promoting a more just society, concern for the individual developmental needs of children and adolescents, and the need for educators to continually develop in their profession as reflective practitioners.
University of Southern California	Candidates' practicum is now aligned with the Human Difference course, which addresses growth and development and all characteristics of learners that influence the teacher-learner dynamic. This is intentionally cross-walked with pedagogy coursework. Candidates engage with content related to their understanding of what they bring to the classroom, and how important T-L relationships are to learning, as they learn to teach through a social-cultural theoretical framework. They construct lesson plans and view videos of these lesson plans being taught to accomplish this student centered approach. Data collected includes student work, written reflection after viewing their tapes and revision of lesson plans. All Candidates pass subject matter verification exams before beginning in the classroom and enhance this content knowledge as they apply subject specific pedagogy. Understanding of how pedagogy, curriculum and environment converge to influence student learning is another important concept. The implementation instructional technology, Restorative Justice classroom management techniques, and academic language building strategies are front and center in pedagogy, Social Context of Public Schools, Human Difference and Teaching English Language Learner coursework, which all Candidates complete. This knowledge and its application in the classroom are the focus of the edTPA, where passage is a credential eligibility requirement in CA. The edTPA also requires, as do all other program key assessments, that Candidates demonstrate collecting and analyzing student data and revising instruction as result of data findings. All key assessment events have been reviewed and revised since the last site visit. There is a structure of assessment across all programs. This is organized by TaskStream into individual portfolios, which provide both quantitative and qualitative Candidate data. In the preliminary teaching credential program, prior to transitioning to edTPA, Candidates' mean pass scores ranged from 2.1-2.7 on a the 4-point scale PACT, where 2 was passing. Pass rates on the first completion of the PACT were 94%, with a 100% pass rate on state-required basic skills exams. Candidates in-coming GPA was 3.23. Candidates proceed through the 1-year program in cohorts, where coursework documents collegial review and critique of Candidate and classroom students' learning products. In addition to Restorative Justice, academic language building and technology strengthening, Common Core State Standards have been infused throughout the preliminary credential program. 21st Century Science skills and CIG Math Matters are also part of the STEM foundational structure. To track program and Candidate impact, surveys are administered yearly to Candidates, Faculty, Master Teachers and Employers of our graduates. These data are reviewed and analyzed multiple times each year and provide the basis for program-related inquiry and review.
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. We have been reviewing new CAEP standards, and we have been reviewing the edTPA for implications for planning in our programs. The faculty continue to review our program assessment plans and results from our PACT (Performance Assessment for California Teachers) content-area assessments and performance on the Teaching Event. Teacher Education faculty meet two times per month to review courses, assessments, and/or progress of candidates. We also work with graduate students in urban residency programs where candidates are in classrooms with mentor-cooperating teachers for an entire year. Courses are reviewed by lead faculty on campus and with the urban residency program directors and supervisors.
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	
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 yea	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 completion of pre-service 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.
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	Yes	

Institution	Provide any additional comments about or exceptions to the admissions information provided above:
Alliant International University	Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement. Application fee and faculty interview may be waived for applicants who are affiliated with partner organizations. Passing ACT scores are required at admission for Early Completion Option(ECO) intern candidates; ACT 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 required) to be considered for an exceptional admit. The School of Education encourages applicants to take the appropriate Subject Matter Competency Examination as a way to demonstrate suitability for admission to a credential application. Once a student does this, they would fill out an application and the “Exceptional Admit” form and during the once a month Standards meeting, an education faculty member and the other Standards Team determine if the student will be accepted. Once a student is fully admitted into a credential program they then must meet the Alternative(Intern) admission requirements, that include: 1. A passing score for the appropriate CSET exam or a verification letter from a CTC approved subject matter preparation program with an authorized signature from the institution where the program was completed. (Single Subject Programs Only) 2. Proof of meeting the U.S. Constitution requirement. 3. Copy of a negative T.B. clearance (cannot be older than two years). 4. Copy of Certificate of Clearance or any permit issued by the CTC to teach P-12 in a public school. 5. Letter from the approved school district that states beginning date of employment and grade(s) and subject(s) to be taught. 6. Completed Application for Internship Credential to be recommended. 7. Completion of program specific 120-hour pre-service requirements for Internship Credentials.
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.

Institution	Provide any additional comments about or exceptions to the admissions information provided above:
California State University, Fresno	Exception to the Postgraduate admissions is our blended Liberal Studies program. Students complete our Multiple Subject (Elementary Education) credential program concurrently with their Liberal Studies major in their Junior and Senior years.
California State University, Fullerton	Students must apply to the University before applying to the credential program.
California State University, Los Angeles	Our alternative (intern)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.
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.

Institution	Provide any additional comments about or exceptions to the admissions information provided above:
Fortune School of Education (Project Pipeline)	All applicants must complete and submit the required documentation at the designated application deadlines: March 1st for "Early Bird" applicants, April 1st for "Regular" applicants, and April 30th for "Late" 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 to retake expired Pre-Service coursework in order to remain in compliance with CTC Pre-Service guidelines.
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. Candidates must also have an offer of employment appropriate for the program they are completing.
High Tech High Communities	At HTH, employment decisions are made first. Once a person is hired to teach, then the credential office meets with the person to determine what steps they need to take to be credentialed for the assignment they are given. Hires who do not yet have a credential, complete the testing prerequisites then gain a CA Intern credential (good only at HTH) and are enrolled in the HTH Intern program. When an Intern successfully completes the two year program, HTH applies for a CA preliminary credential for the teacher.
Holy Names University	Students with an exceptional interview, relevant experience in education and personal statement may be admitted despite the minimum GPA requirement.
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 Hispanic University	After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
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	We did not accept applicants for the 2013-2014 year. We only had program completers for the 2013-2014 program year. When we accepted applicants, provisional acceptance was granted to program for various outstanding requirements. All requirements were required to have been met by end of credential introductory course and before the start of an intern position. Applicants were put on hold until requirements were met.
Patten University	Strict adherence to the California CTC Internship Credential requirements.

Institution	Provide any additional comments about or exceptions to the admissions information provided above:
Point Loma Nazarene University	Master of Arts in Teaching (Multiple, Single, or Special Education Credentials) Exceptions Candidate Statement: In addition to all University admissions requirements, all applicants with a cumulative GPA between 2.25 and 2.99 must complete an exceptions letter which addresses the following: 1) Explanation of low cumulative GPA. 2) Work/Study habits gained that will lead to a higher cumulative GPA in the graduate education program. 3) Reason for pursuing graduate education. Applicants with cumulative GPA between 2.99 and 2.76 must complete all the following items: 1. Exceptions Candidate Statement (see prompts listed above) Applicants with cumulative GPA between 2.75 and 2.51 must complete all the following items: 1. Exceptions Candidate Statement (see prompts listed above) 2. Pass CBEST (or equivalent) 3. Pass the CSET exam in applicable subject area as required by CTC Applicants with cumulative GPA between 2.50 and below must complete all the following items: 1. Exceptions Candidate Statement (see prompts listed above) 2. Millers Analogy Test (MAT) or GRE Exam 3. Additional Professional Letter of Recommendation 4. Pass CBEST (or equivalent) 5. Pass the CSET exam in applicable subject area as required by CTC
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 2013-2014
San Diego State University	Students may be admitted to some programs pr ior to passing CBEST. They are not a allowed to do the second semester of student teaching until they have passed the exam.
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.

Institution	Provide any additional comments about or exceptions to the admissions information provided above:
University of California, Los Angeles	ALSO SEE THIS LINK: https://www.uclaextension.edu/teachers_cred/Pages/specEd.aspx https://www.uclaextension.edu/teachers_cred/Pages/single_intern.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 preservice experience requirements of at least 150 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.
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). Occasionally conditional admittance is granted for those with lower than a 2.75 GPA if other factors, such as prior experience, indicate probable success in the program. Conditional admittance may be granted for those whose BA/BS degree will post prior to entering the first summer courses.
University of the Pacific	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. In certain situations a student might be conditionally admitted for the first semester until a missing requirement is met. Then the student moves to teacher credential standing. The only time a credential candidate is considered Alternative is when they are offered a teaching job and they become a University supported intern.

Institution	Provide a link to your website where additional information about admissions requirements can be found
Alliant International University	http://www.alliant.edu/hsoe/hsoe-admissions/index.php
Azusa Pacific University	http://www.apu.edu/graduatecenter/admissions/requirements/
Bay Area School of Enterprise (REACH Institute)	http://www.reachinst.org/Reach_Institute_for_School_Leadership/Intern_Credential_Program.html
Brandman University	www.brandman.edu
California Baptist University	http://www.calbaptist.edu/
California Lutheran University	http://www.callutheran.edu/education/admission/
California State Polytechnic University, Pomona	https://www.csupomona.edu/~ceis/education/credential-programs/resources/forms.shtml
California State University, Bakersfield	http://www.csub.edu/sse/teacher_education/ and http://www.csub.edu/specialed/face/htx
California State University, Channel Islands	http://education.csuci.edu/credentials/Intern/Intern_Program1.htm
California State University, Chico	http://www.csuchico.edu/soe/why/index.shtml
California State University, Dominguez Hills	http://www.csudh.edu/coe/index
California State University, East Bay	http://www20.csueastbay.edu/ceas/cssc/forms-and-docs/index.html
California State University, Fresno	http://www.csufresno.edu/kremen/applications/cred_admin.shtml
California State University, Fullerton	http://ed.fullerton.edu/future-students/credential-programs/
California State University, Long Beach	http://www.ced.csulb.edu/tpac/
California State University, Los Angeles	http://www.calstatela.edu/academic/ccoe/oss/Admission%20to%20the%20Teacher%20Credential%20Program
California State University, Monterey Bay	www.csumb.edu/teach
California State University, Northridge	www.csun.edu/education/cred
California State University, Sacramento	http://www.csus.edu/coe/
California State University, San Bernardino	http://coe.csusb.edu/
California State University, San Marcos	http://www.csusm.edu/cehhs/studentservices/admission/
California State University, Stanislaus	www.csustan.edu/Credentials
CalState TEACH	http://www.calstateteach.net/index.php?page=admissions
Chapman University	www.chapman.edu
Claremont Graduate University	http://www.cgu.edu/pages/432.asp
Dominican University of California	http://www.dominican.edu/admissions.html
Fortune School of Education (Project Pipline)	http://www.fortuneschool.us/apply-now/
Fresno Pacific University	http://grad.fresno.edu/programs/teacher-education-program
High Tech High Communities	www.hightechhigh.org
Holy Names University	www.hnu.edu
Humboldt State University	http://www.humboldt.edu/education
La Sierra University	http://www.lasierra.edu/fileadmin/documents/education/curriculum/files/Master_of_Arts_-_Teaching.pdf
Los Angeles Unified School District	http://achieve.lausd.net/di
Loyola Marymount University	http://soe.lmu.edu/admissions/
Mount St. Mary's College	www.msmu.edu
National Hispanic University	http://www.nhu.edu/academic_departments/teacher_ed/admission.htm
National University	http://www.nu.edu/Admissions.html
Notre Dame de Namur University	http://www.ndnu.edu/admissions/graduate-credential/
Orange County Office of Education	http://leadership.ocde.us/dip.htm
Pacific Oaks College	http://pacificoaks.edu/wp-content/uploads/2010/04/AdmissionApplicantInstructions.pdf

Institution	Provide a link to your website where additional information about admissions requirements can be found
Patten University	www.patten.edu
Point Loma Nazarene University	http://www.pointloma.edu/discover/graduate-school-san-diego/application-process
San Diego City Unified School District	www.sandiegoeducate.com/internsupport
San Diego State University	http://arweb.sdsu.edu/es/admissions/graduate/index.html
San Francisco State University	http://gcoe.sfsu.edu/current-students/multiple-single-subject-intern-programs
San Joaquin County Office of Education - Project IMPACT	Teacherscollegesj.edu
San Jose State University	http://www.sjsu.edu/education/departments/
Sonoma State University	www.sonoma.edu/education
St. Mary's College of California	http://www.stmarys-ca.edu/kalmanovitz-school-of-education/application-requirements
Stanislaus County Office of Education	www.stancoe.org
Touro University	http://cehs.tu.edu/gsoe/admissions/
University of California, Berkeley	http://calteach.berkeley.edu
University of California, Los Angeles	https://www.uclaextension.edu/teachers_cred/Pages/multiple_intern.aspx ALSO SEE NEXT BOX
University of California, Riverside	http://education.ucr.edu/tcadmissions.html
University of California, San Diego	http://eds.ucsd.edu/students/admission.shtml
University of LaVerne	http://laverne.edu/admission/graduate-doctoral/
University of Phoenix - CA	http://www.phoenix.edu
University of Redlands	www.redlands.edu
University of San Francisco	http://web.usfca.edu/soe/programs/li/sped/
University of the Pacific	http://www.pacific.edu/education
Whittier College	www.whittier.edu/Academics/GraduateProgramInEducation/Admission.aspx

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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
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
Bay Area School of Enterprise (REACH Institute)	Transcript				Yes	No	
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
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				Yes	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	
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	No	
Brandman University	Essay				Yes	No	
Brandman University	Interview				Yes	Yes	
Brandman University	Other				No	Yes	Culminating Portfolio
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
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	Yes	
California Lutheran University	ContentGPA				Yes	Yes	
California Lutheran University	ProfessionalGPA				Yes	Yes	
California Lutheran University	ACT				No	No	
California Lutheran University	SAT				No	No	
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	
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	Yes	
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	
California State University, Fresno	Background				Yes	No	
California State University, Fresno	Credits				Yes	Yes	
California State University, Fresno	GPA				Yes	Yes	
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

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	
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 school/district
California State University, Monterey Bay	Transcript	No	No		Yes	Yes	
California State University, Monterey Bay	Fingerprint	No	No		Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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		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		No	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	Yes	
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	Background				Yes	Yes	
California State University, Sacramento	Credits				Yes	Yes	
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 preservice hours
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 data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	
CalState TEACH	BasicSkills				Yes	Yes	
CalState TEACH	SubjectArea				Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	Yes	
Chapman University	Background				No	No	
Chapman University	Credits				No	Yes	
Chapman University	GPA				Yes	Yes	
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	
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	
Claremont Graduate University	Essay				Yes	Yes	
Claremont Graduate University	Interview				Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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				Yes	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 Pipeline)	Transcript				Yes	No	
Fortune School of Education (Project Pipeline)	Fingerprint				Yes	No	
Fortune School of Education (Project Pipeline)	Background				Yes	No	
Fortune School of Education (Project Pipeline)	Credits				No	Yes	
Fortune School of Education (Project Pipeline)	GPA				No	Yes	
Fortune School of Education (Project Pipeline)	ContentGPA				No	Yes	
Fortune School of Education (Project Pipeline)	ProfessionalGPA				No	Yes	
Fortune School of Education (Project Pipeline)	ACT				No	No	
Fortune School of Education (Project Pipeline)	SAT				No	No	
Fortune School of Education (Project Pipeline)	BasicSkills				Yes	No	
Fortune School of Education (Project Pipeline)	SubjectArea				Yes	No	
Fortune School of Education (Project Pipeline)	Recommendation				Yes	Yes	
Fortune School of Education (Project Pipeline)	Essay				Yes	No	
Fortune School of Education (Project Pipeline)	Interview				Yes	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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 Pipeline)	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	
High Tech High Communities	Essay				Yes	Yes	
High Tech High Communities	Interview				Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	No	No		Yes	Yes	
Mount St. Mary's College	Fingerprint	No	No		Yes	Yes	
Mount St. Mary's College	Background	No	No		Yes	Yes	
Mount St. Mary's College	Credits	No	No		Yes	Yes	
Mount St. Mary's College	GPA	No	No		Yes	Yes	
Mount St. Mary's College	ContentGPA	No	No		Yes	Yes	
Mount St. Mary's College	ProfessionalGPA	No	No		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	No	No		Yes	Yes	
Mount St. Mary's College	SubjectArea	No	No		Yes	Yes	
Mount St. Mary's College	Recommendation	No	No		Yes	No	
Mount St. Mary's College	Essay	No	No		Yes	No	
Mount St. Mary's College	Interview	No	No		Yes	No	
Mount St. Mary's College	Other	No	No		No	No	
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	
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						

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
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	Yes	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	
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	Essay				Yes	Yes	
Patten University	Interview				Yes	Yes	
Patten University	Other				Yes	Yes	Passing scores on CBEST,CSET
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	
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	
San Joaquin County Office of Education - Project IMPACT	ContentGPA				No	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	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	No	
San Jose State University	Interview				Yes	Yes	
San Jose State University	Other				Yes	Yes	Disposition Evaluations
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	
Sonoma State University	SAT				No	No	
Sonoma State University	BasicSkills				Yes	Yes	
Sonoma State University	SubjectArea				Yes	Yes	
Sonoma State University	Recommendation				Yes	No	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	
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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(s)		Undergraduate Requirements			Postgraduate Requirements		
Institution	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
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	
University of California, Berkeley	Interview				No	No	
University of California, Berkeley	Other						
University of California, Los Angeles	Transcript	No	No		Yes	No	
University of California, Los Angeles	Fingerprint	No	No		Yes	No	
University of California, Los Angeles	Background	No	No		Yes	No	
University of California, Los Angeles	Credits	No	No		Yes	Yes	
University of California, Los Angeles	GPA	No	No		Yes	Yes	
University of California, Los Angeles	ContentGPA	No	No		No	No	
University of California, Los Angeles	ProfessionalGPA	No	No		Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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, 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	No	
University of California, Los Angeles	SubjectArea	No	No		Yes	No	
University of California, Los Angeles	Recommendation	No	No		Yes	Yes	
University of California, Los Angeles	Essay	No	No		Yes	No	
University of California, Los Angeles	Interview	No	No		Yes	No	
University of California, Los Angeles	Other	No	No		Yes	No	U.S. Constitution requirement
University of California, Riverside	Transcript				Yes	No	
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	No	
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	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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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 LaVerne
University of Phoenix - CA	Transcript	No	No		Yes	No	
University of Phoenix - CA	Fingerprint	No	No		Yes	No	
University of Phoenix - CA	Background	No	No		Yes	No	
University of Phoenix - CA	Credits	No	No		Yes	Yes	
University of Phoenix - CA	GPA	No	No		Yes	Yes	
University of Phoenix - CA	ContentGPA	No	No		No	Yes	
University of Phoenix - CA	ProfessionalGPA	No	No		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	No	No		Yes	No	
University of Phoenix - CA	SubjectArea	No	No		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	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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	
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	No	No		Yes	Yes	
University of the Pacific	ProfessionalGPA	Yes	Yes		Yes	Yes	

For each data element listed below, indicate if it is required for admission into or exit from any of your teacher preparation programs(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	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		No	Yes	
University of the Pacific	Other				No	Yes	To become an intern (alternative route), a candidate must fulfill pre-internship requirements.
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						

Institution	Undergraduate Program					Postgraduate Program				
	Are there initial teacher certification programs at the undergraduate level?	Minimum GPA required for admission into the program	Median GPA of individuals accepted into the program in AY 2013-14	Minimum GPA required for completing the program	Median GPA of individuals completing the program in AY 2013-14	Are there initial teacher certification programs at the postgraduate level?	Minimum GPA required for admission into the program	Median GPA of individuals accepted into the program in AY 2013-14	Minimum GPA required for completing the program	Median GPA of individuals completing the program in AY 2013-14
Alliant International University	No					Yes	2.5	3.24	3	3.934
Azusa Pacific University	No					Yes	3	3.11		4
Bay Area School of Enterprise (REACH Institute)	No					Yes	2.75	3.41		0
Brandman University	No					Yes	2.75	3.33	3	3.85
California Baptist University	No					Yes	2.75	3.56	2.75	3.85
California Lutheran University	No					Yes	2.7	3.25	3	3.91
California State Polytechnic University, Pomona	No					Yes	2.67	3.16	3	3.86
California State University, Bakersfield	No					Yes	2.67	3.14	3	3.71
California State University, Channel Islands	No					Yes	2.67	3.18	3	3.29
California State University, Chico	No					Yes	2.67	2.85	3	3.88
California State University, Dominguez Hills	No					Yes	2.67	3.02	3	3.2
California State University, East Bay	No					Yes	2.67	2.99	3	3.92
California State University, Fresno	No					Yes	2.75	3.24	3	3.71
California State University, Fullerton	No					Yes	2.75	3.01		3.97
California State University, Long Beach	No					Yes	2.67	3.3	3	3.75
California State University, Los Angeles	No					Yes	2.75	3.39		3.83
California State University, Monterey Bay	No					Yes	2.67	3.29	3	3.36
California State University, Northridge	No					Yes	2.67	3.1	3	3.7
California State University, Sacramento	No					Yes	2.67	3.36	3	3.94
California State University, San Bernardino	Yes	2.67	3	3	4	Yes	2.67	3	3	4
California State University, San Marcos	No					Yes	2.67	0	3	4
California State University, Stanislaus	No					Yes	2.67	3.15	3	3.92
CalState TEACH	No					Yes	2.75	3.08	3	3.67
Chapman University	No					Yes	2.75	3.2	2.75	3
Claremont Graduate University	No					Yes		3.225	3	3.794
Dominican University of California	No					Yes	3	3.25	3	3
Fortune School of Education (Project Pipeline)	No					Yes		-6	3	3.5
Fresno Pacific University	No					Yes	3	3.12	3	3.4
High Tech High Communities	No					Yes		3		3
Holy Names University	No					Yes	2.6	3.11	3	3.82
Humboldt State University	No					Yes	2.67	3.5	3	4
La Sierra University	Yes	2.75	2.75	3	3.5	Yes	2.75	2.75	3	3.5

Institution	Undergraduate Program					Postgraduate Program				
	Are there initial teacher certification programs at the undergraduate level?	Minimum GPA required for admission into the program	Median GPA of individuals accepted into the program in AY 2013-14	Minimum GPA required for completing the program	Median GPA of individuals completing the program in AY 2013-14	Are there initial teacher certification programs at the postgraduate level?	Minimum GPA required for admission into the program	Median GPA of individuals accepted into the program in AY 2013-14	Minimum GPA required for completing the program	Median GPA of individuals completing the program in AY 2013-14
Los Angeles Unified School District	No					Yes	3	3.15		3.09
Loyola Marymount University	No					Yes	3	3.44	3	3.93
Mount St. Mary's College	No					Yes	2.5	3	3	3.5
National Hispanic University	No					Yes	3	3.44	3	3.79
National University	No					Yes	3	2.95	3	3.71
Notre Dame de Namur University	No					Yes	2.5	3.227	3	3.856
Orange County Office of Education	No					Yes	2.75	0	3	3.87
Pacific Oaks College	Yes	3	3.4	3	0	Yes	3	3.4	3	0
Patten University	No					Yes	2.5	3.3	3	0
Point Loma Nazarene University	No					Yes	3	3.15	3	3.94
San Diego City Unified School District	No					No				
San Diego State University	No					Yes	2.67	3.32	3	3.5
San Francisco State University	No					Yes	2.67	3.83	3	3.86
San Joaquin County Office of Education - Project IMPACT	No					Yes		3.22	3	3.9
San Jose State University	No					Yes	2.75	3.4	3	3.8
Sonoma State University	No					Yes	2.67	3.33	3	3.86
St. Mary's College of California	No					Yes	2.7	3.09	3	3.97
Stanislaus County Office of Education	No					Yes	2	2	3	2
Touro University	No					Yes	3	3.5	3	3.5
University of California, Berkeley	No					Yes	2	3	2	3.4
University of California, Los Angeles	No					Yes	3	3.09	3	3.77
University of California, Riverside	No					Yes	3	3.327	3	3.838
University of California, San Diego	No					Yes	3	3.22	3	3.97
University of LaVerne	No					Yes	2.75	3.2	3	3.6
University of Phoenix - CA	No					Yes	2.5	2.79	3	3.84
University of Redlands	No					Yes	3	3.27	3	3.93
University of San Francisco	No					Yes	2.75	3.06	3	3.42
University of the Pacific	Yes	2.5	3.5	2.5	3.94	Yes	3	3.5	3	3.94
Whittier College	No					Yes	2.8	0	3	0

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

Institution	Total Enrollment	Male	Female	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alliant International University	29	14	16	4	0	1	6	0	14	2
Azusa Pacific University	77	28	49	26	0	1	3	0	37	0
Bay Area School of Enterprise (REACH Institute)	20	5	15	5	0	0	4	0	8	2
Brandman University	129	43	86	28	0	4	6	1	59	0
California Baptist University	13	3	10	1	0	2	0	0	10	0
California Lutheran University	0	0	0	0	0	0	0	0	0	0
California State Polytechnic University, Pomona	20	6	14	7	1	2	1	0	9	0
California State University, Bakersfield	36	15	21	11	0	0	1	0	17	4
California State University, Channel Islands	5	1	4	2	0	0	0	0	3	0
California State University, Chico	0	0	0	0	0	0	0	0	0	0
California State University, Dominguez Hills	80	28	52	19	0	0	2	0	5	0
California State University, East Bay	27	10	17	2	0	4	3	0	10	0
California State University, Fresno	4	0	4	1	0	0	0	0	2	1
California State University, Fullerton	21	8	13	6	0	2	0	0	13	0
California State University, Long Beach	13	3	10	6	0	0	1	0	6	0
California State University, Los Angeles	29	12	17	18	0	3	0	0	2	2
California State University, Monterey Bay	57	22	35	4	0	2	1	0	10	2
California State University, Northridge	31	7	24	12	0	3	0	0	11	1
California State University, Sacramento	0	0	0	0	0	0	0	0	0	0
California State University, San Bernardino	26	3	23	6	1	0	2	0	5	0
California State University, San Marcos	0	0	0	0	0	0	0	0	0	0
California State University, Stanislaus	4	1	3	2	0	0	0	0	1	0
CalState TEACH	81	18	63	21	4	4	9	2	52	33
Chapman University	3	0	3	1	0	0	0	0	2	0
Claremont Graduate University	37	11	26	11	0	1	3	0	7	3
Dominican University of California	7	5	2	1	0	0	1	0	3	0
Fortune School of Education (Project Pipeline)	39	19	20	2	1	4	7	1	18	5
Fresno Pacific University	23	6	17	7	1	0	1	0	13	0
High Tech High Communities	22	8	14	3	0	2	0	1	18	1
Holy Names University	18	8	10	2	0	0	4	0	2	0
Humboldt State University	1	1	0	0	0	0	0	0	1	0

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

Institution	Total Enrollment	Male	Female	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
La Sierra University	1	0	1	0	0	1	0	1	0	0
Los Angeles Unified School District	18	5	13	10	0	0	1	0	7	0
Loyola Marymount University	355	106	249	111	0	52	30	0	133	18
Mount St. Mary's College	3	0	3	1	0	0	1	0	1	0
National Hispanic University	53	24	29	31	0	4	3	0	9	0
National University	265	91	174	65	0	15	23	4	139	11
Notre Dame de Namur University	106	32	74	20	0	10	0	0	39	17
Orange County Office of Education	0	0	0	0	0	0	0	0	0	0
Pacific Oaks College	3	0	3	1	0	0	0	0	3	0
Patten University	6	4	2	0	0	0	1	0	5	0
Point Loma Nazarene University	22	5	17	8	0	0	0	1	14	2
San Diego City Unified School District	0	0	0	0	0	0	0	0	0	0
San Diego State University	5	1	4	1	0	0	0	0	3	0
San Francisco State University	29	8	20	4	0	2	1	0	16	2
San Joaquin County Office of Education - Project IMPACT	408	137	263	92	4	11	16	15	198	33
San Jose State University	25	4	21	1	0	4	1	0	14	5
Sonoma State University	17	5	12	1	0	0	0	0	15	0
St. Mary's College of California	0	0	0	0	0	0	0	0	0	0
Stanislaus County Office of Education	21	5	16	7	1	0	0	1	12	0
Touro University	27	4	23	3	0	1	5	1	16	1
University of California, Berkeley	0	0	0	0	0	0	0	0	0	0
University of California, Los Angeles	57	16	41	0	0	0	0	0	0	0
University of California, Riverside	2	2	0	0	0	1	0	1	0	0
University of California, San Diego	11	6	5	2	0	4	0	0	2	3
University of LaVerne	50	22	28	20	2	1	2	0	19	0
University of Phoenix - CA	24	12	12	6	0	1	1	0	7	4
University of Redlands	6	3	3	4	0	0	0	0	2	0
University of San Francisco	27	4	23	8	0	2	1	0	16	0
University of the Pacific	4	0	4	1	0	0	0	0	3	0
Whittier College	0	0	0	0	0	0	0	0	0	0
Total	**2397**	**781**	**1608**	**605**	**15**	**144**	**141**	**29**	**1011**	**152**

	Provide the following information about supervised clinical experience in 2013-14					
Institution	**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**
Alliant International University	120	0	975	0	16	29
Azusa Pacific University	60	0	144	15	23	88
Bay Area School of Enterprise (REACH Institute)	45	760	34	4	0	13
Brandman University	120	480	50	1	43	55
California Baptist University	123	0	420	8	10	4
California Lutheran University	0	120	32	3	14	14
California State Polytechnic University, Pomona	45	800	40	5	20	13
California State University, Bakersfield	150	400	189	7	24	31
California State University, Channel Islands	48	430	18	0	1	5
California State University, Chico	200	600	192	0	1.13	13
California State University, Dominguez Hills	0	0	57	2	13	122
California State University, East Bay	120	576	26	3	16	27
California State University, Fresno	45	1400	0	7	5	49
California State University, Fullerton	139	441	25	2	10	15
California State University, Long Beach	120	0	120	1	7	13
California State University, Los Angeles	59	50	380	5	45.5	44
California State University, Monterey Bay	120	0	378	5	13	60
California State University, Northridge	97	486	20	1	2	5
California State University, Sacramento	50	550	50	4	6	20
California State University, San Bernardino	190	700	30	2	33	13
California State University, San Marcos	70	0	0	0	0	0
California State University, Stanislaus	120	0	42	12	1	24
CalState TEACH	160	0	189	7	61	133
Chapman University	115	0	144	0	7	28
Claremont Graduate University	80	770	0	0	7	70
Dominican University of California	160	1260	35	2	9	13
Fortune School of Education (Project Pipline)	0	70	3	1	17	82
Fresno Pacific University	120	450	60	3	16	29
High Tech High Communities	165	1080	100	5	20	49
Holy Names University	45	140	12	1	5	13
Humboldt State University	45	836	40	0	1	1
La Sierra University	100	800	0	1	1	1
Los Angeles Unified School District	60	1080	80	0	17	17
Loyola Marymount University	120	0	323	0	271	342

	Provide the following information about supervised clinical experience in 2013-14					
Institution	**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**
Mount St. Mary's College	30	0	144	4	4	3
National Hispanic University	135	480	72	2	9	53
National University	30	0	284	10	119	88
Notre Dame de Namur University	40	500	32	0.5	3	102
Orange County Office of Education	120	0	0	0	7	7
Pacific Oaks College	75	300	0	4	3	0
Patten University	100	640	80	0	4	2
Point Loma Nazarene University	60	480	80	3	31	21
San Diego City Unified School District	0	0	0	0	0	0
San Diego State University	0	0	16	0	0	0
San Francisco State University	229	303	0	3	34	42
San Joaquin County Office of Education - Project IMPA	0	0	0	2	29	408
San Jose State University	165	573	174	4	15	90
Sonoma State University	45	0	144	1	2	32
St. Mary's College of California	48	306	25	0	4	15
Stanislaus County Office of Education	0	0	189	1	13	21
Touro University	405	450	144	5	36	27
University of California, Berkeley	100	0	156	0.66	1	2
University of California, Los Angeles	0	0	0	0	0	0
University of California, Riverside	120	900	50	3	13	11
University of California, San Diego	120	900	240	2	0	11
University of LaVerne	300	135	0	3	7	19
University of Phoenix - CA	100	600	0	3	23	24
University of Redlands	75	720	0	2	5	6
University of San Francisco	0	1050	189	3	16	36
University of the Pacific	148	0	100	1	0	12
Whittier College	125	480	50	0	0	0

Institution	Provide any additional information about or descriptions of the supervised clinical experiences
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 for one day per week during the first eight weeks of the semester and five days per week during the second eight weeks of the semester. Teacher candidates complete assignments associated with their teaching methods classes and gradually take over full responsibility for teaching the entire day. Student teaching is more than 55% of the credential program.
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.
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	189 mentoring/induction support hours required per year for interns x 2 years = 378
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.

Institution	Provide any additional information about or descriptions of the supervised clinical experiences
California State University, Stanislaus	The majority of interns are at a school site for only one semester. Most of the 2013-2014 interns were hired for Fall 2013. 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.
Cal State 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 at least 189 annual hours (144 hours of general support plus 45 hours of designated English Learner support) per academic year 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 Pipeline)	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 received training and inservice a minimum of three times a year in order to maintain their skill set. Additionally, when problems arose or areas needed to be reviewed, the Chair and Practicum Coordinator met individually with the supervisor.
National University	Average number of hours is based on Intern completing within 18 months based on 189 hours of support in each school year.
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.
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.
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.

Institution	Provide any additional information about or descriptions of the supervised clinical experiences
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 Jose State University	The Multiple and Single Subject program does not require supervised clinical experience prior to student teaching. The 165 hours are required only for the Special Education program. Special Education requires 6-8 units (165 hours) of supervision prior to student teaching. The 165 hours includes coursework, intern institute and work experience. The Multiple Subject program requires 189 hours of mentoring/induction support. The Single Subject program requires the intern to complete an additional 45 hours of mentoring/support if they are not EL certified.
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.
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 120 hours of 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, with 4 interns starting internship in January 2014 and continuing in Academic year 2014-15, and eight interns who completed in 2013-14. Supervision hours include university supervision, district supervision, and the directed teaching seminars. More hours (145) for supervision and mentoring will be expected for 2014-15.
Whittier College	We had no intern student teachers in 2013-2014

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
Alliant International University	Subject	Education - General	7
Alliant International University	Subject	Teacher Education - Special Education	4
Alliant International University	Subject	Teacher Education - English/Language Arts	1
Alliant International University	Subject	Teacher Education - Mathematics	2
Alliant International University	Subject	Teacher Education - Music	1
Alliant International University	Subject	Teacher Education - Physical Education and Coaching	3
Alliant International University	Subject	Teacher Education - Physics	2
Azusa Pacific University	Subject	Teacher Education - Special Education	52
Azusa Pacific University	Subject	Teacher Education - Elementary Education	56
Azusa Pacific University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	56
Azusa Pacific University	Subject	Teacher Education - Secondary Education	62
Azusa Pacific University	Subject	Teacher Education - Multiple Levels	53
Azusa Pacific University	Subject	Teacher Education - English/Language Arts	2
Azusa Pacific University	Subject	Teacher Education - Foreign Language	1
Azusa Pacific University	Subject	Teacher Education - Health	1
Azusa Pacific University	Subject	Teacher Education - Mathematics	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 - Social Science	2
Azusa Pacific University	Subject	Teacher Education - Biology	2
Azusa Pacific University	Subject	Teacher Education - Physics	1
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Multiple Levels	23
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - English/Language Arts	12
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Mathematics	11
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Physical Education and Coaching	1
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Social Science	2
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Biology	3
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Chemistry	3
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Physics	2
Bay Area School of Enterprise (REACH Institute)	Subject	Teacher Education - Spanish	4
Brandman University	Subject	Teacher Education - Elementary Education	34
Brandman University	Subject	Teacher Education - Art	1
Brandman University	Subject	Teacher Education - English/Language Arts	3
Brandman University	Subject	Teacher Education - Health	1
Brandman University	Subject	Teacher Education - Mathematics	4
Brandman University	Subject	Teacher Education - Music	2
Brandman University	Subject	Teacher Education - Social Science	3

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
Brandman University	Subject	Teacher Education - Biology	3
Brandman University	Subject	Teacher Education - Spanish	1
Brandman University	Subject	Teacher Education - Earth Science	1
Brandman University	Subject	Education - Other	2
California Baptist University	Subject	Education - General	8
California Baptist University	Subject	Teacher Education - English/Language Arts	2
California Baptist University	Subject	Teacher Education - Mathematics	1
California Baptist University	Subject	Teacher Education - Biology	2
California Lutheran University	Subject	Teacher Education - Special Education	13
California Lutheran University	Subject	Teacher Education - Multiple Levels	1
California State Polytechnic University, Pomona	Subject	Teacher Education - Special Education	3
California State University, Bakersfield	Subject	Teacher Education - Special Education	16
California State University, Bakersfield	Subject	Teacher Education - Elementary Education	4
California State University, Bakersfield	Subject	Teacher Education - Art	1
California State University, Bakersfield	Subject	Teacher Education - English/Language Arts	4
California State University, Bakersfield	Subject	Teacher Education - Mathematics	2
California State University, Bakersfield	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Bakersfield	Subject	Teacher Education - Biology	1
California State University, Bakersfield	Subject	Teacher Education - French	1
California State University, Bakersfield	Subject	Teacher Education - Spanish	1
California State University, Channel Islands	Subject	Teacher Education - Elementary Education	5
California State University, Chico	Subject	Teacher Education - Special Education	5
California State University, Chico	Subject	Teacher Education - Elementary Education	1
California State University, Chico	Subject	Teacher Education - Secondary Education	7
California State University, Chico	Subject	Teacher Education - Agriculture	3
California State University, Chico	Subject	Teacher Education - Mathematics	2
California State University, Chico	Subject	Teacher Education - Physical Education and Coaching	1
California State University, Chico	Subject	Teacher Education - Biology	1
California State University, Dominguez Hills	Subject	Education - General	16
California State University, Dominguez Hills	Subject	Teacher Education - Mathematics	6
California State University, Dominguez Hills	Subject	Teacher Education - Physical Education and Coaching	1
California State University, Dominguez Hills	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Dominguez Hills	Subject	Teacher Education - Social Science	2
California State University, Dominguez Hills	Subject	Teacher Education - Chemistry	2
California State University, Dominguez Hills	Subject	Teacher Education - Earth Science	2
California State University, East Bay	Subject	Education - General	13
California State University, East Bay	Subject	Teacher Education - Elementary Education	13

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
California State University, East Bay	Subject	Teacher Education - Secondary Education	24
California State University, East Bay	Subject	Teacher Education - English/Language Arts	4
California State University, East Bay	Subject	Teacher Education - Foreign Language	1
California State University, East Bay	Subject	Teacher Education - Mathematics	9
California State University, East Bay	Subject	Teacher Education - Physical Education and Coaching	2
California State University, East Bay	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, East Bay	Subject	Teacher Education - Social Science	2
California State University, East Bay	Subject	Teacher Education - Biology	3
California State University, East Bay	Subject	Teacher Education - Chemistry	2
California State University, East Bay	Subject	Teacher Education - Spanish	1
California State University, East Bay	Subject	Teacher Education - English as a Second Language	37
California State University, Fresno	Subject	Education - General	21
California State University, Fresno	Subject	Teacher Education - Business	1
California State University, Fresno	Subject	Teacher Education - English/Language Arts	5
California State University, Fresno	Subject	Teacher Education - Foreign Language	2
California State University, Fresno	Subject	Teacher Education - Mathematics	5
California State University, Fresno	Subject	Teacher Education - Music	4
California State University, Fresno	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Fresno	Subject	Teacher Education - Social Science	4
California State University, Fresno	Subject	Teacher Education - Biology	1
California State University, Fresno	Subject	Teacher Education - Chemistry	1
California State University, Fullerton	Subject	Education - General	4
California State University, Fullerton	Subject	Teacher Education - Special Education	5
California State University, Fullerton	Subject	Teacher Education - Early Childhood Education	1
California State University, Fullerton	Subject	Teacher Education - Secondary Education	4
California State University, Fullerton	Subject	Teacher Education - Mathematics	1
California State University, Fullerton	Subject	Teacher Education - Physical Education and Coaching	1
California State University, Fullerton	Subject	Teacher Education - Social Science	1
California State University, Fullerton	Subject	Teacher Education - Biology	1
California State University, Long Beach	Subject	Teacher Education - Special Education	3
California State University, Long Beach	Subject	Teacher Education - Art	1
California State University, Long Beach	Subject	Teacher Education - French	1
California State University, Los Angeles	Subject	Teacher Education - Special Education	12
California State University, Los Angeles	Subject	Teacher Education - Multiple Levels	15
California State University, Los Angeles	Subject	Teacher Education - Art	1
California State University, Los Angeles	Subject	Teacher Education - Mathematics	1
California State University, Los Angeles	Subject	Teacher Education - Biology	1

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
California State University, Monterey Bay	Subject	Teacher Education - Special Education	10
California State University, Monterey Bay	Subject	Teacher Education - Elementary Education	1
California State University, Monterey Bay	Subject	Teacher Education - Secondary Education	15
California State University, Monterey Bay	Subject	Teacher Education - English/Language Arts	4
California State University, Monterey Bay	Subject	Teacher Education - Foreign Language	2
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 - Chemistry	1
California State University, Northridge	Subject	Teacher Education - Special Education	8
California State University, Northridge	Subject	Teacher Education - Elementary Education	1
California State University, Northridge	Subject	Teacher Education - Secondary Education	6
California State University, Northridge	Subject	Teacher Education - English/Language Arts	1
California State University, Northridge	Subject	Teacher Education - Music	2
California State University, Northridge	Subject	Teacher Education - Chemistry	1
California State University, Northridge	Subject	Teacher Education - Physics	1
California State University, Northridge	Subject	Teacher Education - Spanish	1
California State University, Northridge	Subject	Education - Other	8
California State University, Sacramento	Subject	Teacher Education - Special Education	20
California State University, San Bernardino	Subject	Teacher Education - Early Childhood Education	4
California State University, San Bernardino	Subject	Teacher Education - Elementary Education	9
California State University, San Bernardino	Subject	Teacher Education - Art	1
California State University, San Bernardino	Subject	Teacher Education - English/Language Arts	2
California State University, San Bernardino	Subject	Teacher Education - Mathematics	1
California State University, San Bernardino	Subject	Teacher Education - Biology	1
California State University, San Bernardino	Subject	Teacher Education - Spanish	1
California State University, San Bernardino	Subject	Teacher Education - Earth Science	1
California State University, San Marcos	Subject	Education - General	1
California State University, San Marcos	Subject	Teacher Education - English as a Second Language	1
California State University, Stanislaus	Subject	Teacher Education - Elementary Education	1
California State University, Stanislaus	Subject	Teacher Education - Secondary Education	20
California State University, Stanislaus	Subject	Teacher Education - Art	1
California State University, Stanislaus	Subject	Teacher Education - English/Language Arts	6
California State University, Stanislaus	Subject	Teacher Education - Mathematics	6
California State University, Stanislaus	Subject	Teacher Education - Physical Education and Coaching	3
California State University, Stanislaus	Subject	Teacher Education - Social Science	2
California State University, Stanislaus	Subject	Teacher Education - Biology	1
California State University, Stanislaus	Subject	Teacher Education - Spanish	1

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
CalState TEACH	Subject	Teacher Education - Elementary Education	52
Chapman University	Subject	Teacher Education - Special Education	6
Claremont Graduate University	Subject	Teacher Education - Special Education	8
Claremont Graduate University	Subject	Teacher Education - Elementary Education	1
Claremont Graduate University	Subject	Teacher Education - English/Language Arts	5
Claremont Graduate University	Subject	Teacher Education - Mathematics	8
Claremont Graduate University	Subject	Teacher Education - Social Science	3
Claremont Graduate University	Subject	Teacher Education - Biology	5
Claremont Graduate University	Subject	Teacher Education - Chemistry	1
Claremont Graduate University	Subject	Teacher Education - Spanish	2
Dominican University of California	Subject	Teacher Education - Elementary Education	2
Dominican University of California	Subject	Teacher Education - Secondary Education	4
Dominican University of California	Subject	Teacher Education - Multiple Levels	4
Dominican University of California	Subject	Teacher Education - Mathematics	3
Dominican University of California	Subject	Teacher Education - Physical Education and Coaching	1
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - Special Education	23
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - Elementary Education	2
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - Multiple Levels	2
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - English/Language Arts	2
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - Foreign Language	8
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - Mathematics	3
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - Physical Education and Coaching	2
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - Science Teacher Education/General Science	1
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - Social Science	1
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - French	1
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - Spanish	5
Fortune School of Education (Project Pipeline)	Subject	Teacher Education - Earth Science	1
Fortune School of Education (Project Pipeline)	Subject	Education - Other	2
Fresno Pacific University	Subject	Teacher Education - Special Education	9
Fresno Pacific University	Subject	Teacher Education - Elementary Education	3
Fresno Pacific University	Subject	Teacher Education - Art	2
Fresno Pacific University	Subject	Teacher Education - English/Language Arts	1
Fresno Pacific University	Subject	Teacher Education - Mathematics	1
Fresno Pacific University	Subject	Teacher Education - Music	1
High Tech High Communities	Subject	Teacher Education - Special Education	6
High Tech High Communities	Subject	Teacher Education - Elementary Education	5
High Tech High Communities	Subject	Teacher Education - Art	4

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
High Tech High Communities	Subject	Teacher Education - English/Language Arts	3
High Tech High Communities	Subject	Teacher Education - Mathematics	1
High Tech High Communities	Subject	Teacher Education - Social Science	2
High Tech High Communities	Subject	Teacher Education - Biology	4
High Tech High Communities	Subject	Teacher Education - Physics	1
High Tech High Communities	Subject	Teacher Education - Spanish	1
Holy Names University	Subject	Teacher Education - Special Education	2
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 - Chemistry	1
La Sierra University	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	1
La Sierra University	Subject	Teacher Education - Secondary Education	1
La Sierra University	Subject	Teacher Education - Music	1
Los Angeles Unified School District	Subject	Teacher Education - Chemistry	2
Loyola Marymount University	Subject	Teacher Education - Special Education	76
Loyola Marymount University	Subject	Teacher Education - Elementary Education	75
Loyola Marymount University	Subject	Teacher Education - Secondary Education	162
Loyola Marymount University	Subject	Teacher Education - Multiple Levels	133
Loyola Marymount University	Subject	Teacher Education - English/Language Arts	40
Loyola Marymount University	Subject	Teacher Education - Mathematics	45
Loyola Marymount University	Subject	Teacher Education - Science Teacher Education/General Science	63
Loyola Marymount University	Subject	Teacher Education - Social Science	22
Loyola Marymount University	Subject	Teacher Education - Biology	29
Loyola Marymount University	Subject	Teacher Education - Chemistry	13
Loyola Marymount University	Subject	Teacher Education - Physics	6
Loyola Marymount University	Subject	Teacher Education - Spanish	10
Loyola Marymount University	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	2
National Hispanic University	Subject	Teacher Education - Special Education	2
National Hispanic University	Subject	Teacher Education - Elementary Education	1
National University	Subject	Teacher Education - Special Education	89
National University	Subject	Teacher Education - Elementary Education	10
National University	Subject	Teacher Education - Secondary Education	60
National University	Subject	Teacher Education - Art	3
National University	Subject	Teacher Education - English/Language Arts	10
National University	Subject	Teacher Education - Foreign Language	5
National University	Subject	Teacher Education - Health	4
National University	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	1

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
National University	Subject	Teacher Education - Mathematics	13
National University	Subject	Teacher Education - Music	3
National University	Subject	Teacher Education - Physical Education and Coaching	8
National University	Subject	Teacher Education - Science Teacher Education/General Science	11
National University	Subject	Teacher Education - Social Science	11
National University	Subject	Teacher Education - Biology	2
National University	Subject	Teacher Education - Chemistry	2
National University	Subject	Teacher Education - French	1
National University	Subject	Teacher Education - Physics	1
National University	Subject	Teacher Education - Spanish	4
Notre Dame de Namur University	Subject	Teacher Education - Special Education	12
Notre Dame de Namur University	Subject	Teacher Education - Elementary Education	1
Notre Dame de Namur University	Subject	Teacher Education - Social Science	1
Orange County Office of Education	Subject	Teacher Education - Special Education	7
Point Loma Nazarene University	Subject	Teacher Education - Special Education	12
Point Loma Nazarene University	Subject	Teacher Education - Elementary Education	4
Point Loma Nazarene University	Subject	Teacher Education - English/Language Arts	1
Point Loma Nazarene University	Subject	Teacher Education - Social Science	2
Point Loma Nazarene University	Subject	Teacher Education - Biology	1
San Diego State University	Subject	Teacher Education - Special Education	10
San Diego State University	Subject	Teacher Education - Elementary Education	7
San Diego State University	Subject	Teacher Education - Secondary Education	11
San Diego State University	Subject	Teacher Education - Multiple Levels	21
San Diego State University	Subject	Teacher Education - English/Language Arts	3
San Diego State University	Subject	Teacher Education - Mathematics	5
San Diego State University	Subject	Teacher Education - Science Teacher Education/General Science	3
San Diego State University	Subject	Teacher Education - Social Science	1
San Diego State University	Subject	Teacher Education - Biology	1
San Diego State University	Subject	Teacher Education - Chemistry	1
San Diego State University	Subject	Teacher Education - English as a Second Language	28
San Diego State University	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	4
San Francisco State University	Subject	Teacher Education - Special Education	58
San Francisco State University	Subject	Teacher Education - Secondary Education	6
San Francisco State University	Subject	Teacher Education - Art	1
San Francisco State University	Subject	Teacher Education - Foreign Language	2
San Francisco State University	Subject	Teacher Education - Music	2
San Joaquin County Office of Education - Project IMPACT	Subject	Education - General	13

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Special Education	91
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Early Childhood Education	4
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Art	3
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Business	2
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - English/Language Arts	8
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Health	1
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Mathematics	8
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 - Science Teacher Education/General Science	2
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Social Science	1
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Biology	1
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Chemistry	1
San Joaquin County Office of Education - Project IMPACT	Subject	Teacher Education - Spanish	1
San Jose State University	Subject	Education - General	16
San Jose State University	Subject	Teacher Education - Early Childhood Education	1
San Jose State University	Subject	Teacher Education - English/Language Arts	4
San Jose State University	Subject	Teacher Education - Foreign Language	1
San Jose State University	Subject	Teacher Education - Mathematics	1
San Jose State University	Subject	Teacher Education - Music	1
San Jose State University	Subject	Teacher Education - Physical Education and Coaching	1
San Jose State University	Subject	Teacher Education - Physics	1
Sonoma State University	Subject	Teacher Education - Special Education	3
Sonoma State University	Subject	Teacher Education - Secondary Education	3
Sonoma State University	Subject	Teacher Education - Mathematics	2
Sonoma State University	Subject	Teacher Education - Spanish	1
St. Mary's College of California	Subject	Teacher Education - Special Education	10
St. Mary's College of California	Subject	Teacher Education - Foreign Language	2
St. Mary's College of California	Subject	Teacher Education - Science Teacher Education/General Science	1
St. Mary's College of California	Subject	Teacher Education - Social Science	2
Stanislaus County Office of Education	Subject	Teacher Education - Multiple Levels	18
Touro University	Subject	Teacher Education - Special Education	4
Touro University	Subject	Teacher Education - Elementary Education	2
Touro University	Subject	Teacher Education - Secondary Education	4
Touro University	Subject	Teacher Education - Health	1
Touro University	Subject	Teacher Education - Mathematics	4
Touro University	Subject	Teacher Education - Music	3
Touro University	Subject	Teacher Education - Physical Education and Coaching	1

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
Touro University	Subject	Teacher Education - Social Science	3
Touro University	Subject	Teacher Education - Biology	1
Touro University	Subject	Teacher Education - Chemistry	1
Touro University	Subject	Teacher Education - Spanish	2
Touro University	Subject	Teacher Education - Psychology	1
University of California, Berkeley	Subject	Teacher Education - Secondary Education	2
University of California, Berkeley	Subject	Teacher Education - Mathematics	1
University of California, Berkeley	Subject	Teacher Education - Science Teacher Education/General Science	1
University of California, Berkeley	Subject	Teacher Education - Biology	1
University of California, Berkeley	Subject	Teacher Education - Chemistry	1
University of California, Los Angeles	Subject	Teacher Education - Special Education	23
University of California, Los Angeles	Subject	Teacher Education - Elementary Education	2
University of California, Los Angeles	Subject	Teacher Education - English/Language Arts	1
University of California, Los Angeles	Subject	Teacher Education - Mathematics	3
University of California, Los Angeles	Subject	Teacher Education - Science Teacher Education/General Science	1
University of California, Los Angeles	Subject	Teacher Education - Social Science	3
University of California, Los Angeles	Subject	Teacher Education - Biology	2
University of California, Los Angeles	Subject	Teacher Education - Spanish	2
University of California, Riverside	Subject	Teacher Education - Special Education	1
University of California, Riverside	Subject	Teacher Education - Secondary Education	8
University of California, Riverside	Subject	Teacher Education - English/Language Arts	1
University of California, Riverside	Subject	Teacher Education - Mathematics	6
University of California, Riverside	Subject	Teacher Education - Biology	1
University of California, Riverside	Subject	Teacher Education - Chemistry	1
University of California, Riverside	Subject	Teacher Education - Earth Science	1
University of California, San Diego	Subject	Teacher Education - Mathematics	6
University of California, San Diego	Subject	Teacher Education - Science Teacher Education/General Science	1
University of California, San Diego	Subject	Teacher Education - Biology	6
University of California, San Diego	Subject	Teacher Education - Chemistry	3
University of California, San Diego	Subject	Teacher Education - Physics	2
University of LaVerne	Subject	Teacher Education - Special Education	7
University of LaVerne	Subject	Teacher Education - Elementary Education	3
University of LaVerne	Subject	Teacher Education - Mathematics	2
University of LaVerne	Subject	Teacher Education - Physical Education and Coaching	2
University of LaVerne	Subject	Teacher Education - Science Teacher Education/General Science	1
University of LaVerne	Subject	Teacher Education - Social Science	1
University of LaVerne	Subject	Teacher Education - Biology	1

Provide the number of teachers prepared by subject area for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Record Type	Credential Subject Area	Number Prepared
University of LaVerne	Subject	Teacher Education - Chemistry	1
University of LaVerne	Subject	Teacher Education - Earth Science	1
University of Phoenix - CA	Subject	Teacher Education - Elementary Education	10
University of Phoenix - CA	Subject	Teacher Education - Mathematics	8
University of Phoenix - CA	Subject	Teacher Education - Physical Education and Coaching	2
University of Phoenix - CA	Subject	Teacher Education - Science Teacher Education/General Science	1
University of Phoenix - CA	Subject	Teacher Education - Social Studies	1
University of Phoenix - CA	Subject	Teacher Education - Biology	2
University of Redlands	Subject	Teacher Education - Elementary Education	5
University of Redlands	Subject	Teacher Education - Mathematics	3
University of Redlands	Subject	Teacher Education - Biology	1
University of Redlands	Subject	Teacher Education - Chemistry	1
University of Redlands	Subject	Education - Other	1
University of San Francisco	Subject	Teacher Education - Special Education	11
University of San Francisco	Subject	Teacher Education - Secondary Education	2
University of San Francisco	Subject	Teacher Education - English/Language Arts	1
University of San Francisco	Subject	Teacher Education - Mathematics	1
University of the Pacific	Subject	Teacher Education - Special Education	4
University of the Pacific	Subject	Teacher Education - English/Language Arts	1
University of the Pacific	Subject	Teacher Education - Social Science	1
University of the Pacific	Subject	Teacher Education - Biology	1
University of the Pacific	Subject	Teacher Education - Spanish	1

Provide the number of teachers prepared by academic major for AY 2013-14. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Alliant International University	Major	Teacher Education - Special Education	1
Alliant International University	Major	Teacher Education - Art	1
Alliant International University	Major	Liberal Arts/Humanities	1
Alliant International University	Major	Psychology	1
Alliant International University	Major	Political Science and Government	1
Alliant International University	Major	Sociology	3
Alliant International University	Major	Visual and Performing Arts	1
Alliant International University	Major	English Language/Literature	3
Alliant International University	Major	Engineering	2
Alliant International University	Major	Chemistry	1
Alliant International University	Major	Other	8
Azusa Pacific University	Major	Liberal Arts/Humanities	25
Azusa Pacific University	Major	Psychology	9
Azusa Pacific University	Major	Social Sciences	1
Azusa Pacific University	Major	Anthropology	1
Azusa Pacific University	Major	Economics	1
Azusa Pacific University	Major	Political Science and Government	3
Azusa Pacific University	Major	Sociology	2
Azusa Pacific University	Major	Visual and Performing Arts	1
Azusa Pacific University	Major	History	3
Azusa Pacific University	Major	Foreign Languages	3
Azusa Pacific University	Major	Family and Consumer Sciences/Human Sciences	2
Azusa Pacific University	Major	English Language/Literature	3
Azusa Pacific University	Major	Philosophy and Religious Studies	1
Azusa Pacific University	Major	Communication or Journalism	2
Azusa Pacific University	Major	Biology	2
Azusa Pacific University	Major	Mathematics and Statistics	1
Azusa Pacific University	Major	Physical Sciences	1
Azusa Pacific University	Major	Physics	1
Azusa Pacific University	Major	Business/Business Administration/Accounting	4
Brandman University	Major	Teacher Education - Physical Education and Coaching	1
Brandman University	Major	Liberal Arts/Humanities	12
Brandman University	Major	Psychology	5
Brandman University	Major	Social Sciences	10
Brandman University	Major	Geography and Cartography	2
Brandman University	Major	Visual and Performing Arts	5
Brandman University	Major	Foreign Languages	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Brandman University	Major	Family and Consumer Sciences/Human Sciences	5
Brandman University	Major	English Language/Literature	4
Brandman University	Major	Communication or Journalism	2
Brandman University	Major	Biology	2
Brandman University	Major	Mathematics and Statistics	1
Brandman University	Major	Atmospheric Sciences and Meteorology	2
Brandman University	Major	Computer and Information Sciences	1
Brandman University	Major	Other	3
California Baptist University	Major	Liberal Arts/Humanities	3
California Baptist University	Major	Social Sciences	1
California Baptist University	Major	Visual and Performing Arts	1
California Baptist University	Major	Family and Consumer Sciences/Human Sciences	1
California Baptist University	Major	English Language/Literature	1
California Baptist University	Major	Philosophy and Religious Studies	1
California Baptist University	Major	Engineering	1
California Baptist University	Major	Biology	1
California Baptist University	Major	Mathematics and Statistics	1
California Baptist University	Major	Geological and Earth Sciences/Geosciences	1
California Baptist University	Major	Other	1
California Lutheran University	Major	Liberal Arts/Humanities	4
California Lutheran University	Major	Psychology	1
California Lutheran University	Major	History	1
California Lutheran University	Major	Family and Consumer Sciences/Human Sciences	1
California Lutheran University	Major	English Language/Literature	1
California Lutheran University	Major	Communication or Journalism	2
California Lutheran University	Major	Business/Business Administration/Accounting	1
California Lutheran University	Major	Other	4
California State Polytechnic University, Pomona	Major	Teacher Education - Special Education	3
California State Polytechnic University, Pomona	Major	Liberal Arts/Humanities	1
California State Polytechnic University, Pomona	Major	Sociology	1
California State Polytechnic University, Pomona	Major	Biology	1
California State University, Bakersfield	Major	Liberal Arts/Humanities	9
California State University, Bakersfield	Major	Psychology	3
California State University, Bakersfield	Major	Economics	1
California State University, Bakersfield	Major	Sociology	1
California State University, Bakersfield	Major	History	2
California State University, Bakersfield	Major	Foreign Languages	3
California State University, Bakersfield	Major	Family and Consumer Sciences/Human Sciences	3
California State University, Bakersfield	Major	English Language/Literature	3

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, Bakersfield	Major	Communication or Journalism	2
California State University, Bakersfield	Major	Mathematics and Statistics	1
California State University, Bakersfield	Major	Business/Business Administration/Accounting	1
California State University, Bakersfield	Major	Computer and Information Sciences	1
California State University, Bakersfield	Major	Other	2
California State University, Channel Islands	Major	Liberal Arts/Humanities	5
California State University, Chico	Major	Teacher Education - Elementary Education	1
California State University, Chico	Major	Teacher Education - Secondary Education	5
California State University, Chico	Major	Teacher Education - Agriculture	2
California State University, Chico	Major	Teacher Education - Mathematics	2
California State University, Chico	Major	Teacher Education - Physical Education and Coaching	1
California State University, Chico	Major	Teacher Education - Psychology	1
California State University, Chico	Major	Liberal Arts/Humanities	1
California State University, Chico	Major	Political Science and Government	1
California State University, Chico	Major	History	1
California State University, Chico	Major	Agriculture	1
California State University, Chico	Major	Biology	1
California State University, Chico	Major	Business/Business Administration/Accounting	1
California State University, Dominguez Hills	Major	Teacher Education - Mathematics	4
California State University, Dominguez Hills	Major	Teacher Education - Physical Education and Coaching	2
California State University, Dominguez Hills	Major	Liberal Arts/Humanities	3
California State University, Dominguez Hills	Major	Sociology	1
California State University, Dominguez Hills	Major	Foreign Languages	1
California State University, Dominguez Hills	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Dominguez Hills	Major	English Language/Literature	1
California State University, Dominguez Hills	Major	Communication or Journalism	1
California State University, Dominguez Hills	Major	Mathematics and Statistics	1
California State University, Dominguez Hills	Major	Other	3
California State University, East Bay	Major	Liberal Arts/Humanities	5
California State University, East Bay	Major	Psychology	3
California State University, East Bay	Major	Geography and Cartography	1
California State University, East Bay	Major	Political Science and Government	2
California State University, East Bay	Major	Sociology	1
California State University, East Bay	Major	Visual and Performing Arts	1
California State University, East Bay	Major	History	3
California State University, East Bay	Major	English Language/Literature	1
California State University, East Bay	Major	Communication or Journalism	1
California State University, East Bay	Major	Engineering	1
California State University, East Bay	Major	Biology	7

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, East Bay	Major	Mathematics and Statistics	5
California State University, East Bay	Major	Physical Sciences	2
California State University, East Bay	Major	Chemistry	1
California State University, East Bay	Major	Geological and Earth Sciences/Geosciences	1
California State University, East Bay	Major	Business/Business Administration/Accounting	2
California State University, East Bay	Major	Computer and Information Sciences	1
California State University, Fullerton	Major	Liberal Arts/Humanities	1
California State University, Fullerton	Major	Psychology	1
California State University, Fullerton	Major	Visual and Performing Arts	1
California State University, Fullerton	Major	History	1
California State University, Fullerton	Major	Biology	1
California State University, Fullerton	Major	Mathematics and Statistics	1
California State University, Fullerton	Major	Other	3
California State University, Long Beach	Major	Teacher Education - Art	1
California State University, Long Beach	Major	Teacher Education - French	1
California State University, Long Beach	Major	Liberal Arts/Humanities	2
California State University, Long Beach	Major	Psychology	1
California State University, Los Angeles	Major	Teacher Education - Special Education	1
California State University, Los Angeles	Major	Psychology	1
California State University, Los Angeles	Major	Social Sciences	2
California State University, Los Angeles	Major	Anthropology	1
California State University, Los Angeles	Major	Sociology	2
California State University, Los Angeles	Major	Visual and Performing Arts	1
California State University, Los Angeles	Major	Mathematics and Statistics	1
California State University, Los Angeles	Major	Other	6
California State University, Monterey Bay	Major	Teacher Education - Elementary Education	1
California State University, Monterey Bay	Major	Teacher Education - Music	1
California State University, Monterey Bay	Major	Liberal Arts/Humanities	3
California State University, Monterey Bay	Major	Political Science and Government	1
California State University, Monterey Bay	Major	Sociology	1
California State University, Monterey Bay	Major	Visual and Performing Arts	1
California State University, Monterey Bay	Major	History	1
California State University, Monterey Bay	Major	Foreign Languages	1
California State University, Monterey Bay	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Monterey Bay	Major	English Language/Literature	1
California State University, Monterey Bay	Major	Communication or Journalism	2
California State University, Monterey Bay	Major	Mathematics and Statistics	6
California State University, Monterey Bay	Major	Astronomy and Astrophysics	1
California State University, Monterey Bay	Major	Geological and Earth Sciences/Geosciences	2

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, Monterey Bay	Major	Business/Business Administration/Accounting	1
California State University, Monterey Bay	Major	Other	1
California State University, Northridge	Major	Liberal Arts/Humanities	1
California State University, Northridge	Major	Psychology	3
California State University, Northridge	Major	History	1
California State University, Northridge	Major	Foreign Languages	1
California State University, Northridge	Major	English Language/Literature	1
California State University, Northridge	Major	Communication or Journalism	1
California State University, Northridge	Major	Biology	1
California State University, Northridge	Major	Astronomy and Astrophysics	1
California State University, Northridge	Major	Chemistry	1
California State University, Northridge	Major	Physics	1
California State University, Northridge	Major	Other	5
California State University, Sacramento	Major	Liberal Arts/Humanities	6
California State University, Sacramento	Major	Psychology	1
California State University, Sacramento	Major	Sociology	1
California State University, Sacramento	Major	Visual and Performing Arts	2
California State University, Sacramento	Major	History	1
California State University, Sacramento	Major	Family and Consumer Sciences/Human Sciences	4
California State University, Sacramento	Major	English Language/Literature	2
California State University, Sacramento	Major	Philosophy and Religious Studies	1
California State University, Sacramento	Major	Biology	1
California State University, Sacramento	Major	Business/Business Administration/Accounting	1
California State University, San Bernardino	Major	Teacher Education - Elementary Education	1
California State University, San Bernardino	Major	Teacher Education - Art	1
California State University, San Bernardino	Major	Teacher Education - Biology	2
California State University, San Bernardino	Major	Liberal Arts/Humanities	7
California State University, San Bernardino	Major	Psychology	1
California State University, San Bernardino	Major	Economics	1
California State University, San Bernardino	Major	Sociology	1
California State University, San Bernardino	Major	Foreign Languages	2
California State University, San Bernardino	Major	Communication or Journalism	1
California State University, San Bernardino	Major	Mathematics and Statistics	1
California State University, San Marcos	Major	Business/Business Administration/Accounting	1
California State University, Stanislaus	Major	Education - Social and Philosophical Foundations of Education	1
California State University, Stanislaus	Major	Liberal Arts/Humanities	2
California State University, Stanislaus	Major	Social Sciences	1
California State University, Stanislaus	Major	Visual and Performing Arts	1
California State University, Stanislaus	Major	History	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
California State University, Stanislaus	Major	Foreign Languages	2
California State University, Stanislaus	Major	English Language/Literature	6
California State University, Stanislaus	Major	Biology	2
California State University, Stanislaus	Major	Mathematics and Statistics	4
California State University, Stanislaus	Major	Other	2
CalState TEACH	Major	Teacher Education - Physical Education and Coaching	1
CalState TEACH	Major	Liberal Arts/Humanities	21
CalState TEACH	Major	Psychology	4
CalState TEACH	Major	Anthropology	1
CalState TEACH	Major	Economics	1
CalState TEACH	Major	Political Science and Government	2
CalState TEACH	Major	Sociology	2
CalState TEACH	Major	Visual and Performing Arts	5
CalState TEACH	Major	History	1
CalState TEACH	Major	Foreign Languages	3
CalState TEACH	Major	English Language/Literature	5
CalState TEACH	Major	Communication or Journalism	1
CalState TEACH	Major	Biology	2
CalState TEACH	Major	Business/Business Administration/Accounting	3
Chapman University	Major	Liberal Arts/Humanities	2
Chapman University	Major	Social Sciences	2
Chapman University	Major	English Language/Literature	1
Chapman University	Major	Business/Business Administration/Accounting	1
Claremont Graduate University	Major	Liberal Arts/Humanities	3
Claremont Graduate University	Major	Psychology	3
Claremont Graduate University	Major	Economics	1
Claremont Graduate University	Major	Political Science and Government	3
Claremont Graduate University	Major	History	4
Claremont Graduate University	Major	English Language/Literature	4
Claremont Graduate University	Major	Engineering	1
Claremont Graduate University	Major	Biology	4
Claremont Graduate University	Major	Mathematics and Statistics	5
Claremont Graduate University	Major	Business/Business Administration/Accounting	1
Claremont Graduate University	Major	Other	4
Dominican University of California	Major	Liberal Arts/Humanities	1
Dominican University of California	Major	Psychology	1
Dominican University of California	Major	Social Sciences	1
Dominican University of California	Major	English Language/Literature	1
Dominican University of California	Major	Engineering	2

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Dominican University of California	Major	Mathematics and Statistics	1
Fortune School of Education (Project Pipeline)	Major	Education - General	3
Fortune School of Education (Project Pipeline)	Major	Teacher Education - Elementary Education	3
Fortune School of Education (Project Pipeline)	Major	Psychology	5
Fortune School of Education (Project Pipeline)	Major	Social Sciences	1
Fortune School of Education (Project Pipeline)	Major	Economics	1
Fortune School of Education (Project Pipeline)	Major	Political Science and Government	3
Fortune School of Education (Project Pipeline)	Major	Visual and Performing Arts	2
Fortune School of Education (Project Pipeline)	Major	History	4
Fortune School of Education (Project Pipeline)	Major	Foreign Languages	3
Fortune School of Education (Project Pipeline)	Major	English Language/Literature	1
Fortune School of Education (Project Pipeline)	Major	Philosophy and Religious Studies	1
Fortune School of Education (Project Pipeline)	Major	Communication or Journalism	3
Fortune School of Education (Project Pipeline)	Major	Biology	1
Fortune School of Education (Project Pipeline)	Major	Mathematics and Statistics	2
Fortune School of Education (Project Pipeline)	Major	Physical Sciences	1
Fortune School of Education (Project Pipeline)	Major	Physics	1
Fortune School of Education (Project Pipeline)	Major	Business/Business Administration/Accounting	7
Fortune School of Education (Project Pipeline)	Major	Other	7
Fresno Pacific University	Major	Liberal Arts/Humanities	7
Fresno Pacific University	Major	Psychology	2
Fresno Pacific University	Major	Social Sciences	1
Fresno Pacific University	Major	Visual and Performing Arts	3
Fresno Pacific University	Major	Communication or Journalism	1
Fresno Pacific University	Major	Mathematics and Statistics	1
Fresno Pacific University	Major	Business/Business Administration/Accounting	2
High Tech High Communities	Major	Education - General	1
High Tech High Communities	Major	Liberal Arts/Humanities	1
High Tech High Communities	Major	Anthropology	1
High Tech High Communities	Major	Political Science and Government	3
High Tech High Communities	Major	Visual and Performing Arts	4
High Tech High Communities	Major	History	3
High Tech High Communities	Major	Foreign Languages	2
High Tech High Communities	Major	English Language/Literature	2
High Tech High Communities	Major	Communication or Journalism	1
High Tech High Communities	Major	Biology	4
High Tech High Communities	Major	Chemistry	1
High Tech High Communities	Major	Other	5
Holy Names University	Major	Political Science and Government	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Holy Names University	Major	History	1
Holy Names University	Major	English Language/Literature	1
Holy Names University	Major	Communication or Journalism	2
Holy Names University	Major	Chemistry	1
Holy Names University	Major	Other	3
La Sierra University	Major	Teacher Education - Music	1
Los Angeles Unified School District	Major	Chemistry	2
Loyola Marymount University	Major	Education - Curriculum and Instruction	1
Loyola Marymount University	Major	Education - Social and Philosophical Foundations of Education	3
Loyola Marymount University	Major	Liberal Arts/Humanities	4
Loyola Marymount University	Major	Psychology	33
Loyola Marymount University	Major	Social Sciences	17
Loyola Marymount University	Major	Anthropology	7
Loyola Marymount University	Major	Economics	8
Loyola Marymount University	Major	Political Science and Government	41
Loyola Marymount University	Major	Sociology	20
Loyola Marymount University	Major	Visual and Performing Arts	9
Loyola Marymount University	Major	History	23
Loyola Marymount University	Major	Foreign Languages	12
Loyola Marymount University	Major	Family and Consumer Sciences/Human Sciences	2
Loyola Marymount University	Major	English Language/Literature	21
Loyola Marymount University	Major	Philosophy and Religious Studies	7
Loyola Marymount University	Major	Communication or Journalism	20
Loyola Marymount University	Major	Engineering	3
Loyola Marymount University	Major	Biology	41
Loyola Marymount University	Major	Mathematics and Statistics	4
Loyola Marymount University	Major	Physical Sciences	2
Loyola Marymount University	Major	Astronomy and Astrophysics	1
Loyola Marymount University	Major	Chemistry	4
Loyola Marymount University	Major	Geological and Earth Sciences/Geosciences	8
Loyola Marymount University	Major	Physics	4
Loyola Marymount University	Major	Business/Business Administration/Accounting	17
Loyola Marymount University	Major	Computer and Information Sciences	1
National Hispanic University	Major	Teacher Education - Early Childhood Education	1
National Hispanic University	Major	Teacher Education - Elementary Education	1
National Hispanic University	Major	Liberal Arts/Humanities	1
National University	Major	Teacher Education - Special Education	2
National University	Major	Teacher Education - Early Childhood Education	11
National University	Major	Teacher Education - Elementary Education	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
National University	Major	Teacher Education - Junior High/Intermediate/Middle School Education	1
National University	Major	Teacher Education - Secondary Education	5
National University	Major	Teacher Education - Art	1
National University	Major	Teacher Education - Mathematics	1
National University	Major	Teacher Education - Physical Education and Coaching	3
National University	Major	Liberal Arts/Humanities	27
National University	Major	Psychology	12
National University	Major	Social Sciences	3
National University	Major	Anthropology	1
National University	Major	Economics	3
National University	Major	Geography and Cartography	1
National University	Major	Political Science and Government	3
National University	Major	Sociology	9
National University	Major	Visual and Performing Arts	5
National University	Major	History	11
National University	Major	Foreign Languages	4
National University	Major	Family and Consumer Sciences/Human Sciences	1
National University	Major	English Language/Literature	8
National University	Major	Philosophy and Religious Studies	2
National University	Major	Communication or Journalism	13
National University	Major	Engineering	2
National University	Major	Biology	7
National University	Major	Mathematics and Statistics	4
National University	Major	Physical Sciences	1
National University	Major	Chemistry	1
National University	Major	Business/Business Administration/Accounting	10
National University	Major	Other	20
Point Loma Nazarene University	Major	Teacher Education - Family and Consumer Sciences/Home Economics	2
Point Loma Nazarene University	Major	Teacher Education - Physical Education and Coaching	1
Point Loma Nazarene University	Major	Teacher Education - Biology	1
Point Loma Nazarene University	Major	Teacher Education - History	2
Point Loma Nazarene University	Major	Liberal Arts/Humanities	8
Point Loma Nazarene University	Major	Psychology	1
Point Loma Nazarene University	Major	English Language/Literature	1
Point Loma Nazarene University	Major	Philosophy and Religious Studies	3
Point Loma Nazarene University	Major	Biology	1
Point Loma Nazarene University	Major	Other	2
San Diego State University	Major	Liberal Arts/Humanities	4
San Diego State University	Major	Psychology	2

Institution	Record Type	Undergraduate Academic Major	Number Prepared
San Diego State University	Major	English Language/Literature	1
San Francisco State University	Major	Liberal Arts/Humanities	6
San Francisco State University	Major	Psychology	7
San Francisco State University	Major	Anthropology	1
San Francisco State University	Major	Political Science and Government	4
San Francisco State University	Major	Visual and Performing Arts	2
San Francisco State University	Major	History	3
San Francisco State University	Major	Family and Consumer Sciences/Human Sciences	1
San Francisco State University	Major	English Language/Literature	3
San Francisco State University	Major	Biology	1
San Francisco State University	Major	Other	6
San Joaquin County Office of Education - Project IMPACT	Major	Education - General	1
San Joaquin County Office of Education - Project IMPACT	Major	Teacher Education - Special Education	1
San Joaquin County Office of Education - Project IMPACT	Major	Teacher Education - Early Childhood Education	7
San Joaquin County Office of Education - Project IMPACT	Major	Teacher Education - Speech	3
San Joaquin County Office of Education - Project IMPACT	Major	Liberal Arts/Humanities	32
San Joaquin County Office of Education - Project IMPACT	Major	Psychology	6
San Joaquin County Office of Education - Project IMPACT	Major	Social Sciences	4
San Joaquin County Office of Education - Project IMPACT	Major	Anthropology	4
San Joaquin County Office of Education - Project IMPACT	Major	Political Science and Government	2
San Joaquin County Office of Education - Project IMPACT	Major	Sociology	3
San Joaquin County Office of Education - Project IMPACT	Major	Visual and Performing Arts	8
San Joaquin County Office of Education - Project IMPACT	Major	History	4
San Joaquin County Office of Education - Project IMPACT	Major	Foreign Languages	1
San Joaquin County Office of Education - Project IMPACT	Major	Family and Consumer Sciences/Human Sciences	4
San Joaquin County Office of Education - Project IMPACT	Major	English Language/Literature	8
San Joaquin County Office of Education - Project IMPACT	Major	Philosophy and Religious Studies	2
San Joaquin County Office of Education - Project IMPACT	Major	Communication or Journalism	8
San Joaquin County Office of Education - Project IMPACT	Major	Biology	6
San Joaquin County Office of Education - Project IMPACT	Major	Mathematics and Statistics	3
San Joaquin County Office of Education - Project IMPACT	Major	Chemistry	1
San Joaquin County Office of Education - Project IMPACT	Major	Business/Business Administration/Accounting	16
San Joaquin County Office of Education - Project IMPACT	Major	Computer and Information Sciences	1
San Joaquin County Office of Education - Project IMPACT	Major	Other	6
San Jose State University	Major	Education - General	1
San Jose State University	Major	Teacher Education - Music	1
San Jose State University	Major	Liberal Arts/Humanities	2
San Jose State University	Major	Psychology	2
San Jose State University	Major	Social Sciences	3

Institution	Record Type	Undergraduate Academic Major	Number Prepared
San Jose State University	Major	Sociology	1
San Jose State University	Major	Visual and Performing Arts	3
San Jose State University	Major	History	1
San Jose State University	Major	English Language/Literature	3
San Jose State University	Major	Communication or Journalism	3
San Jose State University	Major	Engineering	1
San Jose State University	Major	Biology	1
San Jose State University	Major	Mathematics and Statistics	1
San Jose State University	Major	Geological and Earth Sciences/Geosciences	1
San Jose State University	Major	Business/Business Administration/Accounting	1
San Jose State University	Major	Other	1
Sonoma State University	Major	Liberal Arts/Humanities	2
Sonoma State University	Major	Anthropology	1
Sonoma State University	Major	Foreign Languages	2
Sonoma State University	Major	Other	1
St. Mary's College of California	Major	Liberal Arts/Humanities	5
St. Mary's College of California	Major	Psychology	1
St. Mary's College of California	Major	Social Sciences	1
St. Mary's College of California	Major	Communication or Journalism	2
St. Mary's College of California	Major	Biology	1
St. Mary's College of California	Major	Mathematics and Statistics	2
St. Mary's College of California	Major	Chemistry	2
St. Mary's College of California	Major	Business/Business Administration/Accounting	1
Stanislaus County Office of Education	Major	Liberal Arts/Humanities	7
Stanislaus County Office of Education	Major	Psychology	2
Stanislaus County Office of Education	Major	Social Sciences	1
Stanislaus County Office of Education	Major	History	1
Stanislaus County Office of Education	Major	Philosophy and Religious Studies	1
Stanislaus County Office of Education	Major	Communication or Journalism	2
Stanislaus County Office of Education	Major	Biology	1
Stanislaus County Office of Education	Major	Other	3
Touro University	Major	Teacher Education - Special Education	3
Touro University	Major	Teacher Education - Elementary Education	2
Touro University	Major	Teacher Education - English/Language Arts	3
Touro University	Major	Teacher Education - Foreign Language	2
Touro University	Major	Teacher Education - Health	3
Touro University	Major	Teacher Education - Mathematics	4
Touro University	Major	Teacher Education - Physical Education and Coaching	3
Touro University	Major	Teacher Education - Science	2

Institution	Record Type	Undergraduate Academic Major	Number Prepared
Touro University	Major	Teacher Education - Social Studies	1
Touro University	Major	Teacher Education - Biology	1
Touro University	Major	Teacher Education - Chemistry	1
Touro University	Major	Teacher Education - Spanish	2
University of California, Berkeley	Major	Biology	1
University of California, Berkeley	Major	Geological and Earth Sciences/Geosciences	1
University of California, Los Angeles	Major	Education - General	1
University of California, Los Angeles	Major	Liberal Arts/Humanities	5
University of California, Los Angeles	Major	Psychology	3
University of California, Los Angeles	Major	Geography and Cartography	2
University of California, Los Angeles	Major	Political Science and Government	4
University of California, Los Angeles	Major	Sociology	3
University of California, Los Angeles	Major	Visual and Performing Arts	2
University of California, Los Angeles	Major	History	2
University of California, Los Angeles	Major	English Language/Literature	2
University of California, Los Angeles	Major	Philosophy and Religious Studies	1
University of California, Los Angeles	Major	Communication or Journalism	4
University of California, Los Angeles	Major	Engineering	2
University of California, Los Angeles	Major	Biology	2
University of California, Los Angeles	Major	Business/Business Administration/Accounting	3
University of California, Los Angeles	Major	Other	1
University of California, Riverside	Major	Liberal Arts/Humanities	1
University of California, Riverside	Major	English Language/Literature	2
University of California, Riverside	Major	Biology	1
University of California, Riverside	Major	Mathematics and Statistics	6
University of California, Riverside	Major	Chemistry	1
University of California, San Diego	Major	Teacher Education - Mathematics	2
University of California, San Diego	Major	Biology	6
University of California, San Diego	Major	Mathematics and Statistics	2
University of California, San Diego	Major	Physics	1
University of LaVerne	Major	Teacher Education - Social Science	1
University of LaVerne	Major	Liberal Arts/Humanities	9
University of LaVerne	Major	Visual and Performing Arts	1
University of LaVerne	Major	History	2
University of LaVerne	Major	English Language/Literature	1
University of LaVerne	Major	Agriculture	1
University of LaVerne	Major	Communication or Journalism	1
University of LaVerne	Major	Biology	1
University of LaVerne	Major	Chemistry	1

Institution	Record Type	Undergraduate Academic Major	Number Prepared
University of LaVerne	Major	Other	1
University of Phoenix - CA	Major	Teacher Education - Elementary Education	10
University of Phoenix - CA	Major	Teacher Education - Secondary Education	14
University of Redlands	Major	Teacher Education - Biology	1
University of Redlands	Major	Teacher Education - Chemistry	1
University of Redlands	Major	Liberal Arts/Humanities	1
University of Redlands	Major	Sociology	1
University of Redlands	Major	History	1
University of Redlands	Major	Engineering	1
University of Redlands	Major	Computer and Information Sciences	1
University of Redlands	Major	Other	1
University of San Francisco	Major	Teacher Education - Early Childhood Education	1
University of San Francisco	Major	Teacher Education - Elementary Education	1
University of San Francisco	Major	Psychology	1
University of San Francisco	Major	Sociology	1
University of San Francisco	Major	Visual and Performing Arts	1
University of San Francisco	Major	History	1
University of San Francisco	Major	English Language/Literature	4
University of San Francisco	Major	Communication or Journalism	1
University of San Francisco	Major	Mathematics and Statistics	1
University of San Francisco	Major	Other	2
University of the Pacific	Major	Liberal Arts/Humanities	4
University of the Pacific	Major	Social Sciences	1
University of the Pacific	Major	History	1
University of the Pacific	Major	Biology	1
University of the Pacific	Major	Other	1

Provide the total number of teacher preparation program completers in each of the following academic years:				
Institution	**Program Type**	**Program Completers, 2011-12**	**Program Completers, 2012-13**	**Program Completers, 2013-14**
Alliant International University	Alternative, IHE-based	48	26	20
Azusa Pacific University	Alternative, IHE-based	43	47	66
Bay Area School of Enterprise (REACH Institute)	Alternative, not IHE-based	24	45	26
Brandman University	Alternative, IHE-based	92	50	55
California Baptist University	Alternative, IHE-based	12	4	13
California Lutheran University	Alternative, IHE-based	0	9	14
California State Polytechnic University, Pomona	Alternative, IHE-based	14	15	3
California State University, Bakersfield	Alternative, IHE-based	16	20	31
California State University, Channel Islands	Alternative, IHE-based	1	0	5
California State University, Chico	Alternative, IHE-based	11	28	13
California State University, Dominguez Hills	Alternative, IHE-based	63	43	31
California State University, East Bay	Alternative, IHE-based	28	40	37
California State University, Fresno	Alternative, IHE-based	17	35	45
California State University, Fullerton	Alternative, IHE-based	15	17	9
California State University, Long Beach	Alternative, IHE-based	13	6	5
California State University, Los Angeles	Alternative, IHE-based	36	28	15
California State University, Monterey Bay	Alternative, IHE-based	22	23	26
California State University, Northridge	Alternative, IHE-based	22	26	15
California State University, Sacramento	Alternative, IHE-based	12	27	20
California State University, San Bernardino	Alternative, IHE-based	24	22	20
California State University, San Marcos	Alternative, IHE-based	1	0	1
California State University, Stanislaus	Alternative, IHE-based	7	15	21
CalState TEACH	Alternative, IHE-based	35	36	52
Chapman University	Alternative, IHE-based	3	7	6
Claremont Graduate University	Alternative, IHE-based	24	23	33
Dominican University of California	Alternative, IHE-based	10	7	7
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	45	40	43
Fresno Pacific University	Alternative, IHE-based	24	20	17
High Tech High Communities	Alternative, not IHE-based	23	22	27
Holy Names University	Alternative, IHE-based	8	12	7
Humboldt State University	Alternative, IHE-based	5	0	0
La Sierra University	Alternative, IHE-based	0	1	1
Los Angeles Unified School District	Alternative, not IHE-based	25	3	2
Loyola Marymount University	Alternative, IHE-based	262	222	313
Mount St. Mary's College	Alternative, IHE-based	4	3	0
National Hispanic University	Alternative, IHE-based	4	11	3
National University	Alternative, IHE-based	165	122	159
Notre Dame de Namur University	Alternative, IHE-based	9	24	14

Provide the total number of teacher preparation program completers in each of the following academic years:				
Institution	**Program Type**	**Program Completers, 2011-12**	**Program Completers, 2012-13**	**Program Completers, 2013-14**
Orange County Office of Education	Alternative, not IHE-based	0	25	7
Pacific Oaks College	Alternative, IHE-based	1	1	0
Patten University	Alternative, IHE-based	3	3	0
Point Loma Nazarene University	Alternative, IHE-based	13	20	23
San Diego City Unified School District	Alternative, not IHE-based	0	0	0
San Diego State University	Alternative, IHE-based	7	7	28
San Francisco State University	Alternative, IHE-based	52	44	35
San Joaquin County Office of Education - Project IMPACT	Alternative, not IHE-based	178	202	137
San Jose State University	Alternative, IHE-based	33	41	25
Sonoma State University	Alternative, IHE-based	9	12	6
St. Mary's College of California	Alternative, IHE-based	9	7	8
Stanislaus County Office of Education	Alternative, not IHE-based	2	8	18
Touro University	Alternative, IHE-based	18	18	25
University of California, Berkeley	Alternative, IHE-based	0	3	2
University of California, Los Angeles	Alternative, IHE-based	10	36	37
University of California, Riverside	Alternative, IHE-based	5	5	9
University of California, San Diego	Alternative, IHE-based	9	4	11
University of LaVerne	Alternative, IHE-based	10	8	19
University of Phoenix - CA	Alternative, IHE-based	7	5	24
University of Redlands	Alternative, IHE-based	7	12	11
University of San Francisco	Alternative, IHE-based	17	11	13
University of the Pacific	Alternative, IHE-based	1	4	8
Whittier College	Alternative, IHE-based	3	0	0
	Grand Total	**1561**	**1555**	**1621**

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	2013-14	Yes	50	No			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.
Alliant International University	Math	2015-16	Yes	40				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Azusa Pacific University	Math	2013-14	Yes	3	Yes			
Azusa Pacific University	Math	2014-15	Yes	1				
Azusa Pacific University	Math	2015-16	Yes	1				
Bay Area School of Enterprise (REACH Institute)	Math	2013-14	Yes	5	Yes	The Reach Institute facilitated a partnerships with local educational nonprofits to facilitate a pathway into the teaching profession for individuals that are already working in school setting/youth development settings. In these new partnerships, teachers were able to purse either and English credential or a Math credential.		
Bay Area School of Enterprise (REACH Institute)	Math	2014-15	Yes	5				This is the second and final year of the partnership with the educational nonprofit that was facilitating the pathway for individuals that are already working in an educational/youth development setting.
Bay Area School of Enterprise (REACH Institute)	Math	2015-16	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:
Brandman University	Math	2013-14	Yes	30	No		Although we didn't meet our goal this year for new students obtaining math credentials we came very close with 27 candidates enrolling in the program, and three of the students becoming interns in 2014-2015. 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 math, were recently employed in math-related professions, or recently retired from math-related professions.	
Brandman University	Math	2014-15	Yes	20				As teachers retire and the economy improves there will be more opportunities for employment especially in math.
Brandman University	Math	2015-16	Yes	10				Districts are beginning to report anticipated teacher shortages in upcoming years. We are hoping this translates into increased enrollments for our Math Interns.
California Baptist University	Math	2013-14	Yes	1	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.
California Baptist University	Math	2014-15	Yes	1				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.

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	2015-16	Yes	1				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	Math	2013-14	Yes	2	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. The CLU Math department has made Education courses part of their major requirement thus increasing collaboration between the two departments.	Continue Professional Development outreach to veteran Math teachers. This includes Math Circle workshops for 5-12 grades Math teachers.	We had 10 single subject Math candidates enrolled in Foundations courses. We anticipate most of these candidates will complete their supervised clinical field experience this school year.
California Lutheran University	Math	2014-15	Yes	5				See above
California Lutheran University	Math	2015-16	Yes	5				See above
California State Polytechnic University, Pomona	Math	2013-14	Yes	0	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	2014-15	Yes	0				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State Polytechnic University, Pomona	Math	2015-16	No					
California State University, Bakersfield	Math	2013-14	Yes	5	No			
California State University, Bakersfield	Math	2014-15	Yes	5				
California State University, Bakersfield	Math	2015-16	Yes	5				
California State University, Channel Islands	Math	2013-14	Yes	1	Yes			Due to the addition requirements on district intern numbers are expected to be reduced
California State University, Channel Islands	Math	2014-15	Yes	3				
California State University, Channel Islands	Math	2015-16	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:
California State University, Chico	Math	2013-14	Yes	4	No	Continued to collaborate with the math department in offering a 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 fell two short of our goal. 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. We anticipate an increase in the next few years due to the development of a of four-year newly approved TQP undergraduate foundational blended mathematics degree and credential to begin in 2015-16.	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.
California State University, Chico	Math	2015-16	Yes	4				We predict an increase in the demand for interns in areas of critical need.
California State University, Dominguez Hills	Math	2013-14	Yes	10	No		This past academic year, several students were allowed to begin a program, but were only in the process of meeting content specific requirements. Unfortunately, not all students actually met the requirements and had to withdraw from classes. (They were reapply to the program when they meet all requirements (e.g., passing all required sections of the CSET) In the future students who have not fully met all requirements will not be allowed to begin classes in this program.	
California State University, Dominguez Hills	Math	2014-15	Yes	11				

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	2015-16	Yes	25				
California State University, East Bay	Math	2013-14	Yes	10	No		There were 9 math interns in 2013-14, one shy of the goal.	With funding support by the CSU System's Math and Science Initiative, the College of Education and Allied Studies was able to enhance its partnership with the College of Science for the purpose of expanding the recruitment and outreach of prospective mathematics and science teachers. The following strategies were used: enhance recruitment materials in print and on the Internet, conduct more hands-on events, and increase partnerships with local pipeline organizations. An on-campus pipeline program for undergraduates who may consider teaching in mathematics or science was created entitled, Future Math and Science Teachers Scholars Program or FMSTSP. Participants who completed the FMSTSP program are guaranteed admissions into the university's teaching credential program provided that they have satisfied all admissions requirements. FMSTSP participants receive advising on credentialing matters, two quarterly events on math or science-related topics, field trip opportunities,
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, East Bay	Math	2015-16	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, Fresno	Math	2013-14	Yes	10	Yes	The program adds students through referrals from both current and former students, credential faculty, district personnel, and university supervisors.		
California State University, Fresno	Math	2014-15	Yes	10				
California State University, Fresno	Math	2015-16	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, Fullerton	Math	2013-14	Yes	2	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 and scholarships 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 •Preparation training for California Subject Examination for Teachers (CSET) in mathematics is offered. CSET completion is one way that teacher candidates may demonstrate required subject matter competency in California •training in the use of technology tools •funding to attend local mathematics education conferences (CMC-S and NCTM) •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 include Common Core State Standards preparation in mathematics. Additionally, we look towards including the mathematical aspects of the Next Generation Science Standards as they become adopted and implemented. •Other changes include a focus on California's	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. Morning of Math (Saturday program) intended to recruit and train middle school mathematics teachers. We began a to offer early field experiences for future math and science teachers to work as tutors in high-need middle school classrooms. It is called the Math/Science Ambassador program.	We continued to sees a continued decline in the number of math credentials 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	2014-15	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	2015-16	Yes	2				We are hoping that our emphasis on the Common Core State Standards in mathematics and the new California ELD standards will attract district interest in our alternative program.
California State University, Long Beach	Math	2013-14	No					
California State University, Long Beach	Math	2014-15	No					
California State University, Long Beach	Math	2015-16	No					
California State University, Los Angeles	Math	2013-14	Yes	1	No	No new students were admitted in 2013-2014; one current student completed the program.	A variety of activities including: online media and newsletter postings, campus information sessions, external/internal academic program fairs, and attendance at career fairs were used to recruit high quality candidates into shortage areas. Students are also contacted with reminders on application deadlines and upcoming starts via electronic correspondences. The CCOE website is constantly updated with updated information on programs and information sessions. A more comprehensive web inquiry form was integrated in November 2014 to assist in supporting prospective students.	The demand for intern credential candidates decreased during this time period due to workforce demands.

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California State University, Los Angeles	Math	2014-15	No					Due to low enrollment and workforce demands, the intern pathway for mathematics was temporarily suspended. Faculty members plan to reinstate the intern pathway in single-subject in Mathematics to commence Fall 2016 and coincide with the Cal State University, Los Angeles quarter to semester conversion.
California State University, Los Angeles	Math	2015-16	No					Due to low enrollment and workforce demands, the intern pathway for mathematics was temporarily suspended. Faculty members plan to reinstate the intern pathway in single-subject in Mathematics to commence Fall 2016 and coincide with the Cal State University, Los Angeles quarter to semester conversion.
California State University, Monterey Bay	Math	2013-14	Yes	2	Yes	CSU Monterey Bay offers a Subject Matter Waiver program in Mathematics. This helps to draw secondary students into the program who may have anxiety about passing the CSET, or other hindrances to passing a state exam. Recruitment fairs are held on campus and at other locations throughout the year. Potential applicants are informed of the need for Math teachers as Math continues to be a shortage area. Those pursuing a Math credential can apply for the Noyce Grant. Each Noyce Scholar may receive up to three years of funding with stipends of $10,000 per year. In return for funding, scholars agree to teach two years in a "high needs" school district for each full year of support.	The possibility of adding an undergraduate credential track for secondary majors such as Math and Social Science is a matter the Dean is pursuing at CSUMB. This would inform undergraduates about the field of teaching earlier in their collegiate career. Those who took the credential track would then have fewer courses to complete for a credential after graduation, giving them incentive to continue their education and complete the secondary credential.	
California State University, Monterey Bay	Math	2014-15	Yes	2				

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California State University, Monterey Bay	Math	2015-16	Yes	2				
California State University, Northridge	Math	2013-14	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 and universities have no control over this.
California State University, Northridge	Math	2014-15	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 changes to intern programs. Therefore school districts determine how many prospective teachers are eligible in each subject area and universities have no control over this.
California State University, Northridge	Math	2015-16	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 changes to intern programs. Therefore school districts determine how many prospective teachers are eligible in each subject area and universities have no control over this.
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.

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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.
California State University, Sacramento	Math	2015-16	No					The College of Education does not currently offer a Multiple or Single Subject internship program in Math.
California State University, San Bernardino	Math	2013-14	Yes	15	Yes	We did meet our target for mathematics teachers in Fall 2014 (combined traditional and alternative routes). 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. We have experienced an increase in availability for internship positions in mathematics and science in our local school districts. Additionally, starting Summer 2014, we moved our timing of fieldwork/supervision courses to align with local school district calendars.	We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. Starting Winter 2015, the College of Education now has a intern in the campus marketing department devoted to College of Education programs. We continue to work closely with the undergraduate Liberal Arts program to encourage their students to pursue a teaching credential at CSUSB. We continue to improve our partnerships with the local school districts we serve.	
California State University, San Bernardino	Math	2014-15	Yes	12				In Spring 2015 the College of Education sponsored an on-campus Job Fair at which all participating districts interviewed candidates in mathematics and science.
California State University, San Bernardino	Math	2015-16	Yes	12				
California State University, San Marcos	Math	2013-14	No					

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California State University, San Marcos	Math	2014-15	No					
California State University, San Marcos	Math	2015-16	No					

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Stanislaus	Math	2013-14	Yes	1	No		Provide $1,000 Scholarships/Stipends to Liberal Studies Majors, Multiple Subject Credential Candidates and K-6 teachers to supplement tuition/fees associated with completion of a Secondary Methods Course (requirement for adding on a Secondary FLM Credential). Establish data base of prospective students; offer information sessions and disseminate through mailings and e-mailings, recruitment literature that highlights FLM requirements and current and projected demand. Reimbursement of CSET and CBEST fees for Multiple Subject Credential Candidates and K-6 teachers pursuing a FLM Credential. Encourage Single Subject Credential Candidates and Secondary Teachers to earn a FLM credential through coordinated recruitment efforts. Provide preparation support and reimbursement of CSET fees. Hire, train and support STEM Majors, teacher candidates and prospective teacher candidates to serve as mathematics and science tutors/coaches for SCOE/CSUS ARCHES Program and CSUS HiMAP STEM Program. Tutors/Coaches gain early field experience in teaching in classrooms, afterschool programs, Saturday Programs, and Summer Academies. Plan enrollment increases with the College of Education Dean, Teacher Education Program Chair and Single Subject Credential Program Coordinator. Coordinate recruitment efforts with Dean of College of Sciences (Math Department is located within the College of Sciences), Math Department Chair and Math Faculty to identify potential Math teachers. Offer advising on credential program prerequisite requirements, financial aid and examination support (CSET & CBEST preparation and reimbursement of testing fees).	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.

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	2014-15	Yes	1				
California State University, Stanislaus	Math	2015-16	Yes	1				
CalState TEACH	Math	2013-14	No					
CalState TEACH	Math	2014-15	No					
CalState TEACH	Math	2015-16	No					
Chapman University	Math	2013-14	No					
Chapman University	Math	2014-15	No					
Claremont Graduate University	Math	2013-14	Yes	15	No			
Claremont Graduate University	Math	2014-15	Yes	10				
Claremont Graduate University	Math	2015-16	Yes	12				CGU received an NSF grant to recruit and train highly qualified STEM teachers. This should increase the number of math and science graduates in the program.
Dominican University of California	Math	2013-14	Yes	1	Yes			
Dominican University of California	Math	2014-15	Yes	1				

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Dominican University of California	Math	2015-16	Yes	1				
Fortune School of Education (Project Pipeline)	Math	2013-14	Yes	3	No			At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

Institution	Area	Academic Year	Did your program prepare teachers in 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:
Fortune School of Education (Project Pipeline)	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 California teaching credential while meeting California's demand for new teachers.

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Fortune School of Education (Project Pipeline)	Math	2015-16	Yes	3				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.
Fresno Pacific University	Math	2013-14	Yes	1	Yes			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 2015-2016 school year.

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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 2015-2016. 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.
Fresno Pacific University	Math	2015-16	Yes	4				Fresno Pacific has developed an independent teaching pathway to a single subject math credential for candidates who are initially hired to work in a classroom on a Short Term Permit (STP) or a Prospective Intern Permit (PIP). There has been a growth in the number of candidates hired to teach under these permits. Candidates who start the program could be eligible for an intern credential at the end of their first year in the program and could be able to complete their preliminary credential at the end of their second year in the program.
High Tech High Communities	Math	2013-14	Yes	7	No			The High Tech High schools that we serve did not have as many math positions as anticipated. Therefore, the number of candidates pursing a single subject math credential was lower than our goal.
High Tech High Communities	Math	2014-15	Yes	7				
High Tech High Communities	Math	2015-16	Yes	4				

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Holy Names University	Math	2013-14	Yes	5	No	Continue partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force.	Continue building pathways from Undergraduate majors (Math) to Teacher Education programs. Continue to spread awareness of Teacher Apprentice Program, which includes shortage subject areas like mathematics.	
Holy Names University	Math	2014-15	Yes	2				
Holy Names University	Math	2015-16	Yes	2				
Humboldt State University	Math	2013-14	No					
Humboldt State University	Math	2014-15	Yes	1				One intern was enrolled in the first year of a planned two year program in 2013-14. He, along with one other math intern, will complete the program in June, 2015.
Humboldt State University	Math	2015-16	No					
La Sierra University	Math	2013-14	No					
La Sierra University	Math	2014-15	Yes	2				
La Sierra University	Math	2015-16	Yes	2				
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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Los Angeles Unified School District	Math	2015-16	No					
Loyola Marymount University	Math	2013-14	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	2014-15	Yes	10				N/A
Loyola Marymount University	Math	2015-16	Yes	10				N/A
Mount St. Mary's College	Math	2013-14	No		Not applicable			
Mount St. Mary's College	Math	2014-15	No					
Mount St. Mary's College	Math	2015-16	No					University Internship program is available if needed but not our program focus. The MSMU Intern Program is provided as a service for teacher-candidates who come to us having found an intern position in public schools. It is not the focus of our credential program, thus, we are most happy to work with interns but do not recruit as such.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
National Hispanic University	Math	2013-14	Yes	2	No		We did not meet our goal for the number of prospective teachers in mathematics in 2013-2014. In our attempts to meet our goal, several lessons were learned to improve performance moving forward, including the following: We recognized the need to encourage undergraduates to consider pursuing a teaching career with a specific focus on preparation in mathematics. We recognized the need to continue working with enrollment and recruitment to recruit candidates who may be interested in pursuing teacher preparation in mathematics.	
National Hispanic University	Math	2014-15	No					We did not add prospective teachers in 2014-2015. After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National Hispanic University	Math	2015-16	No					After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National University	Math	2013-14	Yes	15	Yes			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				
National University	Math	2015-16	Yes	20				
Notre Dame de Namur 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:
Notre Dame de Namur University	Math	2014-15	No					
Notre Dame de Namur University	Math	2015-16	No					
Orange County Office of Education	Math	2013-14	No		Not applicable			
Orange County Office of Education	Math	2014-15	No					
Orange County Office of Education	Math	2015-16	No					
Pacific Oaks College	Math	2013-14	No					
Pacific Oaks College	Math	2014-15	No					
Patten University	Math	2013-14	Yes	5	No	Advertised program by mailings to schools and districts. Information Nights on campus and attended district fairs	Need additional resources and person to help with recruitment.	
Patten University	Math	2014-15	Yes	5				
Patten University	Math	2015-16	Yes	5				
Point Loma Nazarene University	Math	2013-14	Yes	1	No			
Point Loma Nazarene University	Math	2014-15	Yes	1				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
Point Loma Nazarene University	Math	2015-16	Yes	1				
San Diego City Unified School District	Math	2013-14	No					Our Program is currently inactive.
San Diego City Unified School District	Math	2014-15	No					Our Program is currently inactive.
San Diego City Unified School District	Math	2015-16	No					Our Program is currently inactive.
San Diego State University	Math	2013-14	Yes	5	Yes			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	Yes	5				
San Diego State University	Math	2015-16	No					
San Francisco State University	Math	2013-14	Yes	4	Yes			
San Francisco State 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:
San Francisco State University	Math	2015-16	Yes	4				
San Joaquin County Office of Education - Project IMPACT	Math	2013-14	Yes	5	Yes			
San Joaquin County Office of Education - Project IMPACT	Math	2014-15	Yes	5				
San Joaquin County Office of Education - Project IMPACT	Math	2015-16	Yes	3				
San Jose State University	Math	2013-14	Yes	0	Yes			No goals are set for the intern program because interns are determined by district needs.
San Jose State University	Math	2014-15	Yes	0				No goals are set for the intern program because interns are determined by the district needs.
San Jose State University	Math	2015-16	Yes	0				No goals are set for the intern program because interns are determined by the district needs.
Sonoma State University	Math	2013-14	Yes	40	No			The majority through the Traditional Program.
Sonoma State University	Math	2014-15	Yes	5				The majority through the Traditional Program.
Sonoma State University	Math	2015-16	Yes	5				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:
St. Mary's College of California	Math	2013-14	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	2014-15	No					
St. Mary's College of California	Math	2015-16	No					
Stanislaus County Office of Education	Math	2013-14	No		Not applicable			
Stanislaus County Office of Education	Math	2014-15	No					
Stanislaus County Office of Education	Math	2015-16	No					
Touro University	Math	2013-14	Yes	5	Yes	1. Each mathematics teacher candidate completed two methods courses in teaching mathematics, with instruction and demonstration lessons by exemplary mathematics teachers from local schools. Key assignments include completing unit plans, detailed lesson plans and implementing those lesson plans with follow-up reflection. 2. Each mathematics intern teacher is supported in their teaching in two ways: by a field supervisor from the university, who observes and makes commendations and suggestions on a weekly basis. Also by an intern support provider who teaches in the same school or district and provides close supervision on a weekly basis.	The main area of need over the past year has been to increase the level of adaptations to a lesson for the specific needs of English Learners of many levels. All instructors in all teacher credential courses have completed professional development in this area in order to improve their instruction expectations for the teacher candidates. One clear measure of that work is evident in the increased performance on the Teaching Performance Assessments (TPAs), which require teacher candidates to make clear and specific adaptations to a lesson so English Learners are able to understand and communicate their understanding.	

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	2014-15	Yes	5				The courses that prepare teacher candidates to work effectively with special education students, English Learners, and in low performing schools are EDU 771, EDU 718, 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 student in an after school program during the literacy course. Teacher candidates pend 60 hours observing and helping in local schools in the class EDU 780. All courses are designed to meet the needs of a highly diverse student population, typical of the local schools in Solano County California and surrounding districts.
Touro University	Math	2015-16	Yes	5				
University of California, Berkeley	Math	2013-14	Yes	12	Yes	Recruitment, website information.	Given continuing budget constraints, we aimed for a slight increase - a combined (Math & Science) enrollment of 24, which was exceeded by 4. We enrolled 11 students in Math and 17 in Science, for a total of 28. It is difficult to achieve an even number of students split between Math and Science.	
University of California, Berkeley	Math	2014-15	Yes	13				
University of California, Berkeley	Math	2015-16	Yes	14				
University of California, Los Angeles	Math	2013-14	Yes	10	No	Outreach through site visits, recruiting events, email blasts, booths and conferences.		We are working more closely 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, Los Angeles	Math	2015-16	Yes	5				
University of California, Riverside	Math	2013-14	Yes	5	Yes	The Teacher Education Program continued its cooperation with CalTeach, Science & Math Initiative (SMI), and has worked to increase scholarship opportunities for mathematics students. Administration has continued to build close relationships with county offices and school districts for the purpose of establishing new partnerships. 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 sessions for the Minor in Education and Teacher Education Program are presented bi-monthly.		Teacher Education Program 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. The Teacher Education Program continues to work with Development and the Financial Aid office to secure additional scholarships and grant opportunities for mathematics 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.
University of California, Riverside	Math	2014-15	Yes	0				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, Riverside	Math	2015-16	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.
University of California, San Diego	Math	2013-14	Yes	3	Yes			

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, San Diego	Math	2014-15	Yes	6				
University of California, San Diego	Math	2015-16	Yes	6				
University of LaVerne	Math	2013-14	Yes	4	Yes			
University of LaVerne	Math	2014-15	Yes	4				
University of LaVerne	Math	2015-16	Yes	4				
University of Phoenix - CA	Math	2013-14	Yes	4	Yes			
University of Phoenix - CA	Math	2014-15	Yes	4				
University of Phoenix - CA	Math	2015-16	Yes	4				
University of Redlands	Math	2013-14	No					
University of Redlands	Math	2014-15	No					
University of Redlands	Math	2015-16	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:
University of San Francisco	Math	2013-14	Yes	0	Yes	The Special Education program does not prepare teachers in mathematics. The Single Subject program recruits 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 in-depth overview of the program sequence and courses, requirements for program completion and credential recommendation. Faculty and staff also meet with potential candidates if they cannot attend one of the Information Meetings. Our San Francisco Residency Program specific recruits for STEM teachers, providing reduced tuition and a potential guaranteed job in the local school district at completion of the residency/credential program.	Although we successfully prepared one prospective teacher in mathematics this year, we continue 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 hired two new full-time STEM faculty: one in Math was hired in December 2014 and another in Science was hired in February 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:
University of San Francisco	Math	2014-15	Yes	2				The Special Education program does not prepare teachers in mathematics. We plan to add 2 Single Subject non-traditional candidates in mathematics.
University of San Francisco	Math	2015-16	Yes	2				
University of the Pacific	Math	2013-14	Yes	4	No	Our program did recommend three completers in mathematics. All were traditional route candidates. We continue to cooperate with the Mathematics Department and to encourage undergraduates to minor in mathematics or major in mathematics with teaching as a professional goal.	We continue to cooperate with the Mathematics Department and to encourage undergraduates to minor in mathematics or major in mathematics with teaching as a professional goal.	Our program did not have any candidate in a mathematics internship during 2013-14.
University of the Pacific	Math	2014-15	Yes	4				We provide either a student teaching experience or an internship experience for bachelor's degree holders. Candidates for the alternative, internship route must have a bachelor's degree, complete pre-internship requirements, and complete all state required examinations and the U. S. Constitution requirement. Internship must be offered by a district, a contract offered, and an MOU from the university and a state internship credential is required.
University of the Pacific	Math	2015-16	Yes	4				We have four students in the program in 2014-15 with mathematics or computer science preparation. They can either student teach or consider internship in Fall 2015-16, if pre-internship requirements are met.
Whittier College	Math	2013-14	No		Not applicable			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	1				
Whittier College	Math	2015-16	Yes	2				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
Alliant International University	Science	2013-14	Yes	50	No			Alliant's goal was 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 was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Science	2015-16	Yes	40				Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Azusa Pacific University	Science	2013-14	Yes	3	Yes			
Azusa Pacific University	Science	2014-15	Yes	1				
Azusa Pacific University	Science	2015-16	Yes	1				
Bay Area School of Enterprise (REACH Institute)	Science	2013-14	Yes	5	Yes	We worked with our partner schools earlier in the spring to help them ID possible candidates for opening science positions.		
Bay Area School of Enterprise (REACH Institute)	Science	2014-15	Yes	3				
Bay Area School of Enterprise (REACH Institute)	Science	2015-16	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	2013-14	Yes	20	No		Although we didn't meet our goal this year for new students obtaining science credentials we came very close with 15 candidates enrolling in the program, and 3 of the students becoming interns in 2014-2015. 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, were recently employed in science-related professions, or recently retired from science-related professions.	
Brandman University	Science	2014-15	Yes	20				As teachers retire and the economy improves there will be more opportunities for employment especially in science.
Brandman University	Science	2015-16	Yes	15				Districts are beginning to report anticipated teacher shortages in upcoming years. We are hoping this translates into increased enrollments for our science interns.
California Baptist University	Science	2013-14	Yes	2	Yes			The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of science candidates enrolled in our traditional program.
California Baptist University	Science	2014-15	Yes	1				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.

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 Baptist University	Science	2015-16	Yes	1				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	Science	2013-14	Yes	3	Yes	Discussions have been held regarding the creation of a single subject Science program. We also work with the science faculty CLU to support future teachers.	Initial conversation regarding the development a STEAM program.	
California Lutheran University	Science	2014-15	Yes	5				See above
California Lutheran University	Science	2015-16	Yes	5				See above
California State Polytechnic University, Pomona	Science	2013-14	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	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 Polytechnic University, Pomona	Science	2015-16	No					
California State University, Bakersfield	Science	2013-14	Yes	1	Yes			
California State University, Bakersfield	Science	2014-15	Yes	1				
California State University, Bakersfield	Science	2015-16	Yes	1				
California State University, Channel Islands	Science	2013-14	Yes	0	Yes			Unsure the numbers are extremely low in science at this time
California State University, Channel Islands	Science	2014-15	Yes	2				
California State University, Channel Islands	Science	2015-16	Yes	2				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Chico	Science	2013-14	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	We fell one short of our goal. Steps to improve include increasing advisement and advertisement for the new programs. We hired a new dean of the college of natural sciences who supports science 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	Science	2014-15	Yes	4				We predict an increase in the demand for interns in areas of critical need.
California State University, Chico	Science	2015-16	Yes	4				We predict an increase in the demand for interns in areas of critical need.
California State University, Dominguez Hills	Science	2013-14	Yes	10	No			
California State University, Dominguez Hills	Science	2014-15	Yes	6				
California State University, Dominguez Hills	Science	2015-16	Yes	25				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, East Bay	Science	2013-14	Yes	10	No		There were 6 science interns in 2013-14.	With funding support by the CSU System's Math and Science Initiative, the College of Education and Allied Studies was able to enhance its partnership with the College of Science for the purpose of expanding the recruitment and outreach of prospective mathematics and science teachers. The following strategies were used: enhance recruitment materials in print and on the Internet, conduct more hands-on events, and increase partnerships with local pipeline organizations. An on-campus pipeline program for undergraduates who may consider teaching in mathematics or science was created entitled, Future Math and Science Teachers Scholars Program or FMSTSP. Participants who completed the FMSTSP program are guaranteed admissions into the university's teaching credential program provided that they have satisfied all admissions requirements. FMSTSP participants receive advising on credentialing matters, two quarterly events on math or science-related topics, field tri opportunities, and financial aid. Additionally, the college began discussions about its participation in the university's freshmen learning community concept known as "General Education (GE) Clusters". The GE Clusters are focused on themes in which students with related interests take courses with others of the same interest in their freshmen year. As a participant in the GE Cluster course offerings, the college is able to connect with more students.
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, East Bay	Science	2015-16	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Fresno	Science	2013-14	Yes	5	Yes	The program adds students through referrals from both current and former students, credential faculty, district personnel, and university supervisors.		
California State University, Fresno	Science	2014-15	Yes	5				
California State University, Fresno	Science	2015-16	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	2013-14	Yes	2	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 •Saturday Science program intended to recruit and train middle school science teachers •summer internships with local informal science centers The CSUF Single Subject Credential Program is evolving in ways that we hope will support many of the national and global changes that are currently taking place in education. We are working to include Common Core State Standards preparation in both the areas of English language arts (including social science, science, and technical subjects) and in mathematics. Additionally, we look towards including Next Generation Science Standards as they progress into final version form. Other changes include a gradual move towards the incorporation of the St. Cloud State University model of Co-Teaching now being implemented in some districts.	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 PRISE program pairs future science teachers with informal science education partners for summer internships. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a wide audience. Our websites and video attract large numbers of visitors and cost little to maintain. 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 began a to offer early field experiences for future math and science teachers to work as tutors in high-need middle school classrooms. It is called the Math/Science Ambassador program.	We saw a small decline in the number of science credentials due primarily to the effects of the economic recession on the job market for teachers in our local region.
California State University, Fullerton	Science	2014-15	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.

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	2015-16	Yes	2				We are hoping that our emphasis on the Common Core State Standards and Next Generation Science Standards as well as the new California ELD standards will attract district interest in our alternative program.
California State University, Long Beach	Science	2013-14	No		Not applicable			
California State University, Long Beach	Science	2014-15	Yes	2				We admitted 2 Science Interns in 2014-15.
California State University, Long Beach	Science	2015-16	Yes	5				
California State University, Los Angeles	Science	2013-14	Yes	1	No	No new students were admitted in 2013-2014; however, one current student completed the program.	A variety of activities including: online media and newsletter postings, campus information sessions, external/internal academic program fairs, and attendance at career fairs were used to recruit high quality candidates into shortage areas. Students are also contacted with reminders on application deadlines and upcoming starts via electronic correspondences. The CCOE website is constantly updated with updated information on programs and information sessions. A more comprehensive web inquiry form was integrated in November 2014 to assist in supporting prospective students.	The demand for intern credential candidates decreased during this time period due to workforce demands.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Los Angeles	Science	2014-15	No					Due to low enrollment and workforce demands, the intern pathway for single subject science was temporarily suspended. Faculty members plan to reinstate the intern pathway for single-subject in Science to commence Fall 2016 and coincide with the Cal State University, Los Angeles quarter to semester conversion.
California State University, Los Angeles	Science	2015-16	No					Due to low enrollment and workforce demands, the intern pathway for single subject science was temporarily suspended. Faculty members plan to reinstate the intern pathway for single-subject in Science to commence Fall 2016 and coincide with the Cal State University, Los Angeles quarter to semester conversion.
California State University, Monterey Bay	Science	2013-14	Yes	1	Yes	Recruitment fairs are held on campus and at other locations throughout the year. Potential applicants are informed of the need for Science teachers as Science continues to be a shortage area.	The possibility of adding an undergraduate credential track for secondary majors is a matter the Dean is pursuing at CSUMB. This would inform undergraduates about the field of teaching earlier in their collegiate career. Those who took the credential track would then have fewer courses to complete for a credential after graduation, giving them incentive to continue their education and complete the secondary credential.	
California State University, Monterey Bay	Science	2014-15	Yes	1				
California State University, Monterey Bay	Science	2015-16	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	2013-14	Yes	1	Yes	We do not set goals for recruiting math & science teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of changes to intern programs. Therefore school districts determine how many prospective teachers are eligible in each subject area and universities have no control over this.		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 and universities have no control over this.
California State University, Northridge	Science	2014-15	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 changes to intern programs. Therefore school districts determine how many prospective teachers are eligible in each subject area and universities have no control over this.
California State University, Northridge	Science	2015-16	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 changes to intern programs. Therefore school districts determine how many prospective teachers are eligible in each subject area and universities have no control over this.
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.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Sacramento	Science	2015-16	No					The College of Education does not currently offer a Multiple or Single Subject internship program in Science.
California State University, San Bernardino	Science	2013-14	Yes	10	Yes	We did meet our target for science teachers in Fall 2014 (combined traditional and alternative routes). 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 moved our timing of fieldwork/supervision courses to align with local school district calendars.	We did not meet our target for Fall 2013 for science teachers. We are continuing to improve our recruitment and marketing strategies. Starting Winter 2015, the College of Education now has an intern in the campus marketing department devoted to College of Education programs. 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 moved the 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	12				In Spring 2015 the College of Education sponsored an on-campus Job Fair at which all participating districts interviewed candidates in mathematics and science.
California State University, San Bernardino	Science	2015-16	Yes	12				
California State University, San Marcos	Science	2013-14	No					

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, San Marcos	Science	2014-15	No					
California State University, San Marcos	Science	2015-16	No					

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Stanislaus	Science	2013-14	Yes	1	Yes	Provide Scholarships/Stipends to Liberal Studies Majors, Multiple Subject Credential Candidates and K-6 teachers to supplement tuition/fees associated with completion of a Secondary Methods Course (requirement for adding on a Secondary FLGS Credential). Establish data base of prospective students; offer information sessions and disseminate through mailings and e-mailings, recruitment literature that highlights FLGS requirements and current and projected demand. Reimbursement of CSET and CBEST fees for Multiple Subject Credential Candidates and K-6 teachers pursuing a FLGS Credential. Encourage Single Subject Credential Candidates and Secondary Teachers to earn a FLGS credential through coordinated recruitment efforts. Provide preparation support and reimbursement of CSET fees. Hire, train and support STEM Majors, teacher candidates and prospective teacher candidates to serve as science tutors/coaches for SCOE/CSUS ARCHES Program and CSUS HiMAP STEM Program. Tutors/Coaches gain early field experience in teaching in classrooms, afterschool programs, Saturday Programs, and Summer Academies. Plan enrollment increases with the College of Education Dean, Teacher Education Program Chair and Single Subject Credential Program Coordinator. Coordinate recruitment efforts with Dean of College of Sciences, Science Department Chairs and Science Faculty to identify potential Science teachers. Establish data base of prospective students; disseminate through mailings and e-mailings, recruitment literature that highlights the current and projected demand for science teachers. Offer advising on credential program perquisite requirements, financial aid and examination support (CSET & CBEST preparation and		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.

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	2014-15	Yes	1				
California State University, Stanislaus	Science	2015-16	Yes	1				
CalState TEACH	Science	2013-14	No					
CalState TEACH	Science	2014-15	No					
CalState TEACH	Science	2015-16	No					
Chapman University	Science	2013-14	No					
Chapman University	Science	2014-15	No					
Claremont Graduate University	Science	2013-14	Yes	12	No			
Claremont Graduate University	Science	2014-15	Yes	10				
Claremont Graduate University	Science	2015-16	Yes	12				CGU received an NSF grant to recruit and train highly qualified STEM teachers. This should increase the number of math and science graduates in the program.
Dominican University of California	Science	2013-14	No		Not applicable			
Dominican University of California	Science	2014-15	No					

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
Dominican University of California	Science	2015-16	No					
Fortune School of Education (Project Pipeline)	Science	2013-14	Yes	3	Yes			At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
Fortune School of Education (Project Pipeline)	Science	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 California teaching credential while meeting California's demand for new teachers.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
Fortune School of Education (Project Pipeline)	Science	2015-16	Yes	3				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.
Fresno Pacific University	Science	2013-14	Yes	0	No			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	1				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	2015-16	Yes	2				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	2013-14	Yes	3	Yes			
High Tech High Communities	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:
High Tech High Communities	Science	2015-16	Yes	3				
Holy Names University	Science	2013-14	Yes	5	No	Continue partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force.	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. Continue to spread awareness of Teacher Apprentice Program, which includes shortage subject areas like science.	
Holy Names University	Science	2014-15	Yes	2				
Holy Names University	Science	2015-16	Yes	2				
Humboldt State University	Science	2013-14	No					
Humboldt State University	Science	2014-15	No					
Humboldt State University	Science	2015-16	No					
La Sierra University	Science	2013-14	No		Not applicable			
La Sierra University	Science	2014-15	Yes	2				
La Sierra University	Science	2015-16	Yes	2				
Los Angeles Unified School District	Science	2013-14	Yes	1	Yes	Informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information		Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area.

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:
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.
Los Angeles Unified School District	Science	2015-16	Yes	1				Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area.
Loyola Marymount University	Science	2013-14	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 for TFA partnerships.	N/A
Loyola Marymount University	Science	2014-15	Yes	15				N/A
Loyola Marymount University	Science	2015-16	Yes	15				N/A
Mount St. Mary's College	Science	2013-14	No		Not applicable			
Mount St. Mary's College	Science	2014-15	No					
Mount St. Mary's College	Science	2015-16	No					University Internship program is available if needed but not our program focus. The MSMU Intern Program is provided as a service for teacher-candidates who come to us having found an intern position in public schools. It is not the focus of our credential program, thus, we are most happy to work with interns but do not recruit as such.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
National Hispanic University	Science	2013-14	Yes	3	No		We did not meet our goal for the number of prospective teachers in science in 2013-2014. In attempting to meet this goal, several lessons were learned, including the following: We realized the importance of encouraging undergraduates to consider the field and pursue a teacher preparation program focusing in science. We recognized the need to continue collaborating with enrollment and recruitment to recruit candidates who may be interested in a teacher preparation program in science.	
National Hispanic University	Science	2014-15	No					We did not add prospective teachers in 2014-2015. After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National Hispanic University	Science	2015-16	No					After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National University	Science	2013-14	Yes	10	Yes			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				
National University	Science	2015-16	Yes	15				
Notre Dame de Namur University	Science	2013-14	No		Not applicable			
Notre Dame de Namur University	Science	2014-15	No					

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
Notre Dame de Namur University	Science	2015-16	No					
Orange County Office of Education	Science	2013-14	No		Not applicable			
Orange County Office of Education	Science	2014-15	No					
Orange County Office of Education	Science	2015-16	No					
Pacific Oaks College	Science	2013-14	No					
Pacific Oaks College	Science	2014-15	No					
Patten University	Science	2013-14	Yes	5	No	Advertised program by mailings to schools and districts. Information nights on campus and attended District fairs	Need additional resources and person to help with recruitment.	
Patten University	Science	2014-15	Yes	3				
Patten University	Science	2015-16	Yes	3				
Point Loma Nazarene University	Science	2013-14	Yes	1	Yes			
Point Loma Nazarene University	Science	2014-15	Yes	1				
Point Loma Nazarene University	Science	2015-16	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:
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 City Unified School District	Science	2015-16	No					Our Program is currently inactive.
San Diego State University	Science	2013-14	Yes	3	Yes			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	Yes	5				
San Diego State University	Science	2015-16	No					
San Francisco State University	Science	2013-14	No		Not applicable			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.
San Francisco State University	Science	2014-15	Yes	2				
San Francisco State University	Science	2015-16	Yes	2				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
San Joaquin County Office of Education - Project IMPACT	Science	2013-14	Yes	5	Yes			
San Joaquin County Office of Education - Project IMPACT	Science	2014-15	Yes	5				
San Joaquin County Office of Education - Project IMPACT	Science	2015-16	Yes	4				
San Jose State University	Science	2013-14	Yes	0	Yes			No goals are made for the intern program because interns are determined by the district needs.
San Jose State University	Science	2014-15	Yes	0				No goals are made for the intern program because interns are determined by the district needs.
San Jose State University	Science	2015-16	Yes	0				No goals are made for the intern program because interns are determined by the district needs.
Sonoma State University	Science	2013-14	Yes	54	No			See Traditional Program.
Sonoma State University	Science	2014-15	Yes	5				The majority go through the Traditional Program.
Sonoma State University	Science	2015-16	Yes	5				
St. Mary's College of California	Science	2013-14	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.

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:
St. Mary's College of California	Science	2014-15	No					
St. Mary's College of California	Science	2015-16	No					
Stanislaus County Office of Education	Science	2013-14	No					
Stanislaus County Office of Education	Science	2014-15	No					
Stanislaus County Office of Education	Science	2015-16	No					

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:
Touro University	Science	2013-14	Yes	5	Yes	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 EDU 781: Student Teaching and Seminar. Candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted content standards. Candidates identify the connections across major concepts and principles within science and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected sequence of instruction designed to provide students with opportunities to reinforce foundational skills and knowledge and to revisit concepts, principles and theories previously taught throughout the 7-12 grade levels. Thoroughly grounded to understand the Standards and what constitutes a balanced science program, single subject science candidates follow the Touro University Lesson Plan to design science instruction. Drawing on their subject matter competency upon entering the credential program, with the opportunity to observe exemplary science teachers for 60 hours during EDU 780: Orientation to Student Teaching and Seminar, and in depth curriculum and instruction courses in teaching their subject matter (EDU775 and EDU 777), candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in science (7-12). Candidates use their understanding of child and adolescent linguistic and cognitive	All science credential candidates need specific instruction in both life and physical science curriculum strategic along with instruction on incorporating literacy in the content area of science	
Touro University	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:
Touro University	Science	2015-16	Yes	10				
University of California, Berkeley	Science	2013-14	Yes	12	Yes	Recruitment, website information.	Given continuing budget constraints, we aimed for a slight increase - a combined (Math & Science) enrollment of 24, which was exceeded by 4. We enrolled 11 students in Math and 17 in Science, for a total of 28. It is difficult to achieve an even number of students split between Math and Science.	
University of California, Berkeley	Science	2014-15	Yes	13				
University of California, Berkeley	Science	2015-16	Yes	14				
University of California, Los Angeles	Science	2013-14	Yes	5	Yes	Through our partnership with Encorps, we recruited more science interns.		We work with EnCorps, Troops to Teachers, and other organizations to recruit retired STEM professionals to the classroom.
University of California, Los Angeles	Science	2014-15	Yes	5				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. We will be advertising more, attending conferences, and outreach through site visits to different schools.
University of California, Los Angeles	Science	2015-16	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:
University of California, Riverside	Science	2013-14	Yes	0	Yes	The Teacher Education Program has continued its cooperation with CalTeach, Science & Math Initiative (SMI), and has worked to increase scholarship opportunities for science students. Our Education 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 sessions for the Minor in Education and Teacher Education programs are now presented bi-monthly.	Our University of California CalTeach Science &	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.
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, Riverside	Science	2015-16	Yes	0				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	2013-14	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:
University of California, San Diego	Science	2014-15	Yes	3				
University of California, San Diego	Science	2015-16	Yes	3				
University of LaVerne	Science	2013-14	Yes	3	Yes			
University of LaVerne	Science	2014-15	Yes	3				
University of LaVerne	Science	2015-16	Yes	3				
University of Phoenix - CA	Science	2013-14	Yes	4	No		Science teacher needs awareness. Science resources available	
University of Phoenix - CA	Science	2014-15	Yes	4				
University of Phoenix - CA	Science	2015-16	Yes	4				
University of Redlands	Science	2013-14	No					
University of Redlands	Science	2014-15	No					
University of Redlands	Science	2015-16	No					
University of San Francisco	Science	2013-14	No					

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
University of San Francisco	Science	2014-15	Yes	2				The Special Education program does not prepare teachers in science. We plan to add 2 Single Subject non-traditional candidates. We continue 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.
University of San Francisco	Science	2015-16	Yes	2				
University of the Pacific	Science	2013-14	Yes	1	Yes	In our Traditional route report, we reported 4 candidates. We had one intern in 2013-14 in biology. We had one student teacher complete in biology in 2013-14.	We will continue to meet with faculty in science departments to help us to inform undergraduate students about our credential program. We also have a master's degree and credential program that begins in summer sessions, and we accept candidates with science backgrounds.	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	2				We have two interns in science fields during 2014-15. Our internship placements depend on area schools hiring a candidate for a paid position as the teacher of record.
University of the Pacific	Science	2015-16	Yes	3				We will continue to met with faculty in science departments to help us to inform undergraduate students about our credential program. The Master's degree and credential program continued to be advertised at our School of Education web site, and we partnerships with Aspire Public Charter Schools, and other groups.
Whittier College	Science	2013-14	No					Whittier College credential students all complete the traditional program and they only become alternative based if they are hired on an intern credential for the student teaching component. Consequently we do not have many intern teachers. This year we only had 3 Education Specialist interns.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
Whittier College	Science	2014-15	No					
Whittier College	Science	2015-16	Yes	1				

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	2013-14	Yes	50	No			Alliant's goal was 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 was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	SpecEd	2015-16	Yes	40				Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Azusa Pacific University	SpecEd	2013-14	Yes	3	Yes			
Azusa Pacific University	SpecEd	2014-15	Yes	3				
Azusa Pacific University	SpecEd	2015-16	Yes	3				
Bay Area School of Enterprise (REACH Institute)	SpecEd	2013-14	No					
Bay Area School of Enterprise (REACH Institute)	SpecEd	2014-15	No					
Bay Area School of Enterprise (REACH Institute)	SpecEd	2015-16	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	2013-14	Yes	40	Yes	Due to the existing state of the job market in education, we set a goal of 40 enrolled students, which we slightly exceeded. Although most areas of education continue to see declining or stable employment, opportunities for special education jobs continue to be available at a steady or slightly increasing rate. We continued partnerships with districts local to our Brandman campuses, re-signed agreements with districts, and involved personnel from local districts on our educational advisory committees. Through these committees, we could learn about needs districts had. Our goal is to translate the enrolled students into program completer in a timely manner.	We will continue working with program advisors to schedule students for program completion. We will also continue working with our clinical coordinators to find appropriate placements for students so they can finish their clinical work and file for their credentials.	
Brandman University	SpecEd	2014-15	Yes	40				We hope to add another 10 students over the 40 we had this year. Although this goal may seem low, the field of education is still in a state of flux from the recent budget crisis. Due to the economic crisis, retirements seem to be occurring at a slower pace than anticipated, resulting in fewer job openings. However, districts are beginning to report anticipated teacher shortages in upcoming years. However, this will take some time to translate into increased enrollments.
Brandman University	SpecEd	2015-16	Yes	40				
California Baptist University	SpecEd	2013-14	Yes	9	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.

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	5				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 Baptist University	SpecEd	2015-16	Yes	5				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	SpecEd	2013-14	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.	Strategies to recruit candidates in all Education Specialist programs is an on going priority.	
California Lutheran University	SpecEd	2014-15	Yes	40				See above
California Lutheran University	SpecEd	2015-16	Yes	40				

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	3	Yes	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.		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	7				Education Specialist goals increased as targeted candidates elected to change program route from traditional to intern.
California State Polytechnic University, Pomona	SpecEd	2015-16	Yes	6				
California State University, Bakersfield	SpecEd	2013-14	Yes	15	Yes			
California State University, Bakersfield	SpecEd	2014-15	Yes	15				
California State University, Bakersfield	SpecEd	2015-16	Yes	15				
California State University, Channel Islands	SpecEd	2013-14	Yes	4	Yes			We hope to maintain at least 3 Interns, we anticipate having many new students seeking a second credential

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Channel Islands	SpecEd	2014-15	Yes	4				
California State University, Channel Islands	SpecEd	2015-16	Yes	5				
California State University, Chico	SpecEd	2013-14	Yes	5	Yes	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. We secured a federal grant to recruit and retain special education candidates for the moderate to severe credential.	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. We did not meet the goal in this area because of the temporary admission hiatus for special education interns. This hiatus was due to program redesign resulting from a lack of external funding support. Admission to the program will begin in 2014-15, and we expect a rise in numbers.
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, Chico	SpecEd	2015-16	Yes	8				We expect an increase of a need for interns in the region.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Dominguez Hills	SpecEd	2013-14	Yes	20	No			Although SPE did not meet its goal of 20 students, 17 interns did complete the program and with the increase in employment opportunities increasing lately, we expect enrollment to increase, for example, 26 are currently enrolled (2014-15AY).
California State University, Dominguez Hills	SpecEd	2014-15	Yes	18				
California State University, Dominguez Hills	SpecEd	2015-16	Yes	28				
California State University, East Bay	SpecEd	2013-14	Yes	10	No			Candidates seeking initial certification in special education at this university must already possess a teaching credential or complete the initial certification in multiple subject teaching in conjunction with the special education credential. Therefore, initial certification in special education is not considered a Program Completer for Title II Reporting purposes.
California State University, East Bay	SpecEd	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, East Bay	SpecEd	2015-16	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Fresno	SpecEd	2013-14	Yes	5	Yes	Many special education teachers work as interns prior to completion of the credential program. The Kremen School has in the past had partner program preparation with Fresno Unified School District for 25 prospective teachers and would welcome this type of partnership if the district has the need.		
California State University, Fresno	SpecEd	2014-15	Yes	5				
California State University, Fresno	SpecEd	2015-16	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Fullerton	SpecEd	2013-14	Yes	9	Yes	•Student organizations for early childhood special education, autism, and general special education (Council for Exceptional Children) with collaboration from numerous departments across campus involve undergraduate students in workshops, webinars, community activities, and social groups to encourage interest and activism in the fields of early childhood special education, autism, and general special education. Students then have access to learning about the next steps for becoming an education specialist. •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). Key classes within the Communicative Disorders, Liberal Studies, and Child and Adolescent Studies majors are also visited and presented with recruitment materials and a presentation about becoming an education specialist. •Improved, user-friendly website which is constantly being reviewed for accessibility. •Coordinator-model of support where students meet the candidates at the admissions interview, follow up with emails and phone calls, advise the students throughout the program, and meet with them in fieldwork and intern seminars. •Pre-orientations held each semester as well as program overviews for candidates that have an interest in applying.	By following an organized tracking system with an assessment coordinator, students in each program are being coded correctly. This means that the program coordinators can monitor their progress throughout the program and support them along the way. Program coordinators also attend advisement sessions at the Center for Careers in Teaching to encourage undergraduates from diverse majors to consider early childhood special education. Several faculty presented at the Road to Teaching conference as well as the SCTA conference to recruit new special education candidates. The program will continue to respond to student inquiries in a timely manner, attend future teachers' events, and hold department events that allow prospective teachers to ask questions and spend time with faculty.	

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California State University, Fullerton	SpecEd	2014-15	Yes	10				
California State University, Fullerton	SpecEd	2015-16	Yes	25				
California State University, Long Beach	SpecEd	2013-14	Yes	9	Yes	Our program admitted Education Specialist Interns in response to district needs.		
California State University, Long Beach	SpecEd	2014-15	Yes	10				We admitted 7 Education specialist interns in 2014-15.
California State University, Long Beach	SpecEd	2015-16	Yes	10				
California State University, Los Angeles	SpecEd	2013-14	Yes	13	No	12 new students were admitted to the program.	A graduate-level student service professional was added to the staff in the Credential Advisement Center in 2013 and continues to support the outreach of special education intern candidates (alongside credential and faculty advisors). She has supported the recruitment of special education interns through career fairs, on campus orientation sessions, local district meetings, statewide intern meetings, and individual admissions sessions.	In 2013, California adopted a local control funding formula that has eliminated the fiscal 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				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 and cannot be reported here according to reporting guidelines.

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California State University, Los Angeles	SpecEd	2015-16	Yes	15				In 2013, California adopted a local control funding formula that has eliminated the fiscal support for alternative certification of special education teachers. Currently, this is the only active intern program at Cal State L.A. in the Charter College of Education.
California State University, Monterey Bay	SpecEd	2013-14	Yes	2	Yes	Recruitment fairs are held on campus and at other locations throughout the year. Potential applicants are informed of the need for Special Education teachers as Special Education continues to be a shortage area.	CSU Monterey Bay is in the process of adding an 18-month Masters and Credential program, combined. This program would be a great incentive to potential Special Education teachers.	
California State University, Monterey Bay	SpecEd	2014-15	Yes	2				
California State University, Monterey Bay	SpecEd	2015-16	Yes	2				
California State University, Northridge	SpecEd	2013-14	Yes	32	Yes			We do not set goals for recruiting education specialist teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for Interns as a result of recent changes to intern programs. Therefore school districts determine how many prospective teachers are eligible in each credential area.
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.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Northridge	SpecEd	2015-16	No					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	2013-14	Yes	10	Yes			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.
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, Sacramento	SpecEd	2015-16	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	2013-14	Yes	150	Yes	We did meet our target for Fall 2014 for Special Education teachers (combined traditional and alternative routes). 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.	We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. Starting Winter 2015, the College of Education now has an intern in the campus marketing department devoted to College of Education programs. We continue to work closely with the undergraduate Liberal Arts program to encourage their students to pursue a teaching credential at CSUSB. We continue to improve our partnerships with the local school districts we serve. The program has also focused on faculty recruitment, and increasing candidate diversity through expanded recruitment efforts.	

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California State University, San Bernardino	SpecEd	2014-15	Yes	150				
California State University, San Bernardino	SpecEd	2015-16	Yes	150				
California State University, San Marcos	SpecEd	2013-14	No					
California State University, San Marcos	SpecEd	2014-15	No					
California State University, San Marcos	SpecEd	2015-16	No					

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California State University, Stanislaus	SpecEd	2013-14	Yes	1	No		•Presented at the "student to teacher conference" at the CSU Stanislaus Campus, approximately 18 prospective students attended the workshop.	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. The ESCP at CSU Stanislaus offers students many pathways to serve students with special needs. Within the ESCP, students can choose one of the following pathways: •Seeking Education Specialist Credential with the emphasis on mild and moderate (M/M) disabilities •Seeking Education Specialist Credential with the emphasis on moderate and severe (M/S) disabilities •Seeking Education Specialist Credentials with the emphasis on both M/M and M/S disabilities •Seeking Education Specialist Credential with the emphasis on M/M disabilities and Multiple Subject Credential.
California State University, Stanislaus	SpecEd	2014-15	Yes	1				Recruitment efforts for ESCP include the following: •Conducted two information sessions at CSU Stanislaus (Turlock Campus) to recruit prospective candidates. Two prospective candidates attended these sessions. •Conducted two information sessions at CSU Stanislaus (Stockton Camus). Twelve prospective candidates attended these sessions. •Conducted two information sessions at Merced County Office of Education. Twenty-five prospective candidates attended these sessions. •Conducted two information sessions at Delta Junior College at Stockton, 30 prospective candidates attended these sessions.

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California State University, Stanislaus	SpecEd	2015-16	Yes	1				Continue with recruitment efforts listed for AY 2013-2014 and 2014-2015 and also include the following: • Create a "half-sheet" flyer for ESCP and will distribute the copies of the flyer around campus or to other local educational agencies. • Contact program chairs or program coordinators of the four ESCP feeder programs and offer to come to their senior seminar class for introduce ESCP. These four feeder programs are Departments of Liberal Studies, Psychology, Communication Studies, and Childhood Development Program.
CalState TEACH	SpecEd	2013-14	No					
CalState TEACH	SpecEd	2014-15	No					
CalState TEACH	SpecEd	2015-16	No					
Chapman University	SpecEd	2013-14	Yes	3	Yes	1. Monthly information sessions for prospective students include information about internships and the internship credential. 2. Flyers describing the internship program are available. 3. There are opportunities for students to observe in schools during fieldwork. 4. There is a window display outlining the internship credential requirements.	1. Personalized thank you emails from the Coordinator of Special Education sent to all prospective students within four days of attending the information sessions. 2. Current students attend the information sessions to provide a student-centered perspective. 3. Prospective students are given the opportunity to meet individually with the Coordinator of Special Education Programs. 4. On-going advising sessions occur with current students informing them of the internship credential and possibilities for internships. 5. Students are informed about continuous and on-going support given to them as interns by district personnel and also university supervisors.	
Chapman University	SpecEd	2014-15	Yes	3				

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Chapman University	SpecEd	2015-16	Yes	3				
Claremont Graduate University	SpecEd	2013-14	Yes	20	No			
Claremont Graduate University	SpecEd	2014-15	Yes	10				
Claremont Graduate University	SpecEd	2015-16	Yes	11				
Dominican University of California	SpecEd	2013-14	No		Not applicable			
Dominican University of California	SpecEd	2014-15	No					
Dominican University of California	SpecEd	2015-16	No					

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

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:
Fortune School of Education (Project Pipeline)	SpecEd	2014-15	Yes	5				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

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:
Fortune School of Education (Project Pipeline)	SpecEd	2015-16	Yes	5				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.
Fresno Pacific University	SpecEd	2013-14	Yes	20	No			
Fresno Pacific University	SpecEd	2014-15	Yes	15				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. The division has sought to secure a full time Special Education Site Director for the Merced Center.

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Fresno Pacific University	SpecEd	2015-16	Yes	15				The Special Education Division adequately prepares teacher candidates to serve as interns but has experienced low enrollment due to a variety of factors. Strategic initiatives and marketing have been implemented to target potential intern candidates.
High Tech High Communities	SpecEd	2013-14	Yes	2	Yes			
High Tech High Communities	SpecEd	2014-15	Yes	5				
High Tech High Communities	SpecEd	2015-16	Yes	5				
Holy Names University	SpecEd	2013-14	Yes	10	No	Continued collaboration with our Special Education Community Advisory Council. Collaborate with Teacher Apprentice Program to identify secondary candidates for dual certification.	Collaboration with our Admissions office to increase recruitment efforts. Emphasize Special Education as a shortage area during monthly university Information Sessions.	
Holy Names University	SpecEd	2014-15	Yes	5				
Holy Names University	SpecEd	2015-16	Yes	5				
Humboldt State University	SpecEd	2013-14	No		Not applicable			
Humboldt State University	SpecEd	2014-15	No					
Humboldt State University	SpecEd	2015-16	No					
La Sierra University	SpecEd	2013-14	No					

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La Sierra University	SpecEd	2014-15	No					
La Sierra University	SpecEd	2015-16	No					
Los Angeles Unified School District	SpecEd	2013-14	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. Additionally, many of our special education interns are teachers who already hold general education credentials and are not pursuing initial certification.
Los Angeles Unified School District	SpecEd	2014-15	Yes	10				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 who already hold general education credentials and are not pursuing initial certification.
Los Angeles Unified School District	SpecEd	2015-16	Yes	20				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 who already hold general education credentials and are not pursuing initial certification.
Loyola Marymount University	SpecEd	2013-14	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.	N/A
Loyola Marymount University	SpecEd	2014-15	Yes	17				N/A

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:
Loyola Marymount University	SpecEd	2015-16	Yes	17				N/A
Mount St. Mary's College	SpecEd	2013-14	Yes	1	Yes			
Mount St. Mary's College	SpecEd	2014-15	Yes	0				
Mount St. Mary's College	SpecEd	2015-16	Yes	0				
National Hispanic University	SpecEd	2013-14	Yes	10	Yes	We accomplished our goal for the number of prospective teachers in special education in 2013-2014. In meeting this goal, we realized several strategies which were important in achieving our target enrollment, including the following: The dual credential option provided an academic pathway for students that allowed them to pursue special education while also pursuing other credentialing interests. This dual credential option increased enrollment for the number of prospective teachers in special education. Students recognized the breadth of career opportunities available to them specific to the field special education, which also increased the number of special education teachers enrolled in the program.		
National Hispanic University	SpecEd	2014-15	Yes	0				We did not add prospective teachers in 2014-2015. After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.

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:
National Hispanic University	SpecEd	2015-16	No					After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National University	SpecEd	2013-14	Yes	35	Yes			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				
National University	SpecEd	2015-16	Yes	130				
Notre Dame de Namur University	SpecEd	2013-14	Yes	1	Yes			The ability of students to secure internships is based on market conditions, which cannot be predicted. We had more special education students enrolled than last year, but fewer who completed the program during the year.
Notre Dame de Namur University	SpecEd	2014-15	Yes	1				
Notre Dame de Namur University	SpecEd	2015-16	Yes	1				
Orange County Office of Education	SpecEd	2013-14	Yes	10	No			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					Our District Intern Program was placed on inactive status with the CTC as of July 30, 2014 due to low enrollment.
Orange County Office of Education	SpecEd	2015-16	No					
Pacific Oaks College	SpecEd	2013-14	Yes	1	No			Intern program has been suspended

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Pacific Oaks College	SpecEd	2014-15	No					
Pacific Oaks College	SpecEd	2015-16	No					Intern Program has been suspended
Patten University	SpecEd	2013-14	No					
Patten University	SpecEd	2014-15	No					
Patten University	SpecEd	2015-16	No					
Point Loma Nazarene University	SpecEd	2013-14	Yes	14	Yes			
Point Loma Nazarene University	SpecEd	2014-15	Yes	15				
Point Loma Nazarene University	SpecEd	2015-16	Yes	15				
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.
San Diego City Unified School District	SpecEd	2015-16	No					Our Program is currently inactive.

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San Diego State University	SpecEd	2013-14	Yes	10	Yes			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	Yes	14				
San Diego State University	SpecEd	2015-16	No					
San Francisco State University	SpecEd	2013-14	Yes	45	Yes			
San Francisco State University	SpecEd	2014-15	Yes	45				
San Francisco State University	SpecEd	2015-16	Yes	45				
San Joaquin County Office of Education - Project IMPACT	SpecEd	2013-14	Yes	10	Yes			
San Joaquin County Office of Education - Project IMPACT	SpecEd	2014-15	Yes	10				

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San Joaquin County Office of Education - Project IMPACT	SpecEd	2015-16	Yes	30				
San Jose State University	SpecEd	2013-14	Yes	30	Yes			Individuals are admitted to the traditional program and once they are offered employment, they apply to the Intern program. Interns are determined by district needs.
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. Interns are determined by district needs.
San Jose State University	SpecEd	2015-16	Yes	50				Individuals are admitted to the traditional program and once they are offered employment, they apply to the Intern program. Interns are determined by district needs.
Sonoma State University	SpecEd	2013-14	Yes	20	No			The majority through the Traditional Program.
Sonoma State University	SpecEd	2014-15	Yes	12				The majority through the Traditional Program.
Sonoma State University	SpecEd	2015-16	Yes	12				
St. Mary's College of California	SpecEd	2013-14	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	2014-15	No					
St. Mary's College of California	SpecEd	2015-16	No					

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Stanislaus County Office of Education	SpecEd	2013-14	Yes	15	Yes			
Stanislaus County Office of Education	SpecEd	2014-15	Yes	18				
Stanislaus County Office of Education	SpecEd	2015-16	No					
Touro University	SpecEd	2013-14	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 wide- range of courses that meet the needs of the Education Specialist candidate. Started in the Summer semester of 2013 Touro University California, 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 will meet the needs of the state and districts changing structures for the Special Educations programs.	
Touro University	SpecEd	2014-15	Yes	20				
Touro University	SpecEd	2015-16	Yes	20				
University of California, Berkeley	SpecEd	2013-14	No					
University of California, Berkeley	SpecEd	2014-15	No					
University of California, Berkeley	SpecEd	2015-16	No					

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University of California, Los Angeles	SpecEd	2013-14	Yes	15	Yes	Attended several district recruitment meetings, advertising in print and websites, and attending conferences.		
University of California, Los Angeles	SpecEd	2014-15	Yes	15				
University of California, Los Angeles	SpecEd	2015-16	Yes	20				

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University of California, Riverside	SpecEd	2013-14	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 Teacher Education Program continues working with our undergraduate advisers on campus to present information that might encourage candidates to apply UCR's Special Education Program. Recruitment and marketing efforts have also increased in the region.	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. 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 Education Specialist 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	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 3 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 program have a higher possibility of being hired as interns during the teacher credential program. The Teacher Education program has hired a new Assistant Director of Admissions, Accreditation Coordinator, 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 the local and regional community. The Teacher Education program continues to attend recruitment fairs throughout the state. Information sessions for the Minor in Education and Teacher Education programs now take place bi-monthly. Our new Assistant Director of Admissions continues to work with the Financial Aid Office to secure additional scholarships and grant opportunities for 2014-15 Education Specialist candidates.

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University of California, Riverside	SpecEd	2015-16	Yes	0				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 program have a higher possibility of being hired as interns during the teacher credential program. The Teacher Education program has hired a new Assistant Director of Admissions, Accreditation Coordinator, 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 the local and regional community. The Teacher Education program continues to attend recruitment fairs throughout the state. Information sessions for the Minor in Education and Teacher Education programs now take place bi-monthly. Our new Assistant Director of Admissions continues to work with the Financial Aid Office to secure additional scholarships and grant opportunities for 2014-15 Education Specialist candidates. 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

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University of California, San Diego	SpecEd	2013-14	No		Not applicable			
University of California, San Diego	SpecEd	2014-15	No					
University of California, San Diego	SpecEd	2015-16	No					
University of LaVerne	SpecEd	2013-14	Yes	8	No			
University of LaVerne	SpecEd	2014-15	Yes	8				
University of LaVerne	SpecEd	2015-16	Yes	6				
University of Phoenix - CA	SpecEd	2013-14	No		Not applicable			
University of Phoenix - CA	SpecEd	2014-15	No					
University of Phoenix - CA	SpecEd	2015-16	No					
University of Redlands	SpecEd	2013-14	Yes	5	Yes			
University of Redlands	SpecEd	2014-15	Yes	8				
University of Redlands	SpecEd	2015-16	Yes	10				

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University of San Francisco	SpecEd	2013-14	Yes	15	No	Thirteen candidates started the program, but only eleven teachers completed the program in 2013-2014. Out of the two candidates that did not finish in 2013-2014, one finished the program the following year. 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 pattern makes up our teaching spiral, which in turn leads to our candidates successfully completing the program.	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. Working with program graduates to engage them in helping with our recruiting efforts. And offering a one year pathway for those who already have a multiple subjects credential.	The deadline for passing CSET examination scores demonstrating subject matter competency was a gatekeeper that prohibited some admitted applicants from joining the program. These candidates decided that they did not want to risk not being able to pass the required exams over the summer, so they decided to defer.
University of San Francisco	SpecEd	2014-15	Yes	15				
University of San Francisco	SpecEd	2015-16	Yes	16				

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University of the Pacific	SpecEd	2013-14	Yes	7	Yes	We recommended four candidates who were interns for special education teaching assignments, and eight student teachers in special education, either for mild-moderate disabilities or moderate-severe disabilities.	We support undergraduate students to complete the Multiple Subject and Educational Specialist credential. Some complete requirements as graduate students in a master's degree program. Graduate level students may consider internship if all pre-internship and state test requirements are met.	
University of the Pacific	SpecEd	2014-15	Yes	8				With the traditional and alternative routes, we estimate that we could have eight candidates earning a special education credential in 2014-15. Some will also earn a Multiple Subject Credential. Some are completing credentials as undergraduates, and some as graduate students.
University of the Pacific	SpecEd	2015-16	Yes	8				We have new graduate students candidates in special education, who are interested in alternative routes to earning the Education Specialist credentials in California. We have been successful in attracting early childhood specialists and district paraprofessionals to earn a bachelor's degree and to continue here to earn a master's degree and special education credential.
Whittier College	SpecEd	2013-14	No					
Whittier College	SpecEd	2014-15	Yes	1				
Whittier College	SpecEd	2015-16	Yes	1				

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	2013-14	Yes	50	No			
Alliant International University	LEP	2014-15	Yes	40				Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	LEP	2015-16	Yes	40				Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Azusa Pacific University	LEP	2013-14	Yes	0	Yes	Our programs prepare candidates for the English Language Learners Authorization per CTC regulations		
Azusa Pacific University	LEP	2014-15	Yes	0				Our programs prepare candidates for the English Language Learners Authorization per CTC regulations
Azusa Pacific University	LEP	2015-16	Yes	0				Our programs prepare candidates for the English Language Learners Authorization per CTC regulations
Bay Area School of Enterprise (REACH Institute)	LEP	2013-14	Yes	44	Yes	All coursework in the Reach Intern Program includes content, assignments, and learning outcomes for supporting english language learners.		
Bay Area School of Enterprise (REACH Institute)	LEP	2014-15	Yes	45				All coursework in the Reach Intern Program include content, assignments, and learning outcomes for supporting english language learners.
Bay Area School of Enterprise (REACH Institute)	LEP	2015-16	Yes	40				All coursework in the Reach Intern Program include content, assignments, and learning outcomes for supporting english language learners.

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	2013-14	Yes	25	Yes	We continue to see an influx of candidates needing our English Language Learner certificate. We continued our outreach efforts through our Extended Education Department, online marketing, and local district meetings. These efforts resulted in candidates enrolling in this program.	We will continue to coordinate our outreach efforts with our extended education department and outreach coordinators to build awareness for this program.	
Brandman University	LEP	2014-15	Yes	25				
Brandman University	LEP	2015-16	Yes	50				
California Baptist University	LEP	2013-14	Yes	12	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.
California Baptist University	LEP	2014-15	Yes	10				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.

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California Baptist University	LEP	2015-16	Yes	10				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	2013-14	Yes	10	Yes	In keeping with the California teaching credential requirements, course work to teach limited English proficient students is embedded in the program. All of our candidates are qualified to teach English Learners.		
California Lutheran University	LEP	2014-15	Yes	40				See above
California Lutheran University	LEP	2015-16	Yes	40				See above
California State Polytechnic University, Pomona	LEP	2013-14	Yes	4	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	2014-15	Yes	13				Instruction in the teaching of Limited English Proficient (LEP) students is a state requirement in California for all credential candidates regardless of program.

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California State Polytechnic University, Pomona	LEP	2015-16	Yes	7				Instruction in the teaching of Limited English Proficient (LEP) students is a state requirement in California for all credential candidates regardless of program.
California State University, Bakersfield	LEP	2013-14	Yes	30	Yes			
California State University, Bakersfield	LEP	2014-15	Yes	30				
California State University, Bakersfield	LEP	2015-16	Yes	30				
California State University, Channel Islands	LEP	2013-14	Yes	3	Yes			We anticipate having a minimum of 3 Intern students
California State University, Channel Islands	LEP	2014-15	No					We are looking at the possibility of putting our Intern program on inactive status because of the lack of Intern applicants.
California State University, Channel Islands	LEP	2015-16	No					

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California State University, Chico	LEP	2013-14	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. 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. Interns also receive 70 pre-service hours of preparation to teach English learners.
California State University, Chico	LEP	2014-15	Yes	10				All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program. 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. Interns also receive 70 pre-service hours of preparation to teach English learners. As per state regulation beginning in 2014-15, once in their internship, they receive an additional 45 hours of supervision specific to meeting the needs of English Learners.
California State University, Chico	LEP	2015-16	Yes	10				All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program. 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. Interns also receive 70 pre-service hours of preparation to teach English learners. As per state regulation beginning in 2014-15, once in their internship, they receive an additional 45 hours of supervision specific to meeting the needs of English Learners.

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California State University, Dominguez Hills	LEP	2013-14	Yes	60	No			
California State University, Dominguez Hills	LEP	2014-15	Yes	20				
California State University, Dominguez Hills	LEP	2015-16	Yes	20				
California State University, East Bay	LEP	2013-14	Yes	35	Yes	Instruction of limited English proficient students is embedded into the multiple and single subject credential programs. Every Program Completer receives instruction.		
California State University, East Bay	LEP	2014-15	Yes	35				The new California Intern requirements will limit the number of interns in the field for our program.
California State University, East Bay	LEP	2015-16	Yes	35				
California State University, Fresno	LEP	2013-14	Yes	35	Yes			

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California State University, Fresno	LEP	2014-15	Yes	35				
California State University, Fresno	LEP	2015-16	Yes	40				
California State University, Fullerton	LEP	2013-14	Yes	9	Yes	Strategies used include the use of the California Teaching Performance Assessment (TPA) in single subject programs; 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. Alternative licensure candidates (interns) are required to complete English learner preparation coursework as prerequisite preparation to their participation in the Intern Program.	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	2014-15	Yes	10				All of our programs are English Learner certified.

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	2015-16	Yes	15				We are hoping that our emphasis on the Common Core State Standards in ELA and mathematics and the new California English Language Development standards will attract interest in our alternative program. Mathematics and Science continue to be subject areas which are difficult for districts to staff. Faculty have been trained in the new California ELD Standards and received the California ELD Standards. The Single Subject Credential Program uses a standardized lesson plan format that requires teacher candidates to discuss and explain the adaptations required for English Learners In EDSC 330 teacher candidates are introduced to a variety of literacy strategies that are appropriate for supporting the needs of English Learners In EDSC 410 students develop expertise in meeting the needs of ELs. All Teacher Candidates are required to complete California Teaching Performance Assessment documenting their ability to address the needs of English learners.
California State University, Long Beach	LEP	2013-14	No		Not applicable			
California State University, Long Beach	LEP	2014-15	No					
California State University, Long Beach	LEP	2015-16	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:
California State University, Los Angeles	LEP	2013-14	Yes	14	No	The only active intern pathway is in special education at this time. Preparation of teachers to provide limited English proficient students is embedded in all credential programs. 13 new alternative pathway students were admitted in special education for 2013-2014.	A graduate-level student service professional was added to the staff in the Credential Advisement Center in 2013 and continues to support the outreach of special education intern candidates to this day (alongside credential and faculty advisors). She has supported the recruitment of special education interns through career fairs, on campus orientation sessions, local district meetings, statewide intern meetings, and individual admissions sessions.	
California State University, Los Angeles	LEP	2014-15	Yes	15				A new Director of Student Services has been hired in the Credential Advisement Center in August 2014 to coordinate recruitment. This will increase the capacity of these outreach efforts.
California State University, Los Angeles	LEP	2015-16	Yes	15				A new Director of Student Services has been hired in the Credential Advisement Center in August 2014 to coordinate recruitment. This will increase the capacity of these outreach efforts.
California State University, Monterey Bay	LEP	2013-14	Yes	2	Yes			
California State University, Monterey Bay	LEP	2014-15	Yes	2				
California State University, Monterey Bay	LEP	2015-16	Yes	2				

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
California State University, Northridge	LEP	2013-14	No		Not applicable			
California State University, Northridge	LEP	2014-15	No					
California State University, Northridge	LEP	2015-16	No					
California State University, Sacramento	LEP	2013-14	Yes	10	Yes			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,	LEP	2015-16	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	2013-14	Yes	10	No	We did not meet the target for teachers in Instruction of Limited English Proficient Students for Fall 2013 or Fall 2014 (combined traditional and alternative routes). The program faculty have been working to revise this program. Starting Fall 2015, the program will only be offered when a cohort of 15 candidates (combined traditional and alternative routes) has been reached. Starting Fall 2015, the program will only be offered when a cohort of 15 candidates (combined traditional and alternative routes) has been reached.		Due to Common Core and combined English-learner and Language Arts standards, the need for bilingual teachers has declined in our service areas.

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 Bernardino	LEP	2014-15	Yes	15				Starting Fall 2015, the program will only be offered when a cohort of 15 candidates (combined traditional and alternative routes) has been reached. Due to Common Core and combined English-learner and Language Arts standards, the need for bilingual teachers has declined in our service
California State University, San Bernardino	LEP	2015-16	Yes	15				Starting Fall 2015, the program will only be offered when a cohort of 15 candidates (combined traditional and alternative routes) has been reached. Due to Common Core and combined English-learner and Language Arts standards, the need for bilingual teachers has declined in our service
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					
California State University, San Marcos	LEP	2015-16	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:
California State University, Stanislaus	LEP	2013-14	Yes	3	Yes	Scheduled group information sessions, classroom presentations, and one on one advising, for students interested in our MSCP, SSCP and ESCP. 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.	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.	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	1				Continue with scheduled group information sessions, classroom presentations, and one on one advising, for students interested in our MSCP, SSCP and ESCP. Creating Power Point Information Sessions to be available on our Credential Services website for all three credential programs allowing prospective students instant and convenient access to credential information and application process.
California State University, Stanislaus	LEP	2015-16	Yes	1				
CalState TEACH	LEP	2013-14	Yes	35	Yes			
CalState TEACH	LEP	2014-15	Yes	35				
CalState TEACH	LEP	2015-16	Yes	35				
Chapman University	LEP	2013-14	No					
Chapman University	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:
Claremont Graduate University	LEP	2013-14	Yes	40	No			
Claremont Graduate University	LEP	2014-15	Yes	30				
Claremont Graduate University	LEP	2015-16	Yes	32				
Dominican University of California	LEP	2013-14	Yes	5	Yes			
Dominican University of California	LEP	2014-15	Yes	5				
Dominican University of California	LEP	2015-16	Yes	5				

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Fortune School of Education (Project Pipeline)	LEP	2013-14	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 program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

Institution	Area	Academic Year	Did your program prepare teachers in 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:
Fortune School of Education (Project Pipeline)	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 program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

Institution	Area	Academic Year	Did your program prepare teachers in 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:
Fortune School of Education (Project Pipeline)	LEP	2015-16	Yes	30				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. All District Interns enrolled in the Fortune School of Education District Intern Program, no matter which subject area, receive training and instruction focused on limited English proficient students. They begin in Pre-Service with 30 hours of direct instruction and continue learning how to instruct limited English proficient students as it is embedded throughout the program. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.
Fresno Pacific University	LEP	2013-14	Yes	30	No			The English Learner Authorization is embedded in the general education teacher preparation as well as the preparation program for special education.

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:
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 2015-2016. During the Fall 2014 the Special Education and Teacher Education Divisions implemented new requirements to support Interns to teach students with limited English proficiency as described by the Williams Act.
Fresno Pacific University	LEP	2015-16	Yes	30				
High Tech High Communities	LEP	2013-14	Yes	25	Yes			
High Tech High Communities	LEP	2014-15	Yes	25				
High Tech High Communities	LEP	2015-16	Yes	20				
Holy Names University	LEP	2013-14	Yes	150	No	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	2014-15	Yes	20				
Holy Names University	LEP	2015-16	Yes	20				

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Humboldt State University	LEP	2013-14	No					
Humboldt State University	LEP	2014-15	Yes	1				The interns who are projected to complete the program in June, 2015, will be prepared in instruction of limited English proficient students.
Humboldt State University	LEP	2015-16	No					
La Sierra University	LEP	2013-14	No		Not applicable			
La Sierra University	LEP	2014-15	No					
La Sierra University	LEP	2015-16	No					
Los Angeles Unified School District	LEP	2013-14	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	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.
Los Angeles Unified School District	LEP	2015-16	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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Loyola Marymount University	LEP	2013-14	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.	N/A
Loyola Marymount University	LEP	2014-15	Yes	4				N/A
Loyola Marymount University	LEP	2015-16	Yes	4				N/A

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Mount St. Mary's College	LEP	2013-14	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.		We continue to implement our redesigned our program which adds an emphasis on Responsive and Inclusive Teaching. In 2013-14 we implemented our second cohort that now takes a foundation/prerequisite course in their first semester called: EDU 107/ 207: Teaching English Learners. Every candidate now in our program takes this course as a foundation and Interns are required to take this as part of their "preservice" requirements before they can subsume the full responsibilities of an intern working with English Learners. We also embed strategies for teaching English language learner's throughout our program. The objectives of EDU 107/207 are: • Candidates will learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. • Candidates will be introduced to pedagogical theories, principles, and practices for English Language Development leading to comprehensive literacy in English. • Candidates will learn how to effectively use materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English and make satisfactory academic progress. • Candidates will acquire knowledge about linguistic development, first and second language acquisition, and how first language literacy connects to second language development. • Candidates will demonstrate the ability to use a variety of assessment strategies to diagnose students' language abilities. • Candidates will become familiar with California's K-12 English Language Development Standards, and how they correlate with California's K-12 English Language Arts Standards. • Candidates will learn how cognitive, pedagogical, and individual factors affect students' language acquisition. The professional preparation courses build on this

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Mount St. Mary's College	LEP	2014-15	Yes	1				We will continue to regularly monitor teacher candidates' performance on California's Teaching Performance Expectation (TPE) 7: Teaching English learners throughout our coursework and on the California Teacher Performance Assessment (Cal-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. Since California recently amended their English Language Development standards for K-12 students, our students are now introduced to these new standards and taught how to plan for, teach, and assess student learning. These new standards are not fully in place in the K-12 schools in Los Angeles yet, but our students will graduate ready to meet the new requirements. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures learning about, planning for, teaching, making adaptations for and assessing English Language Learners.
Mount St. Mary's College	LEP	2015-16	Yes	1				University Internship program is available if needed but not our program focus.
National Hispanic University	LEP	2013-14	Yes	10	Yes	We required coursework specific to serving the needs of limited English proficient students of all students (Methods: Language Arts and Reading, Curriculum, and Instruction). We required the candidates to demonstrate their skills in practicum to assess their performance and ensure preparations. We incorporated observation and engagement in classroom strategies.		

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National Hispanic University	LEP	2014-15	Yes	0				We did not add prospective teachers in 2014-2015. After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National Hispanic University	LEP	2015-16	No					After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National University	LEP	2013-14	Yes	125	Yes			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				
National University	LEP	2015-16	Yes	140				
Notre Dame de Namur University	LEP	2013-14	Yes	0	Yes			Pedagogy for instruction of EL students is infused throughout our curriculum.
Notre Dame de Namur University	LEP	2014-15	Yes	0				
Notre Dame de Namur University	LEP	2015-16	Yes	0				

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Orange County Office of Education	LEP	2013-14	No		Not applicable			
Orange County Office of Education	LEP	2014-15	No					
Orange County Office of Education	LEP	2015-16	No					
Pacific Oaks College	LEP	2013-14	Yes	1	No			Intern program has been suspended
Pacific Oaks College	LEP	2014-15	No					
Pacific Oaks College	LEP	2015-16	No					
Patten University	LEP	2013-14	Yes	10	No	Held Information Nights on campus Sent mailings to schools and districts	Need additional resources and person to help with recruitment	
Patten University	LEP	2014-15	Yes	5				
Patten University	LEP	2015-16	Yes	5				
Point Loma Nazarene University	LEP	2013-14	Yes	14	Yes			
Point Loma Nazarene University	LEP	2014-15	Yes	15				
Point Loma Nazarene University	LEP	2015-16	Yes	15				

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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 City Unified School District	LEP	2015-16	No					Our Program is currently inactive.
San Diego State University	LEP	2013-14	Yes	28	Yes			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	Yes	35				
San Diego State University	LEP	2015-16	No					
San Francisco State University	LEP	2013-14	Yes	45	Yes			
San Francisco State University	LEP	2014-15	Yes	45				
San Francisco State University	LEP	2015-16	Yes	45				

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San Joaquin County Office of Education - Project IMPACT	LEP	2013-14	Yes	50	Yes			
San Joaquin County Office of Education - Project IMPACT	LEP	2014-15	Yes	50				
San Joaquin County Office of Education - Project IMPACT	LEP	2015-16	Yes	70				
San Jose State University	LEP	2013-14	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 and Multiple Subject intern program because interns are determined by the district needs. For the Special Education program individuals are admitted to the traditional program and once they are offered employment, they apply to the Intern program. Interns are determined by district needs.

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San Jose State University	LEP	2014-15	Yes	45				AAll 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 and Multiple Subject intern program because interns are determined by the district needs. For the Special Education program individuals are admitted to the traditional program and once they are offered employment, they apply to the Intern program. Interns are determined by district needs.
San Jose State University	LEP	2015-16	Yes	50				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 and Multiple Subject intern program because interns are determined by the district needs. For the Special Education program individuals are admitted to the traditional program and once they are offered employment, they apply to the Intern program. Interns are determined by district needs.
Sonoma State University	LEP	2013-14	Yes	20	No			The majority go through the Traditional Program.
Sonoma State University	LEP	2014-15	Yes	17				The majority go through the Traditional Program.
Sonoma State University	LEP	2015-16	Yes	17				

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St. Mary's College of California	LEP	2013-14	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	LEP	2014-15	No					
St. Mary's College of California	LEP	2015-16	No					
Stanislaus County Office of Education	LEP	2013-14	Yes	15	Yes			
Stanislaus County Office of Education	LEP	2014-15	Yes	18				
Stanislaus County Office of Education	LEP	2015-16	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	2013-14	Yes	30	Yes	In 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 support of English Learners; and candidates understand the local and school organizational structures and resources designed to meet English Learners students' needs.	Candidates have sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional programs for the effective teaching support of English Learners. Candidates record their observed lessons in the basic lesson format before discussing in seminar the local and school organizational structures and resources designed to meet English Learner students' needs. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a)English Language Development leading to comprehensive literacy in English; and (b) for development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English Learners, beginning in the introductory courses. EDU 770: Education Psychology & Classroom Management, EDU 771: Teaching Diverse Learners, and EDU 772 or EDU 773: Elementary/Secondary Literacy & Planning Instruction, candidates learn the pedagogical theories and principles of English Language Development. Candidates observe best practices in teaching English Learners while observing in local public school classrooms as a course requirement in EDU 780: Orientation to Student Teaching & Seminar. Additional grade appropriate and academic language specific to advanced curriculum is learned in the curriculum and instruction courses EDU 774 and EDU 776 (multiple subject) and EDU 777 and EDU 778 (single subject). Candidates learn how to teach advanced literacy skills, including academic language of the content areas in EDU 778 (multiple subject) and EDU 779 (single subject).	

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Touro University	LEP	2014-15	Yes	30				
Touro University	LEP	2015-16	Yes	30				
University of California, Berkeley	LEP	2013-14	Yes	64	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 64, which was exceeded by 6.	
University of California, Berkeley	LEP	2014-15	Yes	66				
University of California, Berkeley	LEP	2015-16	Yes	68				
University of California, Los Angeles	LEP	2013-14	Yes	30	Yes			Please note that all candidates in our teacher intern program are trained to work with limited English proficient students.
University of California, Los Angeles	LEP	2014-15	Yes	35				
University of California, Los Angeles	LEP	2015-16	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	2013-14	Yes	0	Yes	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 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 the local and regional communities. In Fall 2013, the Graduate School of Education commenced new recruitment strategies and continues to attend recruitment fairs throughout the State. Information session for the Minor in Education and Teacher Education programs now take place 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 2013-14 candidates across all credential programs. 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. The Teacher Education program has increased its

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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 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.

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University of California, Riverside	LEP	2015-16	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 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	LEP	2013-14	Yes	0	Yes			
University of California, San Diego	LEP	2014-15	Yes	0				
University of California, San Diego	LEP	2015-16	Yes	0				
University of LaVerne	LEP	2013-14	No					
University of LaVerne	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 LaVerne	LEP	2015-16	No					
University of Phoenix - CA	LEP	2013-14	No		Not applicable			
University of Phoenix - CA	LEP	2014-15	No					
University of Phoenix - CA	LEP	2015-16	No					
University of Redlands	LEP	2013-14	No					
University of Redlands	LEP	2014-15	No					
University of Redlands	LEP	2015-16	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	2013-14	Yes	15	No	Thirteen candidates started the Special Education program but only eleven teachers completed the program in 2012-2013. Two Single Subject teachers completed the program. 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 45 hours of instruction focused on teaching English Language learners) prior to candidates assuming their role as interns/teacher of record in the classroom and ongoing coursework. Each year interns receive 144 hours of general support and supervision and 45 hours of EL specific support (if candidate does not already hold EL Authorization). This support is provided through university and district collaboration. Thus in all our recruiting and admissions materials, meetings, and contact with potential candidates, we emphasize this requirement and expectation.	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 students in terms of knowledge and skills (including the requirements related to teaching the full range of English Language Learners), California Commission on Teacher Credentialing (CTC) requirements for recommendation for a credential, and specific information about our credential program: requirements for admission, an in-depth overview of the program sequence and courses, requirements for program completion and credential recommendation. Faculty and staff also meet with potential candidates 1:1 if they cannot attend one of the Information Meetings. Additional recruiting is done through regularly advertised online chats. We recognize our need to increase our recruiting efforts in reaching out to community agencies in order to attract more diverse candidates. In recruiting candidates into our Special Education Intern Program, we strongly emphasize the program schedule and the requirements candidates must meet prior to assuming their role of teacher of record in a classroom. This includes the 160 hours of pre-service coursework that includes intensive instruction in learning to plan lessons using the Sheltered Instruction Observation Protocol (SIOP) method to plan lessons. Additional coursework includes Early Literacy, Math and Science, and education practices specific for learning specialist, all of which	

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University of San Francisco	LEP	2014-15	Yes	25				We plan to add 15 Special Education teacher candidates and 10 Multiple Subject/Single Subject non-traditional candidates.
University of San Francisco	LEP	2015-16	Yes	26				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. We plan to add 16 Special Education Credential candidates and 10 Multiple Subject/Single Subject non-traditional candidates.
University of the Pacific	LEP	2013-14	Yes	12	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 the multiple subject, single subject and education specialist 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 require revision or more attention in our program and courses for future candidates.	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.
University of the Pacific	LEP	2014-15	Yes	8				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. The number of prospective teacher is a number of interns (alternative route).

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions, and explanations below:
University of the Pacific	LEP	2015-16	Yes	8				At this time, we can not project how many interns we will have 2015-16; however, we provide instruction of limited English proficient students for all candidates, including those who are qualified by completing pre-internship requirements, state examination requirements, hold the bachelor's degree, and are hired by a district for internship
Whittier College	LEP	2013-14	No					
Whittier College	LEP	2014-15	Yes	2				
Whittier College	LEP	2015-16	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 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, as applicable.
Alliant International University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Bay Area School of Enterprise (REACH 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
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	not applicable	Yes	Yes	Yes	Yes
Chapman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fortune School of Education (Project Pipeline)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
High Tech High Communities	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation is closely linked with the needs of 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, as applicable.
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	No
Orange County Office of Education	Yes	Yes	Yes	No	No	No	No
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Patten University	Yes	Yes	not applicable	Yes	Yes	Yes	Yes
Point Loma Nazarene University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Diego City Unified School District	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Francisco State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San 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 apply content learned in the classroom in diverse settings. 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 CAEP (formerly 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. At the twice-yearly meetings, input from committee members is generated regarding community and district needs. This information informs program development and offerings for each campus, and for the university as a whole. For example, from the advisory boards, we learned that local districts were desiring programs for the autism authorization and early childhood special education. Programs were written to meet this need. Many of the instructors in the education program are practitioners in local school districts who help candidates explore the instructional decisions they may face in the classroom. Candidates participate in fieldwork experiences and student teach in local school districts so they are able to examine instructional issues while participating in these field-based experiences. Each campus also participates in local education advisory boards as well as various outreach efforts such as teacher job fairs, college and career fairs, BTSA advisory boards, Chambers of commerce education advisory committees, and other district committees. From these meetings, we learn what needs districts and the local communities have. All credential candidates, general education and special education, take coursework that prepares them to teach in the core academic subjects. In addition, all credential candidates receive training in providing instruction for children with disabilities. Candidates take EDUU 511 Collaboration for Inclusive Schools which prepares candidates to address the needs of students with disabilities. The course addresses disabilities, strategies for working with students and with families as well as the legal aspects of special education. The course involves extensive fieldwork. Core content courses also incorporate strategies for universal access as a part of lesson and unit planning. Strategies for meeting the needs of limited English proficient students are embedded into all credential courses. Candidates work one-on-one with an English learner in their literacy courses to gain experience assessing student performance and developing appropriate instructional interventions based on student need.
California Baptist University	Once per semester each program holds an advisory meeting. 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 assignments in methods courses based on the guidance and suggestions of the advisory committee.
California Lutheran University	The Department of Learning and Teaching emphasizes purposeful placements of our candidates. This includes four professional development school (PDS) partnerships. All placement sites are specifically selected to afford rich experiences with diverse student population, strong collaborative school culture and supportive administrative and teacher leadership. Additionally many of our cooperating teachers serve as adjunct faculty members and evaluators for the Teacher Performance Assessments (TPAs).
California State Polytechnic	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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
University, Pomona	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 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 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, which 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 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 name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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, direct supervision (fieldwork site supervision/observations/feedback), and school-site support to interns who are considered teachers of record. The CCOE has also integrated e-supervision and monitoring in 2013. This initiative was integrated college wide with proper support provided, including assistance with online applications, multimedia use, and distance assessments by supervisors.
California State University, Monterey Bay	Compliance with the above assurances is met by State and National accreditations.
California State University, Northridge	All teacher preparation programs at CSUN are designed to meet state standards. CSUN candidates have a broad range of experiences in the areas above. Additionally faculty are recognized leaders in the field.
California State University, Sacramento	The needs of local educational agencies and schools (in particular, urban schools serving low-income, culturally and linguistically diverse students) are identified and communicated to Sacramento State, College of Education through regular meetings of the Capital Region Teacher Preparation Network, which is a formally sanctioned collaborative organization governed by a signed Memorandum of Understanding. Participating Network members include all area school districts, county offices and universities; we all agree to: share Network activities, staff development, and learning throughout local programs; share program information such as written criteria, roles and responsibilities, selection process, etc. to assure alignment; share knowledge and understanding of credential requirements as well as professional development practices for teacher preparation for the preliminary and professional credentials; examine content delivery systems and alternatives to satisfy teacher candidate and participating teacher professional growth and development; participate in mutual program evaluation and sharing of data to provide for continuous program improvement and enhancement and share program information in order to develop a clear understanding of each agency's program and client expectation. In order to meet other assurances listed above, all special education credential students enroll in individual methodology courses (2 unit lecture; 1 unit field experience) in each core academic area. All general education students are required to successfully complete a course that addresses special needs students and a course that addresses the needs of limited English proficient students, in addition to having the knowledge, skills and dispositions necessary for working with special needs students and limited English proficient students embedded in all methodology courses, field experiences and student teaching evaluation assessments.
California State University, San Bernardino	NOTE: training to provide instruction to children from low-income families and how to effectively teach in urban and rural schools is not specifically covered in course curriculum; however, supervision experiences in our diverse and vast service area addresses these issues. Additionally, these issues may also be addressed through coursework. 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. Additionally, we have also adopted AVID strategies and are incorporating these techniques in program curriculum. To date, feedback from district partners has been positive regarding the addition of AVID.
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	Continue 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.
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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching English Learners and special populations in a general education classroom in a spiraling, reiterative curriculum. Their readings in Echevarria and Graves (Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities), Herrell and Jordan (Fifty Strategies for Teaching English Language Learners) and Lewis and Doorlag (Teaching Special Students in General Education Classrooms) and thirteen electronic IRIS modules (http://iris.peabody.vanderbilt.edu/index.html)containing print materials, streaming video, and activities form the foundation of their understandings. The focus of these studies is three-fold: 1) to promote the concept that educating English Learners and special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for English Learners and special populations in the general classroom. The importance of students' family and cultural backgrounds is emphasized throughout the program and specifically explored in a number of activities. As candidates begin to look at learner characteristics to guide instruction, they complete an IRIS module focused on culturally responsive teaching, linguistic needs that can affect instruction, and supportive ways to encourage family members and the community to become more involved in school matters. To understand the impact of poverty on schooling and the nature of urban and rural schools, several activities engage candidates in an exploration of the community so they understand the context in which their students live and can make connections between their backgrounds and the curriculum. Candidates also explore strategies such as oral history as ways to engage and validate the experiences and expertise families can contribute to effective instruction.
Chapman University	All teachers take specially designed courses in the areas of providing instruction to students with disabilities including a 15 hour fieldwork component in low income and urban schools. Similarly, they take specially designed course focused on students with limited English proficiency including a 15 hour fieldwork component in low income and urban schools. In addition we have recently added a new course to the preparation of special educators addressing instruction in state approved core academic standards. Further, an emphasis on working with English language learners and students with disabilities is a persistent theme in all courses for elementary, secondary and special educators.
Claremont Graduate University	We work closely with our advisory council to ensure our program meets the needs of our surrounding districts. We have significantly increased our enrollment numbers in mathematics and special education through targeted fellowships to meet surrounding needs. We have been less successful recruiting additional science candidates and have recently submitted two NSF grants to target and recruit more science candidates through larger fellowships and stipends. The CGU TEIP has been preparing all candidates to work with low-income, diverse populations, including English Learners since 1992. Not only do we equip our candidates with successful research-based strategies, we also help them develop positive attitudes relating to students' potential and their own ability, as teachers, to impact student performance. Our graduates know that if they work hard, plan instruction based on student needs, and use performance data to modify their instruction, they can make a difference in each student's life. As a close-knit cohort program, our general education and education specialist candidates take methods courses side by side. This strengthens the general education candidates' exposure to strategies utilized to work with students with special needs as well as education specialist candidates' ability to provide strong core content instruction. We have also increased content coverage and content specific pedagogy in all 3 core phases of the program, Pre-Intern, Intern, and Post-Internship. Most recently, we replaced a more general educational theory course (Teaching/Learning Process IV) with an advanced content and pedagogy course. As the final credential course taken in the program, our intent was to focus on learning theory as it specifically relates to each core content area. For example, our advanced content and pedagogy course in science will be co-taught by Claremont Colleges STEM and Education faculty to help students reflect on their pedagogical practice in light of content specific learning theory, their previous years internship teaching, and their own analysis of their strengths and weaknesses based on the California Teaching Performance Expectations. We have several successful strategies to ensure our candidates are well prepared to address the needs of their students. Candidates complete a modified ethnographic narrative project throughout their program to examine how differentiated instruction for struggling learners, based on knowing students academic and personal history, can make a difference in academic achievement. This project significantly impacts candidates' attitudes and academic expectations for diverse learners. Candidates are required to select five students to study in their first year of teaching including at least one EL student and one student with special needs. They analyze the students' academic background, interview the students, interview the parents, and then implement modified instructional plans to increase academic achievement. Results are analyzed in the final semester of teaching and the experience is reflected upon as it impacts their own philosophy of teaching. All candidates also take ED314: Differentiated Instruction for Meeting the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups, English learners and students with special needs.
Dominican University of California	The School of Education and Counseling Psychology uses assessment data and the California Commission on Teacher Credentialing (CCTC) accreditation process to measure success. The primary assessment data come from two sources. The first is the Teacher Performance Assessment data. Data from Teacher Performance Assessment and the related Teacher Performance Expectations (TPE's) are obtained and analyzed for program strengths and weaknesses. Making adaptations was identified for the most recent review based on assessment data. As a result, the lesson plan format used by teacher candidates was changed to include specific sections on second language learning and children with special needs. The result was a higher score by teacher candidates on their TPA tasks related to this topic. In addition, the School of Education has joined a number of private universities and colleges using the Center for Teacher Quality (CTQ) to gather information about the program from Dominican credential completers. When compared to our peer institutions, these data have confirmed that we are doing a good job in preparing candidates to work with students of diverse family backgrounds both sociologically and economically including ESL and students with special needs. The percent of credential completers hired within one year of completion exceeds the percent of the other private universities using the Center for Teacher Quality data. The Committee on Accreditation Board of Institutional Reviewers commended our Blended Liberal Studies Program for the strong connection between the students' core academic subjects and the liberal studies seminars in relating content and pedagogy. In addition, the Ukiah program was supported by the Board of Institutional Reviewers for its quality and commitment to meeting the needs of rural schools in Mendocino and Lake Counties. Dominican completers are in demand for teaching positions. One-third of all new first and second year teachers in Marin County are Dominican credential completers.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
Fortune School of Education (Project Pipline)	Fortune School of Education provides an intense 160 hour Pre-Service Program prior to candidates being eligible for the district intern credential. This Pre-Service is designed to prepare teachers for assignments in hard-to-staff schools. The majority of the school districts and charter schools where our interns are hired are considered high-poverty, high-minority schools. As a part of our school vision, we are training our candidates to meet the challenges of urban schools and developing students to their fullest potential. We begin this professional development in our Pre-Service program with courses in classroom management, teaching special populations of students, reading instruction, and teaching English language learners. These topics are continued throughout the teacher education program along with effective curriculum and instruction training appropriate for new teachers.
Fresno Pacific University	Exemplary strategies: Special education candidates are prepared to meet core academic subjects through their Curriculum & Technology course. Four Curriculum & Technology courses are offered, each credential specific. In addition, special education candidates must successfully complete three general education courses in the core academic areas, Language & Literature 1, Language and Literature 2, and Mathematics. Special education candidates are also exposed to and receive mentoring in a variety of urban and rural school settings. Through initial observations, initial student teaching, and final practicum placements, candidates are provided mentoring and guidance in addressing the unique needs of students in urban and rural settings.
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. 6. Developed online English Learner (EL) course to extend instruction on how to support these types of students.
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. One full-time supervisor is 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. 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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.
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	All lesson plans required in methods courses ask students to differentiate for English learners, special needs, and GATE students. - All general education candidates must complete a course on inclusion. - Special education candidates demonstrate understanding and skill with incorporation of core academic subject areas throughout three of the required special education courses. - NHU special education candidates are required to demonstrate preparedness of core subjects through a required university designed performance assessment. - 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,

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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
Education - Project IMPACT	
San Jose State University	Candidates in the Single and Multiple Subject programs take coursework in Special Education, taught by our Special Education Faculty. In the Single Subject program 98% of candidates spend one or both semesters of student teaching in schools characterized by economic, linguistic and/or racial ethnic diversity partnerships in high need districts.
Sonoma State University	Elementary/Multiple Subjects: The program addresses the needs of all students. Special populations of students and their needs are addressed throughout the program. Specifically, the needs of limited English proficient students are met through the course EDMS 411: Teaching Second Language Learners and in EDMS 470: Multicultural Pedagogy. In addition, EDMS 463: Reading for Young Students and EDMS 464: Teaching Reading to the Older and Struggling Students, include strategies for limited English proficient students. In the field component of the program student populations reflect the growing need for teaching skills addressing the needs of children from low-income families. Courses and supervision are designed to meet the needs of students who qualify under special education guidelines, learners of English, or those who are low-income. The multiple subject field 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.
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.
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.
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 Graduate School of Education programs candidates 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	EDU 778 (Advanced Elementary Literacy Instruction). To support the disposition and ability of Education Specialist/Mild-Moderate and Moderate Severe Preliminary candidates are taught 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 Graduate School of Education teacher preparation programs completely integrates field experiences into every course and blurs the arbitrary boundary between coursework and fieldwork, between theory and practice. Fieldwork requirements are tied into course assignments which are designed to be skill building activities that take place in the candidate's intern/student teaching placement. For example, in SEPS 791 (Positive Behavior Supports), the candidate completes a Data Collection Project, a Functional Analysis Project, and a Behavior Intervention Project where the skill development is developmental (e.g., students learn how to observe a challenging behavior, then how to complete a functional analysis, and then how to implement a positive behavior plan based upon the data collected). The importance of early and authentic field experiences cannot be overemphasized in Touro University - California Graduate School of Education preparation program design; it is a defining characteristic of the program. As Yost, Sentner and Forlenza-Bailey (2000) suggest, fieldwork must be construed as more than simply the opportunity for candidates to apply what they have learned in their coursework. The field experiences must be accompanied by candidates' analyses of their own belief structures, most of which were formed and persist in a culture of traditional teaching practices. It can be difficult to break familiar patterns, embedded notion and conventions and the most deeply imbedded influences on teaching practice stem from earlier experiences as learners. Touro University – California's Graduate School of Education has a vision to change the culture of schools by changing the practice of the teachers who work within those schools so that historically under served students, including students identified for special education services, have full and equal access to education opportunities. Field experiences tied into course assignments and are designed to give candidates the opportunity to uncover hidden assumptions and, with deliberation, begin making teaching decisions that are data driven and in becoming proactive rather than reactive teachers. Assignments are designed to be skill building and able to be implemented in the intern/student teaching placement of the candidate. Each of the courses includes dedicated time for the discussion and analysis of assignments completed as part of the field experiences, and candidates have ample time to reflect on personal understanding resulting from their clinical experiences. Candidates are supported through their field experiences by the guidance of their instructors(s), their supervisor, and the Program Chair. Starting the Summer Semester 2013, Touro University California's Graduate School of Education has started a new dual-teacher credential program that allows students to obtain an Education Specialist and Multiple Subject or Single Subject Credential simultaneously. These four (4) unique credential options will allow the students to be prepared for the needs of education in the 21st century. The program's course scope and sequence are designed to support student success and the development of dynamic teachers. Additionally, Touro University is one of the few local universities which offers the Education Specialist Moderate/Severe credential. A student who completes the dual-credential program will be able to pursue many employment opportunities and be very a strong candidate for a variety of teaching positions. Each dual credential program is a total of 46 semester units and provides students with two teaching credentials. Students can complete program as either a student teacher or as an IHE Intern. NEW DUAL CREDENTIAL PROGRAMS: Dual Credential Program: Multiple Subjects and Education Specialist Mild/Moderate Dual Credential Program: Single Subjects and Education Specialist Mild/Moderate Dual Credential Programs: Single Subjects and Education Specialist Moderate/Severe Dual Credential Programs: Multiple Subject and Education Specialist Moderate/Severe
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 Troops to Teachers, LAUSD, 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 educators throughout the state who are prepared to teach urban and rural low-performance schools. With this goal at the forefront of our program philosophy, our general education and special education teacher preparation curriculum is blended with a few content area specializations specific to multiple subject, single subject, and special education. It is our belief that all teachers are special education teachers in that many students do not have the benefit of receiving special services due to lack of resources. Further, our programs emphasize differentiated instruction, culturally-inclusive positive behavior support, and teacher advocacy.
University of California, Riverside	UC Riverside 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	the edTPA and/or 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 and Mild/Moderate Preliminary Credential program integrates the above assurances throughout all courses
University of San Francisco	Our program has always worked closely with local school districts to establish a rapport by discussing the needs for appropriate special education teachers in various types of classes and grade levels. When we recruit new candidates, we learn about their backgrounds, prior experiences, and preferences for grade levels and types and levels of disabilities they wish to teach. We then try to match candidates with the most appropriate jobs. When interns are not meeting the expectations of the job, we provide extra support through supervision and one-on-one instruction in the schools or help move the interns to more appropriate positions. We provide over 160 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 45 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. This plan was approved. During 2014-15, intern candidates receive additional hours of mentoring from university supervisors and district supervisors.
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 organizations?**	**If Yes, please Specify**	**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**
Alliant International University	Yes	Yes			Yes	WASC	No
Azusa Pacific University	Yes	Yes	Yes				No
Bay Area School of Enterprise (REACH Institute)	Yes	Yes					No
Brandman University	Yes	Yes			Yes	We continue to be CTC accredited and are also seeking national 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	CCTC	No
California State University, Bakersfield	Yes	Yes	Yes				No
California State University, Channel Islands	Yes	Yes					No
California State University, Chico	Yes	Yes	Yes				No
California State University, Dominguez Hills	Yes	Yes	Yes		Yes	CAEP	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 Commissio	No
California State University, San Bernardino	Yes	Yes	Yes				No
California State University, San Marcos	Yes	Yes	Yes				No
California State University, Stanislaus	Yes	Yes	Yes				No
CalState TEACH	Yes	Yes					No
Chapman University	Yes	Yes		Yes			No
Claremont Graduate University	Yes	Yes					No
Dominican University of California	Yes	Yes					No
Fortune School of Education (Project Pipeline)	Yes	Yes			Yes	California Commissio	No
Fresno Pacific University	Yes	Yes			Yes	Western Association	No
High Tech High Communities	Yes	Yes					No

Institution	Is your teacher preparation program currently approved or accredited?	Accredited by State?	Accredited by NCATE?	Accredited by TEAC?	Accredited by Other organizations?	If Yes, please Specify	Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
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		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
Point Loma Nazarene University	Yes	Yes	Yes				No
San Diego City Unified School District	Yes	Yes					No
San Diego State University	Yes	Yes	Yes				No
San Francisco State University	Yes	Yes			Yes	WASC	No
San 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.

Institution	Does your program prepare teachers to: integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning
Alliant International University	Yes	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes
Bay Area School of Enterprise (REACH Institute)	Yes	Yes	Yes	Yes
Brandman University	Yes	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	Yes	Yes	Yes	Yes
California State University, East Bay	Yes	Yes	Yes	Yes
California State University, Fresno	Yes	Yes	Yes	Yes
California State University, Fullerton	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes
California State University, Monterey Bay	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Yes	Yes
Chapman University	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes
Fortune School of Education (Project Pipeline)	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes
High Tech High Communities	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes
La Sierra University	Yes	Yes	Yes	Yes
Los Angeles Unified School District	Yes	Yes	Yes	Yes

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Loyola Marymount University	Yes	Yes	Yes	Yes
Mount St. Mary's College	Yes	Yes	Yes	Yes
National Hispanic University	Yes	Yes	Yes	Yes
National University	Yes	Yes	Yes	Yes
Notre Dame de Namur University	Yes	Yes	Yes	Yes
Orange County Office of Education	Yes	Yes	Yes	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes
Patten University	Yes	Yes	Yes	Yes
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 ;earning management system, 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 threaded discussions, wikis, blogs, voice boards, videoconferencing and online tutorials.
California Baptist University	All alternative certificate candidates are required to successfully complete ETC 305: Educational Computing Level I and ETC 520: Educational Computing Level II. Course syllabi include the following: Integrating Technology Candidates are prepared to integrate the following technologies into curricula and instruction: - Cameras (e.g., digital, video, and document) - Operating system software (i.e., Windows, Mac OS, Linux) - Applications software (i.e., word processing, spreadsheets, database management, presentation software) - 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: - 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. 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

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.
	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 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	Teacher Education: 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. Special Education: UDL and technology competencies are integrated throughout the special education program. In addition, all SPED credential candidates are required to complete EDSP 415 (Technology for Educational Specialists). In EDSP 415, candidates should demonstrate UDL principles and strategies along with appropriate technology assessment procedures. The course addresses both instructional and assistive technology that assists students with disabilities to enhance their learning and access to general education curriculum. As a course requirement, candidates are required to develop a lesson plan that is embedded UDL principles and appropriate technology tools. In addition, candidates complete behavioral and academic intervention plans in EDSP 505 (Positive Behavior Support) and EDSP 545/632 (instructional strategies in M/M or M/S) courses. Candidates use variety of programs or apps to collect, manage, and analyze data to complete the assignments. For example, they use classdojo to collect data and MS Excel to manage and chart students' progress.
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 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, swivl cams and document cameras. •Course syllabi include methods of

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	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.
California State University, Dominguez Hills	Candidates are required to meet basic requirements for technology proficiency through coursework. For example, in their methods coursework, they learn how to infuse technology into their lessons. In addition, they learn where to find data on state, district, and school-level performance on standardized tests. They practice using assessments in Reading/Language Arts, and use results to plan lessons. Candidates examine samples of district and school-level achievement data and incorporate these into signature assignments. In student teaching, they demonstrate their ability to integrate technology into their planning and instruction. Candidates are also using complex technology as they complete their coursework. Throughout the program, faculty and students use Blackboard as a method for communicating with candidates, posting and receiving assignments, and engaging students in dialogue. The program has also adopted TaskStream, an online system that allows candidates to create and submit assignments as part of the Performance Assessment for CA Teachers (PACT). Regarding Universal Design for Learning, all methods courses in each program follow similar templates for lesson planning, and these include prompts to plan for students with special needs and for those who are English learners. Candidates learn to apply multiple strategies to address the learning needs of all children in the classroom, including the use of realia and manipulatives, graphic organizers or representations, and small-group guided learning activities. A recently-awarded TTT grant will fund development of an online teacher preparation program, and we expect this to spur faculty engagement and candidate skill and capacity in new areas of technology.
California State University, East Bay	All candidates are required to complete a course in the use of technology in the classroom. Additionally, there is a state-mandated teaching performance assessment (TPA) which is integrated throughout the candidate's curricular program to assess the level that a candidate meets specific California teaching standards. The TPAs are submitted and monitored through the use of an online web portal for which all teaching credential candidates must hold a current subscription. All training and applicable materials are provided through the department.
California State University, Fresno	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; * 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. A new collaboration with the Titan Bookstore offers students easy access to etextbooks and mobile devices: http://www.titanbookstore.com/SiteText.aspx?id=7680 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 ISTE Technology Standards and Performance Indicators for Teachers); 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

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	student samples, assessment rubrics, student support and facilitation tools, visual aids and teacher management tools; utilize web-based collaboration and communication sites to support teaching and learning; incorporate 21st century skills into lesson objectives and activities; reflect on assessment practices; explore and evaluate Internet resources for use in research; examine and discuss copyright laws and Fair Use guidelines as they pertain to education; discuss ways to ensure students use the Internet safely and responsibly; identify ways to use technology to effectively differentiate instruction and insure equitable access for all students; and reflect on effective pedagogical practices. Technology embedded teaching and learning is infused across the credential program. Assignments in each class require use of these skills. For example, candidates utilize Word Processing and PowerPoint skills in EDSC 440S; develop technology-embedded instructional and assessment materials in 442 and 449S; and utilize these skills and knowledge to support secondary student learning during their student teaching experience. Candidates are shown how to select and implement appropriate technological resources for specific concepts. Emphasis is placed on sequencing activities according to students' prior experiences, level of academic achievement, and developmental stage. All candidates who complete EDSC 304 develop a comprehensive, standards-based unit for their content area that includes: learning objectives and curriculum-framing questions; an assessment to gauge students' needs; a visual aid to support student learning; a teacher lecture presentation; a unit project with student planning guide, sample, assessment tool, and support tool; a web-based student learning activity; an assessment plan; and a comprehensive unit plan. Candidates are informed of legal and ethical issues related to computer-based teaching and learning, including acceptable use policies. They are required to complete works cited on EDSC 304 assignments and are presented with extensive information on copyright issues. They review district acceptable use policies. They demonstrate their understanding of legal and ethical issues through the development (in EDSC 304) and implementation (during student teaching) of technology-enriched units of student. Candidates utilize Internet search and retrieval to develop lessons and class assignments. They evaluate data for authenticity, reliability and data, paying particular attention to websites that lack credibility. They learn the difference between directories and web search engines and conduct searches on topics in their content area. To help pre-service teachers select appropriate tools for instruction, we categorize tools into six categories according to purpose: collection, communication, presentation, collaboration, organization and interaction. * Tools used for collection, including search engines such as Bing®, Google® and Yahoo®, and social bookmarking sites such as Diigo® and Delicious®, are primarily used to search, gather and store information and sources. * Tools used for communication, including blogs such as Edublogs® and Wordpress®, surveys such as Zoomerang® and SurveyMonkey® and audience response systems such as TurningTechnologies® and Quizdom®, are primarily used to facilitate the flow of information between teacher and student. * Tools for presentation, including presentation software such as Powerpoint® and Keynote®, online presentation tools such as Prezi®, Empressr®, Sliderocket®, 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 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 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. The CCOE has also integrated e-supervision and monitoring in 2013. This initiative was integrated college wide with proper support provided, including assistance with online applications, multimedia use, and distance assessments by supervisors. Candidates in special education are using annotated video to reflect on teaching performance. Faculty also model the effective

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	use of technology in online and hybrid course offerings, including the use of Skype, Adobe Connect, blogs, pod casts, 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. All special education (education specialist) credential program candidates take EDIT 510: EDIT 510 - Using Educational and Assistive Technology. This course provides students with the ability to analyze technology and its appropriate use for facilitating the teaching and learning process for accessibility. Students also examine issues and methods used in assistive technology. 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. Additionally, the CCOE does offer the applicable coursework for a Supplementary Authorization in Computer Applications in the Schools that can be taken by any special education (education specialist) credential program completer. These courses can also apply to graduate certificates in Online Teaching and Learning, or in Computer Applications in the Schools, as well as in Master of Arts degrees in Education with a focus in Educational Technology & Leadership. The CCOE has also launched a new Intel Certificated in 21st Century Learning to provide pre-service and in-service K-12 educators with professional development in digital technology and e-learning tools through a series of fully online courses. The certificate program is slated to launch Fall 2015.
California State University, Monterey Bay	Candidates are required to complete a course in technology for all programs at the preliminary level of the credentialing process.
California State University, Northridge	Faculty model the use of technology in every day instruction by using Moodle, Webct or Blackboard to post assignments, support structured on-line discussions, show videos, have live conferences through Elluminate and a variety of other applications. The university and the MDECOE have significantly increased the push toward using technology for instruction over the past five years. All syllabi, handouts or paperwork must be posted on line via Moodle. Several teacher education faculty provide professional development in technology to the university such as online professional development for all faculty and staff and university-wide workshops on Elluminate. The Secondary Education department offers a masters in Educational Technology. Many courses are provided either entirely on line or in hybrid form. Technology is also used in assessing all teacher preparation candidates through PACT (Performance Assessment for California Teachers) in which Task Stream is used for the submission of Teaching Events.
California State University, Sacramento	All of the Sacramento State, College of Education credential candidates are required by state standards to learn how to effectively integrate technology in curriculum and instruction and to utilize it for purposes of data collection, management and analysis focused on improving teaching and learning. This is accomplished in our programs through a required technology course 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.
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

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	flexible work folio system tied to dynamic curriculum, standards-based lesson/unit plan builder, and an observation tool for video or on-site faculty observations of candidate teaching. An advanced video annotation system allows students and faculty to comment and reflect on their teaching performance. The CalStateTEACH website is fully compatible with the iPad. CalStateTEACH uses both Facebook and Twitter. Using social media allows interaction with teacher candidates in alternative formats. Faculty and teacher candidates can share experiences and pictures to clarify and enhance the curriculum. Social media is also used as a means of communication between teacher candidates by sharing ideas, pictures, and links, developing 21st century classrooms. The iPad provides continuous access to the tools of teacher preparation and is the candidates' window to both personal and professional social networks. It has become the hub of CalStateTEACH instruction, in academic coursework, as well as, in the classrooms where candidates practice teaching and collaborate with school site mentors. Candidates read their e-Texts on the iPad, access the LMS through it, use productivity apps to create new content, create lessons, teach with it, record their lessons, and communicate with faculty on it. CalStateTEACH candidates utilize the iPad to present content to children and to support children in making and demonstrating content. The expectation of using personal mobile devices within the classroom invites innovation from teacher candidates. For instance, K-12 students do research in small groups on a historical figure and prepare an iPad video presentation of their research. Other candidates incorporate iPads into their lessons and introduce useful apps to their cooperating teachers while collaborating with them to integrate the iPad into their joint lessons. In reading, for example, candidates create media presentations that practice skill building, vocabulary development, fluency and comprehension. For all candidates, rural and urban, e-Supervision is a powerful tool for learning, whether it is synchronous using video conferencing software or asynchronous with recorded video. CalStateTEACH has provided innovative online tools to faculty and candidates: My Teaching Video ©, a video annotation tool, allows both candidates and faculty to examine and comment on candidates' teaching performance. The Observation Event ©, a faculty and technology coordinator created e-Supervision software, streamlines the work of faculty and deepens the reflective process for candidates. CalStateTEACH faculty expand their skills and knowledge by attending relevant training, conferences and symposia. In addition, they come together for intensive professional development twice each year for sessions that promote creativity and innovative thinking while introducing and assessing the latest technologies. Faculty routinely collaborate with peers with new uses of technology, providing avenues for experimentation and reflection. Faculty share in leadership through the creation of iBooks and iTunes U courses, creating new models of educational technology integration that foster creative critical thinking, group problem solving and collaboration, and reinforce core and interdisciplinary content knowledge. CalStateTEACH's mobile initiative has earned support from rural and urban school partners, school districts and county offices of education, where teacher candidates gain clinical experience and practice teaching. Our partners are committed to, and excited about, the professional development the mobile initiative provides and the expertise teacher candidates bring to their schools.
Chapman University	The educational application of technology is a theme integrated throughout credential courses. There is also a specially designed course which provides an overview of the range of educational application of technology including computer literacy, adaptive technology, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word processing, computer managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, and schools of the future. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies.
Claremont Graduate University	Our candidates are prepared to integrate technology into their curricula and instruction in a variety of ways. All are introduced to the notion of utilizing technology in their lesson planning during the first phase of the program (i.e., the Pre-Internship Phase). For example, for the multiple subject and education specialist candidates in EDUC 343 the candidates are introduced to core technology tools such as document cameras, smart boards, and multimedia presentation tools such as LCD projectors and are asked to create standards-based curricular units that utilize these tools. All candidates are also working under the tutelage of their Master 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

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	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 Education Specialist interns take in Year 1 and Multiple and Single Subject 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.
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. HAIKU (LMS) was introduced in 2014 to provide common structure to Intern courses. EL course is completely online.
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 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 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

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	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.
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 University	Students develop a lesson plan integrating the use of technology. Students complete 2 units of required coursework in technology where they learn how to analyze data. Most credential courses discuss data & analysis as a part of an assessment program. A computer lab is maintained by the department for the classes to use to research, prepare presentations, and collect data for class project and assignments. The department utilizes technology to collect data on course objectives and instructor success.
National University	Programs for prospective teachers include preparation to use technology effectively for a variety of purposes per state standards. We offer a technology course that is a program prerequisite in order to ensure that candidates have a foundational ability to use technology for teaching and learning. In addition, each program has an identified learning outcome addressing technology and its use in improving teaching and learning. All university courses are taught with the support of an e-companion. All candidates are expected to access and use technology in their completion of all coursework, field experiences and clinical practice. Candidates have seen the ways that faculty integrate technology and use it to improve teaching and learning. They are encouraged to use these ideas in their clinical practice based upon the technology available to them in their schools/districts. One of the Teaching Performance Tasks (Task 3) focuses on the use of assessments in order to improve teaching

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	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. 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. 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

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	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 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 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 - Project IMPACT	Two technology courses are required in addition to instructors integrating technology throughout non-technology courses.
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.

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

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	the value they add to student learning. In the advanced curriculum and instruction courses, candidates explore a wide variety of online resources specific to their curricular area. Candidates evaluate those resources in terms of state-adopted content standards and the value they add to student learning. The most effective online resources are included in their own webpage design. LEGAL & ETHICAL ISSUES RELATED TO TECHNOLOGY USE Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Beginning in iLearn, candidates learn about their own legal and ethical issues related to the use of technology before signing an Appropriate Use Policy for Touro University. In each lesson plan, candidates state sources of information, a bibliography of sources cited. In the orientation to TaskStream, candidates are made aware of privacy issues related to posting student work, photos, and names outside the secure server. In the final seminar: EDU 781: Student Teaching & Seminar, candidates review the legal and ethical issues related to the use of technology in K-12 classrooms. USING TECHNOLOGY TO ACCESS STUDENT LEARNING Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents. The literacy courses and curriculum and instruction courses include methods of student data collection, data analysis, and grading systems appropriate to K-12 classrooms. USING TECHNOLOGY FOR COLLABORATION & COMMUNICATION Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources. As stated above, candidates are encouraged to use web 2.0 resources that are available to all learners with access to the internet. Candidates become adept at using email, webnars, 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 328.6 Special Needs Learners X 426.8 Foundations & Methods of ELL
University of California, Riverside	Each candidate must show evidence of receiving instruction in the basic use of technology in an educational setting through one of several methods. They must either pass an approved basic technology course, pass the state approved exam for "Preliminary Educational Technology," or satisfactorily complete the 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) and/or edTPA. 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. 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 372/373/374/375; 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 2014-15 to

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	support candidates' understanding of principles of hybrid and blended online learning for K-12 students. Activities will include providing opportunities for faculty to examine current research and practice in the field, to visit K-12 classrooms using hybrid/blended learning, and to consult with faculty at UCSD and elsewhere who have developed expertise in this area. As an outcome of this faculty professional development, candidates will learn to design hybrid or blended learning opportunities for their K-12 students and be expected to employ these strategies in selected lesson and unit planning as part of their methods coursework and field experiences.
University of LaVerne	The teacher education program integrates technology into teaching practice through communication and learning activities that serve curriculum objective and educational goals to enhance learning for the target students. These goals are to facilitate more effective teaching strategies in ways that interest, excite, and challenge students to contemplate and evaluate effective teaching practices and understand technologies that can benefit content delivery. Areas of training content include the use of interactive whiteboards, participatory student response systems, mobile learning tools, media-rich learning resources, collaborative tools (wikis, blogs, etc.), web site creation, electronic rubric creation, electronic teaching portfolios, data aggregation and syndication, etc. Students are required to design computer-enhanced instruction that motivates and engages students from diverse backgrounds in the active construction and / or evaluation of new knowledge and foster the building of habits and attitudes that support lifelong learning. Candidates are also expected to analyze, discuss, and implement current theory and research related to education technology and to develop lesson plans which effectively integrate technology to facilitate instruction and enhance learning. Technology is infused into courses and program to prepare candidates for the advanced technological requirements of learning environments ranging from technology-assisted on-ground classrooms to fully-online learning platforms. Credential candidates must effectively demonstrate criteria which surpass the State's required Level I technology skills. Students are also required to generate and collect evidence toward a CSTP-based electronic teaching portfolio throughout the program.
University of Phoenix - 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. The Multiple Subject/Single Subject non-traditional program 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 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.
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 standardized testing, benchmark assessments, and content specific data management systems.

Technology *Continued* – Alternative Route

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.**
Whittier College	The Whittier College Teacher Education Program prepares teachers to integrate technology effectively into curriculum and instruction by: (1) Requiring reading "best practices" for instructional technology use and reading on research on evaluation of technology use in courses throughout the program. (2) Including assignments that requires students to review and evaluate various software packages and Net resources in both foundations courses and curriculum and methods courses; (3) Requiring students to include uses of technology in the teaching plans that they design for assignments in foundations and for curriculum and methods courses, and by providing and providing feedback on the instructional and curricular uses of technology in their plans. (4) Modeling the effective integration of technology into curriculum and instruction throughout courses in the teacher education program. For example, students work with course management systems in nearly every course; they student and learn course content using diverse siftware packages, Webquests, an interactive online resources; they routinely participate in online discussion groups and make presentations online or using multimedia software. The program prepares teachers to collect, manage, and analyze data for instructional improvement in the two courses. One is a technology course which most students take, which teaches students how to manage and analyze data with software such as Excel and SPSS. The second is a course called Educational Inquiry, which requires students to collect, manage, and analyze data for instructional improvement in an individual inquiry project.

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

	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:		
Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
Alliant International University	Yes	Yes	Yes	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes
Bay Area School of Enterprise (REACH Institute)	Yes	Yes	Yes	not applicable	not applicable	not applicable
Brandman University	Yes	Yes	Yes	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	Yes	Yes
California State University, East Bay	Yes	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	No	No	No	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 Pipeline)	Yes	Yes	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes
High Tech High Communities	Yes	Yes	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes
La Sierra University	Yes	No	Yes	not applicable	not applicable	not applicable
Los Angeles Unified School District	Yes	Yes	Yes	Yes	Yes	Yes

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

	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:		
Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
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	No	No	No	Yes	Yes	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes
Patten 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

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.	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 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. All of our general education teachers much successfully complete the CalTPA prior to completion of our program and recommendation for their California Teaching Credential. Within the CalTPA candidates must successfully provide accommodations for a specific student with special needs and a specific English learner in their internship classroom. 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	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	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.
(REACH Institute)	the school year and in the second semester of the first year when the entire semester is a close look at "Equity and Universal Access." However, the needs of these special populations are discussed in the context of the other courses as well. In addition, individualized coaching is provided during the full two-year program to improve participants' effectiveness with these populations in their on-site teaching assignments. Participants must pass the California Teacher Performance Assessments (CalTPA) in order to earn course credit, and these standardized assessments require demonstration of the ability to gather pre-assessment data about focus students from these populations, differentiate a lesson plan and/or assessment to meet the needs of these focus students, defend their choices with strong rationale, and reflect upon the effectiveness of their actions.	
Brandman University	In the EDUU 511 Collaboration for Inclusive Schools course candidates learn strategies for working with students with disabilities. They also learn about the IEP process and roles and responsibilities of team members as part of that course. During student teaching they are encouraged to participate in IEP meetings. Student teaching placements for general education candidates must include opportunities to work with students with special needs. Candidates complete the Teaching Performance Assessment (TPA) tasks that require them to demonstrate competency in making accommodations for students with special needs. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results. Student teaching placements for general education candidates must include opportunities to work with English learners. Candidates complete the Teaching Performance Assessment (TPA) tasks that require them to demonstrate competency in making accommodations for English learners.	For training candidates to participate in individualized education program teams, candidates role play IEP team meetings in EDUU 655. They are also required to observe an IEP or SST meeting and report what they saw with reflections for that course. During student teaching or interning, candidates participate in or observe IEP meetings for students they are teaching. Every methods course in our special education credential program prepares candidates to teach students with disabilities. We require courses in teaching strategies for students with mild/moderate or moderate/severe disabilities, a course about methods and assessment for students with behavior disabilities, and a course about methods and assessment for students with communication and language disabilities. This content is then applied during student teaching or internship.
California Baptist University	Instruction for candidates to teach students with disabilities is described the following course objectives: - EDU 541 (all candidates) Demonstrate understanding of key concepts such as special education and related services, disability definitions, free appropriate public education, least restrictive environment, continuum of services, due process, parent participation and rights, and nondiscriminatory assessment - EDU 541 (all candidates)Describe and recognize the characteristics and behaviors typically associated with giftedness, learning disabilities, emotional and behavior disorders, mental retardation, communication disorders, hearing impairment, vision impairment, physical handicaps, and severe disabilities - EDU 541 (all candidates) Adapt instructional strategies and activities to provide access to state-adopted academic standards for students with special needs or abilities - EDU 541 (all candidates) Survey tools and techniques to use in assessing learning in exceptional children - EDU 541 (all candidates) Give examples of how assistive technology can be used to facilitate learning in students with special needs and abilities - EDU 518 (all candidates) Explore how Response to Intervention (RtI) came to be, what it means for helping children learn, and how it can be used as a method for identifying children with Specific Learning Disabilities Instruction for candidates to participate in individualized education program teams is described the following course objectives: - EDU 541 (all candidates) Demonstrate understanding of the purpose of the Individual Education Plan (IEP), its components, how it is developed, and the rights and responsibilities of members of the IEP team, including the person with special needs and the parents	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 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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	Instruction for candidates to teach English learners is described the following course objectives: - EDU 505 (elementary candidates) Instruction for candidates to teach students with disabilities is described the following course objectives: - EDU 512 (elementary candidates) Determine appropriate modification/adaptation of instruction to meet needs of students with learning needs including English language learners, students with special needs, and students exceeding the average level of achievement. - EDU 512 (elementary candidates) Define, describe and/or review correct assessment tools to help identify learner needs such as CELDT results, CST Released Questions, observation checklists, spelling assessment, rubric development, and other formal and informal assessment procedures. - EDU 515 (elementary candidates) Identify reading acquisition strategies and programs used by local K-12 districts for ELL students and students with special needs - EDU 516 (secondary candidates)Compare and contrast learning to read in a first and a second language, explore the use of the California English Language Development Test to guide instruction, learn how to move students through ELD language levels while getting them to English Language Arts standard mastery for their grade - EDU 516 (secondary candidates) Explore daily ELD lessons and how to incorporate them into the schedule, design a series of lessons incorporating strategies of Specially Designed Academic Instruction in English (SDAIE) - EDU 519 (secondary candidates) developing objectives that include those necessary for EL learners, creating lessons using the SDAIE format	
California Lutheran University	In the general education foundational coursework, candidates are required to take and pass the EDTP 502 - Teaching English Learners and Diverse Populations and EDTP 503 - Teaching Exceptional Learners in Inclusive Environments; in California Schools, where they learn about student characteristics as well as theories and approaches for teaching students with special learning needs and English learners.The candidates 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 student with needs for educational supports 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 theory and best practice in addressing the needs of exceptional learners, 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 as related to the Mild to Moderate, Moderate to Severe and Deaf/Hard of Hearing credential specialty areas. The structure of each of the Education Specialist credential courses emphasizes the interrelatedness of assessment and instruction. Candidates learn that assessment results shape instructional decisions, curriculum selections, and modifications of approaches to learning. Candidates also develop Individualized Educational Plans (IEP) and Individualized Transition Plans (ITP) for students based on assessment results. They work with diverse groups of students and with peers in collaborative assessment settings that may include parents, general educators, teachers, and support staff. The program ensures that candidates have ample opportunities to generalize their use of instructionally-relevant assessments across developmental, academic, behavioral, social, communication, vocational, community life skill domains. Candidates expand their knowledge and skills related to assessment across all relevant domains. A focus is placed on behavioral and classroom management issues necessary for providing an environment conducive to learning and which supports students with difficulties in this area. In two specific courses candidates focus on the academic curriculum and instruction for the general education classroom and typical learner. This is particularly important for special education teacher candidates who will provide learners with special needs accommodations and modifications for access to this core curriculum.

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California State Polytechnic University, Pomona	STUDENTS WITH DISABILITIES Teacher candidates in the Multiple (elementary) and Single (secondary) Subject credential programs are required to take EDS 403 – Introduction to Special Education as part of their preliminary credential course requirements. This course provides an overview of students with disabilities, which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. Throughout the programs, teacher candidates are required to present modification in instruction for various types of students with disabilities much in the same way a teacher would do as a general education teacher. More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. LIMITED ENGLISH All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies. The ability to meet the state standard for addressing the needs of English language learners is a requirement for earning a teaching credential. The Education Results Partnership data website (www.edresults.com) is available to explore the potential of the data provided. Candidates mine data from the site for research, instructional improvement, and to complete a class profile with demographic data on the schools in which they complete their Clinical Practice.	STUDENTS WITH DISABILITIES Teacher candidates in the Multiple (elementary) and Single (secondary) Subject credential programs are required to take EDS 403 – Introduction to Special Education as part of their preliminary credential course requirements. This course provides an overview of students with disabilities, which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. Throughout the programs, teacher candidates are required to present modification in instruction for various types of students with disabilities much in the same way a teacher would do as a general education teacher. More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. LIMITED ENGLISH All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies. The ability to meet the state standard for addressing the needs of English language learners is a requirement for earning a teaching credential. The Education Results Partnership data website (www.edresults.com) is available to explore the potential of the data provided. Candidates mine data from the site for research, instructional improvement, and to complete a class profile with demographic data on the schools in which they complete their Clinical Practice.
California State University, Bakersfield	All CSUB teacher credential candidates pursuing multiple or single subject credentials are required to successfully complete EDSP 301 (Teacher Exceptional Diverse Learners in Inclusive Settings). This course is designated to allow general education credential candidates to identify and differentiate the characteristics, needs and educational implications for instructing exceptional learners across the 13 categories of special education in the general education classroom. The teacher credential candidates are also presented with the skills and abilities needed by general educators for working with special educators and other school professionals in serving this population. Through lecture/discussion, readings, field experiences and instructional media,the course focuses on contemporary evidenced-based practices and methods for meeting the needs of students who are judged to be high-, average and low achieving and culturally and linguistically diverse (CLD) learners, as well as students with disabilities and those identified as gifted and talented. A signature assignment for the course requires candidates to observe a special education class and report on the curriculum and instruction used along with modification or accommodations observed. If possible, candidates are also encouraged to question the special education teacher about the involvement of general education teachers in the special education process and their collaboration and co-teaching efforts. The course differentiates the roles and responsibilities of general education teachers with regard to pre-referral strategies and processes including, but not limited to Response to Intervention (RTI), informal screening, the role of	Candidates in the Education Specialist Credential Program engage in multiple classes which provide overlapped reinforcement and continuity in skills and strategies to address each of the key areas. Candidates are required to take a special education overview class which reviews categorical disabilities, laws and litigation pertaining to students with disabilities, as well as possible curricular accommodations and modifications. The course also reviews responsibilities of general and special educators pertinent to Individual Education Plan (IFSP, IEP and /or ITP) development. This information is disseminated through course readings, lectures, guest speakers, and video presentations. Furthermore, all credential candidates are required to take a course which fully addresses the multi-disciplinary team and their role in IEP development as well as another course that addresses IFSP, IEP and /or ITP construction and the appropriate way to share this information with IFSP, IEP and /or ITP team members. Additionally, all candidates take two courses which specifically address evidence based instructional strategies for teaching students with disabilities. Candidates must also take two courses concentrating on English Language Learners. Topics related to students with disabilities and those who are English Language Learners are reviewed and embedded in all program courses.

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	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.	
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. • 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	• 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

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	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.	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 three Education Specialist Credential programs take SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating Diverse Learners with Exceptionalities, which provide an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans. More in-depth study of these issues occurs in subsequent coursework, including disability specific assessment courses and curriculum, instructional methods, and strategies courses. Intern candidates are required to enroll in supervised fieldwork each semester, candidates receive extensive experience in teaching students with disabilities effectively. Site Administrators, District Support Providers, and University Field Supervisors collaborate closely to support their learning each semester. The Special Education faculty has made significant revisions to the programs in response to new Standards from the CA Commission on Teacher Credentialing. These include enhanced pre-service requirements for Interns that include a focus on working with students who are limited English proficient and children with diverse learning needs.
California State University, East Bay	All teaching credential candidates take a course in teaching special populations. Additionally, within the teaching performance assessments, candidates are asked to demonstrate their instructional strategies employed for specific classes and learners, including limited English proficient students and those with special needs. The candidates develop and provide written reflections on their responses to the case studies.	As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting.
California State University, Fresno	Interns in the elementary and secondary credentials programs have required courses in both teaching students with special needs as well as teaching English Learners. EL and special needs strategies are also infused in all other required coursework.	All Special Education Interns take required courses in teaching students with disabilities and in teaching English Learners. Students also have training on working within an IEP team in their coursework as well as "hands-on" experience in their internship placements. All course syllabi and field placement expectations are available for review on our accreditation website at http://www.fresnostate.edu/kremen/about/accreditation.html
California State University, Fullerton	Our Single Subject program (secondary education) uses a variety of strategies to teach students with disabilities effectively. Examples of these strategies include: - Providing a session during the seminar week of EDSC 440 conducted by an expert in meeting the needs of students with special needs. 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 the California Teaching Performance Assessment that demonstrates their ability to 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

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.
		Special Education at CSU Fullerton provides exemplary training for Education Specialist Credential candidates in three program areas – mild/moderate disabilities, moderate/severe disabilities, and early childhood special education as well as educators interested in learning and implementing techniques to work with children and adults with disabilities. A new credential program which addresses new state standards was recently implemented with a focus on collaborative fieldwork experiences. Within their first semester of student teaching, candidates are placed in a general education setting as the specialist working to support struggling culturally, linguistically, and exceptional learners. The second semester of student teaching allows the students to take the lead as the collaboration specialist with the responsibility of a special education caseload. Students are placed in inclusive settings, special day class settings, or resource rooms with an experienced cooperating teacher to guide them in creating Individualized Education Plans (IEPs) for each student. Prior to the second student teacher semester, candidates are introduced to the IEP in SPED 429 (Introduction to Collaboration).
California State University, Long Beach	- Through the structured fieldwork 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. - The Intern programs have incorporated new requirements for increased supervision and support of candidates who are teaching English Learners.	- 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. - The Intern programs have incorporated new requirements for increased supervision and support of candidates who are teaching English Learners.
California State University, Los Angeles	While intern programs in general education have been offered in the past, at this point in time, the intern programs have been discontinued and are no longer active at the CCOE. Students who were previously enrolled are allowed to persist and complete the general education intern programs. Faculty members are slating to institute general education intern programs for Fall 2016 to coincide with the California State University, Los Angeles quarter to semester conversion.	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

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		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. The credential program prepares special education (education specialist) 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. Content related to teaching students who are English language learners is strongly infused within foundational and methodology courses, and further emphasized in reading methods classes. Supervised clinical field experiences provide additional opportunities for special education (education specialist) candidates to teach students with disabilities and students who are English language learners under the supervision of a school site support provider and a university faculty supervisor.
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 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 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 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.

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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 skills and dispositions needed to provide instruction of ELL.	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.
California State University, San Bernardino	CSUSB's general education teachers' experience varies based on their supervision experiences and placements. Typically, our candidates receive experiences 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.
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	We do not prepare special education teachers.

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	activities form the foundation of candidates' understandings. The focus is three-fold: 1) to promote the concept that educating the special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for all special populations in the general classroom. Candidates are introduced to relevant state and federal laws, the general education teacher's role and the IEP process. They learn about IDEA and legal issues surrounding the education of children with special needs and are introduced to the processes of the Student Study Team where they begin to learn about IEP planning, implementation, and evaluation. Throughout these studies, candidates read about and discuss, on the program's online discussion boards, their professional and ethical obligations to provide an equitable education for all students. Since the CalStateTEACH program requires that candidates be in the classroom from the first week of the program to the last, they receive extensive experience in selecting and using appropriate materials, technologies, and differentiated teaching strategies to address the needs of special populations in the general education classroom. At first, they begin to develop a classroom management philosophy and plan, which is essential to effective learning. They then come back to this plan several times as they develop an operational style over the course of the program, culminating with a final study of management and behavioral disorders. They identify the types of behaviors students with special needs placed in the general education classroom may exhibit; explore strategies for arranging and organizing the physical and instructional environments and other considerations for working with special populations in the general education classroom. The management plan must be culturally responsive, respectful of the social context of the school and students, designed to engage students through the learning environment, and incorporate preventive approaches. Candidates outline their personal Acting-Out Cycle intervention strategies in response to an observed video lesson of disruptive and non-compliant behavior. Candidates teach a lesson in which they use identified materials and strategies that help a specific student who is identified as disruptive or non-compliant. Candidates learn about major categories of disabilities as they progress through the program and apply that knowledge by identifying appropriate accommodations and adaptations while designing specific lessons. From the start they are asked to consider, design, and implement accommodations for students with differing learning needs. On every lesson plan, they must describe the needs of their students, specify accommodations where appropriate, and indicate appropriate technology, including assistive technology, to insure access to learning of core content. Candidates progress in the program from working with individual students to teaching small groups to whole class instruction. They study learning theories early in the program and then link them to specific instructional strategies to fit the needs of specific students including those in special populations. Through readings in Lewis and Doorlag, Guillaume, IRIS modules, and a series of activities, candidates acquire strategies that address issues of social integration for students with special needs in a general education classroom. As candidates design instruction for the various content areas, they are mindful of the strategies they employ to encourage and support student engagement. They consider developmentally appropriate physical education; focus on medical issues, health needs, adaptations for children with ADHD, how the Student Study Team works; address accommodations for students with special needs in reading, science, literature study, and mathematics respectively. They study a variety of types of assessment	

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	and how to talk with parents about assessments and their outcomes. Best Practice for English Learners CalStateTEACH candidates complete a number of activities that provide opportunities to understand the philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework. Their readings in Echevarria and Graves (Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities) and Herrell and Jordan (Fifty Strategies for Teaching English Language Learners) form the foundation of their understandings. These readings are supported by several additional texts that focus on the development of literacy skills. The program's first day-long seminar that candidates attend focuses on language acquisition. The other methods seminars in mathematics, science, the visual and performing arts, and physical education, include strategies for supporting English learners. Digital media presentations and observations of master teachers working with English learners complete the opportunities to develop foundational knowledge. Candidates develop an understanding of instructional practices to support English learners and begin to practice them, first with individual students and then with small groups, and gradually in whole class instruction. As they enhance their repertoire of instructional skills, they also learn to modify instruction to meet the differing needs of students in the classroom. Ultimately, they have the opportunity to manage classroom instruction with the support of paraprofessionals and specialists. Candidates observe an English learner and identify strategies appropriate for specific levels of the Proficiency Level Descriptors (PLD). Based on their observations, candidates informally assess students' language proficiency in each of the language modalities, listening and speaking, reading and writing using the Student Oral Language Observation Matrix (SOLOM) and developmental reading and writing rubrics. Candidates discuss the conclusions they drew from their observations with the student's teacher. Candidates practice using the Proficiency Level Descriptors, based on the California English Language Development Test (CELDT), in order to provide useful reference points for assessing students' English skills. The Lesson Plan Assistant, the lesson planning template used by CalStateTEACH, requires that candidates describe their learners including those who are English learners before they design the lesson. Then it asks candidates to address English learners in the lesson plan they develop. Specific modules and lesson planning assignments ask candidates to identify and implement appropriate accommodations and strategies, based on an assessment of the English learners' language proficiency. Candidates get practice assessing student proficiency, monitoring student learning, and linking instruction to assessment. Strategies such as scaffolding, advance organizers, collaborative reading, guided reading, imaging, interactive read-alouds, language experience writing, leveled questions, partner work, preview-review, realia, story reenactment, total physical response and vocabulary word play are utilized by candidates to make grade appropriate and advanced curriculum comprehensible to English learners. In specific activities, Developing a Literature Unit, candidates are asked to focus on assessment processes that support English learners and evaluate student work samples from English learners. Candidates learn about and apply pre-assessment, formative and post-assessment measures, and then design a complex community-based unit taking into account the language characteristics and needs of both the community and the students. The importance of students' family and cultural backgrounds is emphasized throughout the	

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	program and specifically explored in a number of activities. As candidates begin to look at learner characteristics to guide instruction, they complete an IRIS module focused on culturally responsive teaching, linguistic needs that can affect instruction, and supportive ways to encourage family members and the community to become more involved in school matters. Several activities engage candidates in an exploration of the community so they understand the context in which their students live and can make connections between their backgrounds and the curriculum. Candidates also explore strategies such as oral history as ways to engage and validate the experiences and expertise families can contribute to effective instruction.	
Chapman University	The education of students with disabilities is a persistent theme that is integrated in all credential coursework, but the topic 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. There is also a 15-hour fieldwork requirement which provides opportunities for students to observe in a variety of school settings that support students with disabilities in their least restrictive environments. 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, Literacy, and Learning in California Schools. The course content includes current theories regarding second language acquisition and the practical applications of theoretical knowledge at the elementary and secondary levels. The content of the course includes literacy development from a socio-psycholinguistic perspective. The content of the course addresses 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 informs teacher candidates regarding the characteristics of students with disabilities, effective teaching strategies, how to work with diverse populations, as well as the legal aspects and requirements of special education. The coursework includes a study of the theories, practices, and ethical issues regarding the modification of behavior to facilitate learning. Furthermore, candidates develop the skills to use and communicate assessment results. Students learn how to make appropriate recommendations for report writing and for individualized education programs. The program prepares special education students to teach students who are limited English proficient by providing opportunities for candidates to understand the characteristics of school-based structures designed to meet the needs of this particular population. The school based structures would include the role of the individualized education program teams, English learner reclassification committees, etc. The program includes the teaching of methods that are responsive to the various levels of student English proficiency. Candidates receive instruction relative to linguistic development as well as first and second language acquisition. The program teaches candidates how to interpret assessment results, e.g., CELDT, for the purpose of using appropriate strategies not only to facilitate second language acquisition, but also to make content comprehensible. In addition, students participate in 4 field-based courses specifically designed to focus on both English language learners and students with disabilities.
Claremont Graduate University	It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of under-performing students. As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Learners, and students with designated special needs. All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners. In our program, General Education candidates are often sitting side-by-side with Education Specialists candidates to help establish the professional expectation and norm of collaboration. All candidates are introduced	Education Specialists take courses taught by specialists in the field. In these classes the students focus on a number of relevant subjects including but not limited to working with paraprofessionals, making and implementing appropriate modifications and accommodations, addressing disruptive and non-compliant behavior, optimal learning environments (Ruiz' OLE), social narratives, visual schedules, and mediated learning experiences. Mild/Moderate Education Specialist Candidates all use Vaughn and Bos Strategies for Teaching Students with Learning and Behavior Problems, eighth edition (2012) as a core text. Moderate/Severe Education Specialist Candidates use Browder and Spooner's Teaching Students with Moderate and Severe Disabilities (2011). In the Fall, education specialists take Teaching/Learning

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	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 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.	Process II. Candidates understand and apply unpacking of content standards to develop learning objectives to enhance quality of instruction and student learning. In addition, They learn positive behavior support techniques as implemented in collaboration with general educators, paraprofessionals, and parents. Candidates learn about various assessments for transitional programs and plans. Education Specialist candidates learn important formal, informal and alternative assessment measures, including ecological and functional assessment of both academic and social achievement to achieve success with students with mild/moderate/severe disabilities. Candidates learn specific instructional strategies in reading, writing, math,and communication skills to effectively access standards- based curricula and address IEP goals and objectives. Selecting appropriate accommodations/ modifications within each content area will be emphasized. In the Fall, Education Specialists also take EDUC 314: Differentiated Instruction to Meet the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups of learners, English language learners and special needs students. Students will learn language acquisition theory and the research-based strategies known to cultivate academic success for English Language Learners and students with special needs. Topics include the history and policy that affects the instruction of English learners; theories of language acquisition and their relationship to practice; and the California English Language Development Standards to design curriculum and instruction that address English language development. Candidates will learn how to provide access to core content through the use of SDAIE (i.e., Specially Designed Academic Instruction in English) strategies; learn about the various assessments available to assess language, literacy and content for English learners; and explore and understand the linguistic and cultural aspects that impact schooling for English learners. Because they take this course with general education candidates, 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

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		candidates understanding of the cultures of school and community, and how both influence the success of students in their classrooms. Developing meaningful interactions with families, related service providers, and community members is one focus of this course. Candidates will additionally deepen their understanding of assessment measures, specifically curriculum-based measurement and progress monitoring, and apply their understanding to a variety of situations to effectively meet the individual needs of students in their classroom. Students will develop skills for addressing conflict within the classroom and school. They will analyze data from a variety of sources, and make informed decisions regarding instruction and placement for students with disabilities. Students will have the opportunity to hone their leadership and collaboration skills as they continue to work within multidisciplinary teams. Additionally, in the Spring, all Education Specialist Candidates take ED338-1: Emotional, Behavior, and Health Issues in Special Education, Part 1. Candidates understand the ethical standards for the instruction of students with emotional, behavioral, and health issues in special education. They learn about and develop effective positive behavior support plans, functional behavior analysis, and evidence-based strategies for creating safe and effective learning environments for students. They demonstrate their understanding of these practices by conducting a Functional Behavior Analysis and a Positive Behavior Support Plan for one of their students. All course work is reinforced via the Ethnographic Narrative Project (ENP) that the candidates do where they identify five specific students (each with a different disability condition). For the ENP, our candidates interview these students, conduct home visits, work with the families, collect and analyze student work samples, and set/assess specific learning objectives (and plans) for each. In summer, education specialist candidates take Teaching/Learning Process IV. In this course, education specialist candidates examine dominant theories of education, including behaviorism, constructivism, social-constructivism, brain-based learning and critical pedagogy. These educational philosophies and learning theories will be used to address major questions concerning special education teachers, including collaboration and transition, social and educational change and how they impact assessment and instruction, the assessment and evaluation of special education students, and collaborative team building. Education Specialist Candidates take ED338-2: Emotional, Behavior, and Health Issues in Special Education, Part 2. In this second part of the course, candidates implement, review, and evaluate the positive behavior support plan they developed in part 1 of the course. They learn various applied behavior analysis methodologies as they serve students with emotional and behavior disorders. Education Specialist Candidates' final course is ED339: Evidence Based Practices for Students with Disabilities. Candidates evaluate the research surrounding various evidence-based strategies for students with disabilities, including fidelity of implementation and response to intervention. Finally, while the state does not yet have a standardized culminating assessment for education specialists, we utilize a modified version of the CA 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.

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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 5165/5565 Teaching Reading in the Elementary Schools EDUC 5265/5665 Literacy Across the Curriculum EDUC 5145/5545 Teaching Math in the Elementary Schools EDUC 5155/5555 Integrated Curriculum EDUC 5145/5645 Pedagogy Prep I EDUC 5255/5655 Pedagogy Prep II EDUC 5180/5580/5280/5680 Elementary/Secondary Observation and Preparation for Supervised Teaching EDUC 5185/5285/5585/5685 Elementary/Secondary Supervised Teaching Seminar EDUC 5195/5295/5395/5595/5695 Teaching Performance Assessment EDUC 5160/5260/5560/5660 Elementary/Secondary Supervised Teaching Working with students who are limited English proficient is embedded in: EDUC 5010/5510 Teaching for Equity (Multiple/Single subject candidates enrolled) 5165/5565 Teaching Reading in the Elementary Schools EDUC 5265/5665 Literacy Across the Curriculum EDUC 5145/5545 Teaching Math in the Elementary Schools EDUC 5155/5555 Integrated Curriculum EDUC 5145/5645 Pedagogy Prep I EDUC 5255/5655 Pedagogy Prep II EDUC 5180/5580/5280/5680 Elementary/Secondary Observation and Preparation for Supervised Teaching EDUC 5025/5525 Teaching English Learners (Multiple/Single Subject candidates enrolled) EDUC 5160/5260/5560/5660 Elementary /Secondary Supervised Teaching EDUC 5185/5285/5585/5685 Elementary/Secondary Supervised Teaching Seminar EDUC 5195/5295/5395/5595/5695 Teaching Performance Assessment	Each special education teacher candidate is prepared according to Education Specialist standards required by the California Commission on Teacher Credentialing. Special education teachers demonstrate their competence to teach students with disabilities within coursework listed below. In addition, competence is measured during supervised fieldwork experiences, through an external assessment process called the California Teaching Performance Assessment, and by anchor assignments evaluated on 4 point rubric scales. Training related to participation as a member of IEP program teams is imbedded in EDUC 5301-Introduction to Special Education, EDUC 5302-Program Design, and EDUC 5306-Behavior Intervention and Support. In addition, candidates are required to participate in an IEP during supervised field experiences which is evaluated by trained University supervisors. Preparing special education teachers to teach students with disabilities effectively, including participation as a member of IEP program teams, is embedded in the following courses: EDUC 5301-Introduction to Special Education EDUC 5302-Program Design and Curriculum Development EDUC 5304-Formal and Informal Assessment EDUC 5306-Behavior Intervention and Support EDUC 5180/5580/5280/5680 Elementary/Secondary Observation and Preparation for Supervised Teaching EDUC 5307-Supervised Teaching and Induction Planning EDUC 5395-Teaching Performance Assessment Preparing special education teachers to effectively teach students who are limited English proficient is embedded in the following courses: EDUC 5010/5510 Teaching for Equity (Multiple/Single subject candidates enrolled) EDUC 5025/5525 Teaching English Learners (Multiple/Single Subject candidates enrolled) EDUC 5145/5545 Teaching Math in the Elementary Schools EDUC 5155/5555 Integrated Curriculum EDUC 5165/5565 Teaching Reading in the Elementary Schools
Fortune School of Education (Project Pipline)	The Pre-Service course, Module A4, English Language Learners, is a 30-hour course designed to equip potential teachers prior to entering the district intern program with the knowledge and skills to effectively organize and implement instruction for English learners, provide theory and research on second language acquisition and learning; and methodology, history, and policy issues related to second language teaching and learning; English language development strategies, and socio-cultural implications. It will additionally provide strategies, methods and standards for meeting the needs of EL students. The district intern course work continually re-visits instructional practices for supporting language acquisition for EL students. The district intern credential candidates will master instructional strategies and design lessons in their Classroom Management course; these practices will be repeated in this course to insure that lessons are designed for successful use in the English language development classrooms. The course content for single subject participants will address issues practiced in the Reading and Writing in the Content Area course to focus on literacy instruction and assessment of English learners. The multiple subject participants will receive the same support in their Reading Instruction Pre-Service course. The Pre-Service course, Module A5, Teaching Exceptional Children, draws together divergent perspectives on a variety of issues including the history and development of special education, family involvement, placement, assessment, appropriate strategies, and students with disabilities from diverse cultures. The course also serves in providing an overview of the various exceptionalities; students who are learning disabled, behavior and emotional disorders, communication disorders, hearing impaired, visually impaired, students with autism,	Please see the following course descriptions that describe how our program prepares special education teachers: Education Specialist Mild/Moderate, Module A6: Developing IEPs - 20 classroom hours Course Description: This course is designed to offer interns a deeper understanding of the different types of disabilities and an understanding of the methods, mechanisms, and materials involved in developing their respective IEP's. Interns will examine the legal requirements and the primary components of the individualized education plan (including IEPs, IFSPs, and ITPs). Interns will identify the legal requirements of an IEP, analyze IEPs, and develop IEP goals, objectives, and outcomes for program planning. ESMM 206: Strategies for Teaching Students with Disabilities – 30 classroom hours Course Description: This course is designed to develop skills for instructional delivery for students with mild/moderate disabilities. The class focuses on the major components of instruction, including: teacher-directed instruction, management of instructional time, the design of instructional pace, monitoring students' responses, and providing feedback. Specific, empirically-validated teaching practices are presented and suggestions for differentiating and accommodating diverse learners are explored. 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

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	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.	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 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 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)

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		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 High	All Intern coursework and pre-service learning is designed to provide opportunities for Interns to learn and demonstrate their knowledge and skill in supporting both EL and mild/moderate students who hold IEPs. Interns participate as members on SSTs and IEP meetings. With supervised assistance they manage IEP meetings. Once they receive a preliminary credential they conduct IEP meetings. EL students are identified through the state CELDT exam. Coursework provides theory and applied learning to address support of EL students K-12. Interns are the teacher of record as they complete their Intern program. They, with supervision from their on-site Mentor, apply instructional strategies on a daily basis to support EL using SDAIE and ELD instruction.	All Intern coursework and pre-service learning is designed to provide opportunities for Interns to learn and demonstrate their knowledge and skill in supporting both EL and mild/moderate students who hold IEPs. Interns participate as members on SSTs and IEP meetings. With supervised assistance they manage IEP meetings. Once they receive a preliminary credential they conduct IEP meetings. EL students are identified through the state CELDT exam. Coursework provides theory and applied learning to address support of EL students K-12. Interns are the teacher of record as they complete their Intern program. They, with supervision from their on-site Mentor, apply instructional strategies on a daily basis to support EL using SDAIE and ELD instruction. Specialized Education Specialist coursework extends the Education Specialist Interns working knowledge of the law, assessment process, and differentiated instruction to meet the needs of students with identified learning needs.
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	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

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	designed to meet the educational needs for English Learners are defined within the context of English Language Development policies, including cooperative learning, learning centers, and to deliver a balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners. In EDUC 100, candidates discuss the relationship of language to schooling, and they study the changes in policies related to instruction for English Learners. In EDUC 101, candidates study theories that highlight the impact on motivation and learning of language, culture and racial differences, and they study research on successful structural approaches that address that impact. In EDUC 320A and EDUC 330A, candidates observe in classrooms where experienced teachers organize their classrooms to enhance learning for English Learners. In their practicum courses, EDUC 320 C/I and EDUC 330 C/I, candidates must serve in at least one school which serves a significant number of English Learners, participate in classrooms where they learn about different models of instruction for English Learners, work with paraprofessionals and specialist where available, and demonstrate proficiency in teaching English Learners. In Curriculum and Instruction courses, they are asked to document the characteristics of classes that are successfully instructing English Learners, and they are challenged to design and implement lessons that include strategies that make content accessible to English Learners. In EDUC 102A, candidates review the legal requirements for educating exceptional children, including mainstreaming into the general education program. Candidates learn the research on effective teaching practices and examine those practices in light of the needs of gifted students and those with handicapping conditions. Candidates complete a field observation of a 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.	needs for English Learners are defined within the context of English Language Development policies, including cooperative learning, learning centers, and to deliver a balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners. In EDUC 263, candidates are introduced to theories, issues, strategies and materials related to assessment and instruction of students with reading difficulties. specific methods of instructional and the selection and development of materials that match the diagnosed need of the individual are emphasized. There is a fieldwork requirement for this course. In EDUC 264, candidates are provided with a variety of formal and informal assessment methods applicable for classroom and clinical use. A variety of assessment measures are administered and interpreted; results are used in development of Individual Educational Plans (IEPs).
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 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	Teach Students with Disabilities Effectively The Special Education Program at Humboldt State University promotes the vision that students with disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize the students' learning potential and provide a student-centered learning environment. The program focuses on preparing successful special education teachers who model advocacy for their students and work within an expanded educational community student support system of parents, colleagues, and community members. Through their written and oral communication skills, they demonstrate sound subject matter knowledge and pedagogical methods. They model respect for and rapport with diverse student, parent, and community populations. Credential candidates in the program: (a) understand the characteristics of special education students with disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths 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

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	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.	educational policies and practices. Candidates learn to effectively implement educational programs that reflect current best practices, updating programs as new practices emerge. Each candidate demonstrates knowledge of current legislative, judicial, and regulatory initiatives and their implications for teachers of students with mild to moderate and severe disabilities. Each of the courses in the program presents academic content that reflects best practices with regard to provision of special education and related services to students with disabilities. Required texts in each of the classes have all been published within the past several years, and each text contains scores of references to the professional literature in special education, both conceptual and empirical. IEP Team The program provides a comprehensive review of special education history, categories of exceptional children, educational restructuring in special education, inclusion, state and federal legislation and other policy issues that relate to delivery of services. Candidates discuss the unique influence of the family and child-family interactions, parental response to a child with a disability, and parents as advocates and collaborators. As candidates examine and consider different categories of children, additional issues related to policies and practices are considered such as family and lifespan issues, early intervention, and educational adaptations for children with various disabilities. Candidates learn the background of current federal and state education laws. Candidates learn how the latest federal amendments to the Individuals With Disabilities Act (614)(d)(1)(B) affect general education teachers and students as well as special education students. Candidates learn how to effectively participate as a member of an Individualized Education Program team and how to use the range of program options that must be considered for all special education students. Candidates extensively discuss the continuum of program options looking at the least restrictive to the most restrictive educational settings and instructional strategies for special education. They also discuss how various special education program options are related to general education. Candidates review the following topics; the special education laws and legal rulings, the inclusion movement, cultural and linguistic diversity, assistive technology and organizations that provide support to children with learning disabilities and their parents. Candidates are introduced to knowledge regarding child development, learning theories, models of teaching, lesson design, assessment, and effective classroom management. Candidates demonstrate knowledge and application of teaching models that are developmentally appropriate and effective, including the elements of direct instruction and specific strategies that benefit English language learners. The candidate is introduced to various models of effective p-12 instruction. In reviewing instructional models, candidates engage in an analysis of traditional, current theories of human cognition and learning styles and modalities. Howard Gardner's theory of multiple intelligences and applications of mind/brain/body research is reviewed theoretically and practically. Curriculum for the Special Education Credential Program and the associated fieldwork, provides candidates with a comprehensive view of the following elements that are essential in planning appropriate curricula for children with mild to severe disabilities: • Academic content standards, K-12 • California curriculum frameworks • Selection of instructional materials • Instructional strategies for diverse students • Curriculum packages in reading,

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		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 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.

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Los Angeles Unified School District	The District Intern Program prepares general education teachers for teaching of all students, including special populations such as students with disabilities, behavior plans, students with limited English proficiency, and gifted and talented students in the general education classroom. Each general education teacher learns how to differentiate instruction to ensure that all students have access to the core curriculum. District Intern teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team.	The District Intern Program prepares special education teachers in the area of curriculum, instruction, behavior, and support for students with disabilities on both general and special education school sites for students with mild/moderate and moderate/severe disabilities who may also be limited English proficient. District Intern teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team.
Loyola Marymount University	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences, clinical practice, and professional development.	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences, clinical practice, and professional development.
Mount St. Mary's College	Our revised programs embed differentiation for Special Needs students throughout the coursework and our candidates are evaluated both formatively in courses and summatively in the California Teacher Performance Assessment on their competence in this area. In our EDU 270A: Education of Exceptional Students, our teacher candidates are introduced to the legislation (ie- Individual with Disabilities Education (Improvement) Act) and to the implementation process. They are specifically introduced to the general education teacher's role in the IEP process (and participate in a simulated IEP meeting). They are taught how to implement Response to Intervention (RTI) and adaptations and accommodations for these students in the general education classroom in both the EDU 270A course and throughout the professional preparation courses (where they are asked to adapt lesson plans and assessment for students with special needs.) All lesson plans throughout the programs include adaptations for both language learners and students with special needs. Our summative assessment, the CalTeacher Performance Assessment, specifically measures TPE 4 (Making Content Accessible). Teacher candidates are evaluated on their competence in adapting their instructional plans for students with special needs throughout this summative assessment. We are 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.	The mission of Mount Saint Mary's University's Education Department is to develop the professional fluency of its candidates with respect to pedagogy, human development, diversity, and on-going professional development. A professionally fluent educator: - articulates research-based pedagogical beliefs and curricular principles and translates them into practice. - responds to diversity with openness, sensitivity, and a commitment to equity. - supports the healthy development of children and youth in a caring and just environment. - envisions professional fluency as a life-long journey that includes on-going professional development through inquiry and reflection. The program organization and design is based on current and established research findings and exemplary professional practice as referenced in the California Standards for the Teaching Profession. The foundation of the program is a commitment to the development of each individual. This commitment is expressed in intense, personal advisement of every candidate, supportive instruction that prepares every candidate to meet the standards for a beginning teacher or administrator and reflective self-evaluation that promotes continual professional growth. The Mild/Moderate Education Specialist Teacher Preparation program at Mount St. Mary's College is committed to the belief that society benefits when all individuals are able to achieve their maximum learning potential. The program serves this critical societal function by promoting knowledge, understanding, and respect for individual differences and unique learning needs. The foundation of the program is built upon knowledge derived from a sound theoretical base and rigorous research. We believe a quality program includes opportunities for reflection, problem solving, 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

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		to ensure the highest educational and quality of life potential for individuals with disabilities and diverse learners, adapting instruction to individual differences. A combination of theory and practice emphasizes positive learning environments that are integrated with the general education program and are directed toward the development of academic and social abilities that will enable students with disabilities to meet their highest potentials. In order to continue the quality of our program, meeting the needs of our candidates in this century, and keeping the needs of the community in mind, the program has gone through many revisions and modifications in order to keep up with the changes and demands. Our pre-service and intern programs reflect the new standards adopted by the California Teachers Commission and any other States requirements. For example, in November 2006, our credential program embedded the English Language Learners Standards (#7E, I, #13A, C, F, G and #19), but later in December 2008 the program and courses were updated in order to meet the new Reading Program Standards Revised #7A. Another example is how our program embedded the CLAD standards and requirements in order to meet the needs of the community and diverse learners. Furthermore, effective September 2010 (Fall 2010 semester), all of our pre-service and intern programs 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 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. The 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	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

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	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.	Assessment of Students with Disabilities, and SPD628 Teaching Reading/Language Arts in Special Education. Specialization courses in Mild/Moderate, Moderate/Severe, and Deaf and Hard of Hearing include in depth knowledge and application of typical and atypical development, research and standards-based curriculum and instruction, positive behavior support, and transition planning. Themes included in every course are: teaching English learners and students on the autism spectrum; collaborating with students, parents, other professionals and the community; and using technology as a tool to improve the learning of students with disabilities.
Notre Dame de Namur University	Course EDU 4410 Special Education and EDU 4107 Teaching English language learners	Various methods courses and EDU 4107 Teaching English language learners
Orange County Office of Education	Due to the decreased trend in hiring, the general education teacher preparation program was deactivated. There are teachers in our program who hold general education credentials. Those students are taught through our special education programs as enrolled interns. The descriptions of program preparation follows in the special education teachers segment.	District Interns are "teacher of record" in their classrooms. 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 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

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		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 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	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

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	Language Acquisition, which specifically addresses meeting the needs of limited English proficient students.	LEAs. All special education candidates must complete the course EDU 652 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. 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	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 the Practice Teaching seminars for Multiple Subject/BCLAD and Single Subject candidates, thus providing a logical link between coursework and the application of knowledge, skills, and strategies in the classroom. Support providers reinforce this application during the candidates' fieldwork through observation of the candidates teaching their students with disabilities. During post observation conferences, support providers and candidates discuss the candidates' performance, focusing on students' strengths and exceptional needs, and which instructional skills and strategies would be most beneficial in helping students access the core curriculum. MS/SS109 Inclusion of Special Education Populations provides the majority of instruction to candidates for teaching special populations. By the end of this course candidates acquire the basic knowledge, skills and strategies for teaching special populations. Candidates demonstrate an understanding of the general education teacher's role and responsibilities in the Individual Education program (IEP) process, including identification, referral, and assessment, implementation and evaluation. They gain basic knowledge and skills in assessing the learning and language abilities of special populations in order to identify students for referral to special education programs and gifted and talented education programs, the ability to differentiate the curriculum and make modifications and adaptations as appropriate for individual student needs and provide strategies for enhancing social acceptance of students with special needs. Throughout the Professional Development Plan additional time is provided to prepare candidates to teach special population students both in the coursework and the field. During Practice Teaching seminars, candidates review guidelines and principals for working with special populations. As candidates begin to work with special populations in their respective classrooms, seminar time is spent problem solving and revisiting best practices. Support providers assist candidates in the field to guide them in following all state and federal laws, differentiating their teaching strategies to meet the needs of special populations in the general education classroom, and developing • skills to plan and deliver instruction to those identified as students with special needs that will provide these students access to the core curriculum, • skills to plan and deliver instruction to those who are identified as gifted and talented that will provide these students access to the core curriculum, and • skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom. • candidates learn to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom, • candidates learn the skills to plan and deliver instruction to those who are identified as gifted and talented that will provide students access to the core curriculum, and • candidates learn the skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.	
San Diego State University	General education teachers learn about the federal and state laws related to the IEP and those laws as they govern responsibilities to students with disabilities and their families. They have readings and quizes on the readings and lectures on laws and responsibilities in the SPED 450: Special Education in General Education Settings course. One big assignment in the SPED 450 course is for prospective general education teachers to interview a general education teacher who has participated in an IEP meeting and then students participate in mock IEP team meetings as part of the course.	All Education Specialist candidates have to demonstrate knowledge of the federal and state laws, prepare IEPs, participate on IEP teams, and participate on collaborative educational teams in their school settings. Students take coursework on writing IEPs (primarily SPED 570), consultation and collaboration (primarily SPED 662), and the importance of general education partnerships to provide education based on standards to all students with disabilities (all course work).

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San Francisco State University	IEP development is incorporated into generic courses and key advanced methods courses. All credential specialty areas require participation on IEP teams as course assignments. SPECIAL NEEDS STUDENTS The Elementary Education Program has designated a credential course, Developmental Teaching and Learning in Diverse Settings (EED 783) to include an introduction to students with disabilities, such as the law governing disabilities, an understanding of IEPs, and an introduction to disabilities that a teacher would be expected to address in a general education classroom. In addition, teacher candidates are provided with some initial training about adaptations for the child with disabilities. This area of the program continues to be a challenge; the program has started to explore possibilities through collaboration with the Special Education Department. Presently, the two chairs and four professors from Elementary Education and special education are scheduling two sets of math methods (EED 784) and literacy methods (EED 782/882) courses, which will be team-taught in fall 2010. General education teachers (and instructors) will receive training in working with children with disabilities and special education teachers (and instructors) will receive training in working with children whose native language is not English. In addition, the chairs of the Elementary and Special Education departments have an interest in designing a dual credential program (preliminary credential and level I mild to moderate) that would become institutionalized in the next 2 years. While instruction of special needs pupils has been identified as as a program improvement area across the state, all general education candidates must address students with special needs in all course work, including lesson plans and the Content Area Tasks (CATs) of the Performance Assessment for California Teachers (PACT) in literacy, science, and social studies. In addition, candidates must plan, instruct, assess and reflect on their instructional interaction with learners with special needs in the PACT for mathematics. The Secondary Education Department addresses working with students with special needs in SED 751 Classroom Environment, SED 752 Professional Perspectives, and SED 800 Adolescent Development. ENGLISH LANGUAGE LEARNERS Teaching children whose native language is not English is a strong component of the College of Education general education credential program. Two credential courses in second language acquisition and development focus directly on the theories and practice of language learning and the interaction of culture and language. The content of these course sets the stage for elementary and secondary methodology courses (literacy, math, science, and social studies). Teaching strategies, as they relate to individual subject areas, are covered in methodology courses. Similar to students with special needs, candidates must show their knowledge of English learners in all course work, including lesson plans and the PACT. PACT also requires that candidates analyze extensively their instruction for English learners in all areas of each learning segment. Academic language is a major component in the PACT and candidates must discuss it according to the learners' proficiency scores as noted in the California English Language Development Test (CELDT). In addition to the university-based program, teacher candidates in general education are intentionally placed in public school classrooms with English learners. For candidates who are working towards the multiple subject bilingual authorization in Cantonese or Spanish, candidates are placed in dual immersion 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	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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	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 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 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.	Interns and candidates in the traditional program are required to take a number of courses that have incorporated two specific standards with all assignments aligned to meet these standards. The California Commission on Teacher Credentialing (CCTC) standards are the following: Program Standard 3: Educating Diverse Learners The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities. Program Standard 10: Preparation to Teach English Language Learners In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English language learners. Candidates learn about state and federal legal requirements for the placement and instruction of English language learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition. SECTION VI TEACHER TRAINING (Students with disabilities) Our state and national accrediting organizations (California Commission for Teacher Credentialing and the National Council for Accreditation of Teacher Education) review our program biennially in this area. Below are our responses to the program standards for accreditation, which lays out the design of our program with respect to meeting the needs of students with disabilities. Standard 14: Preparation to Teach Special Populations in the General Education Classroom In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented

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

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		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 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

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		strategies to effectively discuss interpersonal relations and human relations problems with students and parents. Written assignments and service learning projects provide candidates with an opportunity to apply their understanding of the issues related to the social integration of students with special needs. Topics addressing this element are discussed in weeks 10, 11. Students specifically address this element several assignments (see Written Assignments 2,3 and Case Study Option 1 and Option 2)
Sonoma State University	Secondary/Single Subject Alternative Program: 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 Alternative Program: 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.
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.
St. Mary's College of California	Single Subject Credential candidates take a course SSTE 276: Universal Access which prepares general education teachers to teach students with disabilities. This training is also incorporated directly into the PACT TPA. Multiple Subject Credential candidates are introduced to kinds of learning disabilities in the first term in MSTE 210 Learning & Development, and to categories of all disabilities in MSTE 317 Introduction to Field Experience. MSTE 317 also introduces foundational material about second language learning. Candidates are taught specific instructional strategies and how to participate in individualized education program teams in MSTE 318 Teaching Diverse Learners. This course also prepares candidates to teach English learners effectively, and all candidates are observed and receive feedback after teaching two kinds of lessons: lessons that meet the content learning needs of English learners, and English language development lessons for English learners.	Education Specialist candidates take highly specialized courses to prepare them to teach both students with disabilities and English Learners.
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	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

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	candidates with knowledge and skills concerning educational supports for students with disabilities as well as understanding disability categories and special education services. Candidates are introduced to the nature and identification of disabilities, including learning disabled, attention deficit disorder, attention deficit disorder with hyperactivity, and autism. In addition, in the literacy courses, EDU 772 (multiple subject) and EDU 773 (single subject), candidates demonstrate the ability to assess learning and language of a struggling reader through individualized literacy assessments and follow-up literacy lessons. DIFFERENTIATED INSTRUCTION FOR ACCESS TO CORE CURRICULUM Candidates demonstrate a basic level of knowledge and skills in providing appropriate differentiated instruction that ensures all students access to the core curriculum. In EDU 718: Inclusive School Environments for All Learners, candidates research and present information related to current general and special education programs and practices within a historical perspective, including the issue of providing appropriate differentiated instruction that ensures all students access to the core curriculum. Candidates demonstrate knowledge of varying abilities and disabilities, their common characteristics, and barriers to participation and success. All candidates design inclusive lessons that provide appropriate differentiated instruction to all students. In fact, the Touro Lesson Plan format includes a column for adaptations for English learners and students with a variety of special needs. Candidates provide rationale for each step in the lesson plan and for each adaptation. Assuring all students access to the core curriculum is of utmost importance in all aspects of the teacher credential program. In addition to EDU 718, in EDU 771: Teaching Diverse Learners, candidates learn methods of differentiated instruction for English learners. In all curriculum and instruction 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 assisting 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	authorized by the credential. Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout the duration of the program. To teach effectively in general education and specialized settings demands that Education Specialist candidates exiting the preparation program are able to select, synthesize and prioritize knowledge, skills, and behaviors learned in their coursework and field experiences. Novice Education Specialists who struggle in the beginning of their careers typically are unprepared to bring coherence between and among the many ideas, legal responsibilities and strategies they have learned in their preparation programs and to integrate those elements into a unified professional practice. The program at Touro addresses this challenge in several ways. First, candidates take three classes at the beginning of the program that directly addresses these issues (EDU 770, Educational Psychology & Classroom Management; EDU 771, Teaching Diverse Learners; and EDU 772, Elementary Literacy & Planning Instruction). Second, coursework has assignments that are specifically focused on skill building that help to bring coherence to these issues. For example, in SEPS 791 (Positive Behavior Supports), candidates are exposed to the principles and ideas of Applied Behavior Analysis and classroom management. Then there are three assignments (conducting direct observation, conducting a functional assessment, and developing a positive behavior support 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

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	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 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	of Students with Moderate/Severe Disabilities) sometimes combine their class sessions together. Each of the courses addresses essential understandings and skills required of an Education Specialist. While some courses are taken jointly by candidates for the Mild/Moderate and Moderate/Severe credentials, assignments and field experiences are often differentiated to target specific learning and competencies required by each credential. The courses serve as organizing structures to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations that require application and reflection-in-action. The design of the College of Education's teacher preparation programs completely integrates field experiences into every course and blurs the arbitrary boundary between coursework and fieldwork, between theory and practice. Fieldwork requirements are tied into course assignments which are designed to be skill building activities that take place in the candidate's intern/student teaching placement. For example, in SEPS 791 (Positive Behavior Supports), the candidate completes a Data Collection Project, a Functional Analysis Project, and a Behavior Intervention Project where the skill development is developmental (e.g., students learn how to observe a challenging behavior, then how to complete a functional analysis, and then how to implement a positive behavior plan based upon the data collected).

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	process), and due process (laws and regulations required are fulfilled in a timely manner). In addition, candidates learn what constitutes the right to a free and appropriate public education (FAPE). Through discussions in class, as well as those occurring within the school environment in their field experiences, candidates participate in the process of determining what constitutes a FAPE for each disabled student, ultimately resulting in the creation of an Individual Education Plan. Section 504 of the Rehabilitation Act of 1973 is reviewed, allowing candidates to become familiar with federal mandates that service a wider population of those who may not qualify for special education services but whose impairment may necessitate accommodations within the student's environment. Candidates are given different case scenarios in which they are responsible for demonstrating their knowledge of the legal mandates for purposes of identification, development and implementation of an appropriate course of action. Through classroom observations in EDU 780: Orientation to Student Teaching & Seminar, candidates observe and reflect on best teaching practices in general education classrooms meeting the education needs of a variety of students through tiered instruction. During supervised teaching in EDU 781: Student Teaching & Seminar, candidates show evidence of their ability to identify and teach students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions. . CREATING A POSITIVE, INCLUSIVE CLIMATE OF INSTRUCTION FOR ALL STUDENTS Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrate skill in collaborative planning and instruction with education specialists and other school professionals. In EDU 718, candidates learn positive classroom teaching strategies that model inclusive, differentiated lessons for a variety of learners. In EDU 780: Orientation to Student Teaching & Seminar, candidates observe master general education teachers who have created positive, inclusive classroom environments, and candidates reflect on the factors that 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 328.6 Special Needs Learners X 426.8 Foundations & Methods of ELL X 426 Culture & Inclusion X 428.13A Intern Preservice A X 428.13B Intern Preservice B X 424.2 Education Psychology and Assessments	X 328.6 Special Needs Learners X 428.9 Effective Communication & Collaborative Partnerships X 426.8 Foundations & Methods of ELL X 426 Culture & Inclusion X 428.5S 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	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.

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.
	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 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.	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.
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 students with disabilities. In all classes, teaching and assessment accommodations are taught and practiced for students with limited English skills.

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.
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.
University of San Francisco	All Multiple Subject/Single Subject 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-	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 teaching students with 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

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.
	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 and deliver instruction and assessments to meet the needs of that focus student as part of the teaching performance assessment tasks.	observations, administrator and self-evaluations, and electronic portfolios with artifacts demonstrating this achievement.
University of the Pacific	All general education-Multiple Subject, Single Subject and Educational Specialist candidates take a course in Teaching Exceptional Learners and Teaching English Learners. The course in teaching exceptional learners includes information on IEPs and how school teams are typically arranged. The role of the classroom teacher in an IEP meeting and in implementing an IEP is presented. The responsibilities of the general education teacher at an IEP are presented and discussed. A simulation of an IEP typically occurs in this course. Students are informed about RTI. The course on Teaching English Learners is a comprehensive course on SIOP and SDAIE methods and assessments, in particular. Courses have content related to "academic language" development.	Special Education candidates have such specific coursework as curriculum and instruction for students with mild to moderate or moderate to severe disabilities, advanced programming, positive behavior support, an overview types of exceptional needs and disabilities, and facilitation of teacher-family partnerships. All candidates take a Teaching English Learners course with candidates in general education. All candidates participate in one or more IEPs.
Whittier College	Section VI Teacher Training All Whittier College elementary and secondary candidates must complete coursework in Working with Special Populations. Topics in these required courses include: State and Federal laws pertaining to exceptional population; referral and Individualized Education Program (IEP) processes; assessment of the learning and language abilities of special population students; issues of social integration of students with special needs; major categories of disabilities; differentiated teaching strategies; and appropriate instructional materials and technologies for working with special-needs students in general education classrooms. In addition, all elementary and secondary candidates complete a comprehensive course dealing directly with teaching students who are English Language Proficient. This specialized course examines native and second language development in theory and as applied to multicultural/multilingual educational contexts; helping prospective teachers develop a sound 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 (Optional)**
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 located in Southern California. Of the graduate student population, 71% are female, 43% ethnic minorities, and 4% are international students that reflect the ethnic and linguistic diversity of the school districts in which the future teachers will serve. The Multiple Subject Teaching Credential Program prepares candidates for teaching in a variety of subjects in a self-contained classroom in preschool, K-12, and classes organized primarily for adults. The Single Subject Teaching Credential Program prepares candidates for teaching in a departmentalized classroom setting for preschool, K-12 and classes organized primarily for adults. Azusa Pacific University is authorized to recommend candidates for Single Subject credentials in the specific content areas of Agriculture, Art, Biology, Business, Chemistry, Foreign Languages, General Science, Geo-science, Health Science, Home Economics, Industrial and Technology Education, Mathematics, Music, Physical Education, Physics and Social Science. The Education Specialist Credential Program prepares candidates for teaching students with disabilities in authorized areas for mild to moderate or moderate to severe. Education Specialist teacher candidates are prepared to teach students with disabilities effectively through the use of school-based strand, autism strand, the incorporation of Universal Design and the inclusion of differentiated instructional practices as well as the proper use of formative modes of assessment. Minimum GPA required for completing the program - All through our programs do not have a minimum GPA requirement for program completion, the programs do require that candidates earn a grade of "B" or higher in all credential courses. Candidates who fail to earn a "B" must repeat the course. In some instances, candidates who earn a "B-" are allowed to remediate specific assignments to demonstrate work at a "B" or higher level without having to repeat the course. Accreditation - In Spring 2015 the School of Education had its California Commission on Teacher Credentialing and NCATE accreditation site visit. The site visit teams have submitted reports to their respective commissions recommending the School of Education for continued accreditation.
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 course are proud of graduate Chauncey Veatch who was selected as a National Teacher of the Year. •We were recently selected as one of the few universities to participate in the Tripod Project which is sponsored by CAEP, Cambridge Education, and the Bill and Melinda Gates Foundation and we were among a handful of IHEs selected as part of the CEEDAR grant along with the California Dept of Education and the CTC. •We have an extensive formative and summative assessment system, including course embedded assessment to measure student learning, vast clinical oversight, measurement of student dispositions for the profession, teacher performance assessments, exit surveys, graduate surveys, employer surveys, etc, all which is data used to help us focus on continuous program improvement. In April 2014, WASC reaffirmed Brandman University’s accreditation for 8 year stating that Brandman is: oA thriving new university with strong historical roots in academic excellence, oA university that is totally student centered, oA university firmly rooted in a “culture of evidence” where members of the community value rubrics, measurable goals, and solid information on which to chart its future, oA university searching for best practices from any source and applying those practices to its work, oA university willing to seek the best services and practices externally that would support the infrastructure of the university, oA university that collaborates across all boundaries, with high morale and enthusiasm for all that it does, and oA university where quality assurance in all areas, particularly in academic affairs, is deeply part of its DNA. We are thrilled with this evaluation and are quite proud of our assessment system and our processes to ensure continuous improvement.

Institution	Contextual Information (Optional)
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 one year later. We are preparing to submit our next biennial report in November of 2015. 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 surrounding regional counties. The Professional Development School (PDS) has become the primary option 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. California Lutheran has several partnership agreements with regional districts. Candidates are recommended for Multiple Subject (elementary), Single Subject (secondary), Education Specialists Teaching Credentials (which include authorization to teach English learners) after completion of all credential requirements.
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) and Special Education (Mild/Moderate and Moderate/Severe). All basic licensure programs include competency in English language development. Additional added authorizations include Bilingual (Spanish and Asian Languages) and Autism Spectrum Disorders. Credential programs seek to develop teacher candidates who: 1) exhibit respect for the dignity of all students, regardless of academic achievement, intellectual potential, social maturity, gender, or ethnic, cultural or racial background; 2) are academically well-prepared in their field of subject-matter expertise; 3) demonstrate best practices in the pedagogy of teaching with appropriate application to meet student needs; and 4) are committed to lifelong learning, are stimulated by open inquiry, and desire to share these qualities with others. The programs are committed to excellence in professional preparation that provides teacher candidates with the opportunity to acquire the skills, intellectual strategies, critical attitudes, and broad perspectives necessary to serve the needs of our schools and communities. The initial credential programs emphasize the integration of education foundations, curriculum, and pedagogy with an emphasis in the teaching of reading. The focus on the teaching reading has a dual purpose: the pedagogy of learning to read and the pedagogy of application to content and context: reading to learn. The initial credential programs are organized in the four areas of program: (1) prerequisites, (2) foundations, (3) methods of teaching, and (4) clinical practice. Increased field experiences and service learning components provide students with opportunities for professional observations, initial practice, and increased practical responsibilities in diverse educational and community settings. Clinical practice includes two 10-week quarters of full-day teaching. The credential programs have been engaged in an extensive review of the coursework and fieldwork as part of the accreditation self-study efforts aligned with the California Commission on Teacher Credentialing (CTC).
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 environment; Communities and schools in which we practice Connecting: Theory and practice; Schools and families; With colleagues; Learners with content; Learners with the classroom, school, and broader community • Believing In the ideals of social justice and democracy; That all students are capable of learning In the value of reflective and deliberate practice

Institution	Contextual Information (Optional)
California State University, Chico	On the Report Certification page the enrollment data populated by the Title II system do not include program completers. The total enrollment number in this report does not reflect the actual number of candidates enrolled in programs. There were 13 interns who completed in 2013-14, and because they are not considered enrollees, they do not appear in the enrollment or ethnicity data. Chico teacher preparation programs provide opportunities for general education candidates to add an additional credential in areas of critical need, including math, science, and special education. These numbers are not reflected in this report. 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. Four cohorts of RTR residents have now completed the program. The first ITEC cohort completed in Spring 2014.
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-adopted content standards, and to practice in each area of the Teaching Performance Expectations. Throughout each credential program, candidates are engaged in performance assessment tasks and assignments. Signature or Key assignments in each program allow faculty to monitor candidates' progress toward completion. Candidates' dispositions are likewise monitored, primarily through fieldwork experiences and interactions with colleagues and peers.
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. This Unit Assessment Plan is built upon program-level assessment systems that are functioning smoothly. Thus, the Unit Assessment Plan is part of a larger Unit Assessment System that includes program-level assessment systems. This Unit Assessment Plan has been developed by the Unit Accreditation and Assessment Task Force (UAATF), with considerable input from Unit faculty and staff. The Plan was approved by the CTC in April of 2010. The Plan has been provided to our K-12 and University partners for feedback and guided our assessment efforts through the 2011-2012 academic year leading up to our accreditation site visit in spring of 2011. We were recommended for full accreditation on the unit assessment standard, the focus of the site visit. After the CTC and NCATE focused visit in May of 2011, the Unit Accreditation and Assessment Task Force (UAATF) decided to move to a two-year assessment cycle and documents the progress towards meeting the unit goals and objectives. The full report and interim progress reports are available upon request.
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 clinical areas and computer and teaching laboratories. Students also take classes and experience fieldwork in professional settings such as school districts and Fresno Family Counseling Center. KSOEHD fosters the realization of human potential by preparing those who work in the field of education and human development to function more effectively and productively in a mutable and increasingly diverse society. The KSOEHD theme, "Leadership for Diverse Communities," places considerable emphasis on an educator who can function effectively as a leader in a culturally and linguistically diverse society.

Institution	Contextual Information (Optional)
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. The CCOE will ensure that this mission and vision is continuous as the California State University, Los Angeles, embarks on a quarter to semester conversion, which will take place during the Fall of 2016. CCOE ensures that a strong focus is placed on the academic, personal, and professional success of students via its support services.
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 Commission on Teacher Credentialing, Western Association of Schools and Colleges, National Council for Accreditation of Teacher Education, and other discipline-based accreditation boards. The university strongly supports the teacher preparation program by providing extensive resources in support of research and program assessment efforts to determine the effectiveness of our programs. The Michael D. Eisner College of Education earned full re accreditation from the California Commission on Teacher Credentialing and the National Council for Accreditation on Teacher Credentialing in November, 2009. Program Biennial Reports and the NCATE Institutional Report may be accessed at http://www.csun.edu/mdecoe. Multiple pathways to the credential, extensive education program options, curricular innovation, and program assessment are trademarks of CSUN. All programs reflect a strong knowledge of K-12 schools and the individual needs of candidates. The Accelerated Collaborative Teacher Education Program is a post-baccalaureate program developed in partnership with Los Angeles Unified School District for elementary, secondary, and special education candidates. Intern programs, developed collaboratively with several districts, address the needs of candidates who are responsible for their own classrooms. Students may concurrently earn a baccalaureate and teaching credential through our undergraduate multiple subjects, single subject, and special education blended programs. Some programs are cohorted and team taught, introducing candidates to a support network of professionals comprising a learning community of education faculty, arts and science faculty, and school personnel. Faculty nurture candidate success and are supported in their mission by a trained group of exemplary school personnel who assist as mentors and instructors. Faculty and supervisors remain updated by attending professional meetings focusing on strategies for student-centered learning, technology-based instruction, and effective pedagogy. Research and development grants help in developing a quality program assessment system as well as research agenda that examines the impact of various aspects of our teacher preparation process. Faculty promote best practice in the schools based on current research. Our diverse student body is assisted by state-of-the-art computer labs, test preparation sessions, and on-going advisement.
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 suburban educational institutions and communities.
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 wise, reflective professional educators who will work toward a just and diverse society which embraces democratic principles. The wise teacher possesses rich subject matter knowledge, applies sound judgment to professional practice and conduct, applies a practical knowledge of context and culture, respects multiple viewpoints, and reflects and acts on professional practices and their consequences (adapted from Baltes & Smith, 1990). Teacher education credential candidates include fifth year student teachers, employed interns, and a small number of undergraduates. Many candidates are first generation college students.

Institution	Contextual Information (Optional)
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 guided by the Systemwide Director's vision and built by the expertise of our Apple Distinguished Educators, the faculty curriculum committee, the technology coordinator, the program faculty and administrators. The CalStateTEACH curriculum is based on the California Teaching Performance Expectations (TPEs), California Standards for the Teaching Profession, the California Academic Content Standards and Curriculum Frameworks. The program is approved by the California Commission on Teacher Credentialing (CCTC), as well as the Western Association of Schools and Colleges (WASC). Unlike traditionally sequential programs, CalStateTEACH offers a spiraling, integrated curriculum that includes classroom management, learning theory, and pedagogy each term. The CalStateTEACH curriculum is updated continuously to respond to new research in the field and feedback from teacher candidates, faculty, employers and on-site mentors; new text editions; out-of-date publications; and changing websites. Unlike print materials, the electronic environment allows for maximum flexibility and responsiveness to changes in the teacher education knowledge base. The program's foundation is self-study with online materials, e-Texts, videos, web-based "class discussions," and on-site coaching. Participants utilize a course website to access their curriculum materials, activity discussion rooms, important resource materials and technology support. They also interact with their assigned California State University faculty member electronically and face-to-face at their school site. They receive on-site support from a site mentor (Alternative Option) or cooperating/ master teacher (Traditional Option). The program is divided into four terms, each containing 10 semester units of integrated coursework. The entire program takes 16 months to complete. CalStateTEACH participants attend five Saturday seminars during the program. Candidates spend approximately 15-20 hours of work per week, outside of teaching/supervised clinical experience, on their academic learning and classroom conversations (discussion boards). Although there is no physical campus, CalStateTEACH student teachers, interns, faculty, and Regional Directors build a campus community, just as traditional students do. The difference is that the community is online. There candidates develop strong bonds with faculty and peers. Beyond the website, the CalStateTEACH "campus" includes the school site where candidates work or practice teach. Candidates gain significant personalized support from their assigned faculty member, who observes them at their school site a minimum of once a month. Additionally, their cooperating and master teachers (Traditional Option), or their on-site mentors (Alternative Option), who are credentialed teachers at their school site, provide valuable assistance to CalStateTEACH participants. Finally, teacher candidates meet at all-day Saturday seminars. There they make face-to-face connections with their peers. The first seminar is an orientation seminar for new participants. Then they participate in seminars focused on the following topics: Language Acquisition and Development, Reading, Mathematics, Science, and Visual and Performing Arts and Physical Education. Seminars emphasize hands-on activities that supplement the online and one-on-one learning. CalStateTEACH has four regional centers that serve students throughout the state. Since there are no campus-based classes, the program is geographically divided into four regions: Southern California based at CSU Fullerton, Los Angeles County based at CSU Los Angeles, Northern/West Central California based at CSU Monterey Bay, and Eastern/Central California based at Fresno State. Candidates are assigned to centers based on the location of the school district in which they teach or live. CalStateTEACH employs approximately 50 full and part time faculty. The faculty has a wealth of experience as former PK-12 teachers and administrators. CalStateTEACH is committed to providing ongoing professional development so the faculty can maintain their up-to-date expertise. CalStateTEACH faculty are responsible for the academic, classroom conversations and teaching components for individual candidates. CalStateTEACH faculty is trained in the Teacher Candidate Interview process to identify the best candidates for admission to CalStateTEACH.

Institution	Contextual Information (Optional)
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 each year (54% white) and slightly more than 300 students complete the program's 11 program options each year. For the purposes of this report our responses focus on the preparation of elementary, secondary, and special educators. The program faculty members are committed to five interdependent and guiding principles for their program – personalized education and personal growth, healthy communities, rigorous scholarship, ethical leadership, and socially just communities. The values of inclusion, social justice, constructivist pedagogy, and democratic governance are both goals and attributes of the program and are epitomized in the following statements cited by the faculty as representing their core values: "Education is a process of living and not a preparation for future living" (John Dewey), "You must be the change you wish to see in the world" (Mahatma Gandhi) and "Knowledge emerges only through invention and re-invention, through restless, impatient, continuing, hopeful inquiry (that) men and women pursue in the world, with the world, and with each other" (Paulo Freire). The faculty has developed a Program Improvement System for the College of Educational Studies which collects evidence across seven program dimensions: admissions; student guidance; program design; fieldwork; student achievement; graduate outcomes; and governance, resources and personnel. For each program dimension faculty identified 3 – 6 program evaluation questions and claims or quality targets that we seek to achieve. The CES faculty and staff have developed eleven protocols that together describe our evidence collection methods. We seek to gather enough evidence of enough different types to make effective program improvement decisions. To date PISCES has helped us make a wide range of program and unit level improvements and also documents that our graduates have acquired the knowledge and skills to be effective and caring educational professionals.
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 responsibility of being teacher of record. However, residencies are unpaid positions. Teacher candidates are already funding their teacher preparation programs and an additional year of unpaid work is extremely difficult on them. If we are to truly impact teacher preparation in ways that matter, funding for teacher candidates to do residency programs will have to be allocated in some way.
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 preparation program strives to provide the intellectual tools and insights that will enable candidates to live in and teach about a world of diversity. This program equips candidates to make a difference not just as teachers, but also as members of society. We are very proud of the excellent reputation enjoyed by teachers who receive their professional preparation at Dominican University of California.

Institution	Contextual Information (Optional)
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 Partnership gathering each spring. This system has resulted in data-based program improvements that the university feels are aligned with the learning goals of local educational agencies. Students in the general education and special education programs are introduced to systems of formative and summative assessment, using both qualitative and quantitative methods to evaluate student achievement. One example: students enrolled in Daily Student Teaching complete "mini-units" in the core subjects. This assignment requires that candidates work with their cooperating teachers in a co-teaching model wherein they plan four consecutive lessons. Student teachers assess evidence of student work, using a rubric which they have designed. They report the outcomes according to a scale indicating how many students have not "met the standard", and then describe their analysis of these students' struggles, noting accommodations they will make in their upcoming lesson. This project introduces students to common practices of local Professional Learning Communities within schools where in-service teachers gather weekly to analyze student test data and collaborate on how to remediate their students. Projects such as these introduce FPU students to the "cycle of assessment".
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 (plus 120 hours of preservice), supervised teaching, a Teaching Performance Assessment scored by external scorers, and a final Presentation of Learning (exit interview). By October 2014, we will have submitted two biennial reports and performance assessment reports as part of the California accreditation process.
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 become exceptional teachers and strong advocates for children, adolescents, and for public education. We believe in offering a challenging academic program that focuses on best educational practices and the creation of a community of caring in our program and in our public school classrooms. We respond to our candidates' work personally; help our students become aware of their own assumptions, preconceptions, and personal filters; and assist them in understanding how such assumptions, preconceptions, and filters affect their teaching and the equity of the education that their students receive. We are committed to the act of teaching as being one of social activism and promotion of social justice. We see teachers as being agents of social change. We know that teaching is one of the most difficult and demanding professions, and we believe that no profession is more rewarding or more worth the dedication required than teaching. Program leaders, coordinators, and faculty in the School of Education at Humboldt State University carefully select high caliber credential candidates for each program and collaborate with local school districts in identifying fieldwork classrooms with committed, well-qualified mentor teachers. A hallmark of our programs is the considerable amount of time spent working in fieldwork classrooms. Our programs offer individual mentorship through the student teaching experience with excellent graduation and employment rates. Each program is a one-year course of study beginning in the fall. The School of Education joined the Performance Assessment for California Teachers (PACT) consortium to meet the Teacher Performance Assessment requirements. The pilot of PACT teacher performance assessments was successfully completed during the 2007-2008 academic year. The Elementary and Secondary Programs continue to fully implement PACT and continue to use PACT for candidate assessment. The Secondary Education program received funding to transform all the coursework into an online hybrid format in fall 2011. The program now has the capability to provide distance supervision. This will increase the program's outreach service to rural sites in our region that currently are too far away to allow prospective candidates to enter the campus face-to-face program.

Institution	Contextual Information (Optional)
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 Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).
National Hispanic University	The 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. After a deliberative review process, the NHU Board of Directors determined on March 19, 2014 that the University would cease offering all its programs by the end of the 2014–2015 academic year.
National University	Art-1, Cognitive Science-1, Global Studies-2, Public Administration-1,
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. There is a projected need but budgetary concerns have necessitated the need to suspend the program effective July 30th, 2014.
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-teacher 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.

Institution	Contextual Information (Optional)
University of California, Los Angeles	The UCLA Extension Intern Credential programs focus on developing educators throughout the state who are prepared to teach in 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 become competent facilitators of human development. Small class size and access to professional staff characterize the education environment. Leadership is provided by motivated faculty who possess appropriate academic preparation, extensive practical experience, and excellent teaching. Program emphases are the development of self-awareness, celebration of diversity, growth in personal meaning and values, through a theoretical and applied knowledge base and diverse instructional methodology." As the Teacher Education Program continues to prepare teachers for the diverse populations of California schools, continual reflection and assessment of the program needs to occur. New initiatives to improve our program beyond the year 2008-09 include: (1)increase the number of full-time faculty to coordinate and teach in off-campus sites, (2)hire faculty to represent the diversity of the candidates in the program and California's schools, (3)continue to keep the student foremost as the program grows, (4)development of a distance learning component to increase full-time faculty participation in quality control of the coursework being offered, and (5)transition rolling NCATE accreditation to the new CAEP accreditation beginning 2014 and continuing state accreditation. For 2009-10, the Teacher Education Program created a Teacher Education Advisory Committee consisting of faculty from teacher education, liberal studies and arts and sciences departments. In addition, a social justice and critical pedagogy component has been added throughout the teacher preparation program infusing content and strategies including the creation of a new secondary teaching methods course. The new CTC required single subject methodology courses are scheduled to begin summer and fall 2014 offer multiple subject students the necessary means for adding additional teaching authorizations to their credentials.
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 compassion. The Mild/Moderate Education Specialist Credential Program, a two year on-the-job training (intern) program, is housed in the Learning and Instruction Department. The curriculum is taught by faculty and doctoral students in the Special Education doctoral program. Instruction is aligned with job demands. Upon completion of the program, candidates are eligible to earn a Masters degree by completing 6 additional units.
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 granted by both agencies. School districts have not offered many paid internships because of the lay-offs of credentialed teachers, until this academic year of 2014-15. Our number of internships over the past two years has declined because of districts limitations on hiring credential candidates for paid internships where the candidate is the teacher of record. However, we are gradually increasing the number of interns in our programs. Our programs have submitted required documentation to the California Commission on Teacher Credentialing regarding the preparation of candidates in internships to have pre-service coursework to help them teach and support English language learners.
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.