

Annual Goals for Teacher Shortage Areas: Special Education - Traditional Route

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
Antioch University Los Angeles	Special education	2010-11	2 candidates in Special Ed	Yes	We began offering the Education Specialist Mild/Moderate credential in July 2008. Recruitment was essentially by word of mouth and two candidates enrolled. Our institution has a small recruitment and advertising budget and therefore individual programs are included in general outreach. Currently we have five candidates in the credential.	The university is in the process of identifying enrollment targets for the 2012-2013 academic year for special education and committing resources to recruiting for this high need area.
Antioch University Santa Barbara	Special education	2010-11	Increase over 2009-10	No	Antioch SB advertises the advantages of its Multiple Subject/Mild/Moderate Education Specialist program. Students are able to obtain two credentials in one year.	More students see the Ed. Spec. credential as a way to improve employment prospects in our area. There were not as many jobs available at this time.
Argosy University	Special education	2010-11	5	No	N/A	It was determined that we do not have the resources to support this area.
Azusa Pacific University	Special education	2010-11	20%	Yes	<p>The current budgetary climate in California impacted and shifted school district's enrollment and services for students with disabilities in the K-12 setting. The Department of Special Education aligned the program options for credential as well as Masters degree to the school districts current needs in addition to preparing candidates to be more marketable in the field of education. The following programs are part of the Azusa Pacific University's, Special Education Department's program offerings:</p> <ul style="list-style-type: none"> •A 50% part-time recruiter continued to target Special Education recruitment. Information meetings and the admission process has been revised and improved. •The Clear Education Specialist Credential is aligned to the Mild to Moderate and Moderate to Severe Programs, including Intern Credential standards aligned to CTC, resulting in documented significant increase in student enrollment. •The Added Authorizations in Special Education includes Autism, Resource Specialist Program, and Emotional Disturbance 	<p>To continue with the alignment, update and transition the Mild to Moderate and Moderate to Severe Credential Programs, to the new Preliminary and Clear Education Specialist Standards. Prepare and update in order to implement the Preliminary and Clear Education Specialist Credential for guidelines required by the CTC, as per Ed. Code Section 44227(a). The Department of Special Education committee executed the following plan:</p> <ul style="list-style-type: none"> •Azusa Pacific University's Special Education Department's Clear Education Specialist was the first university in the state of California to receive approval for the new credential program. •Preconditions for all professional preparation programs were met as per Ed. Code Section 44227(a) and each program adheres to the requirements outlined by the Commission. •All nine Common Standards, for the Clear Education Specialist Credential program, were met and aligned to the California Standards for the Teaching Profession (CSTP) and the seven Induction Program Standards, for the Clear Ed

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Brandman University	Special education	2010-11	700	Yes	We exceeded our goals this year due to candidate interest in the new preliminary as well as increased outreach efforts. We also saw growth in candidates pursuing both a general and special education credential. Although the general job market for education is difficult, employment in special education continues to be available.	We do anticipate our Level 1 candidates to push to finish their programs, as the timeline for the Level 2 being available is growing shorter each year. We anticipate that a majority of our special education candidates will be completing the program via the intern option.
California Baptist University	Special education	2010-11	Increase enrollment by 5%	Yes	Targeted multiple subject candidates who were having difficulties securing employment. Began offering our autism courses to multiple subject teachers as a means of increasing their skill level while simultaneously introducing them to the requirements of being a special education teacher.	Our efforts raised the question of commitment to the children i.e., finding candidates committed to excellent teaching rather than simple improvement in employability
California Lutheran University	Special education	2010-11	Increased enrollment	Yes	We have redesigned our special education programs and are expanding recruitment efforts. We have implemented the use of YouTube by posting our videos on there, marketing "ambassadors" and using alumni for networking.	Continue to strengthen this aspect of our program along with creating hybrid courses, live chats during courses and web training.
California Polytechnic State University, San Luis Obispo	Special education	2010-11	20 Candidates	Yes	Special Education Faculty conduct orientation and individual information meetings, respond to email and telephone inquiries, and make presentations to classes where there may be potential applicants. Once applications are received, they are reviewed by Special Education faculty, and individual interviews are conducted with applicants. A rubric is applied to each application, and the top 20 applicants are admitted.	Since there have been no increases in the budget, the program has maintained its current program, i.e. a cohort of 20 candidates per year.

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

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California State University, Chico	Special education	2010-11	Increase number	Yes	<p>The Next STEPS program, which was piloted in 2008-09, is a concurrent program for candidates seeking both a secondary credential in a content area and an education specialist (K-12) credential. Two other new programs, funded by a Teacher Quality Partnership Grant began development in 2009-10. The Rural Teacher Residency Program (RTR) is an 18-month master's and credential program for elementary and special education candidates, who work together as a cohort in coursework and in the field. Nine candidates, including three in special education, were accepted into the first cohort, who began the program in summer 2009. Twenty-two candidates were admitted for the second cohort in 2010-2011. The Integrated Teacher Education Core (ITEC) is a four-year undergraduate program combining a bachelor's degree in Liberal Studies with a minor in special education and a credential in either elementary or special education. A bilingual authorization can also be added. The first cohort of ITEC candidates accepted 25 candidates</p>	<p>The Next Steps Program has had two additional benefits. The first is that it has focused faculty attention on integrating evidence-based practices in special education into the secondary classroom. The second is that it has put secondary education specialist candidates in courses with other secondary candidates, thereby creating opportunities for applying two perspectives in seminar discussions. The RTR program has been particularly effective in helping candidates to see teaching as a process that requires collaboration between teachers on grade level teams and between special and general educators working on tiered interventions. The special education minor that is part of the ITEC program will better prepare elementary teachers to meet the needs of special populations. We are beginning to see the effect of encouraging candidates who might have initially planned to pursue an elementary credential to consider changing to special education</p>

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California State University, Dominguez Hills	Special education	2010-11	Maintain enrollment	Yes	<p>Goal: Maintain 2010-11 levels of enrollment in the Special Education credential programs, throughout the transition of old programs to new ones in response to new state standards.</p> <p>Strategies Used:</p> <ul style="list-style-type: none"> • recruitment of Liberal Studies, Child Development, and other majors from CSUDH and other institutions • active advisement of Liberal Studies majors in their upper division classes • recruitment from local districts, among paraprofessionals and credentialed elementary and secondary teachers • information sessions and SPE orientation sessions, with well-developed recruitment materials including a CD featuring a video with graduate testimonials • recruitment at job and graduate school fairs • SPE website and print presence on campus and in local districts • obtaining campus and program data to inform our recruitment efforts • Advisory Committee Meetings with partners inform them of our program; they are updated regularly; • Presentations at meetings and conferences provide additional information 	<p>In Spring 2011, as a response to state mandates, the Special Education Program began admitting candidates to the revised initial Education Specialist Preliminary Instruction Programs: Mild/Moderate, Moderate/Severe, and Early Childhood Special Education. We anticipate being able to meet district needs for teachers who are prepared to work with children and youth from Preschool through age 21. All programs now provide preparation for instructing children and youth across the autistic spectrum. School districts, charter schools and Non-Public (NPS) schools continue to hire intern teachers who are educated and trained through an alternative credential pathway. Candidates in all three Education Specialist Credential programs begin their programs with the following pre-service classes: SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating Diverse Learners with Exceptionalities. These classes provide an overview of disabilities, service structures, legal issues, and the process for implem</p>
California State University, East Bay	Special education	2010-11	0	Yes	<p>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.</p>	

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California State University, Fresno	Special education	2010-11	85% by 2015	No	Use data from annual CTQ survey to make continual improvements in SPED.	<p>Secondary Ed: 06-07 = 69%, 07-08 = 77%, 08-09 = 71%, 09-10 = 78%</p> <p>Elementary Ed: 06-07 = 76%, 07-08 = 77%, 08-09 = 74%, 09-10 = 84%</p> <p>Steps to improve include:</p> <ul style="list-style-type: none"> •SPED faculty in the Kremen School revised the Education Specialist program and meet approval by both the university and CCTC •All teacher education faculty participated in a 3-hour tele-conference with other CSU campuses on strategies for teaching special needs students inclusive settings • Hired one new SPED faculty for the 2011AY
California State University, Fullerton	Special education	2010-11	See below	Yes	<p>Goal: To increase the number of trained teachers in the field of special education by 5%.</p> <p>The goal was met in the area of early childhood. The following strategies were used:</p> <ul style="list-style-type: none"> • New student organization for early childhood special education with collaboration from numerous departments across campus – undergraduate students were involved in workshops, webinars, community activities, and social groups to encourage interest and activism in the field of early childhood special education • Recruitment at local conferences and school districts through the I:DREEAM grant which supports new early childhood teachers • Improved, user-friendly website • Coordinator-model of support where students meet the candidates at the admissions interview, follow up with emails and phone calls, advise the students throughout the program, and meet with them in fieldwork and intern seminars • Pre-orientations held each semester as well as program overviews for candidates that have an interest in applying 	By following an organized tracking system with a new assessment coordinator, students in each program are being coded correctly. This means that the program coordinators can monitor their progress throughout the program and support them along the way. Program coordinators also attend advisement sessions at the Center for Careers in Teaching to encourage undergraduates from diverse majors to consider early childhood special education.

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California State University, Long Beach	Special education	2010-11	45	Yes	There are several strategies we used to achieve our goal: provide ongoing program advising, provide course offering each year (and at convenient times) that assure timely completion of the program, and maintain strong partnerships with local school districts and community colleges. Additionally, we offer an intern program option for candidates who hold positions in schools and need to obtain an Education Specialist Credential.	Strong advisement is a cornerstone of our Education Specialist Credential Program. We will continue to provide each student with an individual faculty advisor. Additionally, we have very strong partnerships with local school districts and community colleges, particularly Long Beach Unified School District and Cerritos Community College. We have a specific route within the "Teacher Trac" partnership with Cerritos CC that funnels students into the Integrated Teacher Education Program Education Specialist track at CSU Long Beach. We are also increasing our participation in the UTeach Program in Teacher Education. Efforts for outreach and recruitment have also increased college-wide and we are participating in those activities as well.
California State University, Los Angeles	Special education	2010-11	increase applications 10%	Yes	We increased our collaboration with schools and school districts to increase our applicant pool with para-educators in special education teacher preparation. Even with the extraordinary teacher lay-offs in California, we were able to convince more teacher education applicants to apply in special education.	We will add a streamlined special education teacher preparation program for laid off elementary teachers.
California State University, Monterey Bay	Special education	2009-10	# of Education Specialist	Yes	Goal: Increase percentage of number of students who have been certified (credentialed) in Special Education by 5%. Goal met by increased recruitment efforts.	n/a
California State University, Northridge	Special education	2010-11	340 FTES	Yes	344.2 FTES. We actively recruit candidates for special education teaching (MM, MS, DHH, ECE) online, in person on and off campus. The Special Education department provides an opportunity for Special Education Teacher Candidates to apply for a program with stipends of \$35,000 through a Teacher Quality Partnership Grant, funded by the American Recovery and Reinvestment ACT. The Education Specialist programs also participate in the National Board for Professional Standards.	The Teacher Quality Partnership Grant continues for another year. The Special Education Department continues to write and earn various grants to recruit and support special education teacher candidates.

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California State University, Sacramento	Special education	2011-12	5%	No	<p>In 2010-2011, Sacramento State fell short of our 5% goal in terms of raw numbers of Special Education preliminary credentials. However, in 2010-2011, Sacramento State saw a 12.6% decrease in the number of credentials produced. Special Education credentials saw only a 7.3% decrease, and increased in the total proportion of credentials produced from 24.4% in 2009-2010 to 25.8% in 2010-2011.</p> <ul style="list-style-type: none"> •Monthly updates to SELPA Region 3 administrators on campus opportunities and deadlines •Outreach to districts regarding opportunities for para-educators via Region 3 meeting presentations •Extension of online presence with descriptors of programs, opportunities, application materials, etc. (edweb.csus.edu/eds) •Partial campus admits to special education programs allowed both fall and spring semesters •Limits on the numbers of applicants allowed negatively impacted goal 	<ul style="list-style-type: none"> •SELPA Region 3 presentations and active participation should continue •Maintain and update online site •Continue with full fall and spring admits
California State University, San Bernardino	Special education	2010-12	program assessment	Yes	<p>As enrollment at the CSUSB campus in the special education programs has been more than adequate, a move to focus on assessment of program effectiveness was under-taken. Program faculty have identified appropriate data to inform candidate performance & program effectiveness and develop data collection system to evaluate 2010-11 data. Goal will be met when a representative sample of data is entered & prepared for initial analysis. Report will be submitted to the CA Commission for Teacher Credentialing Spring 2012.</p>	<p>According to accrediting agency requirements, four sources of data collection were identified & program faculty identified the relevant sources of data. The program will develop a spreadsheet & obtain personnel for data entry. Additionally, the special education programs have developed a route for Multiple Subjects students to enter into the special education program.</p>

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California State University, San Marcos	Special education	2010-11	See Description below.		<p>Goal (2008-09): Improve performance on CSU 1st Year Teacher Survey so that fewer graduating candidates and their supervisors indicate they are less prepared to meet the needs of students with special needs in the regular education classrooms.</p> <p>Goal met? Unknown – we do not see the impact of curricular changes until at least two years after change is implemented. An analysis of interim data suggests that curriculum efforts in the Single Subject program are having a positive impact on credential graduates' preparation in this critical area. The Multiple Subject program interim data indicate less of a positive impact and that program faculty must carefully attend to curriculum alignment and review in this areas.</p> <p>Stratagies:</p> <p>1. Special education and teaching and learning faculty spent considerable time and effort in creating signature assignments and class activities that focus on developing regular education teachers' skills sets to work with special needs students within a year long sequence of credential</p>	<p>1. Curriculum development must include a plan for constant reflection, update and revision.</p> <p>2. Time and space must be devoted to support faculty in these endeavors.</p> <p>3. Mentoring of adjunct faculty is essential to maintain fidelity to the course structure and outcomes.</p>
California State University, Stanislaus	Special education	2011-12	90% Qualified Applicants	Yes	To increase the number of qualified applicants, we revised web site and held informational meetings for undergraduates.	Developed a growth plan and recruitment strategies aimed at Exceptional Children & Youth Liberal Studies students and outreach of transfer students from three community colleges in proximity to the university. Participated in the Transition from Student to Teacher Conference. Flyer will be developed to address the concurrent credentials ESCP, MSCP and SSCP. Also, ASD added authorization has been approved for Fall 2012.
Chapman University	Special education	2010-11	3	Yes	Not Applicable.	The market in southern California has decreased due to the economy and we will be pursuing a marketing campaign over the next few years to recoup.
Claremont Graduate University	Special education	2010-11	0	Yes	N/A. All Education Specialist Credential Candidates go through the Internship Program (see Alternative Certification Report). Our recruitment goals for special education are related to the alternative program only.	

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Dominican University of California	Special education	2010-11	12	Yes	Dominican University of California received an \$800,000 grant from the Office of Special Education Programs, Department of Education Grant to fund 80% of a credential candidate's tuition.	The dual credential program is of high quality and candidates will take the extra units to earn both credentials.
Fresno Pacific University	Special education	2011-12	18	No	As part of the state required credential revision process, Fresno Pacific University developed a cohort model for four Preliminary Education Specialist programs. The model provides candidates with extended opportunities for field-based practice at all stages of the program. The instructional period is established as five consecutive semesters, thus allowing candidates to complete their program in a timely manner for employment. The program was designed to allow opportunities for internship and traditional completers. Candidates become eligible for internship program application after three semesters of coursework. The inaugural cohort began in Fall 2011 and candidates are projected to complete the programs in Spring 2013.	FPU anticipated the majority of candidates to participate in the program as intern candidates. Due to community hiring adjustments, the candidate population was evenly distributed between intern candidates and traditional candidates. Numbers continue to grow in the traditional candidate population
Holy Names University	Special education	2010-11	5	No	Continued collaboration with our Special Education Community Advisory Council	Special Education Community Advisory Committee made recommendations to provide services to children with Autism courses to begin Fall 2010.(for new Education Specialist program standards - August 2010) Beginning Spring 2011, offering Autism Authorization for current Education Specialist Mild/Moderate credential holders. New Education Specialist courses to began Fall 2010
Humboldt State University	Special education	2010-11	Specialized Instruction	Yes	Development of an added authorization in Autism Studies.	Curriculum in level 1 and level 11 credentials has been realigned to meet state standards and provide enhanced preparation in autism studies. This authorization has been provided to regional teachers with inservice programs.

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Loyola Marymount University	Special education	2011-12	5	Yes	Hosting info sessions for those interested in special education; attending graduate school fairs; coordinating efforts with the special education program to facilitate the process for students who want to transition from traditional education to special education.	Improve the special education website page; find ways to speak directly to undergraduate students in special education classes; streamline the course sequence for 2042 Credential holders who want to add a Special Education Credential; place ads in relevant magazines and educator newsletters.
Mills College	Special education	2010-11	see below	Yes	<p>Continue work in preparing teachers to work as part of a team and to develop collegial relationships and to serve as agents of change</p> <p>Portfolios of significant assignments and of the student teaching experience; professional journals, evaluation and self-evaluation of student teaching fieldwork and seminar.</p> <p>Student portfolios emphasize a reflective process of their classroom and student teaching experiences. Students respond to specific performance questions about the student teaching. Students can document and analyze a sequence of 3 to 5 related lessons in the categories of planning, teaching, assessment, and reflection. Trained scorers using valid and reliable rubrics score these lessons.</p> <p>All of the credential students are required to complete portfolios, journal entries of their student teaching, and attend a Teaching Event, which helps to measure all 13 of the Teacher Performance Expectations required by the State of California.</p>	<p>The Teacher Performance Expectations are correlated with the California Standards for the Teaching Profession, which are also correlated with the goals of the Mills Teachers for Tomorrow's Schools Credential Program. All of the students must meet these performance expectations to graduate.</p> <p>The credential faculty discusses the curriculum, teaching strategies, and student learning at the monthly meetings, and at an annual retreat. In addition, there is an advisory board of noted educational leaders from the community, to advise ongoing program development. There are also periodic follow-up sessions and surveys with the graduates to gain their input on the program and possible directions for modification.</p>

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

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Pacific Oaks College	Special education	2010-11	25	No	Increased advisor office hours; increased tutoring resources; increased student services availability	Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts
Point Loma Nazarene University	Special education	2010-11	11	Yes	Worked with LEAs to provide instruction to current, in-service classroom teachers to add authorization to teach special education	Continue to work with LEAs to increase numbers of participants in these programs
San Diego State University	Special education	2012-13	Maintain	Yes	The special education program has a goal of 30 Mild to Moderate, 15 Moderate to Severe, and 15 Early Childhood Level I credential candidates per year. At this time the program is not able to increase the number of candidates.	
San Francisco State University	Special education	2010-11	100	Yes	No recruitment is needed for this program. Special Education is always filled to capacity.	
San Jose State University	Special education	2011-12	56	Yes	Recruitment fairs, orientation information sessions.	We are making presentation to community groups, school district advisory board meetings and state-wide meeting to increase the base of those who might be
Santa Clara University	Special education	2010-11	as many as possible	Yes	The School of Education and Counseling Psychology deploys its new Recruitment and Outreach Coordinator to recruitment events throughout the State. These include visits to specific universities within close proximity to Santa Clara University as well as fairs highlighting professional programs in education. Our recruitment officer focuses attention on all programs and academic awards within the Department of Education.	Moving forward, we are examining our recruitment goals and hope to adjust our strategy as necessary.

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Sonoma State University	Special education	2010-11	Meet teacher shortage	Yes	The Education Specialist (E.S.) program is designed as a comprehensive program of special education teacher preparation in support of our service area. Demand continues to exist for qualified fully-credentialed special education teachers and our program was recently approved to offer both the new Preliminary E.S. credential for candidates seeking the Mild/Moderate or Moderate/Severe specialization. The program faculty examined the new standards and successfully responded to CTC program submission requirements. In addition, SSU also pursued the new Communication Development credential although this was subsequently placed on hold throughout the State.	Program faculty, in collaboration with our P-12 partners, examined the new standards in light of the prior pedagogical program areas of success. Key elements seen as important remained embedded in the new program design. In addition, as we designed the new program, we sought to streamline the pathways for candidates who already have a prior California general education credential as well as develop a pathway for candidates new to the profession. The new program design reflects the different needs of these two groups and encourages a staggered admissions process accordingly.
St. Mary's College of California	Special education	2010-11	15	Yes	As a Lasallian-based institution, the KSOE has a mandate to admit and to educate every qualified applicant who applies to our programs. Unlike some state institutions, we do not admission limits that require us to turn away qualified applicants. We admit every qualified special education applicant.	We intend to continue to admit all qualified applicants and engage in activities on an on-going basis to increase our enrollments. However, the budget crisis in California is severely impacting our ability to increase the number of applicants to our credential programs. A number of your Special Education completers do not appear in this report because they already held a basic teaching credential and were adding special education.
Touro University	Special education	2010-11	Autism Spectrum Disorder	Yes	By obtaining a DOE grant to offer a MA in ASD. This has afforded this institution the opportunity to offer an MA to current Education Specialist Preliminary and Clear. To increase the knowledge of the disorder and to offer early intervention.	Offer an ASD added authorization and MA ASD to all those individuals that currently are working with and will continue to work the ASD needs of the 21st century.
University of California, Los Angeles	Special education	2010-11	10	No	IMPACT grant funding was available for Special Education although the program did not have enough candidates to form an initial Special Education cohort.	Increase recruitment and awareness of TEP Special Education IMPACT Pathway for 2012-2013.

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University of California, Riverside	Special education	2010-11	Recruitment	Yes	Recruitment events target undergraduates and alumni for Open House events. Foundational level education courses are open to undergraduates so they can gain more knowledge about a career in special education. The Graduate School of Education has two graduate degree programs in special education that allow those candidates to complete licensure requirements and a master's degree. New coursework has been implemented in response to the new California standards in special education.	Additional measures have been made to include bilingual education for the special education candidates. Work has already been done to identify future school site placements for these candidates and the curriculum has been updated to include this content. There has been better communication with the local districts and county offices of education to promote our special education program in hopes of attracting general education teachers to special education.
University of California, San Diego	Special education	2010-11	6 program completers	No	Nationwide recruitment of qualified candidates; financial support for two-year MA program	Continue to identify high quality field placement settings; early outreach to candidates regarding exams required for CA credentials
University of California, Santa Barbara	Special education	2010-11	Recruitment	Yes	The Special Education Program has an OSEP grant to recruit, retain and train 40 new teachers including, underrepresented groups in the profession, of students with severe disabilities. These teachers will serve a multicultural population of students with severe disabilities educated in low-income schools including individuals from culturally and linguistically diverse groups and individuals with disabilities who will be highly prepared to serve the growing population of students with autism in the state. The program will train teachers with a M.Ed who can conduct action research in their inclusion programs and have knowledge and skills to implement science based practices. We are in the process of applying for a new grant to continue this support.	Two objectives we have are the appointment and meeting of a new community advisory board to include more participation of master teachers who work with our student teachers. The second objective is an annual evaluation. In all the program continues to be highly successful in producing well-trained teachers of students with low incidence disabilities. Our supervision of trainees in their public school practicum sites continues to be one of the strongest aspects of the program. In addition, our students are well prepared for teaching English Language Learners and we have a very strong program in Positive Behavior Support.

Annual Goals for Teacher Shortage Areas: Special Education - Traditional Route

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
University of LaVerne	Special education	2010-11	Added EL Authorization	Yes	The Special Education program was approved by the credential commission as having the EL authorization embedded in the Level I and Level II programs. Preparation for new Preliminary program to begin spring 2012.	Ongoing analysis of EL during student fieldwork, and from program graduates, will determine effective strategies and areas of improvement. Implementation of first of three classes for addition of Autism Spectrum Disorder Authorization beginning fall 2011. Addition of neurology class applicable and co-taught in conjunction with school psychology program. Spring 2012 began the new Preliminary credential program.
University of Phoenix	Special education	2010-11	0	No	Program not currently offered in the state, however, exploration into development of California-specific Special Education programs	
University of San Diego	Special education	2010-11	Maintain enrollment	Yes	We have reduced the number of Special Education credential areas we offer, and this has permitted us to strengthen the remaining credential area, Mild/Moderate Disabilities. This we have the same enrollment, even with the reduction in credential areas.	
University of San Francisco	Special education	2011-12	Joint credential option	No	We are currently working on a credential pathway that would allow K-12 credential candidates to simultaneously complete a mild/moderate special education credential.	1) Create program and receive approval from Curriculum Committee; 2) Submit program document for approval by the California Commission on Teacher Credentialing; 3) Recruit for and implement program
University of Southern California	Special education	2012-13	100	No	The Rossier School is currently awaiting approval from the California Commission on Teacher Credentialing (CCTC) to be eligible to recommend students for the Special Education Credential.	Recruiting plans include high visibility for the Special Education credential track, once it is approved.
University of the Pacific	Special education	2010-11	2	Yes	We include undergraduates in the Diversified-Liberal Studies major to choose a special education teaching credential. We inform prospective undergraduate applicants to the university about special education as a career and as a credential choice for the undergraduate student. We help facilitate a plan for students to earn a Multiple Subject and Education Specialist (special education) credential.	We will continue to inform undergraduates in liberal studies and in single subject fields of the option to take courses in the special education credential program.

Annual Goals for Teacher Shortage Areas: Special Education - Traditional Route

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
Whittier College	Special education	2011-12	Educ.Spec. Credential	Yes	<p>Goal: Submit a program proposal to the California Commission for Teacher Credentialing for an Education Specialist: Mild/Moderate teaching credential.</p> <p>Descriptions of strategies used to achieve goal:</p> <ol style="list-style-type: none"> 1. Recruited and hired a tenure track special education faculty member to develop a Mild/Moderate Education Specialist credential program. 2. Created a special education program that emphasized co-enrollment of elementary and secondary teacher candidates in core classes embedding special education content/skills in the general education curriculum. 3. Preliminary Education Specialist Credential was approved in spring 2011. 	Utilize the expertise of new special education faculty member to orient general education faculty members to latest research and practices in serving children with special needs.