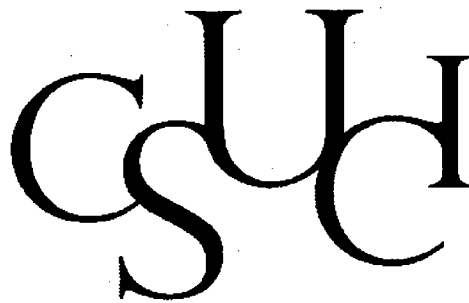


CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**PROFESSIONAL TEACHER PREPARATION
PROGRAM PROPOSAL**

PRECONDITION REPORT



**Submitted to
California Commission on Teacher Credentialing**

November 25, 2008

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California State University Channel Islands
Precondition Report
November 25, 2008

A. Special Characteristics of the Institution.

California State University Channel Islands (CSUCI), the newest of the California State Universities opened in 2002 with Multiple Subjects Teacher Credential Program. It now includes the programs listed on the table below. All programs are located at the main campus in Camarillo. It offers all coursework in the Multiple Subject, Single Subject and Educational Specialist Programs on site at the Camarillo campus. The Administrative Services courses are offered at two local school sites, however, the program is administered from the Camarillo campus. The Administrative Services program was formerly located in Extended Education, but it is now a fully state supported program offered through the School of Education. CSUCI serves 3,000 full time equivalent students.

In fall 2008, the Educational Specialist Level II program is offering one course as a hybrid technology course (Sped 643 Advanced Assessment) on a pilot basis.

Programs	Enrolled Candidates Fall 2008	Program Completers 2007-2008
Multiple Subject	37	55
Multiple Subject with BCLAD	10	1
Multiple Subject Intern	0	0
Single Subject	24	11
Single Subject Intern	4	8
Educational Specialist Level I	20	4
Educational Specialist Intern	19	11
Educational Specialist Level II	16	3*
Administrative Services	39	3*

*The majority of the students in the Educational Specialist Level II and Administrative Services programs were on a two year part-time cycle, so this reflects the "off year".

B. Indication of Selected Options

All programs will be reviewed using the California Standards, Common Standards 2007.

C. Response to the Preconditions

General Preconditions Established by the Commission

1. Accreditation and Academic Credit.

We are applying to the Commission for Teacher Credentialing for continuing accreditation as a professional preparation program operated by California State University Channel Islands. CSUCI grants both baccalaureate and postbaccalaureate academic credit.

CSU Channel Islands is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001. Initial Accreditation was granted by WASC in Spring 2007 for seven years, the maximum number of years possible (Exhibit GP.1).

2. Responsibility and Authority.

Two programs at CSU Channel Islands, Education and Business, were recognized in Fall 2007 for their size and complexity and were designated as schools within the university. Two administrative positions were created, and both schools are now led by a Senior Associate Dean. The Senior Associate Dean and Director of the School of Education, Dr. Joan Karp, is responsible for ongoing oversight of all preparation programs in education offered at CSUCI.

Program coordinators for credential (Multiple Subject, Single Subject, Special Education Level I) and graduate programs (MA in Special Education Level II, MA in Administrative Services) report directly to Dr. Karp, as do the following: Education, Early Childhood Studies, and Liberal Studies faculty; the Director of Field Experiences; and the Credential Office Manager (Exhibit GP.2).

3. Personnel Decisions.

CSU Channel Islands does not discriminate on the basis of gender or other constitutionally or legally prohibited considerations. The university operates on a basis consistent with federal and state law as well as the CSU Trustees' policies. The University's Associate Vice President for Administration serves as CSU Channel Island's Diversity Officer. This position oversees the appropriate implementation of campus nondiscrimination policies (Exhibit GP.3). Along with a commitment to diversity and equal opportunity, the university is committed to the development of a campus that is truly multicultural in all aspects of its operation, including faculty, staff, students, and curriculum (Exhibit GP.4).

4. Demonstration of Need.

Not applicable, as our application is for continuing accreditation.

5. Practitioners' Participation in Program Design.

Not applicable, as our application is for continuing accreditation.

6. Commission Assurances.

Not applicable, as our application is for continuing accreditation.

7. Requests for Data.

CSU Channel Islands is committed to full cooperation with CCTC and continuing an effective working relationship the Commission. The university will continue to provide information and data as requested. The Senior Associate Dean and Director of the School of Education is our officer in charge of reporting and responding as thoroughly and promptly as possible to all inquiries and requests made by the Commission.

General Preconditions Established by State Law

8. Faculty Participation.

School of Education faculty at CSUCI participate regularly in a variety of ways in many P-12 schools serving the youth and families of Ventura County (Exhibit GP.5). Common activities include supervision of pre-credential students, student teachers, interns, and administrative candidates; facilitation of professional development opportunities for area educators; scholarly collaborations between university faculty and P-12 educators; and participation in/facilitation of faculty, parent, and community meetings.

9. California Basic Educational Skills Test.

The California Basic Education Skills Test is required of all applicants for CSU Channel Islands education programs. Students entering the precredential program are not required to pass the CBEST. If they need assistance and support to pass the CBEST, the university refers the student to Ventura County Office of Education test preparation courses, and the university provides financial assistance with workshop tuition. Since student teaching begins in the first semester of each credential program, passage of the CBEST is one of several criteria that must be met and documented to qualify for admission.

All interns are required to pass the CBEST before assuming teaching responsibilities.

10. Certificate of Clearance.

All candidates in all preparation programs offered by the School of Education at CSU Channel Islands are required to obtain a Certificate of Clearance from the Commission that verifies their personal identification before they are allowed to assume student teaching, intern, or administrative responsibilities in the P-12 schools (Exhibit GP.6). The Certificate of Clearance must be applied for prior to admission to the program.

Preconditions for Multiple and Single Subject Programs

11. Limitation on Program Length.

Thirty-six units of professional preparation are required of all Multiple Subject candidates (full time and part time) in our postgraduate teacher preparation program. This is equivalent to one year of study in a baccalaureate program at CSU Channel Islands. Seven of these units specifically address reading and writing competencies necessary for teachers in multicultural classrooms. The 36 units prepare candidates to infuse and integrate language, diversity, inclusion, and technology across the curricula as specified in SB 2042 (Exhibit MSS.1).

Thirty-one to thirty-five units of professional preparation (variable if part-time) are required of Single Subject candidates. As in the Multiple Subject program, these units prepare candidates to infuse and integrate language, diversity, inclusion, and technology across the curricula as specified in SB 2042 (Exhibit MSS.2).

12. Limitation on Student Teaching Prerequisites.

Full-time, first-semester candidates in the Multiple Subject program enroll in 12 units of academic coursework, 7 units of initial student teaching, and 1 unit of student teaching seminar; second-semester candidates enroll in 7 units of academic coursework, 7 units of advanced student teaching, and 2 units of student teaching seminar. Single Subject candidates enroll for both semesters in 6 units of student teaching and 2 units of student teaching seminar; and they take 5-9 units of academic coursework each semester.

The limitation on student teaching prerequisites is a moot point in our Multiple and Single Subject programs, as student teaching commences in the first semester of each program for full-time candidates. (While it is possible for a part-time candidate to take more than 9 semester units of professional preparation courses prior to student teaching, this is an option chosen by the candidate and not required by the program.)

13. English Language Skills.

The Multiple Subject program requires 19 units of professional study in coursework. Five of these units are directly related to the development of English language skills, including literacy among all pupils, particularly English Language Learners. Two courses, EDMS 522 (Literacy 1 Multicultural/Multilingual) and EDMS 523 (Literacy 2 Multicultural/Multilingual) focus on teaching reading and writing to all students, including those with limited English proficiency. Further, English language development, including principles of primary and second language acquisition and instruction are integrated across all professional preparation courses as a critical strand. English language development (ELD) techniques are integrated across the core content curricula (i.e., EDMS 520, EDMS 526, EDMS 527, EDMS 523, EDMS

529). Reading and writing instruction is included as a major component of EDMS 522 and EDMS 523. Alternative methods of reading instruction (in mainstream, cross-cultural, and multiple language contexts) are a major focus in these courses.

The Single Subject program requires 15-19 units of professional study in coursework (variable if part time). Two of these units are directly devoted to preparing candidates to teach English Language Learners (EDSS 550 Access to Learning: English Language Learners). Further, while language and literacy development is an implicit focus of all Single Subject professional preparation courses, a recent program revision formalized this focus. The infusion of language and literacy development is now explicitly incorporated in all high school methods courses. An additional unit was added to each of these to make room for this more formal expectation, making the following four courses now worth four units: EDSS 543 Teaching English in High Schools; EDSS 544 Teaching Social Studies in High Schools; EDSS 541 Teaching Mathematics in High Schools; EDSS 542 Teaching Science in High Schools. Additionally

Candidates in the Multiple and Single Subject programs are expected to demonstrate ability to teach English Language Learners during student teaching.

- 14. Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course, as defined in Interim Program Precondition 1. *Reference: Education Code Section 44320 (a)*

For Internship Programs: Not Applicable

CSU Channel Islands has established admission policies that allow applicants to be accepted to credential programs prior to completion of the baccalaureate degree provided they meet all admissions requirements. Undergraduates are strongly encouraged to complete prerequisite courses as part of the undergraduate program.

- 15. Program Admission.**

Students are allowed to take prerequisite courses without having met subject matter requirements. Prior to admission to our prerequisite program, however, applicants are required to provide evidence that they have either passed the CSET, registered for it, or are in the process of completing requirements for a waiver. An analyst from our Credential Office examines all applications to verify the existence of this evidence, which can take a variety of forms. These include: passing test scores; failing test scores; e-mail verification of registration for the next scheduled examination; a “four-fifths letter” from an authorized person who can attest to an applicant’s completion of at least 80% of the coursework required for a Commission-approved subject matter preparation program; a “full letter” from an authorized person who can attest to an applicant’s completion of all coursework required for a Commission-approved subject matter preparation program.

Students who apply to our Multiple Subject or Single Subject program, however, must provide evidence that they have passed the CSET or satisfactorily completed all coursework required for a waiver because student teaching begins in the first semester. Credential Analysts ensure that only complete applications (which must include passing CSET scores or a full letter) are forwarded to faculty for consideration for admissions interviews. (See Exhibit GP.6).

16. Subject Matter Proficiency.

Because our Multiple Subject and Single Subject candidates begin student teaching in their first semester, they must be able to provide evidence that they have either passed the CSET or have completed all requirements for a waiver prior to admission to the program. As noted above, Credential Analysts play a crucial role in our admissions process, ensuring that only complete applications (which must include passing CSET scores or a full letter) are forwarded to faculty for consideration for admissions interviews.

17. Completion of Requirements.

All candidates must document completion of all seven items prior to being recommended for a credential. Many of these requirements for a credential must be evidenced prior to admission to our Multiple Subject or Single Subject program, as described above. Typically, it is the Credential Analyst who assisted the student in completing the application to gain entrance to one of our programs who again meets with the candidate at the completion of their program to verify that all seven of these requirements have been satisfactorily met and evidenced. This process is initiated by the candidate, who completes a Credential Request Form (Exhibit MSS.3) and requests a meeting with a Credential Analyst. After verifying that each requirement has been met, the candidate is recommended for a credential.

Preconditions for Internship Programs

11. Bachelor's Degree Requirement.

Interns admitted to the CSU Channel Islands Education Specialist credential program must hold a baccalaureate degree or higher from a regionally accredited institution of postsecondary education.

12. Supervision of Interns.

CSU Channel Islands provides supervision of each intern by assigning a university supervisor to each intern for each semester the intern is in the program. Supervision is provided by university faculty who hold the appropriate credential for the credential being sought by the candidate. In Ventura County interns' salaries are not reduced to provide supervision (See Exhibit I.1).

13. Assignment and Authorization.

The CSU Channel Islands internship program works with the participating districts and SELPA to oversee the candidate's assumption of functions authorized by the teaching or services credential. Interns must meet the instructional or service needs of the participating districts or the SELPA of Ventura County.

14. Participating Districts.

The school districts involved include all 23 school districts and the SELPA of Ventura County. The specific agreement for CSU Channel Islands is with the Ventura County Consortium that provides internship programs with all 23 districts throughout the county and coordinates each university's internship programs with the local school districts and SELPA. See Exhibit I.2 for a letter of commitment to the Consortium and agreements.

Specific Preconditions Established by the Commission for Internship Programs

15. Non-Displacement of Certificated Employees.

The University and participating school districts have certified that interns do not displace certificated employees in the participating school districts. (Exhibit I.1)

16. Justification of Internship Program.

CSU Channel Islands only provides an intern program to those candidates who are hired by local school districts and who meet the appropriate admission requirements. Therefore, when districts find sufficient certified employees the University will discontinue its intern program.

Currently Ventura County continues to have personnel shortages in special education, single subject mathematics, single subject science, and occasionally single subject English. Therefore, the CSU Channel Islands intern program works in collaboration with local school districts and the SELPA to provide the university preparation needed by the candidates.

Preconditions for Education Specialist Programs

- 1. Each institution must offer both the Level I Preliminary Specialist and Level II Professional Specialist Credential.**

The CSU Channel Islands School of Education offers both the Level I Mild/Moderate Preliminary Specialist, approved by CCTC in 2003 (Exhibit ES.1) and Level II Mild/Moderate Professional Specialist Credential, approved by CCTC in 2005 (Exhibit ES.2).

Preconditions Established by the Commission for Preliminary Level I Education Specialist Credential Programs

- 1. To be granted initial accreditation or continuing accreditation, programs of study for the Preliminary Education Specialist Credential shall be a minimum of one academic year of full time study or the equivalent.**

Thirty-eight* units of professional preparation (see Exhibit ES.1) are required of all Education Specialist Level I candidates seeking an initial teaching credential through full-time study over the course of two semesters. Thirty-seven units are required of all Level I candidates seeking initial credential through our intern program over the course of four semesters.

*Due to changes in the Multiple Subject program effecting the units of Multiple Subjects literacy and mathematics courses, the Education Specialist Level I program will be forty units during the 2008-2009 academic year.

- 2. A college or university that operates a program of professional preparation for the Preliminary Level I Education Specialist Credential shall ensure that each candidate who wishes to earn the Multiple or Single Subject Teaching Credential receives appropriate academic credit for general education coursework and fieldwork that are completed as part of the specialist credential program.**

A candidate who has earned a Level I Education Specialist Credential who wishes to earn another credential through our Multiple Subject or Single Subject program receives academic credit for general education coursework and fieldwork completed as part of their Level I program.

A Level I candidate pursuing a Multiple Subject Credential receives waivers for all Multiple Subject prerequisite courses: ENGL 475 Language in Social Context; EDUC 510 Learning Theory and Development Applied in Multicultural Education Contexts; EDUC 512 Equity, Diversity, and Foundations of Schooling; SPED 345 Individuals with Disabilities in Society; EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms; and EDUC 521 Field Experience. Two methods courses in the Multiple Subject program are also

waived, since equivalent courses were taken as part of the Level I program: EDMS 522 Literacy I: Multicultural/Multilingual and EDMS 526 Modern Methods in Mathematics Teaching.

A Level I candidate pursuing a Single Subject credential receives waivers for five Single Subject prerequisite courses: ENGL 475 Language in Social Context; EDUC 512 Equity, Diversity, and Foundations of Schooling; SPED 345 Individuals with Disabilities in Society; EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms; and EDUC 521 Field Experience. All Level I candidates pursuing a Single Subject credential will be required to take EDSS 515. No methods courses in the Single Subject program are waived, since no equivalent courses were taken as part of the Level I program.

Preconditions and Standards of Program Quality and Effectiveness for Professional Level II Education Specialist Credential Programs

- 1. A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate is employed in a special education position that is likely to have sufficient duration for the Level II induction plan to be completed. Day-to-day substitute positions do not satisfy this precondition.**

The CSUCI School of Education admissions policy has established that prior to admission to the California State University Education Specialist Mild/Moderate Level II Credential programs, candidates must submit evidence of full time employment as a special education teacher in a mild/moderate classroom (see Exhibit ES.2). This evidence should be presented in the form of the Verification of Employment as an Education Specialist form (CL-777.1) from the appropriate school district signatory (Exhibit ES.3).

- 2. A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Level I Education Specialist Credential, or a Certificate of Eligibility for the credential.**

The CSUCI School of Education admissions policy has established that candidates must submit a copy of their Level I Education Specialist Credential or Certificate of Eligibility prior to acceptance to the California State University Education Specialist Mild/Moderate Level II Credential Program (see Exhibit ES.2).

- 3. A college or university that operates a program for the Professional Level II Education Specialist Credential shall provide for the development of a written individualized program of coursework and professional development activities, referred to as a professional credential induction plan, developed in consultations among the candidate, employer and institution. The professional credential induction plan shall identify and address individual candidate needs, college or university program requirements, consultations and other activities with an assigned support provider, and assessment of the plan's completion. A college or university that operates a program for the Professional Education Specialist Credential shall consider the development of the professional credential induction plan and assessment of the completion of the professional credential induction plan to be part of the total units required for the Level II professional credential program.**

Candidates in the CSUCI Education Specialist Mild/Moderate Level II Credential Program will develop a written professional induction plan in consultation with their district support provider, university supervisor, and university advisor during their first semester in the program. CSUCI's professional induction plan has two interrelated components, the Specific Emphasis Plan (Exhibit ES.4) and the

Standards & Competencies Plan (Exhibit ES.5). Candidates will develop and assess progress on these plans with their university supervisor and district support provider each semester while enrolled in SPED 640. Completion of the induction plan will be determined through a culminating portfolio that demonstrates competence in each standard and successful completion of their Specific Emphasis Plan. The two components of the professional induction plan allow candidates to individualize their program of study.

In the Specific Emphasis Plan, candidates identify a specific area of need and an area of specialty that are unique to their personal development as a teacher. Each candidate must provide a brief description of the area of expertise and area of need they plan to pursue. This description includes a learning objective, summary, and prospective evidence of accomplishment. This plan will guide candidates in selecting non-university activities that best suit their needs and provide them with a focus as they progress through their program of study.

The Standards & Competencies Plan is uniform across all students. This plan guides students through coursework, field experiences, and non-university activities to assure that they achieve mastery in each of the California state standards for the Education Specialist Level II Mild/Moderate Credential. In conjunction with their university supervisor and district support provider, each candidate determines field experiences and non-university activities that complement university coursework to meet each standard.

- 4. A college or university that operates a program for the Professional Level II Education Specialist Credential shall allow approved non-university activities to be included in the Level II professional credential induction plan for up to 25 percent or one quarter of the total program, in consultation with the candidate and the employer's representative.**

Candidates complete non-university activities as part of their Level II program. They determine which non-university activities will enhance their professional growth. Ventura County BTSA, Ventura County SELPA, and Council for Exceptional Children (CEC) activities, conferences, and meetings are preferred and pre-approved activities. Candidates who choose to participate in non-university activities other than BTSA, SELPA, and CEC activities must submit a Non-University Activities Approval form. Up to 25 percent of the candidates' induction plan may be completed through non-university activities (see ES.2).

- 5. A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified successful completion of a minimum of two years of teaching experience in a full-time special education position or the equivalent, in a public school or private school of equivalent status. The experience must be completed while holding the**

Preliminary Level I Education Specialist Credential or while holding a valid out-of-state credential in a special education category comparable to a Commission-approved Preliminary Level I program authorizing special education service.

Upon completion of the Education Specialist Level II credential coursework and induction plan, candidates must submit a letter from their superintendent, assistant superintendent, or director of personnel on the official letterhead of the district or districts where they are/were employed to verify successful completion of a minimum of two years of teaching experience in a full-time special education position or the equivalent, in a public school or private school of equivalent status.

- 6. A college or university that operates a program for the Professional Level II Education Specialist Credential shall ensure that each Level II teacher's support provider is a credentialed staff member. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.**

At the time of application to the university for a Level II program, when candidates identify their learning objectives, they request a support provider and submit a support provider request form to the university (Exhibit ES.6). The university will verify the qualifications of the support provider. The support provider must hold a credential in the area of the candidate's teaching responsibilities, have three years of teaching experience, and have permission from their local district to be a support provider. The support provider will be a credentialed staff member other than the teacher's supervisor or principal. Prior to assuming the role of support provider, they will be trained in the CSUCI program clinical supervision model and their competence in using this model evaluated on an ongoing basis.

- 7. A college or university that operates a program for the Professional Level II Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 120 days of employment so the candidate, institutional advisor and employer's representative(s) can begin to develop a Level II professional induction plan for the support and development of each beginning teacher.**

The CSUCI Education Specialist Level II credential program will work with the local school districts and Ventura County Office of the Superintendent of Schools to assure that credential candidates are assigned a support provider during the first 120 days of employment. Within the first month of enrolling at CSUCI, the support provider and university supervisor work together to assist the candidates in developing both parts of their professional induction plan.

Preconditions for Administrative Services Programs

11. Prerequisite Degree and Credential.

The CSUCI School of Education admissions policy has established that prior to admission to the Education Specialist: Administrative Services Credential Program, candidates must submit evidence that they possess a baccalaureate degree and a valid teaching credential (Exhibit AS.1). One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Admissions Office. A cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program. A copy of a valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching; or a valid California Designated Subjects teaching credential provided the applicant also possesses a baccalaureate degree; or a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field practice or the equivalent submitted to the Education Credential Office.

For Internship Programs: Not applicable.

12. Experience Requirement.

Our admissions policy also establishes that prior to admission to the Education Specialist: Administrative Services Credential Program, candidates must submit evidence that they have met the experience requirement (Exhibit AS.1). Documentation of at least three years of full-time successful teaching experience must accompany the candidate's application to the program; substitute or part time service does not apply.

For Internship Programs: Not applicable.

Preconditions for California Teachers of English Learners (CTEL) Programs for CLAD Certification

- 1. Per Title 5, Section 80015 (a)(3), each program for the California Teachers of English Learners shall require completion of 24 semester units (or 36 quarter units) or 12 upper-division/graduate semester units (or 18 quarter upper division/graduate quarter units) in the approved course work for the certificate.**

The BCLAD certificate that accompanies the Multiple Subject program requires 22 semester units of coursework. Content is covered in the following courses: EDUC 445 Chicano/a Child and Adolescent (3 units); EDUC 512 Equity, Diversity, and Foundations of Schooling (3 units); ENGL 475 Language in Social Context (3 units); EDMS 522 Literacy I Multicultural/Multilingual(4); EDMS 523 Primary Language, Pedagogy, and Literacy I (3 units); EDML 563 (2 units); EDML 564 Primary Language, Pedagogy, and Literacy II (2 units).

- 2. Applicants recommended for CLAD must possess valid California credential or permit.**

Not applicable

WESTERN ASSOCIATION OF SCHOOLS & COLLEGES
ACCREDITING COMMISSION FOR SENIOR COLLEGES & UNIVERSITIES



July 17, 2007

Richard R. Rush
President
California State University, Channel Islands
One University Drive
Camarillo, CA 93012

Dear President Rush:

At its meeting on June 20-22, 2007, the Commission considered the report of the WASC Educational Effectiveness Review (EER) Team that visited California State University, Channel Islands (CSUCI) on March 14-16, 2007. The Commission panel also had available to it the report prepared by CSUCI for this visit, the team report from the 2006 Capacity and Preparatory Review (CPR), and the Institutional Proposal. The Commission also appreciated the opportunity to discuss the review with you, Provost Theodore Lucas; and ALO Dennis Muraoka. Your comments were helpful.

The Commission notes with considerable appreciation that CSUCI has completed four self-study reports and site team visits in as many years - with the CPR and EER for Candidacy in spring 2003 and fall 2004, respectively, and the CPR and EER for Initial Accreditation in spring 2006 and spring 2007, respectively. It was clear to the Commission that, with each review happening on schedule and revealing significant institutional development, CSUCI both values and embraces the WASC process. CSUCI has been exemplary in the many ways in which it has engaged with and benefited from WASC accreditation. As expressed in the team report:

The university's faculty, staff, administrators, and students have embraced the WASC process fully as is evident by the dramatic changes that have taken place in policies, procedures, and practices throughout the review process. Clearly, this is a community committed to educational effectiveness and united by its student-centered mission. (EER Report, p. 37)

Both the CPR and EER institutional reports were deemed to be well written, aligned with the Institutional Proposal, and amply supported by data and relevant documentation. The portrayals of the institution in the reflective essays were validated by the site team as accurate and insightful. The

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Commission concurs with the team report by mentioning several additional areas deserving specific commendation. These include the broadly inclusive and collegial engagement of the entire campus community in each of its self-reviews. Supported by capable leadership, the campus vigorously tackled not only the creation of these reports but also the creation of the many structures, processes, and culture which the reports reflect.

As a new institution, CSUCI demonstrated educational foresight by organizing all its course syllabi around student learning outcomes, then proceeded to identify assessment strategies aligned with those outcomes. Assessment is becoming embedded within the culture of CSUCI, including in student services programs. This will serve the University well as it engages in systematic program review in coming years (CFR 2.1-2.3, and 2.7).

The mission-based Centers, which have served to operationalize the institution's learning goals, have been regarded by each team as innovative and promising. Their continued development will present another set of challenges, but the University appears to be committed to this endeavor.

The concept of "interdisciplinarity" has been refined and implemented at a noteworthy level by CSUCI, beginning with the faculty recruitment process and carried forward into curriculum design and assessment. Again, this boundary-blending approach will need to be further refined as the University continues to grow, and the Commission encourages the University to share the results within the region in coming years.

In another area of commendable practice, CSUCI has transformed historic buildings into a visually appealing learning environment in a very short time, built a new faculty and staff team essentially *ex nihilo*, designed and delivered innovative curricula, significantly engaged the community in the process, and has now produced its first cohort of four-year graduates. As expressed in the team report:

The team commends Channel Islands for its institution-wide commitment to and implementation of learning-centered practices that place it far ahead of many much older and better-established universities within the CSU, the state and nation (p. 4).

In accepting the team report, the Commission endorses the findings and recommendations of the team. In addition, as the institution now moves into the next phases of its rapid growth, the Commission recommends that it give continuing attention to several areas:

Maturing the Centers. The Channel Islands team should apply itself to bringing all four of its Centers up to equal levels of operational maturity as soon as possible, then strengthening their standing within the University. This task will include clarifying their relationship to the other University structures, including on issues such as faculty promotion and tenure considerations, assessment of Center-related learning, and the role of research and scholarship on the impact of the Centers.

Faculty and Staff Workloads. Each site team has reported a high degree of faculty and staff engagement, not only with the WASC self-study process, but also with the staggering number of tasks associated with building a new institution. While this has not led to reported indications of discouragement among the faculty or staff, the Commission shares the teams' apprehensions that such demanding workloads may, in time, lead to burnout or lessening of "reach" to cover all requisite tasks. Knowing that the University is seeking to hire new faculty and staff at a pace that matches enrollment growth, the University will also need to be vigilant in protecting faculty and staff from the exhaustion of such sustained engagement.

Data-Supported Planning. Given its highly visible commitment to continuous improvement, and the critical role that performance data have in pursuit of that goal, CSUCI's support for the work of the Office of Institutional Research needs to be accelerated. The benefits of the work of this team need to be deployed rapidly to all of the units of the institution as they collaborate toward performance excellence.

Assessment of Learning. The institution has made great strides in the development and use of learning outcomes, which under gird all efforts to assess learning aligned with those goals. As CSUCI continues its pursuit of exemplary practices in assessment, learning outcomes will need to be clearly specified for each program, for general education, and for each of the four Centers, together with indications of the expected levels of learning associated with each stated outcome. An enhanced focus on identifying more precisely the learning that defines a CSUCI graduate may also help the University preserve its distinctive identity and mission as it grows.

Collaboration with System Office. The University will need to continue its collaboration with the CSU System Office to secure the levels of support essential to preserve its identity as the "Campus of Innovation." Since the regional impact that Channel Islands will continue to have in the coming years will be framed by the consistent and focused support it receives in its formative years, the Commission urges that this synergy not be abated.

The Commission acted to:

1. Receive the Educational Effectiveness Review team report and grant Initial Accreditation to California State University, Channel Islands.
 2. Schedule the Proposal to be due on October 15, 2012, the Capacity and Preparatory visit in spring 2014, and the Educational Effectiveness visit in fall 2015.
 3. Pursuant to the policy on Initial Accreditation, set the effective date of accreditation as May 19, 2007.
 4. Request that the institution incorporate its response to the issues raised in this action letter and the major recommendations of the Educational Effectiveness team report in its Proposal. This may be done by referencing where these responses are in the Table of Contents or in an addendum to the Report.
-

Initial Accreditation is granted for a maximum of seven years. Institutions granted the status of Accreditation must use the following statement if they wish to describe the status publicly:

California State University, Channel Islands is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001.

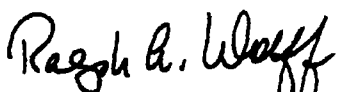
The phrase "fully accredited" is to be avoided, since no partial accreditation is possible. The accredited status of a program should not be misrepresented. The accreditation granted by WASC refers to the quality of the institution as a whole. Since institutional accreditation does not imply specific accreditation of any particular program in the institution, statements like "this program is accredited" or "this degree is accredited" are incorrect and misleading.

In accordance with Commission policy, a copy of this letter will be sent to the Chancellor's Office in one week. It is the Commission's expectation that the team report and this action letter will be widely disseminated throughout the institution to promote further engagement and improvement, and to support the institution's response to the specific issues identified in them.

The Commission extends its congratulations to the University - its leadership, faculty, and staff - for completing this process so quickly and effectively. The Commission welcomes California State University, Channel Islands as an accredited institution and encourages the University community to continue to participate fully in WASC activities.

Please feel free to contact me if you have any questions about the Commission's action or the contents of this letter.

Sincerely,

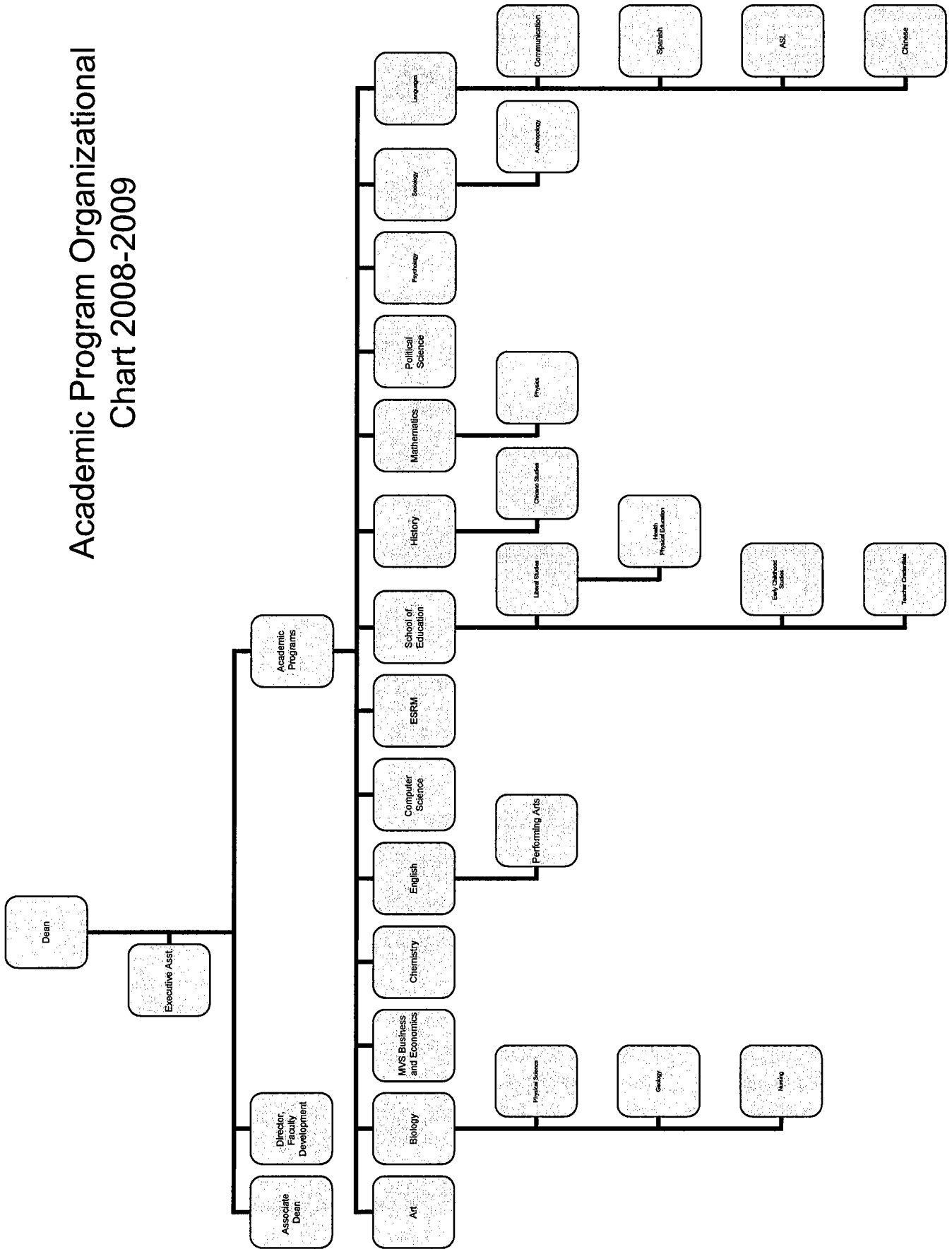


Ralph A. Wolff
President and Executive Director

RW/aa

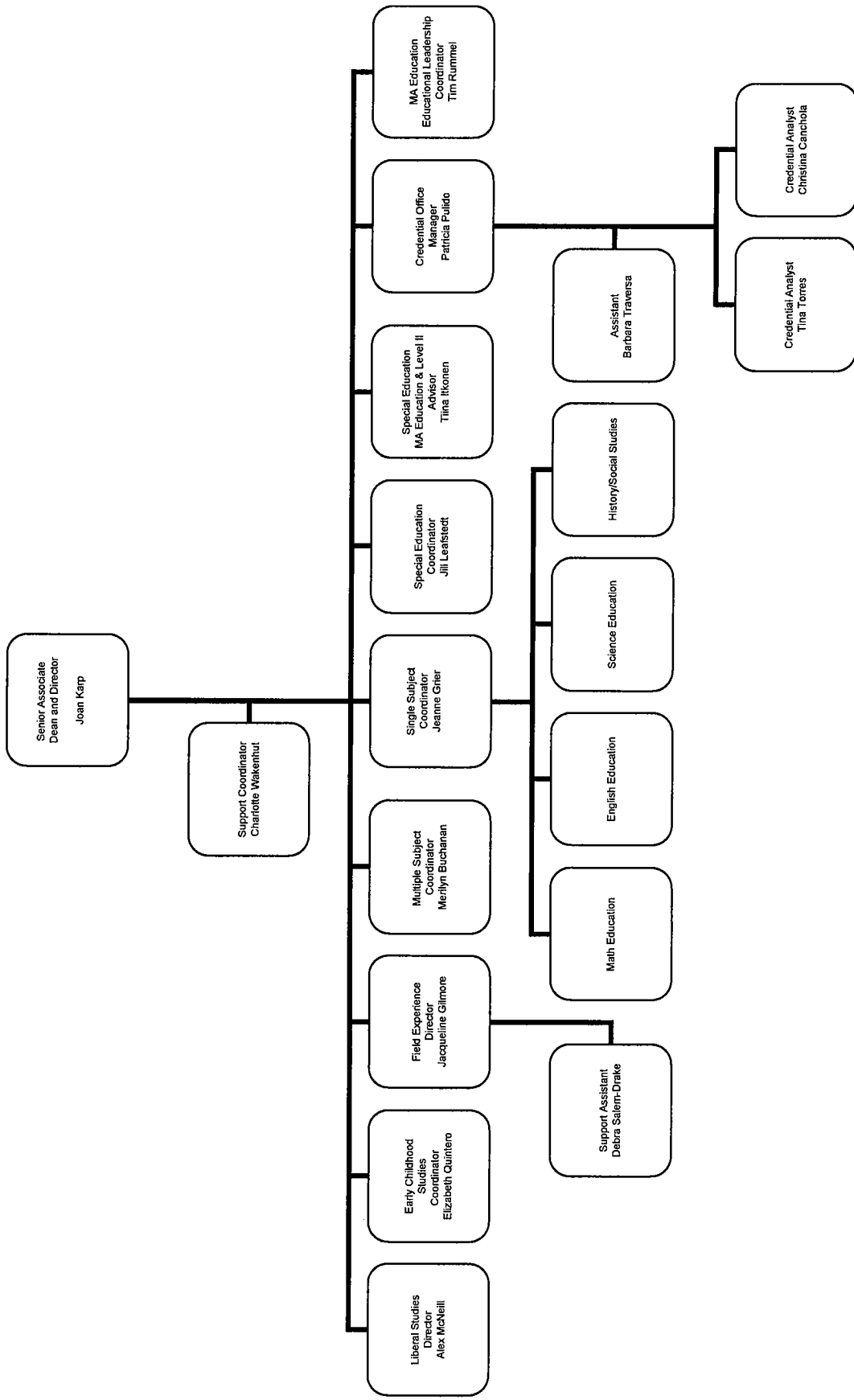
cc: John Welty
Charles Reed
Dennis Muraoka
Members of the team
Richard Winn

Academic Program Organizational Chart 2008-2009



California State University Channel Islands

School of Education



September 2008

Vehicle Accidents

Vehicle accidents must be reported immediately. Additional specific procedures must be followed immediately following an accident. Drivers involved in a vehicle accident must also complete a written report (STD Form 270) within 24 hours. The appropriate administrator must investigate the accident promptly and submit a written report (STD Form 274) to Risk Management within 48 hours. (FA.43.001)

Nondiscrimination for Students

Accountability

This policy is administered through the Judicial Affairs Officer. Questions, concerns, suggestions, or complaints should be directed to the Judicial Affairs Officer.

Applicability

This policy applies to all students including student applicants as it relates to all University programs and services.

Employees should refer to the California State University System-wide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment.

Text

It is the policy of California State University Channel Islands, in accordance with the Board of Trustees' Policy on Non-discrimination, that California State University Channel Islands will consider decisions regarding admission to, access to, or operation of instruction, programs, services, or activities without regard to race, color, religious creed, national origin, ancestry, disability, pregnancy, medical condition, gender, gender identity, sexual orientation, marital status, age or veteran status. We also do not discriminate in recruitment, student employment, and other actions and practices affecting students.

Upon request, the University will consider reasonable accommodation to permit individuals with protected disabilities to (a) complete the admission process, (b) perform essential student employment or work-study functions, (c) participate in instruction, programs, services or activities, and (d) enjoy other benefits and privileges of similarly situated individuals without disabilities. (FA.31.007)

Nondiscrimination Policy

Race, Color, and National Origin

The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

Disability

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and

508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. Eddie L. Washington, Associate Vice President, Human Resources, has been designated to coordinate the efforts of CSU Channel Islands to comply with all relevant disability laws. Inquiries concerning compliance may be addressed to this person at (805) 437-8490.

Sex/Gender

The California State University does not discriminate on the basis of sex, gender or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these bases in education programs and activities operated by CSU Channel Islands. Such programs and activities include admission of students and employment. Inquiries concerning the application of these laws to programs and activities of CSU Channel Islands may be referred to the Office of Human Resources who are assigned the administrative responsibility of reviewing such matters or to the Regional Director of the Office of Civil Rights, Region IX, 50 United Nations Plaza, Room 239, San Francisco, California 94102.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Procedures related to this policy may be obtained through the Human Resources Department (805-437-8490).

Parking and Traffic

Accountability

The Chief of Police and the Director of Transportation and Parking Services.

Applicability

This policy applies to all California State University Channel Islands (CSUCI) employees, students, tenants, volunteers and visitors.

Definition(s)

Students – Students are defined as anyone that is enrolled in classes and is primarily on campus to pursue their educational goals. This excludes full time and permanent part time employees.

Employees – For the purpose of this policy, "employees" includes all faculty, staff, temporary employees, and other support personnel employed by the university, excluding unit 11 employees. (Note: Student part time workers, graduate assistants and teaching associates are excluded from this definition because they are primarily on campus for purposes related to obtaining their educational goal and therefore are not considered employees for the purpose of the policy.)

Tenants – Tenants are defined as any organization, person or employees of an organization or person(s) with an executed lease with CSUCI.



Exhibit GP.4 CSUCI Mission Statement

About CSUCI

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 through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Institutional Mission-Based Learning Outcomes

CSUCI graduates will possess an education of sufficient breadth and depth to appreciate and interpret the natural, social and aesthetic worlds and to address the highly complex issues facing societies. Graduates will be able to:

- Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).
- Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.

Characteristics of CSU Channel Islands Graduates

CSUCI Graduates are:

- informed about past, present, and future issues affecting human society and natural world, and the inter-relatedness of society and the natural world;
- empowered with the disciplinary and interdisciplinary knowledge necessary to evaluate problems, the ability to translate knowledge into judgment and action, and excellent communication skills for conveying their interpretations and opinions to a diverse audience;
- creative in developing imaginative self-expression and independent thinking, with joy and passion for learning; and
- dedicated to maintaining the principles of intellectual honesty, democracy, and social justice, and to participating in human society and the natural world as socially responsible individual citizens.

Exhibit GP5 – Faculty Participation in Elementary or Secondary Schools and Classrooms

CSUCI School of Education Faculty	Activities in Elementary/Secondary Schools and Classrooms
Adler, Mary	<ul style="list-style-type: none"> • Early Assessment Program (EAP), Expository Reading and Writing Course. Santa Barbara, Ventura, Oxnard, and Conejo Valley School Districts. Annually 2005-present. • RIAP workshops for local content area teachers, Summer 2008, Summer 2006. • Modeling lessons in creative writing, UCMS, Spring 2008 (with Matt DeMaria's 8th grade English students). Will continue this year with Danna Lomax. • Keynote Address: Ventura County Reading Association, Camarillo, CA, February 2006. • Professional development consulting for LAUSD, 2005-07 • NEA Grant for collaborative discussions of secondary literacy w/Dori Maria Jones and a teacher team at Frank MS, 2004-05
Arner-Costello, Fran	<ul style="list-style-type: none"> • Assistant Director of the Ventura Office of Education SELPA
Bleicher, Robert	<ul style="list-style-type: none"> • Directs EAP working directly with high school teachers in mathematics and literacy workshops • Teaches Educ 101 Introduction to Elementary Schooling on-site at a local elementary school where over 50% of students are English learners.
Buchanan, Marilyn	<ul style="list-style-type: none"> • Liaison of CSUCI with University Preparation School, a professional development school, associated with the University. Works directly with teachers at the school. • Teaches Educ 101 Introduction to Elementary Schooling on-site at a local elementary school where over 50% of students are English learners.
Butterfield, Jarice	<ul style="list-style-type: none"> • Directs special education at Santa Barbara County Office of Education
Chrisman, Valerie	<ul style="list-style-type: none"> • Advise Assistant Superintendents of each district on a monthly basis of new policy, law, etc. from California Department of Education (all Ventura County districts) • Work with two district superintendents of Program Improvement Year 3 districts to implement new Local Educational Agency Plans. (Rio and Hueneme) • Provide professional development to district and site leaders and teachers on how to use data to change instruction (Ojai)
Contreras, Kathleen	<ul style="list-style-type: none"> • Plan and coordinate history social science presentations at CSUCI/UPS Charter School. • Plan, coordinate and facilitate after-school K-12 tutoring service for children of farm workers at their housing development site in conjunction with CSUCI Office of Civic Engagement.

CSUCI School of Education Faculty	Activities in Elementary/Secondary Schools and Classrooms
	<ul style="list-style-type: none"> • Facilitate bilingual classroom experiences in conjunction with local school districts for CSUCI BCLAD students in multiple-subjects program. • Scholarship Chairperson for local CABA chapter (California Association for Bilingual Education), which provides financial aid opportunities for future bilingual teachers.
Correia, Manuel	<ul style="list-style-type: none"> • Pacifica High School, Teaching and Education Careers Academy (TECA), liaison and working with faculty on curriculum and program development. (06-07, 07-08, F08) • TECA Advisory Committee. (07-08, F08) • California Distinguished Schools Award Site Verification Team (S08) • Oxnard Union High School District English Learner Task Force. (08-09)
Cotsis, Virginia	<ul style="list-style-type: none"> • Full-time Literacy Specialist for Ventura County Office of Education
Flores, Stephen	<ul style="list-style-type: none"> • Teaches at Montalvo Dual Language Elementary School, Ventura
Gilmore, Jacqueline	<ul style="list-style-type: none"> • Works with many districts each semester placing student teachers and working with cooperating teachers.
Grier, Jeanne	<ul style="list-style-type: none"> • Supervised of secondary student teachers in several area high schools (Hueneme, Westlake, Thousand Oaks, Camarillo, Oxnard) and junior/middle schools (E.O. Green, Cabrillo, Anacapa, Rio de Valle, Santa Barbara) • Conducted student teacher orientations at Hueneme High School and Frank Middle School • Science fair judge, Sycamore Canyon • Assisted with initial middle school charter planning at the University Charter Middle School
Itkonen, Tiina	<ul style="list-style-type: none"> • 2005-2007 field support to one level 2 candidate; Channel Islands high school • 2007-2008 observation at Camarillo high school based on level 2 candidate request
Johansen, Erik	<ul style="list-style-type: none"> • Concurrently taught since (whatever year CSUCI opened...) a full schedule of English Lang. Development and Social Sciences at Hueneme High School and ENGL 475 and EDSS 550 at CSUCI. • Has hosted many CSUCI observers in his own classroom as well as coordinated classroom visits on site (Hueneme HS) with other teachers, including mainstream, ELD/SDAIE and Special Ed. Programs. • Served as cooperating teacher for several CSUCI teacher candidates over the past 5 years. • Attended the initial CSUCI Social Science Network meeting

CSUCI School of Education Faculty	Activities in Elementary/Secondary Schools and Classrooms
	<p>(or whatever title Eric T. gave the meeting last Spring) representing both CSUCI and Oxnard Union HS Dist.</p> <ul style="list-style-type: none"> • Has conducted many teacher training sessions on the implementation of SDAIE throughout California during his association with CSUCI.
Karp, Joan	<ul style="list-style-type: none"> • Serves on Board of University Preparation School • Serves on Advisory Board of TECA at Pacifica High School • Assisted with student interviews for admission to TECA • Supervised special education student teachers
Leafstedt, Jill	<ul style="list-style-type: none"> • Publish parent education articles for Pleasant Valley Cooperative Preschool newsletter 2007-present • Worked with UPS on beginning an RTI program 2006-2007
Newman, Julia	<ul style="list-style-type: none"> • Primarily supervise special education Interns at their school sites • Teach Intern Seminar
Patten, Barbara	<ul style="list-style-type: none"> • Other than working with student teachers, I served on a committee for White Oak Elementary when they had their validation visit for California Distinguished School.
Phillips, David	<ul style="list-style-type: none"> • Santa Paula Elementary School District <ul style="list-style-type: none"> ○ Directed Science Adoption Grades K-8 (2007-2008) ○ Modeling Science Lessons in the Classroom K-8 (2005-present) ○ Science Curriculum Development Grades 4 and 5 (2005-2008) ○ Presented Staff Development to Teachers Grades 4 and 5 (2006-2008) • Rio Elementary School District <ul style="list-style-type: none"> ○ Assisted in the Planning and Design of Science Lab Renovation (2008) • Conejo Valley Unified School District <ul style="list-style-type: none"> ○ Presenting Staff Development in Science for Grades 4 and 5 (present)
Puglisi, John	<ul style="list-style-type: none"> • Superintendent of Schools, Mesa Elementary School District
Quintero, Elizabeth	<ul style="list-style-type: none"> • Active Participation in Councils and Coalitions: <ul style="list-style-type: none"> ○ Member of Pre-K Coalition of Ventura County ○ Member of Ventura County Childcare Planning Council ○ Member of Ventura Association for the Education of Young Children ○ Member of Baccalaureate Pathways in Early Care and Education, a project of California State University Child Development Faculty to communicate and coordinate across programs ○ Member of Higher Education Collaborative of Early Care and Education professors of California State University

CSUCI School of Education Faculty	Activities in Elementary/Secondary Schools and Classrooms
	<p>and Community Colleges of California</p> <ul style="list-style-type: none"> • Regular visits to schools and preKs where student are placed: <ul style="list-style-type: none"> ◦ University Preparation School ◦ Rio School District ◦ Ocean View Early Education Program ◦ Camarillo Parent Cooperative Preschool ◦ Child Development Resources (Head Start) ◦ Child Development Incorporated (Head Start) ◦ Pleasant Valley School District ◦ Ventura Unified School District ◦ Great Pacific Child Development Center
Rummel, Tim	<ul style="list-style-type: none"> • Supervises Administrative Services candidates at their school sites
Short, James	<ul style="list-style-type: none"> • Math Specialist for the Oxnard Union High School District. In that capacity I do the following: <ul style="list-style-type: none"> ◦ Provide professional development for math teachers in my own district. ◦ Work with Vicki Vierra in the County Office of Education as one of Ventura County SB 472 math workshop providers. ◦ Along with Vicki Vierra, have provided EAP math workshops in the past, and will be collaborating again to present one in December. ◦ Provide coaching and support to the math teachers in my district. ◦ Oversee the development and administration of district wide assessments in my district. ◦ Work with math teachers to analyze assessment data, and then make appropriate instructional decisions based on the data. ◦ 7) Work with middle school math teachers from the schools and districts that feed into the OUHSD to try and make the transition as smooth as possible for our students.
Thompson, Mona	<ul style="list-style-type: none"> • Writing a Toyota Grant with the Pleasant Valley Elementary School District - targeting 3 Title I school sites. We have finished the first writing phase • Supervising 2 student teachers at Dos Caminos Elementary School • Run a Family Literacy program on Mon. and Tues. for students who have academic challenges. CSUCI EDUC 521 students are tutoring the 15 upper grade children at Dos Caminos Elementary School. • Supervise 20 Student Observer/Participants at Dos Caminos

CSUCI School of Education Faculty	Activities in Elementary/Secondary Schools and Classrooms
	Elementary School every Mon. and Tues.
Tollefson, Kaia	<ul style="list-style-type: none"> • Supervising EDMS 565 student teacher at University Preparation School (Fall 2008). • Supervising EDUC 521 student observers at University Preparation School (Fall 2007). • <i>School accountability: To whom? To what? Why? How?</i> with Eric Toshalis (2008, September). Presentation to parents, teachers, and administrators at University Charter Middle School and the University Preparatory School at CSUCI in Camarillo, CA. • <i>On Motivation: A Workshop for Teachers</i>, with Monica K. Osborn (2008, August). Presented at University Preparation School/ University Charter Middle School, Camarillo, California. • <i>Encountering behavioral "problems" in the classroom</i> with Eric Toshalis. (2008, May). Consultation at University Charter Middle School in Camarillo, CA. • <i>Cultivating the learner-centered classroom: A conversation with local authors about teaching and learning in the 21st century</i>. (2008, March). Book talk with co-author Monica Osborn, held at the University Preparatory School at CSUCI in Camarillo, CA. • <i>Journey Mapping for University Preparation School and University Charter Middle School</i> (2007, November). Facilitated school-wide faculty workshop. • <i>Community judge</i> (2006, November). Mock congressional hearings on <i>We the People</i>, Los Cerritos Middle School, Thousand Oaks, California.
Toshalis, Eric	<ul style="list-style-type: none"> • Supervising observers at UCMS & Pacifica HS • Supervising student teachers at Frank Intermediate • Tollefson, K. and Toshalis, E., <i>School accountability: To whom? To what? Why? How?</i> (2008, September). Presentation to parents, teachers, and administrators at University Charter Middle School and the University Preparatory School at CSUCI in Camarillo, CA. • Toshalis, E. History-social science partners event. (2008, May). Planner and presenter of collaborative event involving Ventura County social science educators and members of the history, political science, economics, and library faculties at CSUCI • Tollefson, K. and Toshalis, E., <i>Encountering behavioral "problems" in the classroom</i>. (2008, May). Consultation at University Charter Middle School in Camarillo, CA. • Toshalis, E. <i>Cultivating the learner-centered classroom: A</i>

CSUCI School of Education Faculty	Activities in Elementary/Secondary Schools and Classrooms
	<p>conversation with local authors about teaching and learning in the 21st century. (2008, March). Created and convened the event to celebrate the release of Dr. Kaia Tollefson and Monica Osborn's book, held at the University Preparatory School at CSUCI in Camarillo, CA.</p> <ul style="list-style-type: none"> • Toshalis, E. "Ability" tracking in public schools. (2008, February). Guest speaker in Ian McFadyen's class in the Teaching and Educational Careers Academy at Pacifica High School in Oxnard, CA. • Developed survey instrument to help Pacifica HS evaluate the effectiveness of its TECA recruitment strategies; October, 2008 • Participated in OUHSD social studies inservice training event at Oxnard HS; 10/22/08
Vierra, Vicki	<p>This has been my work since 2001 (VCOE Math Specialist). I've worked with every district in Ventura County, except for Briggs. In the last month:</p> <ul style="list-style-type: none"> • Support for math presenters for the Oct. 2 English Learners HS Conference • Classroom observations and standards writing for the Achievement Analysis for Fillmore HS • Facilitation of the Matilija Jr. High faculty's (Ojai USD) introduction to data teams • Special Interest group presentation on Math Coaching to the Math Leadership Cadre - Tri County Math Project (UCSB), teacher leaders from districts across Ventura County • Lead for Region VIII (San Luis Obispo, Santa Barbara, Kern & Ventura COEs) delegation to the statewide Algebra Forum in Burlingame, Oct. 13-15 - presentations by researchers in the area of algebraic understanding & development of an Action Plan for our region • Oct. 20-24 SB472 Math textbook institute for Rio SD & Oxnard SD teachers using their newly adopted Scott Foresman program • Numeracy Project workshop at Phoenix School for teachers from Triton School, Providence Court School, Gateway Community School and Phoenix School • Instructor training at Lawrence Hall of Science for the After School Math & Science program offered to Ventura County schools • Facilitate Math Dept. collaboration meeting for Fillmore MS, Marzano strategy of Compare & Contrast in mathematics • Attendance at RtI presentation by Mike Mattos at VCOE • Ventura County Math Council mini-conference "Goblins,

CSUCI School of Education Faculty	Activities in Elementary/Secondary Schools and Classrooms
	Ghouls & Geometry" for 150 county teachers of mathematics K-12
Williamson, Suzanne	<ul style="list-style-type: none"> • Sept. 2001-June, 2006 - Elementary Principal - Simi Valley Unified • 2007, 2008 (Jan-June both years)- Pleasant Valley School Dist - GATE Symposium teacher (2 days/week - 20 weeks each year) • Sept, Oct 2007 - Consultant - Rio School district - CPM review coordinator - District and school sites
Witt, Dawn	<ul style="list-style-type: none"> • Currently I am supervising student teachers in Oxnard Union High School District, Santa Paula Unified High School District, and Ventura County Office of Education (Fall 2008). • I am also running a qualitative pilot study at SPUHSD involving one case study of an Ed Specialist (mild/moderate) teacher (Fall 2008).



Exhibit GP.6 Requirements for Admission

Credentials

Requirements for Admission to Teaching Credential Programs

General information for applicants:

Students may be admitted to one of two statuses.

Please keep in mind, the most important part of your application is a professional attitude and demeanor, your interview begins in the Credential Office.

1. PREREQUISITE PROGRAM: Candidates are considered for admission to this status in order to enroll in prerequisite classes. Candidates admitted to this status typically have credential requirements to complete, in addition to prerequisites, in order to be eligible to interview for the Credential Program. Financial Aid loans may be available to admitted Prerequisite students who are otherwise eligible, for up to one year, to complete prerequisite courses.

2. CREDENTIAL PROGRAM: Candidates are considered for admission to this status that have previously completed or are currently enrolled in all prerequisite courses appropriate to the applicant's selected credential program. In addition to the enrollment in or completion of all prerequisite courses, all credential requirements have been met and verified, with documentation attached to the application.

Please see the Credential Program application for requirements and documentation specific to each status.

Required steps to complete the process of admission:

1. Application. Two applications are required, applications should be made to both the University and the Education Program. Education web page will have the application online when it is available sometime in early Spring. Apply to the University at: www.csumentor.edu

2. CBEST Examination. Prospective teachers must pass the California Basic Educational Skills Test (CBEST) to be issued a California teaching credential. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential. This exam must be passed prior to Credential admission. For admission to Prerequisite Education status, prospective students must show proof of registration or passage of CBEST.

3. Subject Matter Preparation. The State of California requires that you demonstrate your knowledge of the information you will be teaching. Prospective teachers may demonstrate subject matter competence through an examination called the California Subject Examination for Teachers (CSET). The test information page linked below provides links to the CSET website and additional information. This exam must be passed prior to Credential admission. For admission to Prerequisite Education status, prospective students must show proof of registration or passage of CSET. Special Education candidates have additional subject matter clearance options.

- [Test Information Page](#)

Please read the section below that pertains to the credential program which you are pursuing:

Multiple Subject - New federal legislation, entitled "**No Child Left Behind**" (NCLB), has necessitated some changes in how prospective and current teachers will demonstrate they are proficient in the subject matter to be taught in their field.

Previously, prospective teachers could complete a specialized bachelor's degree, in California, with an emphasis in the subject matter content, or be evaluated for equivalency by a college with such a program. Due to NCLB provisions, this option is no longer available for Elementary school teachers. All Multiple Subject candidates must pass the CSET Multiple Subject exam prior to Credential admission.

Single Subject - Students may complete a state-approved subject matter program from a California college or university prior to admission to the CSU Channel Islands Single Subject Teaching Credential Program. Undergraduate CSUCI students who intend to pursue a teaching credential upon graduation have the option of completing an approved subject matter program major in Mathematics. An official letter from a Credential Analyst at the college/university typically documents completion of such a program where the program or a successful equivalency evaluation was completed. Programs of this type are frequently referred to as "waiver" programs. People who earned their degrees out of state, or at a college/university that did not offer a subject matter preparation program may be eligible for an evaluation of their transcripts.

Students who have not completed a state-approved subject matter program must pass the California Subject Examination for Teachers (CSET) prior to Credential admission status. The CSET and PRAXIS/SSAT examination results are valid for five years from the date of passing and must

be valid upon final completion of the program.

Special Education - Students may complete a state-approved subject matter program prior to admission to the CSU Channel Islands Education Specialist Teaching Credential Program. Students who have not completed a state-approved subject matter program must pass one of the approved California subject matter exams prior to admission to the Education Specialist Credential Program. Prospective Special Education teachers may take any subject matter exam available to Single or Multiple Subject candidates. Special Education teachers may take CSET exams to meet subject matter competence. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.

U.S. Constitution - Credentials staff will verify a course, graded "C" or better, covering content of the U.S. Constitution, from transcripts submitted with your application. American Government is accepted, and History courses will be evaluated for content. You may be asked to provide syllabi and/or course descriptions. An approved college level exam will meet this requirement.

5. Grade Point Average. A student must have a cumulative grade point average (GPA) of 2.67 to be accepted into the teaching credential programs offered at CSUCI, or 2.75 in the last 60 semester units completed. If you do not have the required GPA, conditional admission may be available on a limited basis, by appeal.

6. Health Clearance. Evidence of a negative Tuberculin test is required. The tuberculin clearance is valid for four (4) years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CSUCI Student Health Center.

7. Certificate of Clearance. Students must possess or apply for a valid Certificate of Clearance as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement.

8. One Set of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Office of Admissions.

9. Two Recommendation forms. Two recommendation for Admission forms from faculty, employers, and/or others who are knowledgeable about the prospective student's personal qualities and potential to work with children must be submitted with the program application. Recommendation forms are non-confidential. These two forms are in addition to the Field Experience form and are available in the Credential office and online at the education web page. We prefer to see at least one letter of recommendation from a professional who can describe your work with students (such as a principal, supervisor, or teacher).

10. Experience. At least 45 hours of documented field experience in a classroom or an equivalent documented field experience must be completed. There is a form within the program application that will document these activities. The experience can take place in both public and private institutions. Ideally, field experience should be conducted in a classroom relevant to the teaching credential being sought, but non-classroom placements that include work with groups of children will be accepted.

- Multiple Subject: K-8 classroom
- Single Subject: 7th - 12th grade classroom
- Special Education: K-12 classroom

11. Bachelor's Degree. A bachelor's degree or enrollment in the final semester of the degree program is required. A bachelor's degree is a requirement for teacher certification.

12. Writing Sample. Writing samples are required as part of the application process. The writing sample includes a 500-600-word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.

13. Interview. An Education Program Admissions Committee conducts an interview once all other portions of the admissions requirements are complete.

Please note: Certification in adult, infant, and child CPR competency is required by the CCTC for an initial issuance of a teaching credential.



Credential Office • One University Dr, Camarillo, CA 93012 • (805) 437-8953 • <http://education.csuci.edu/>

Certificate of Clearance Application Instructions

Education Code Section 44320(d) and Title 5 Regulations Section 80028 requires an individual to obtain a Certificate of Clearance prior to beginning student teaching. The Certificate of Clearance verifies that an individual has completed the fingerprint and character and identification process and has been cleared by the Commission to begin student teaching.

The Commission is pleased to announce that teacher candidates may now submit Certificate of Clearance applications through their online Direct Application web site. To facilitate processing of the online applications, the Commission has developed an automated process that reviews and issues the Certificate of Clearance to qualified individuals. The online application and automated review process will provide applicants with timely, accurate processing.

To apply for a Certificate of Clearance online simply follow these steps:

1. Complete the Request for Live Scan Service form (41-LS) and contact a live scan agency to have your live scan fingerprints taken.
<http://www.ctc.ca.gov/credentials/leaflets/41-LS.pdf>
2. Once you have completed the live scan fingerprints, navigate to the Commission's online Direct Application site,
<https://teachercred.ctc.ca.gov/teachers/RenewableSearchProxy>
Click on **"Direct Application (Non-Recommendation Only)"** link from left tab.
3. Complete the online application
4. Using a VISA or Mastercard debit or credit card, complete the authorized transaction fee of \$29.50.
5. Immediately following the successful submission of the online application, an e-mail will be sent containing a confirmation number and a link to the Track Payment web page.

The normal processing time for the fingerprint and character and identification process is one to three days. If the individual must be reviewed by the Commission's Division of Professional Practice, the process will take longer to allow for the review process. The online file will indicate that the application is pending additional evaluation.

When requirements for issuance of the Certificate of Clearance are completed, an email will be sent informing the individual that the document has been granted and can be viewed in 48 hours on the Look-up and Status page.



Credential Office•One University Dr, Camarillo, CA 93012• (805) 437-8953• <http://education.csuci.edu/>
Additional information regarding the Certificate of Clearance may be obtained by visiting
the Commission's website www.ctc.ca.gov

LIVE SCAN SERVICES AGENCIES

**Ventura County Superintendent
Of Schools Office**
5189 Verdugo Way
Camarillo, CA 93012
(805) 383-1914

Moorpark College Campus Police
7075 Campus Rd.
Moorpark, CA 93021
(805) 529-5288

Ventura County Government Center
Sheriff's Licensing Department
800 South Victoria Ave
Ventura, CA 93009
(805) 654-2371

**Santa Barbara County
Sheriff's Department**
4434 Calle Real
Santa Barbara, CA 93110
(805) 681-4100

CSU Channel Islands
Police and Parking Services
One University Drive
Camarillo, CA 93012
(805) 437-8430

Oxnard Police Department
251 South C Street
Oxnard, CA 93030
(805) 385-7600

Santa Barbara Police Department
213 E. Figueroa Street
Santa Barbara, CA 93101
(805) 897-2355

**Please call ahead for appointment, hours of operation, fees, forms of payment
accepted, etc.**

REQUEST FOR LIVE SCAN SERVICE

Applicant Submission

ORI: A0281 Type of Application: (check one) Employment License, Certification, Permit Volunteer

Job Title or Type of License, Certification or Permit: Applicant for Teacher Credential

Agency Address Set Contributing Agency:

California Commission on Teacher Credentialing

Agency authorized to receive criminal history information

03294

Mail Code (five-digit code assigned by DOJ)

Box 944270 (1900 Capitol Avenue)

Street No. Street or PO Box

Contact Name (Mandatory for all school submissions)

Sacramento, CA 94244-2700

City State Zip Code

(916) 445-7254

Contact Telephone No.

Name of Applicant: _____
(Please Print) Last First MI

AKA's _____ CDL No. _____

DOB: _____ SEX: Male Female Misc No. BIL -
Agency Billing Number (if applicable)

HT: _____ WT: _____ Misc No. _____

EYE Color: _____ HAIR Color: _____ Home Address: (Applies only if Youth Org/HRA or Public Utility submission)

POB: _____ Street or PO Box

SOC: _____ City, State and Zip Code

Your Number: _____ OCA No. (Applicant's Social Security No.) Level of Service DOJ FBI

If resubmission, list Original ATI No. _____

Employer: (Additional response for Department of Social Services, DMV/CHP licensing, and Department of Corporations submissions only)

Employer Name

Street No. Street or PO Box

Mail Code (five digit code assigned by DOJ)

City State Zip Code

() Agency Telephone No. (Optional)

Live Scan Transaction Completed By: _____ Date _____
Name of Operator

Transmitting Agency

ATI No.

Amount Collected/Billed

41-LS 7/00

BCII 8016 (Rev 10/98) ORIGINAL - Live Scan Operator; SECOND COPY - Requesting Agency; THIRD COPY - Applicant



Exhibit MSS.1 Multiple Subject Teaching Credential Program Overview

Credentials

Multiple Subject Teaching Credential

This program specifically prepares teachers for the diversity of languages and cultures often encountered in California's public classrooms. It prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning. Emphasis is placed on the K-8 student as actively engaged in his/her learning. Careers

The Multiple Subject Credential Program prepares teachers to work with students in grades K-8 with responsibility for all subject areas in a self-contained classroom. Multiple Subject Credential Teachers most often teach in elementary, middle school, or self-contained classrooms.

Program Learning Outcomes

- Students prepared for K-8 teaching of all subjects in self-contained classroom
- Students prepared to teach children with English as first or second language
- Students prepared for diversity of languages and cultures in and among children and families
- Students can meet the diverse needs of all students and those with special needs
- Students prepared to actively engage children in their learning

Prerequisite Courses in Education (16-20 units)

If taken at CSU Channel Islands, the course must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

Students have multiple options for completing prerequisites. Courses may be taken at the undergraduate level leading to a CSUCI Bachelor's degree. Students who have completed their Bachelor's degree may be admitted to Prerequisite Education status. Applications for Prerequisite Education status are also accepted during the final term of Bachelor's degree completion. Financial Aid may be available to admitted Prerequisite students who are otherwise eligible, for up to one year, to complete prerequisite courses. Prospective students also have the option to take prerequisite courses through Extended Education (Open University) on a space available basis. Tuition is self-funded.

Prerequisite Education Courses:

ENGL 475 Language in Social Context (3)
 EDUC 510 Learning Theory and Development Applied in Multicultural Education Contexts (3)
 EDUC 512 Equity, Diversity and Foundations of Schooling (3)
 SPED 345 Individuals with Disabilities in Society (3)
 EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms (3)
 EDUC 521 Field Experience (1)

Requirements For The Multiple Subject Teaching Credential Full-Time Multiple Subject Credential Program (36 units)

First Semester:

EDMS 522 Literacy 1: Multicultural/Multilingual (4)
 EDMS 526 Modern Methods in Mathematics Teaching (4)
 EDMS 527 History, Social Studies and Integrated Arts (4)
 EDMS 565 Initial Student Teaching (7)
 EDMS 566 Initial Student Teaching Seminar (1)

Second Semester:

EDMS 523 Literacy 2: Multicultural/Multilingual (3)
 EDMS 529 Science, Health and PE (4)
 EDMS 575 Advanced Student Teaching (7)

EDMS 576 Advanced Student Teaching Seminar (2)

Part-Time Multiple Subject Credential Program (36 units)

Individual scheduling may vary. Program to be planned with faculty advisor.

Please Note: The California Commission on Teacher Credentialing requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. RICA consists of passing one of two components, either a comprehensive examination or a performance assessment. It is recommended that the Assessment be taken after completion of the Literacy I course in the credential program. Certification in adult, infant, and child CPR competency is required by CCTC for an initial teaching credential.

Students interested in a Credential with emphasis on English Language Learners (BCLAD)

Two engaging and highly relevant courses beginning Fall 2008:

EDUC 445

Examines experiences & realities pertinent to the daily lives of Chicano and Mexican-origin children and adolescents. Emphasis will be on contemporary issues and effective educational and cultural practices for working with children and their families within Chicano/Mexican communities. Field study requirement involves making connections and working in a child-centered setting or related service project. (Three hours lecture and two hours community service per week). Meets Gen. ED: C-3b, D (Being bilingual helps, but it is not necessary).

EDML 563

Primary language schooling for K-3 students in the U.S., language of emphasis (Spanish) curricular materials, assessment, and teaching reading and writing in Spanish.

Being bilingual is a definite asset!

Program Maintenance Requirements

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.



Exhibit MSS.2 Single Subject Teaching Credential Program Overview

Credentials

Single Subject Teaching Credential Program

This program specifically prepares teachers for the diversity of languages and cultures often encountered in California Public Schools. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the secondary school setting. An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable learners. All CSUCI full-time credential programs are offered in cohort format. Admitted Single Subject students will complete courses in the late afternoon and evening. Admitted part-time students will meet with a faculty advisor to plan an individualized program.

Careers

The Single Subject Teaching Credential Program prepares teachers to work with students in subject specific content areas in departmentalized schools. Single Subject Credential Teachers most often teach in departmentalized middle, junior high and high schools.

Program Learning Outcomes

- Students prepared to teach specific subjects in middle, junior or high schools
- Students prepared to teach children with English as first or second language
- Students prepared for diversity of languages and cultures in and among children and families
- Students can meet the diverse needs of all students and those with special needs
- Students prepared to be reflective and deliberative practitioners
- Students linked content and pedagogy
- Students integrate research, theory and best educational practice into their teaching

Prerequisite Courses in Education (16 units)

If taken at CSU Channel Islands, the courses must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

Students have multiple options for completing prerequisites. Courses may be taken at the undergraduate level leading to a CSUCI Bachelor's degree. Students who have completed their Bachelor's degree may be admitted to Prerequisite Education status. Applications for Prerequisite Education status are also accepted during the final term of Bachelor's degree completion. Financial Aid loans may be available to admitted Prerequisite students who are otherwise eligible, for up to one year, to complete prerequisite courses. Prospective students also have the option to take prerequisite courses through Extended Education (Open University) on a space available basis. Tuition is self-funded.

ENGL 475 Language in Social Context (3)
 EDUC 512 Equity, Diversity and Foundations of Schooling (3)
 SPED 345 Individuals with Disabilities in Society (3)
 EDUC 520 Observing and Guiding Behavior in Multicultural/Multilingual and Inclusive Classrooms (3)
 EDUC 521 Field Experience (1)
 EDSS 515* Adolescent Development for Secondary Educators (3)
 *Will be offered Spring 2009 and required for admission beginning Fall 2009.

Requirements For The Single Subject Teaching Credential (24-28 units; variable if part-time)

EDSS 530 General Secondary School Methods (3)
 EDSS 550 Access to Learning: English Language Learners (2)
 EDSS 560 Access to Learning: Special Needs Learners (2)
 EDSS 570 Field Experience Middle School (Part-Time Program) (1)
 EDSS 571 Student Teaching Seminar Middle School (2)
 EDSS 575 Student Teaching Middle School (6)
 EDSS 580 Field Experience High School (Part-Time Program) (1)
 EDSS 581 Student Teaching Seminar High School (2)

EDSS 585 Student Teaching High School (6)

Subject Specific Requirements For The Single Subject Teaching Credential Program (7 units)

Students take two courses from one of the following subject areas in Mathematics, Science or English, or History/Social Studies:

Single Subject Credential in English:

EDSS 533 Teaching English in Middle Schools (3)

EDSS 543 Teaching English in High Schools (4)

Single Subject Credential in History/Social Science:

EDSS 534 Teaching Social Studies In Middle Schools (3)

EDSS 544 Teaching Social Studies in High Schools (4)

Single Subject Credential in Mathematics:

EDSS 531 Teaching Mathematics in Middle Schools (3)

EDSS 541 Teaching Mathematics in High Schools (4)

Single Subject Credential in Science:

EDSS 532 Teaching Science in Middle Schools (3)

EDSS 542 Teaching Science in High Schools (4)

Please Note: Certification in adult, infant, and child Cardiopulmonary Resuscitation (CPR) competency is required by the California Commission on Teacher Credentialing (CCTC) for an initial issuance of a teaching credential.

Program Maintenance Requirements

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.



CREDENTIAL REQUEST PROCESS

Your credential application will be processed using the California Commission on Teacher Credentialing online processing system. This process requires that you have a valid e-mail address and a credit or debit card for payment.

- **Complete the attached Credential Request Form and submit it to the Credential Office**
- **Submit all necessary items specified for type of credential.**

Multiple Subject

- RICA
- CPR Certification (Adult, Infant & Child)
- Exit Survey Verification

Single Subject

- CPR Certification (Adult, Infant & Child)
- Exit Survey Verification

Education Specialist Level I

- RICA
- Verification of Employment as an Education Specialist (*Form CL-777.1*)
- Exit Survey Verification

Certificate of Eligibility does not require form CL-777.1

Education Specialist Level II

- Verification of Technology Course
- Verification of Health Education Course
- CPR Certification (Adult, Infant & Child)
- Verification of 2 years Education Specialist Experience (*Form CL-41 EXP*)

Administrative Services Level I

- Verification of 3 years teaching experience (*Form CL-41 EXP*)
- Verification of Employment as an Administrator (*Form CL-777*)

Certificate of Eligibility does not require form CL-777.1

Interns

- Signed Intern Authorization for Employment Form

- **Credential Analyst will verify information, confirm eligibility and recommend for the credential. This process will not take place until final grades are posted.**

Request will be processed in the order in which they are received. Depending upon volume, it may take several weeks before your file is processed. (*If additional documentation is required you will be informed via email*)

- **You will receive notification of recommendation from the CCTC via e-mail. Follow e-mail instructions, and submit payment. Once payment is submitted you will receive notice of receipt. Within 10 business days after payment, you will receive confirmation that your credential has been issued (providing there are no extenuating circumstance), followed by a notice of granting. All notices will take place via e-mail by CCTC.**
- **Credential document will be mailed directly to you via regular mail from the CCTC**

Applicant Do Not Write Below This Line

Office Use Only

Date Received _____

Documentation included (if applicable):

- CPR certification (MS/SS)
- RICA (MS/SPED)
- Verification of Employment as an Education Specialist (CL-777.1) (SPED)
- Verification of Exit Survey (MS/SS/SPED)
- Verification of Employment as an Administrator (CL-777) (ELP)
- Verification of Experience (CL-41 EXP) (ELP/SPED II)

Evaluation

- Degree
- CBEST
- COC
- Subject Matter
- US Constitution
- RICA (if applicable)
- CPR (if applicable)

Fee Credit

- Yes
- No

Recommendation

Electronic Submission to CCTC _____

Completed Program Term _____ Issuance Date _____

Database entry _____ PeopleSoft entry _____

Notification of Credential Issuance _____

Credential Analyst _____

Comments: _____

Exhibit I.1 Verification of Non-displacement of Certificated Employees

Note: This is an example of the agreement that Ventura County has collected from members of the Ventura County Consortium.

Memorandum of Understanding Ventura County Superintendents of Schools Intern Teacher Training Consortium

This Memorandum of Understanding is to declare the intent of the _____ Teachers Association to participate in the Ventura County Superintendent of Schools Intern Teacher Training Consortium for the preparation of teachers and our willingness to comply with the following:

- 1) District assumes the responsibility to provide supervision of its interns using support providers employed by the school district. Training of the support providers will be done collaboratively by CSUCI and the Ventura County Beginning Teacher Support Intern Consortium.
- 2) Intern salaries will be the same as paid to other certificated personnel and will not be reduced to pay for supervision or release time for classes.
- 3) District agrees to assign candidates to assume the functions authorized by the teaching or services credential. Interns will teach only in the subject area in which they intend to be licensed.
- 4) District certifies that interns are not displacing certificated employees.
- 5) District agrees that interns will receive ten release periods to work with their support provider, observe other teachers, meet with their CSUCI supervisor, engage in professional development activities and/or university coursework.
- 6) Interns will be assigned no more than two separate preparations.
- 7) District has agreed to participate in an Intern Consortium and participate in quarterly advisory group meetings, host meetings or class sessions as appropriate, and communicate regularly about issues of intern progress.

Exhibit I.2 Letters of Commitment to the Ventura County Consortium and Internship Agreements

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

a campus of the California State University · Bakersfield · Channel Islands · Chico · Dominguez Hills · Fresno · Fullerton · Hayward · Humboldt · Long Beach · Los Angeles
Maritime Academy · Monterey Bay · Northridge · Pomona · Sacramento · San Bernardino · San Diego · San Francisco · San Jose · San Luis Obispo · San Marcos · Sonoma · Stanislaus



May 17, 2004

Jan Jones-Wadsworth
Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814-4213

Dear Jan:

Enclosed you will find copies of the letters of agreement for the exclusive representative of certificated employees associated with the school districts in Ventura County that are members of the Ventura County Intern Teacher Training Consortium. As a member of this Consortium, CSU Channel Islands has the full commitment of these school district exclusive representatives of certificated personnel.

Sincerely,

A handwritten signature in cursive script that reads "Joan M. Karp".

Joan M. Karp, Ph.D.
Chair of Education Programs

.....
One University Drive
Camarillo, California 93012
.....
Tel 805.437.8400
Fax 805.437.8424
.....

March 21, 1997

Charles Weis, Ph.D.
Superintendent
Ventura County Superintendent of Schools Office
5198 Verdugo Way
Camarillo, CA. 93021

Dear Dr. Weis:

The Fillmore Unified Teachers Association supports the creation of a Ventura County Intern Teacher Training Consortium to provide a countywide program to train fully qualified and credentialed teachers to alleviate teacher vacancies in Ventura County. We support the Fillmore Unified School District's participation in this consortium.

Sincerely,

A handwritten signature in cursive script that reads "Joanna Michel".

Joanna Michel
Bargaining Chairperson
Fillmore Unified Teachers Association



A member of the United Teaching Profession

HUENEME EDUCATION ASSOCIATION

P.O. BOX 788, PORT HUENEME, CA 93044

April 2, 1997

**Dr. Jeffrey Baarstad
Associate Superintendent
Hueneme School District**

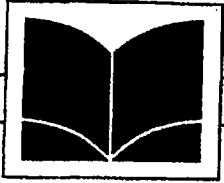
Dear Dr. Baarstad,

On April 2, 1997, the Executive Board of the Hueneme Education Association voted to endorse the Hueneme School District's participation in the Ventura County teacher internship program, with the understanding that the District's priority will always be to employ fully credentialed and qualified teacher candidates before employing teacher interns.

Please contact me if you have any questions regarding this matter.

Sincerely,

**Sharon Stewart
President**



MOORPARK

UNIFIED SCHOOL DISTRICT
30 Flory Avenue, Moorpark, California 93021

(805) 378-6300

RECEIVED

MAR 21 1997

**SUPT. OF SCHOOLS
VENTURA COUNTY**

March 10, 1997

Charles Weis, Ph.D., Superintendent
Ventura County Superintendent of Schools Office
5189 Verdugo Way
Camarillo, CA 93021

Dear Dr. Weis:

The Board of Education of the Moorpark Unified School District supports District participation in a consortium of Ventura County school districts for an Intern Teacher Training Program. The District acknowledges a pressing need to take a proactive approach to recruit and prepare new teachers to meet the unique needs of Ventura County schools. The District also recognizes that there are many potential candidates living in Ventura County who would benefit from a local alternative credential program. The consortium would provide a much needed local career and academic advisement and training program for potential teacher candidates.

The Moorpark Unified School District agrees to fully participate in the intern Teacher Training Program and will extend all appropriate District courtesy to personnel coordinating consortium efforts and to participants in the program.

The Moorpark Unified School District participation in a County Consortium Intern Teacher Training Program, coordinated by the Ventura County Superintendent of Schools Office, has the full support of the Moorpark Unified School District. The Moorpark Educators Association, exclusive representative for the certificated bargaining unit at Moorpark Unified School District, lends its support to the County Consortium Intern Teacher Training Program.

Sincerely,

Ellen Smith
Assistant Superintendent
Personnel Services

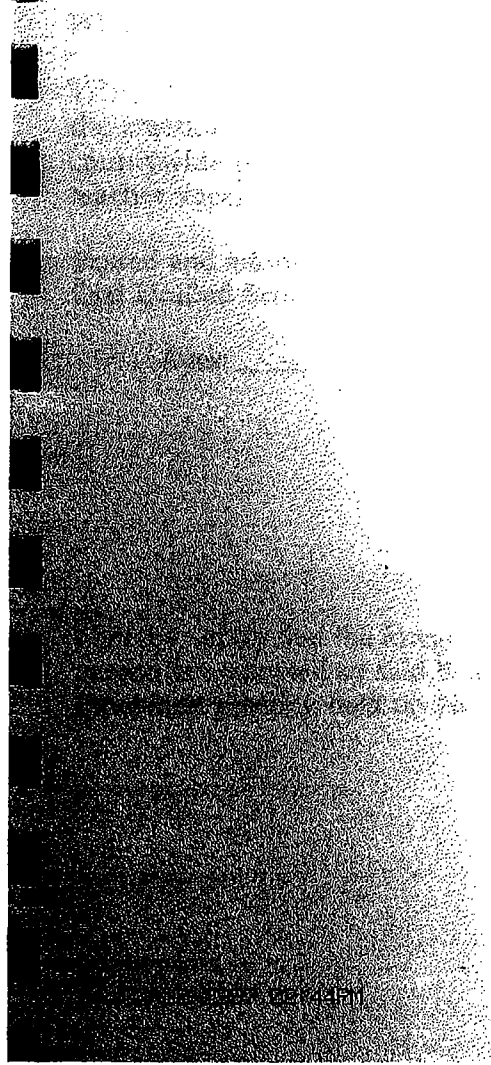
Rob Dearborn, President
Moorpark Educators Association

To: Jeff Chancer

From: Helen Faul, Ocean View Educators Association *H. Faul*

Date: April 10, 1997

The Ocean View Educators Association agrees to be a part of the Ventura County consortium for the intern teaching grant.



8059866797

P. 04



TO: Dr. Pamela Martens, Asst Supt.
FROM: Don Ainsworth, OFT President
DATE: March 24, 1997
RE: County Internship Teacher Training Program

The Ojai Federation of Teachers is in support of participation by the Ojai Unified School District as part of a County Consortium for a Local Assistance Grant Internship Program. We believe that there is a need for alternative training and credentialing opportunities in our area to assure that teaching personnel needs can be met with the highest quality candidates possible.

P.O. Box 380

Ojai, California 93024
<http://www.oft.org>

Local 2119

Post-it Fax Note 7672

To: Cary Dritz
 Company: VCSSO
 Location:
 Fax #: 383-6973
 Comments: Cary

From: Steve Hanke
 Company: PVSD
 Location:
 Fax #: 987-5511
 Original Destination: Delivery Return Call for pickup

Today's Date: 4/11/97
 No. of Pages: 1

Here is support component from PVEA / hope this is on time & all you need. Thanks
 Steve

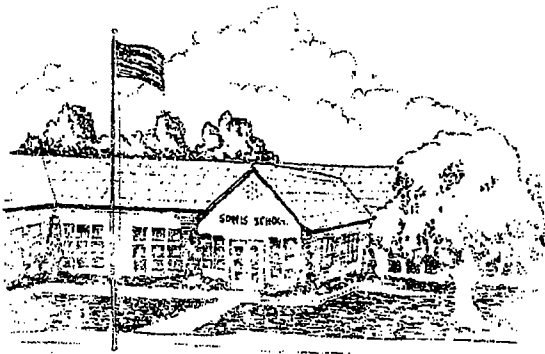
To: Cary Dritz
 Director of Human Resources
 Ventura County Superintendent of Schools Office
From: Steve Hanke / Mary Moore
Date: 04/11/97
Subject: Memo of Understanding
 Pleasant Valley School District / Pleasant Valley Education Association
 Participation in County Internship Program

This joint memo of understanding represents the intention of Pleasant Valley School District to participate in the Ventura County Internship Program. The participation in the cohort has been discussed with the Pleasant Valley Education Association.

This memo represents recognition of the support of the association for the internship program in principle. The details of the district participation are to be collaboratively developed and agreed to by the district and the association. This will include program details and placement of interns on the salary schedule.


 Steve Hanke
 Pleasant Valley School District


 Mary Moore
 Pleasant Valley Education Association



SOMIS UNION SCHOOL DISTRICT

5268 NORTH STREET • POST OFFICE BOX 900 • SOMIS, CA 93066
805/386-5711 • 805/386-4596 (FAX)

March 7, 1997

To Whom It May Concern:

Somis Teachers Association supports the participation of Somis Union School District in the Ventura County Intern Teacher Training Program.

Sincerely,

Deborah Keever
Somis Teachers Association



VENTURA UNIFIED EDUCATION ASSOCIATION, INC.

1727 Mesa Verde Avenue, Suite 120 • Ventura, Calif. 93003 • (805) 644-0876

CHARTER CHAPTER • CALIFORNIA TEACHERS ASSOCIATION • NATIONAL EDUCATION ASSOCIATION

November 5, 1996

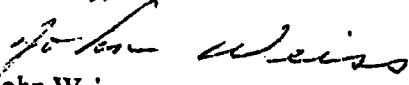
Dr. Gerald Dannenberg
120 E. Santa Clara St.
Ventura, Ca 93001

Dear Jerry,

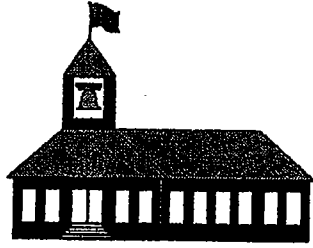
The VUEA on November 4th, 1996 endorsed the implementation of a teacher intern program through any accredited college or university. The hiring of a credentialed teacher shall always be the highest priority of the district before hiring interns.

Please feel free to contact me if you have any questions regarding this matter.

Sincerely,


John Weiss
President

NOV 7 1996



Briggs District Teachers' Association

February 23, 1999

***Carol Vines
Briggs School
14438 Telegraph Rd.
Santa Paula, Ca. 93060***

Dear Mrs. Vines,

The Briggs District Teachers Association endorses the implementation of a teacher intern program through any accredited college or university. The hiring of a credentialed teacher should always be the highest priority of the district before hiring interns.

Please feel free to contact me if you have any further questions or would like to discuss this issue in more detail.

Sincerely,

A handwritten signature in cursive script that reads "April D. Holmes". The signature is written in black ink and is positioned above a horizontal line.

***April D. Holmes
BDTA Chapter President***

MOORPARK EDUCATORS ASSOCIATION
Moorpark, California 93021

March 3, 1999

Ellen Smith
Assistant Superintendent for Personnel Services
Moorpark Unified School District
30 Flory Avenue
Moorpark, CA 93021

Dear Ms. Smith:

As a result of the Class Size Reduction initiative and the rise in student enrollment in Ventura County, the MEA endorses the implementation of a teacher intern program through any accredited college or university. MEA understands that the District's priority is to hire fully credentialed teachers before hiring interns.

Please feel free to contact me if you have any questions regarding this matter.

Sincerely,



Cynthia Beynun
President



OXNARD EDUCATORS ASSOCIATION

1727 Mesa Verde Avenue, Suite 120
Ventura, CA 93003
(805) 656-1086

November 5, 1996

Mr. Kent Patterson
Associate Superintendent
Oxnard School District
Oxnard, CA.

Dear Kent:

The Oxnard Educators Association wholeheartedly endorses the implementation of a teacher intern program through any accredited college or university. The hiring of a credentialed teacher shall always be the highest priority of the district before hiring interns.

Please feel free to contact me if you have any questions regarding this matter.

Sincerely,

A handwritten signature in cursive script that reads "Ann McCarthy".

Ann McCarthy
President

Rio Teachers Association

March 5, 1999

David López
Assistant Superintendent
Rio School District

Dear David:

The RTA endorses the implementation of a teacher intern program through any accredited college or university. The hiring of a credentialed teacher shall always be the highest priority of the district before hiring interns.

Sincerely,



Rebecca M. Barbetti
RTA President

SIMI EDUCATORS ASSOCIATION

March 5, 1999

Cary Dritz
Simi Valley Unified School District
875 E. Cochran St.
Simi Valley, CA 93065

Dear Dr. Dritz,

The Simi Educators Association endorses the implementation of a teacher intern program through any accredited college or university. The hiring of a fully credentialed teacher shall always be the highest priority of the district before hiring interns.

Please feel free to contact me if you have any questions regarding this matter.

Sincerely,

A handwritten signature in cursive script that reads "Ginny Jannotto". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Ginny Jannotto
SEA President



Santa Paula Elementary School District

• 201 S. Steckel Dr. • P.O. Box 710 • Santa Paula CA 93061-0710 • FAX (805) 933-3023 •

February 26, 1999

Bonnie Bruington
201 S. Steckel Drive
mailing: P.O. Box 710
Santa Paula, CA 93060

The Santa Paula Federation of Teachers endorses the implementation of a teacher intern program through any accredited college or university. The hiring of a credentialed teacher shall always be the highest priority of the district before hiring interns.

Please feel free to contact me if you have any questions regarding this matter.

Sincerely,

A handwritten signature in cursive script that reads "Mike Weimer".

Mike Weimer
SPFT President

MW:mh

BEDELL SCHOOL
933-5355

BLANCHARD SCHOOL
933-5381

GLEN CITY SCHOOL
933-5376

ISELL MIDDLE SCHOOL
933-5329

McKEVETT SCHOOL
933-5332

THILLE SCHOOL
933-5372

WEBSTER SCHOOL
933-5315

CHILD CARE SERVICES
933-5375

SPECIAL EDUCATION
933-5336

Exhibit ES.1 Education Specialist Level I Teaching Credential Program Overview

Credentials

Education Specialist Teaching Credential: Mild/Moderate Disabilities, Level I

The program prepares candidates to teach students with mild to moderate disabilities in self-contained special education and general education classrooms. The program specifically prepares candidates for the diversity of languages and cultures often encountered in California's public school classrooms. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary or secondary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning. Emphasis is placed on the K- Age 22 student actively engaged in his/her learning.

This is a post baccalaureate program that has two levels. Level I prepares candidates for a Preliminary Credential. After the Level I credential is issued, Level II program is completed while working in a special education setting and requires the collaboration of the university preparation program and the candidate's employing school district. Successful completion of the Level II program will result in the candidate's eligibility for a Professional Level II Credential. Two years of successful teaching experience in a special education teaching assignment, while holding the Level I Credential, is also required for Level II completion. The Level II program must be completed within five years of completion of Level I.

Careers

The Education Specialist Program prepares candidates to complete the California Commission on Teacher Credentialing standards for the preparation of teachers of students with mild and moderate disabilities from Kindergarten to age 22.

Program Learning Outcomes

- Students prepared to teach children with mild to moderate disabilities from kindergarten to age 21
- Students prepared to teach in self-contained special and general education
- Students prepared to teach children with English as first or second language
- Students prepared for diversity of languages and cultures in and among children and families
- Students can meet the diverse needs of all students and those with special needs

Prerequisite Courses in Education (12 units)

If taken at CSU Channel Islands, the course must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

Students have multiple options for completing prerequisites. Courses may be taken at the undergraduate level leading to a CSUCI Bachelor's degree. Students who have completed their Bachelor's degree may be admitted to Prerequisite Education status. Applications for Prerequisite Education status are also accepted during the final term of Bachelor's degree completion. Financial Aid may be available to admitted Prerequisite students who are otherwise eligible, for up to one year, to complete prerequisite courses. Prospective students also have the option to take prerequisite courses through Extended Education (Open University) on a space available basis. Tuition is self-funded.

ENGL 475 Language in Social Context (3)
 EDUC 510 Learning theory and development applied in multicultural education contexts (3)
 EDUC 512 Equity, Diversity and Foundations of Schooling (3)
 SPED 345 Individuals with Disabilities in Society (3)

It is highly recommended that students seeking a Special Education Mild/Moderate Level 1 Credential take EDUC 520/521 along with the other required prerequisites. Students seeking to become an intern in Special Education prior to completing their Level 1 Credential will be required to take EDUC 520/521 and will not be granted an intern permit without completion of this course.

Requirements for the Education Specialist Level I Teaching Credential (38 units):

First Semester (17 units)
 EDMS 522 Literacy | Multicultural/Multilingual (4)
 EDMS 526 Modern Methods in Mathematics Teaching (4)
 SPED 541 Foundations of Special Education (2)

SPED 544 Inclusionary Teaching Methods (2)
SPED 546 Consultation and Communication with Families and Professionals (3)
SPED 570 Student teaching in Special Education I (3)
SPED 571 Student Teaching Seminar (1)

Second Semester (21 units)

EDSS 540 Literacy in Secondary Schools (3)
SPED 542 Managing Learning Environments (3)
SPED 543 Educating Diverse Learners with Mild to Moderate Disabilities (3)
SPED 545 Assessment of Students with Disabilities (3)
SPED 580 Student Teaching In Special Education II (8)
SPED 581 Student Teaching Seminar

Intern Program Education Specialist Level I Credential Program (37 units)

It is highly recommended that students seeking a Special Education Mild/Moderate Level 1 Credential take EDUC 520/521 along with the other required prerequisites. Students seeking to become an intern in Special Education prior to completing their Level 1 Credential will be required to take EDUC 520/521 and will not be granted an intern permit without completion of this course.

First Semester (11 units)

EDMS 522 Literacy I: Multicultural/Multilingual (4)
SPED 541 Foundations of Special Education (2)
SPED 546 Consultation and Communication with families and professionals (3)
SPED 585 Intern Field Support and Seminar (3)

Second Semester (9 units)

EDSS 540 Literacy in Secondary Schools (3)
SPED 542 Managing Learning Environments (3)
SPED 585 Intern Field Support and Seminar (3)

Third Semester (8 units)

SPED 544 Inclusionary Teaching Methods (2)
EDMS 526 Modern methods in mathematics teaching (4)
SPED 585 Intern Field Support and Seminar (3)

Fourth Semester (9 units)

SPED 543 Educating Diverse Learners with Mild to Moderate Disabilities (3)
SPED 545 Assessment of Students with disabilities (3)
SPED 585 Intern Field Support and Seminar (3)

Please Note: The California Commission on Teacher Credentialing (CCTC) requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of an Education Specialist Credential, unless the candidate holds a previously issued Multiple or Single Subject Credential. RICA consists of passing one of two components, either a comprehensive examination or a performance assessment. It is recommended that the Assessment be taken after completion of the Literacy I course in the credential program.

Program Maintenance Requirements

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Exhibit ES.2 Education Specialist Level II Teaching Credential Program Overview

Credentials

Education Specialist Level II Mild/Moderate Credential Program

Program description

The Education Specialist: Mild/Moderate Disabilities Level II Credential Program at CSUCI is an advanced professional training program for Special Education Teachers. The California Commission on Teacher Credentialing requires that candidates complete the Level II Credential within five years of completion of a Level I Education Specialist Credential. CSUCI's Level II Program builds on the goals and objectives of our Level I Program. This program focuses on the diversity of students, collaboration between professionals and families and effective instructional practices for students with disabilities. In alignment with the California State standards, the Level II Program has formed a partnership with local school districts. Candidates for the Level II Credential are employed teachers who in collaboration with their employing school district and the University develop an induction plan. The induction plan describes the coursework and non-university related professional development activities in which the candidate will participate. Up to 25% of the students induction plan may be completed through non-University activities. During the induction planning stage, the candidate will identify an area of specialization that will be his/her area of focus. University and non-university activities guide the candidate in developing the expertise in the following areas: data-based decision making; behavioral, emotional and environmental supports; current perspectives in special education; transitions from school to work; advanced assessment techniques; curriculum and instruction; and advanced collaboration and consultation with families and professionals.

Required Coursework

SPED 640 Induction Planning and Support (repeatable) 1unit

SPED 641 Advanced Perspectives in Special Education 3units

SPED 642 Advanced Behavior and Environmental Support 3units

SPED 643 Advanced Assessment and Instructional Practices for Diverse Learners 3units

SPED 646 Advanced Collaborative Partnerships and Effective Communication In School Settings 3units

SPED 647 Transition and Career Education 1unit

SPED 649 Induction Evaluation 1unit

Special Education Program Policy

Admission to Level II program while completing Level I

1. Students may apply to the Level II program in their last semester that they are completing the Education Specialist Level I program.
2. If the applicant has a job offer, they must include documentation of employment with the application (CL-777.1 verification of employment form).
3. If not, the applicant needs to indicate that they are in the process of searching for an Education Specialist Mild/Moderate teaching position.
4. We will admit students contingent on their getting an Education Specialist Mild/Moderate teaching position. Once an applicant receives confirmation of an Education Specialist Mild/Moderate teaching position, the applicant will provide the documentation to the Credential Office via a CL-777.1 verification of employment form.
5. If the applicant does not have a teaching position by the first week of the semester, they will not be admitted to the Level II program.



State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

VERIFICATION OF EMPLOYMENT AS AN EDUCATION SPECIALIST
To be Completed by Employing Agency

1. PERSONAL INFORMATION

Applicant's Full Legal Name: _____

Social Security Number: _____ - _____ - _____

2. EMPLOYING AGENCY

Title of Education Specialist Position _____

Date of Initial Employment (mm/dd/yy) _____

County of Employment _____

Name of Employing Agency _____

Mailing Address _____

City _____ State _____ Zip _____

Telephone () _____ - _____

Name of Immediate Supervisor _____

Position _____

Signature of Employer or Designee

Date

Printed Name of Employer or Designee

Title

3. TENTATIVE PLAN FOR DEVELOPING THE INDIVIDUALIZED INDUCTION PLAN

Name of Support Provider(s) Assigned to New Specialist _____

Position Held by Support Provider(s) _____

Credential(s) Held by Support Provider(s) _____

Employing Agency (if different from teacher) _____

Institution Tentatively Selected for Development of Individualized Induction Plan and

Completion of Professional Clear Level II Program _____

I understand I must develop an Individualized Induction Plan during the first 120 days of employment on my Preliminary Level I Education Specialist Credential with the Level II institution and employer designee.

Signature of Applicant

Date

Submit this form with Level I application; copies to Level II institution and support provider.

California State University Channel Islands
 Education Specialist: Mild/Moderate Disabilities Level II
Specific Emphasis Assessment Worksheet (SPED 640 & 649)

Student _____ District Support Provider _____
 University Supervisor _____ Semester of Study 1 2 3
 Date _____
 Estimated date for review _____

Area of Expertise Provide a brief description of the area of expertise you plan to pursue. Learning Objective: Summary/Description: Prospective Evidence of Accomplishment (artifact):	Coursework (CSUCI)	Fieldwork (meetings, courses taught, students needs)	Non-University Activities (BTSA, conferences, workshops)
Provide a brief description of the area of need you will focus on. Provide details of why this is an area of need within your teaching. Learning Objective: Summary/Description			

Prospective Evidence of Accomplishment (artifacts):			
--	--	--	--

Level II Education Specialist Credential Standards & Competencies Assessment Matrix

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
Standards Data-Based Decision Making				
13a. Analyze student performance data and analyze to determine if outcomes have been met	SPED 643			
13b. Conduct outcomes driven educational program using data from colleagues, families, students, performance data and observations to adjust instruction and daily routines	SPED 643, SPED 646			
13c. Use informal assessment and collaboration to meet ongoing needs of students for communication, social/behavioral, health care, motor, mobility and sensory function.	SPED 642, SPED 643			
13d. School and Community assessment to create adaptations as needed	SPED 642, SPED 643			
13e. Adapt general	SPED 643			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
education curriculum, pre-planned and on-the-spot				
13g. Evaluate instructional strategies (cooperative groups, heterogeneous groups)	SPED 643			
13h. design, implement and evaluate instructional sequences for concepts, rules, and strategies in math, reading and other content areas	SPED 643			
Standard 14 Advanced Behavioral Emotional Environmental Supports				
14a. participate on behavior intervention team implementing, evaluating and adjusting behavior support plans	SPED 642			
14b. collaborate with community agencies	SPED 642			
14c/14k/14l. Identify indicators of crisis of life threatening situations as part of functional assessment; use non-invasive crisis	SPED 642			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
management; develop activities for before, during and after crisis episode				
14d. social skills instruction	SPED 642.			
14h. Use non-aversive techniques for managing behavior	SPED 642			
14e/19a. teach study skills, organization, listening, notetaking, textbook reading	SPED 642, SPED 643			
14f/19e. demonstrate and implement procedures for promoting generalization of learning strategies, study skills and social behaviors	SPED 642, SPED 643			
14 g. integrate academic instruction and behavior management	SPED 642, SPED 643			
14i. provide corrective feedback for students	SPED 642, SPED 643			
14j/14m. communicate with physicians about behavior; describes effects of prescription and non prescription medication	SPED 642			
14 n. collaborates to examine viability and value of accommodations to	SPED 642			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
assure post school behavior/ social supports				
14o. identify issues, resources and techniques for transition students with behavior needs from restrictive to less restrictive settings	SPED 642, SPED 647			
14p. delineate theoretical approaches for students with emotional and behavioral needs	SPED 642			
Standard 15 Current and Emerging Research and Practice				
15a. demonstrate knowledge and application of current and emerging theories and research in education	SPED 641, SPED 642, SPED 643, SPED 646, SPED 647			
15b. demonstrate knowledge of litigation and policies that impact students with disabilities	SPED 641			
15c. implement educational programs that reflect current best practice	SPED 641, SPED 643			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
15d. participate in district and community to facilitate the development of policies and practices that reflect current information.	SPED 641, SPED 646			
Standard 16				
Transition and Transition Planning				
16a. examine stages of life development for students with disabilities with regards to transitions	SPED 647			
16b/16c. collaboratively develop and implement transition plans for movement from one educational environment to another, from school to community and for independent living	SPED 647			
16d. Promote student choice making, self-direction and student advocacy for secondary transition	SPED 647			
Standard 17				
Developmental Security				
17b/17e. Student selects	SPED 640, SPED 649			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
<p>and successfully develops and area of expertise and demonstrates application and integration of theory and practice in the field</p> <p>Standard 18: Assessment of Students</p> <p>18a. Develop and implement individualized assessment plans with non-biased, non-discriminatory assessments</p> <p>18b/18h. Select design, administer and interpret, informal assessments (questionnaires, observations, performance graphs, work samples, portfolio and student records)</p> <p>18c/18i. Identify and use non-biased assessments for students from culturally diverse backgrounds, linguistically diverse backgrounds and different socio-economic levels</p> <p>18d. Write assessment report</p>	<p>SPED 642; SPED 643</p> <p>SPED 642, SPED 643, SPED 646</p> <p>SPED 642, SPED 643</p>			
	<p>SPED 642, SPED 643</p>			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
18e. Communicate assessment results and implications to general education teachers, families and other professionals.	SPED 642, SPED 643, SPED 646			
18f. Demonstrate knowledge of research, issues, law, policies and procedures for screening and referral for students with disabilities	SPED 641, SPED 643			
18g. Use performance data to modify learning environments	SPED 642, SPED 643			
Standard 19: Curriculum and Instruction				
19b. Select, modify and evaluate validated curriculum for appropriate projected outcomes	SPED 642, SPED 643			
19c. Teach life skills for employment and independent living	SPED 643, SPED 647			
19d. Describe instructional procedures for students from diverse backgrounds	SPED 642, SPED 643, SPED 647			
19f. Evaluate software and develop lesson plans that incorporate software and	SPED 643			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
other technologies				
19g. Encourage self-advocacy in students	SPED 642, SPED 643			
Standard 20: Collaboration and Consultation				
20a. Demonstrate use of group process strategies	SPED 646			
20b. Uses culturally competent strategies in working with families from diverse cultures	SPED 646			
20c. Demonstrate a systematic and collaborative problem-solving approach	SPED 642, SPED 643, SPED 646			
20d. Coordinate referral and assessment procedures	SPED 642, SPED 643, SPED 646			
20e. Demonstrate competence in planning and supervising paraprofessionals	SPED 643, SPED 646			
20f. Plan and present special education in-service	SPED 646			
20g. Collaborate with community agencies to provide resources and services to students with special needs.	SPED 646, SPED 647			
20h. Collaborate with	SPED 643, SPED 646			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
general education teachers in using evaluation data to modify instruction and curriculum				
20i. Describe factors in conflict resolution and evaluate effectiveness in this area.	SPED 646			
20j. Assist other teachers with the development of classroom management plans	SPED 646			

** Letters stand for bullet points in sequence as listed in CCTC Standards of Program Quality and Effectiveness for Professional Level II Education Specialist Credential Programs.

Forms

SPECIAL EDUCATION PROGRAM
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Notification to the School District & Support Provider Request

The Special Education Program at CSU Channel Islands works collaboratively with the school districts of Ventura County to prepare future education specialists for positions of special education teachers. The educator named below is making application to the Education Specialist Mild/Moderate Level II credential program. The applicant will be seeking two letters of recommendation from professionals who are familiar with the applicant's work, at least one of whom is the applicant's immediate supervising administrator. Once admitted, this educator will require the assistance of a support provider who is a credential mild/moderate special education teacher in your school district. It is our intention, that working together we can select an excellent support provider to work with students.

Candidate Completes This Section:

Name of Applicant for Ed Specialist Level II Mild/Moderate Credential:

School/site of applicant _____

Candidate's preference for support provider _____

School/site of suggested support provider _____

Support providers are appointed through collaboration between the district administrative representative to the Special Education Program and the university coordinator of the Education Specialist Level II Credential Program coordinator.

Superintendent or District Representative to the Special Education Program completes this section:

I am aware that the above named applicant may be admitted to the Education Specialist Level II Credential Program at CSU Channel Islands and the district will be expected to collaborate in the preparation of this candidate by providing an district support provider for this individual.

Concern, if any: _____

Confidential concerns may be addressed by calling the Education Specialist
Level II Credential Program Coordinator at CSU Channel Islands. (805-437-
2792) or e-mail jill.leafstedt@csuci.edu

Signature _____ Date _____

Please print name _____

Phone _____ E-mail _____



Exhibit AS.1 Administrative Services Credential Program Overview

Credentials

Masters of Arts in Education

Educational Leadership Specialization

The Educational Leadership Specialization prepares candidates to complete the California Commission on Teacher Credentialing Preliminary Administrative Services Credential. Completion of this Level I administrative program prepares students to serve in positions of educational leadership in the California Public Schools. Through integration of course work and field experiences students are provided multiple opportunities to learn and practice the California Professional Standards for School Leaders. The program offers students understanding and application of leadership skills. The program also develops each student's understanding of basic school administrative responsibilities including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy.

Prior to recommendation for certification, University faculty determine eligibility, based on fully documented evidence, that each student has demonstrated satisfactory performance on the full range of standards set forth by the California Commission on Teacher Credentialing. A Masters Degree is required for CSU Channel Islands to recommend a candidate for the Preliminary Administrative Services Credential. Candidates already possessing a Masters Degree who successfully complete the required 30 successfully will be recommended for the Level I credential without completing a research paper.

Careers

The Master of Arts in Education: Educational Leadership Specialization prepares candidates for leadership positions as school principals and for a variety of school leadership positions for which the preliminary administrative services credential is required. It prepares school leaders who can develop, coordinate, and assess instructional programs; evaluate and supervise certificated and classified personnel, facilitate and manage safe and secure school learning environments, manage school site, district, or county level fiscal services, and develop, coordinate, and supervise school support services.

Admissions Requirements

1. Application to the university Admissions Office.
2. One Set of Official Transcripts: One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program.
3. Application to the Education Credential Office.
4. CBEST Examination-Copy of card indicating passage of the CBEST or verification that you have taken the test prior to admission to the program. Passage of CBEST is required for certification.
5. Copy of a valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching; or a valid California Designated Subjects teaching credential provided the applicant also possesses a baccalaureate degree; or a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field practice or the equivalent submitted to the Education Credential Office.
6. Documentation of at least three years of full-time successful teaching experience (substitute or part time service does not apply).
7. Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work at least one of whom is the candidate's current school administrator.
8. Interview with Education Program Admissions Committee.
9. Writing Sample. A written statement of purpose (500-600 word essay) describing why the candidate desires to be a school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

Prerequisites

- Advanced coursework or a component of an induction program focusing on the integration of technology into education such as EDUC 561 Teaching with Technology or equivalent
- Advanced coursework or a component of an induction program focusing on Special Education.

Education Leadership Specialization Program of Study

Masters Core Courses (7 units)

EDUC 605 Education in Diverse Society (3)
EDUC 615 Principles of Educational Research (3)
EDUC 616 Masters Research Thesis/Project (1)
or
EDUC 618 Comprehensive Examinations (1)

Required Courses for Specialization in Educational Leadership (27 units)

EDPL 610 Foundations of Curriculum, Instruction, and Assessment (3)
EDPL 620 Instructional Leadership of the Collaborative, Inclusive School (3)
EDPL 621 Law and School Management (3)
EDPL 622 School Finance and Principles of Applied Leadership (3)
EDPL 623 Understanding and Influencing Organizations in Diverse Communities (3)
EDPL 624 Human Resource Management in Education Settings (3)
EDPL 625 Building Collaborative, Inclusive Learning Communities (3)
EDPL 631 Professional Development and Field Experience I (3)
EDPL 632 Professional Development and Field Experience II (3)

CSUCI Schedules and Catalogs