

PRECONDITIONS

Response to Preconditions

- 1. Accreditation and Academic Credit. To be granted initial accreditation or continuing accreditation by the Committee on Accreditation as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or post baccalaureate academic credit, or both.**

A new institution of higher education faces WASC accreditation in three stages: first is eligibility for accreditation; second is candidacy for accreditation following an institutional self-study and site visit; third is accreditation, which follows in a timely fashion after candidacy and further institutional development. CSU Channel Islands submitted its Institutional Proposal to WASC on February 4, 2002. In this proposal CSU Channel Islands described the ways that it prepare for and conduct the next two major reports. These reports are scheduled to be submitted to WASC in the fall of 2002 and summer of 2003 respectively. WASC approved the Institutional Proposal on February 28, 2002. In light of CCTC preconditions, CSU Channel Islands requested that WASC representative notify CCTC of our status within the accreditation process. A letter from Judy Wexler at WASC that describes the CSU Channel Island's progress on accreditation has been sent to CCTC.

The university requests that the Commission on Teacher Credentialing recognize the circumstances of a new institution and allow program approval based on our status with WASC. The initial CSU Channel Islands program for the Multiple Subject Teaching Credential requests approval by the Commission given our eligibility for accreditation status, which was granted in October 2001. Since the university adheres to the California State University requirements and standards, thorough review of academic programs takes place both within the campus and in the System.

- 2. Responsibility and Authority. To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, the institution shall provide the following information.**
 - (a) Identify the academic position within the institution's organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution (including credential programs offered by the extension division, if any).**
 - (b) Provide a description of the reporting relationship between the position described in (a) and the managers who coordinate each credential program offered by the institution. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.**

Given our status as a start-up university, we have not organized our institution into colleges or departments. We function as a University-wide faculty, within our respective discipline areas. Our education faculty are responsible for the design, delivery and implementation of our credential program, e.g., curriculum design and program instruction, supervision of student teachers. Faculty report directly to the Office of the Vice-President for Academic Affairs, who serves as our chief academic officer in charge of all academically related matters, including the credential programs. Within this structure, an associate vice-president for Academic Affairs serves as the Director of Teacher Education, responsible for the day-to-day matters related to the implementation of our teacher credential program (e.g., scheduling, hiring of part-time faculty). Faculty members work collaboratively across the disciplines and also within their discipline specific groups. Education faculty hold responsibility for their specific discipline (e.g., math, science, language and literacy, special education).

- 3. Personnel Decisions.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or promotion of employees.

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 non-discrimination policies. Along with a commitment to diversity and equal opportunity, the university is committed to a development of a campus that is truly multicultural in all aspects of its operation, including faculty, staff, students and curriculum. Following is California State University Channel Islands Policy Statement on Non-Discrimination:

It is the policy of California State University Channel Islands, in accordance with the Board of Trustees' Policy on Non-discrimination, that all of its employment practices shall reflect the California State University's strong commitment to the principles and practice of Equal Employment Opportunity. California State University Channel Islands will recruit, hire, promote, train, and implement all other personnel actions; and will administer all of the terms, conditions, and privileges of employment without regard to race, color, religious creed, national origin, ancestry, disability, medical condition, gender, sexual orientation, marital status, age or veteran status.

The California State University Channel Islands is committed to serving the diverse educational needs of the people of the State of California into the 21st century. This commitment extends to pledge to create an educational and working environment in which diversity is viewed as a desirable and valuable asset to the University and to the community that it serves.

This policy is administered at California State University Channel Islands through the Associate Vice President, Human Resources Programs. Questions, concerns, suggestions, or complaints should be directed to (805) 437-8423.

- 4. Demonstration of Need.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

The need for teacher education programs in Ventura County is evident from the number of students enrolled in teacher preparation programs that California State University Northridge (CSUN) has been offering at their off-campus center at CSU Channel Islands. Table 1 summarizes the number of CSUN @ CI applicants and enrolled students over the last three years.

CSU Channel Islands has a cooperative agreement with CSU Northridge so that Northridge will phase out multiple subject teacher preparation at CSU Channel Islands this year. CSU Channel Islands is projected to enroll 120 students (80 FTES) for Multiple Subject Credential Program during our first year in Fall 2002. These are students who would have attended CSU Northridge at Channel Islands. Phase out of other teacher credential areas will occur over the next two years, thus, TE enrollment at CSUCI will rise at a steadily increasing rate.

This demand results from a demographic imperative, particularly in western part of Ventura County, as a result of the tremendous growth taking place. (This demographic imperative brought about the establishment of CSU Channel Islands.) As further evidence of the county-wide need, in creating CSU Channel Islands the state was being responsive to the pressing need for teacher preparation in Ventura County. Over 666 teachers are employed on emergency credentials, waivers or enrolled in pre-intern and intern programs in the county this year alone (See Table 2). Letters from area school administrators (Appendix A) support the need for teacher education in Ventura County.

Table 1

Teacher Preparation CSUN at CSU Channel Islands

<u>Applicants</u>	<u>99-00</u>	<u>00-01</u>	<u>01-02</u>
Multiple subject	N/a	238	292
Special Education	N/a	14	20
Preliminary Administration	N/a	14	21
<u>Total Enrolled</u>			
Multiple subject	415	423	520
Special Education	12	39	47
Preliminary Administration	44	51	62

Table 2

**Ventura County Teacher Emergency Permits, Intern and Pre Intern Credentials
2000-01**

Total by Credential Type

Multiple Subject	287
Single Subject	232
Special Education	147

Emergency Permits

Multiple Subject	181
Single Subject	151
Special Education	83

Pre Intern Certificates Issued

Multiple Subject	48
Single Subject	38
Education Specialist	37

Internship Credentials Issued

Multiple Subject	55
Single Subject	26
Education Specialist	25

Credential Waivers

Multiple Subject	3
Single Subject	17
Special Education	2

Total	666
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5. **Practitioners Participation in Program Design.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

Since the introduction of the new 2042 standards in August 2001, a planning group composed of CSU Channel Islands faculty, administrators, and representatives of the Ventura County Office of Superintendent BTSA and Intern programs has been meeting weekly. Our area educator colleagues play an active role in advising on the design and development of the philosophical orientation, educational goals, and content emphases of our teacher education programs. Documentation of this involvement is presented throughout our response to the standards. Additionally, a large-scale educational visioning meeting was held in Fall 2001. Fifty-eight educators from throughout the county met to describe the knowledge, skills and dispositions desired of teachers, the types of programs to be offered at CSU Channel Islands, and the way in which the professional education community and the university should work together to create strong teacher preparation programs. The professionals represented Ventura County and Southern Santa Barbara County Superintendents, Personnel Directors, Migrant Education Program Coordinators, BTSA Coordinators, Bilingual Program Coordinators, Principals, Teachers and Program Coordinators. The participants will form the base of the advisory committees for Teacher Preparation at CSUCI.

6. **Commission Assurances.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

CSU Channel Islands is committed to full cooperation with the Commission and will work to demonstrate that the program fulfills all standards of program quality and effectiveness. To that end, CSU Channel Islands will conduct a yearly review of the Multiple Subject Credential Program, to include reviews by our students and personnel from the surrounding school districts who hire them. We will also adhere to the CSU institutional Program Evaluation Process (PEP). We will continue to cooperate with the Commission and the external team and/or Commission staff member. We will respond to all requests of the Commission for data in a timely manner.

7. **Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

As CSU Channel Islands has committed to full cooperation with the Commission from the outset, so it intends to continue an effective working relationship with the Commission in the future. The university will continue to provide information and data requiring program enrollments and completions in a timely fashion.

General Preconditions Established by State Law

8. **Faculty Participation.** Each faculty member who regularly teaches one or more courses relating to the instructional methods in a program or professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Reference: Education Code 44227.5 (a) and (b).

California State University Channel Islands has in place and in the planning process a number of mechanisms for ensuring that all faculty participates regularly in public elementary and secondary schools. We are in the process of developing a University Preparation School at CSU Channel Islands. CSUCI faculty will collaboratively develop a mentor teacher model with teachers and administrators at the University Preparation School. One of the functions of the UPS will be to prepare mentor/coach teachers who can return to their home schools and create satellite Professional Development Schools in the community. The partnerships between university faculty and local teachers will afford university faculty opportunities to team teach in schools throughout the county. All education faculty will supervise students teachers in the field. CSUCI educational faculty are involved in the planning of the course curricula and will teach courses at the site, as well as place student teachers, and advise and consult with teachers and administrators at the school site. The site will further inform our applied research and scholarly teaching. This, and several other initiatives are described elsewhere in this proposal, and our central focus on collaboration with area school districts will help to ensure that this precondition is met in practice. Since CSU Channel Islands has been in existence only since Fall 2001, the university does not have a demonstrated record pertinent to this precondition. ***Also, the university is hampered by the fact that state funds have not been appropriated to support teacher education units in public institutions of higher education in meeting this precondition.***

9. **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test. The institution shall use the test to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. Reference: Education Code Sections 44252 (f) and 44252(n).

The California Basic Education Skills Test is required of all applicants for CSU Channel Islands teacher education programs. ***Some students with marginal CBEST scores may be admitted conditionally.*** CBEST must be passed before student teaching. Criteria for conditional admission are: meeting the required grade-point average; letters of recommendation; faculty interview; review and acceptance by the Director of Teacher Education. Students with marginal CBEST scores will be referred to the Academic Tutoring Programs for assistance and tutoring in the areas of need.

10. **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities or participate in field experience until the candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. Reference: Education Code Section 44320 (d).

CSU Channel Islands does not allow teacher education candidates to assume daily student teaching responsibilities before receiving the Certificate of Clearance from the Commission. If the Certificate of Clearance has not been received, an affidavit is completed and signed by the applicant. The Certificate of Clearance must be applied for prior to admission to the program.

Interim Preconditions Established by State Laws for Multiple Subject and Single Subject Programs

1. **Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

Thirty-six units of professional preparation are required of all Multiple Subject candidates. This is equivalent to one year of study in a baccalaureate program at CSU Channel Islands (36 units). Seven of these units specifically address reading and writing competencies necessary for teachers in multicultural classrooms. The 36 units prepare students to infuse and integrate language, diversity, inclusion, and technology across the curricula as specified in SB 2042. There are twelve units of prerequisite courses that give students background information in language, learning, diversity, and inclusion of children with special needs to ensure that graduates of the teacher education program meet the language, diversity, inclusion, and technology requirements and are qualified to teach students from diverse language, culture, and special needs backgrounds.

2. **Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Interim Program Precondition 1) prior to allowing candidates to assume daily teaching responsibilities in elementary or secondary schools for credit toward satisfaction of the student teaching requirement. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Interim Program Precondition 3. Interim Program Precondition 2 applies to all aspects of professional preparation which the college or university requires prior to student teaching. Reference: Education Code Section 44320 (a).

Teacher education programs require student teaching the equivalent of one semester of full-time study, in addition to field experiences during the coursework portions of the program of study. Specifically, during the first semester, the student will be enrolled in ten (10) units of academic coursework and five (5) units of student teaching. The extra units are contained in the EDMS 522 –Literacy I Multicultural/Multilingual in order to address English language development competencies, prior to entrance into student teaching. During the second semester, students will enroll in eight (8) units of academic course work and 9 units of student teaching plus 1 unit of Student Teaching Seminar. In sum, all students will complete a total of fourteen (14) hours of student teaching during the academic year.

Supervised field experiences are distributed as follows:

Term 1 EDUC 560	Fieldwork/Student Teaching: 5 units (This component is tied to 1 unit per professional study class for EDUC 520, EDMS 522, EDMS 526 and EDMS 527).
Term 2 EDUC 560	Fieldwork/Student Teaching: 9 units (This component is tied to 1 unit per professional study class for EDMS 523 and EDMS 529).
EDUC 561	Student teaching seminar

3. **English Language Skills.** In each program of professional preparation, the college or university requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including

those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Section 44259 (b).

The Multiple Subject program requires 22 units of professional study in coursework. The Multiple Subject program offers five units of study 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 – 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 Literacy 1 – Multicultural/Multilingual and Literacy 2 – Multicultural/Multilingual. Alternative methods of reading instruction (in mainstream, cross-cultural and multiple language contexts) are a major focus in this course. Key features of EDMS 522 and EDMS 523 are the philosophical, theoretical, and pedagogical orientation. Issues of language (i.e., social context, acquisition of primary and secondary languages, non-verbal communication and sociolinguistics) are presented in-tandem with issues of literacy instruction (i.e., first and second language literacy), in English only and multiple language settings, as well as holistic vs. basal instruction and approaches to literacy instruction and curriculum for English Language Learners in multiple language contexts. Students will be expected to demonstrate ability to teach English Language Learners in Student Teaching.

- 4. 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 Reference: Education Code Section 44320 (a).**

CSU Channel Islands has established admission policies that allow applicants to be accepted to credential programs without completion of the baccalaureate degree. Students are admitted to the program who complete all requirements for the liberal studies major and use a limited number of credential program credits as electives to complete their bachelor's degree requirements.

- 5. Completion of Requirements. A college or university that operates a program for the Multiple Subject or Single Subject Credential program shall determine, prior to recommending a candidate for the credential that the candidate meets all legal requirements for the credential, including (but not limited to) the possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution, the completion of a professional preparation program, the completion of the subject matter requirement, the demonstration of knowledge of the principles and provisions of the Constitution of the United States, and for Multiple Subject candidates, the passage of the Reading Instruction Competence Assessment. Reference: Education Code Sections 44259 (b) and 44283 (b) (8).**

The proposal being presented for Commission review indicates that close attention has been paid to all standards of program quality and effectiveness adopted by the Commission. The university believes that it has satisfied each of those standards, as well as additional standards and standard language that we have developed and presented in this proposal. Also, the university commits to an evaluation of the program by Commission staff within four years of program initiation. The university also commits to providing the Commission with any information that it requires, in particular data pertaining to program enrollments and completions.

COMMON STANDARDS