

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**PROFESSIONAL TEACHER PREPARATION
PROGRAM PROPOSAL**

**EDUCATION SPECIALIST:
MILD/MODERATE DISABILITIES**

**Submitted to
California Commission on Teacher Credentialing**

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California State University Channel Islands 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.

General 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 two institutional self-studies and site visits; and third is accreditation, which normally follows in a timely fashion after further institutional development, two more self-studies, and two more site visits. California State University Channel Islands (CSUCI) was granted eligibility for accreditation in October of 2001 and submitted its first self-study for candidacy (the "Preparatory Report") in November of 2002. Following a successful Preparatory site visit in February of 2003, the institution is now in the process of developing its second self-study (the "Educational Effectiveness Report"), to be submitted in July of 2004, in preparation for the second site visit in October of 2004. The earliest date that CSUCI can expect to be granted the status of Candidate for Accreditation is February of 2005. In light of CCTC preconditions, CSUCI requested that a WASC representative notify CCTC of our status within the accreditation process. A letter from WASC Associate Director Judie Wexler that described CSUCI's progress toward accreditation has been sent to CCTC.

The Commission on Teacher Credentialing recognized the circumstances of a new institution and allowed program approval for Multiple Subject Credential in January of 2003. We request this same consideration for the Education Specialist Credential.

- 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.**

The Vice President for Academic Affairs is the chief academic officer responsible for all academic programs of the University. All faculty are responsible to the Dean of the Faculty who reports directly to the Vice President of Academic Affairs.

Given our status as a start-up university, we have organized our institution into programs rather than colleges or departments. Our special education faculty are located within the Education Program that also includes faculty in multiple subject, single subject and educational foundations. The Office of Student Teaching, directed by the Coordinator of Student Teaching is located within the Education Program. The Chairperson of the Education Program, who is a tenured member of the faculty, coordinates with other campus programs related to teacher credentialing such as the Teacher Credential Office that is managed by the Credential Advisor. The Teacher Credential Office reports to the Associate Dean of the Faculty. The implementation of our teacher credential program (e.g., scheduling, hiring of part-time faculty, coordination and communication with the Teacher Credential Office, Office of Student Teaching and Liberal Studies Program) are the responsibilities of the Chair of the Education Program. The Program faculty are responsible for the design, delivery and implementation of our credential programs, e.g., curriculum design and program instruction, supervision of student teachers.

Communication between the faculty and Credential Office is maintained by the Associate Dean, the Credential Advisor, and the Chair of the Education Programs. Faculty members work collaboratively across the disciplines and also within their discipline specific groups. Education faculty hold the 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.

CSUCI 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 Human Resources 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 CSUCI Policy Statement on Non-Discrimination:

It is the policy of CSUCI, 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. CSUCI 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.

CSUCI 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 CSUCI 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 CSUCI. Table 1 summarizes the number of CSUN @ CI applicants and enrolled students over the last three years.

CSUCI has a cooperative agreement with CSU Northridge so that Northridge will phase out teacher preparation programs at CSUCI this year. CSUCI is projected to enroll 25 students for the Education Specialist Credential Program during our first year. These are students who would have attended CSU Northridge at Channel Islands. Phase out of other teacher credential areas is occurring at a steadily increasing rate.

The demand for credentialed teachers 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 CSUCI.) As further evidence of the county-wide need in creating CSUCI, the state was being responsive to the pressing need for prepared teachers 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 special education teachers in Ventura County.

Table 1

Teacher Preparation CSUN at CSUCI

Applicants	<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	N/a	14	21
Administration			
<i>Total Enrolled</i>			
Multiple subject	415	423	520
Special Education	12	39	47
Preliminary	44	51	62
Administration			

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 CSUCI faculty, administrators, and representatives of the Ventura County Office of Superintendent BTSA and Intern programs has been meeting regularly. 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 CSUCI, 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.

The Education Specialist Credential Program has been reviewed by several groups of local administrators and practitioners. These groups reviewed early drafts of the program and provided feedback and guidance on changes to the program. Among the reviewers were Francis Arner-Costello, Coordinator of the Ventura County SELPA; Paula Lovo, Director of Teacher Support Programs in Ventura County; Tom McCoy, Principal of Hueneme High School; Arlene Miro, Ventura County Teacher Support Programs; Launice Walker, Special Education Teacher in Ventura; Ventura County Human Resource Directors via CPAN Meeting, Ventura County Directors of Special Education via Operations Cabinet meeting (See Exhibit PC 5).

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.

CSUCI 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, CSUCI will conduct a yearly review of the Credential Programs, 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.

Since CSUCI 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.

8. Commitment to Level II Submission. To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, each institution must offer both the Level I Preliminary Specialist and Level II Professional Specialist Credential, or offer the Level I Preliminary Specialist submit a letter of commitment with the Level I document to secure accreditation for a Level II program within two years of Level I program accreditation.

In this application, CSUCI is requesting approval for a Level I Preliminary Education Specialist Credential. We therefore, commit to securing accreditation for a Level II Professional Education Specialist Credential before October 2005 (See Appendix ____ for letter of commitment.)

General Preconditions Established by State Law

9. Accredited Institutions. A college or university that operates a program of professional preparation leading to the Education Specialist Credential shall recommend only candidates who have earned baccalaureate degrees from accredited institutions and completed an accredited program of professional preparation. Statutory basis: Education Code Section 44265.

CSUCI only will recommend candidates for the Preliminary Level I Education Specialist Credential who have earned baccalaureate degrees from accredited institutions and completed an accredited program of professional preparation.

10. Baccalaureate Degree. No campus of the California State University or University of California shall deny an application for admission to a program of professional preparation solely because an applicant does not possess a baccalaureate degree. This prohibition does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full time study or the equivalent. Statutory basis: Education Code Section 44320 (a).

CSUCI 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 their major and use a limited number of credential program credits as electives to complete their bachelor's degree requirements.

11. Subject Matter Preparation. Prior to assuming full time student teaching responsibilities, a college or university that operates a program of professional preparation for specialist teaching credentials shall require each candidate to verify subject matter competence in one of the following ways: (1) attain the Commission's standard for advancement on the relevant subject matter examination approved by the Commission or (2) complete at least four-fifths of a program of subject matter preparation that has been approved by the Commission. The institution shall verify that each candidate has met this requirement prior to advancement to full-time daily teaching responsibilities. Statutory basis: Education Code Section 44280 and 44310.

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 for verification of subject matter preparation. Candidates must meet the Commission requirement of successfully passing an appropriate test of subject matter competence or at least four-fifths of a program of subject matter preparation that has been approved by the Commission prior to admittance into the program. 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.

12. 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).

CSUCI 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 have developed an elementary level school affiliated with the University--University Preparation School at CSUCI. CSUCI faculty are collaboratively developing a mentor teacher model with teachers and administrators at the University Preparation School. One of the functions of the UPS is 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 student 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 CSUCI 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.*

13. 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 CSUCI 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.

14. 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).

CSUCI 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.

15. English Language. A college or university that operates a program of professional preparation shall require each candidate 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. **Statutory basis:** Education Code Section 44259.

The Education Specialist program offers six units of study directly related to the development of English Language skills, including literacy among all pupils, particularly English Learners. Two courses, EDMS 522 – Literacy 1-Multicultural/Multilingual and EDSS 540 – Literacy in Secondary Schools 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 first introduced in the prerequisite course ENGL 475 Language in Social Context and then integrated across all professional preparation courses as a critical strand.

Reading and writing instruction is included as a major component of EDMS 522 – Literacy 1-Multicultural/Multilingual and EDSS 540 – Literacy in Secondary Schools. Alternative methods of reading instruction (in mainstream, cross-cultural and multiple language contexts) are a major focus in these courses. Key features of EDMS 522 and EDSS 540 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 Learners in multiple language contexts. Students will be expected to demonstrate ability to teach English Learners in Student Teaching.

Preconditions for Internship Programs

16. For Internship Programs: A college or university that operates a program of professional preparation for Teaching or Services Credentials with an Internship shall require each California resident who applies for program admission to pass the California Basic Educational Skills Test prior to assuming intern teaching or services responsibilities. **Statutory basis:** Education Code Section 44252(b).

Interns applying for program admission to CSUCI must pass The California Test of Basic Educational Skills prior to assuming intern teaching or services responsibilities.

17. *Candidates admitted to internship programs must hold baccalaureate degrees or higher degrees from regionally accredited institutions of postsecondary education (Education Code Section 44453).*

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

18. *In an internship program, the participating institutions shall provide for the supervision of all interns. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated teacher (Education Code Section 44462). If the intern salary is reduced, no more than eight interns may be advised by one district support person.*

CSUCI 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 holds the appropriate credential for the credential being sought by the candidate. In Ventura County interns' salaries are not reduced to provide supervision.

19. *In an internship program, the participating institutions shall assign candidates to assume the functions that are authorized by the teaching or services credential (Education Code Section 44454). The institution shall stipulate that the interns' services meet the instructional or service needs of the participating district(s) (Education Code Section 44458). Participating districts are public school districts or county offices (Education Code Section 44321 and 44452).*

The CSU Channel Island 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.

20. *A proposal for initial accreditation of an internship program must identify the specific districts involved and the specific credential involved.*

Previously CSUCI has been approved by the CCTC for a Multiple Subject Internship Program. This application is for a Preliminary Education Specialist Mild/Moderate Level I Credential. The school districts involved include all 23

school districts and the SELPA of Ventura County. The specific agreement for CSUCI 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 Appendix D for a letter of commitment to the Consortium and agreements.)

For initial or continuing accreditation of an internship, participating districts and universities must adhere to the following requirements established by the Commission.

21. *The institution and participating school districts must certify that interns do not displace certificated employees in the participating school districts.*

The University and participating school districts have certified that interns do not displace certificated employees in the participating school districts.

22. *When an institution submits a program for initial or continuing accreditation, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

Ventura County continues to have personnel shortages in special education. School districts must hire teachers on emergency permits and waivers to fulfill the teacher vacancies in the local districts and SELPA. Therefore, CSUCI is developing an intern program in conjunction with local school districts and the SELPA to provide the university preparation needed by the candidates. CSUCI only provides an intern program to those candidates who are hired by local school district and who meet the appropriate admission requirements. Therefore, when districts find sufficient certificated employees the University will discontinue its intern program.

Common Standards

Standard 1: Education Leadership

The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

Overview of Response to Standard 1

California State Channel Islands has quality teacher education preparation as a priority commitment. The quality of all programs ultimately is the concern of the entire CSUCI community – faculty, administration and staff. All program and course changes must be reviewed by the University's Curriculum Committee, Dean, Vice-President for Academic Affairs and the Academic Senate, which ultimately decides whether to recommend changes to the President (See Exhibit 1.1).

A high proportion of University resources are devoted to the Education credential program and the Liberal Studies Option in Teaching and Learning. The Chancellor's Office of the California State University system holds the preparation of teachers as a major objective. Thus resources assigned to the Teacher Education Program demonstrate a high level of support.

Table 1

Projected Student Enrollment Teacher Credential Program
FTES

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Multiple Subject	80	115	130
Single Subject		15	25
Education Specialist		20	40
Preliminary Administration			25
Liberal Studies (teaching credential preparatory)	115	180	220
Total	195	330	440

Faculty, as a part of their workload assignment, support and advise credential candidates. Support is also demonstrated by the operation of support services on campus. A library/media facility, counseling, and a broad array of tutorial and support services are readily available to help ensure student success (Exhibit 1.2 CSUCI Catalog, Academic Support Services, pp. 67-71).

There are various means by which the administrative needs of the program are met. The faculty meets regularly with the Vice President for Academic Affairs to inform the University regarding the effectiveness of the program and to present program needs. The Vice-President for Academic Affairs participates in program and governance meetings to ensure that needs are addressed promptly. Additionally, the Education faculty meet regularly to ensure the most appropriate and effective implementation of the program.

The University is concerned that students, faculty and staff on the campus be treated with dignity, justice and with due respect for individual rights. Should situations arise when persons feel they have been treated unfairly or that their needs are not being met, they are encouraged to use the appropriate complaint and/or grievance processes explained in the CSUCI Catalog (Exhibit 1.2, pp. 27 – 28.), the Collective Bargaining Agreement for faculty (Exhibit 1.3), and the CSEA Contract for staff (Exhibit 1.4).

Unit Management, Governance, Credential Program Liaison

Given the developmental nature of the CSUCI campus we are organized as a faculty across disciplines, without departments. Governance of the University occurs within the following framework. The Office of the Vice-President for Academic Affairs selects and appoints a Program Chair for each of the program areas. The Education Program Chair attends weekly meetings with the Dean of Faculty. At these meetings, the Dean shares information regarding the various programs, policies, and procedures. In turn, the Program Chair for Education meets regularly with the Education faculty to share information and to discuss important program issues and set policy for the program. These meetings include full-time, tenure-line and tenured faculty, and full-time and part-time temporary faculty. Members of the Teacher Credential Office attend these meetings as well, including the Coordinator of Student Teaching. Finally, faculty members from the various program areas meet regularly for articulation and coordination purposes, e.g., multicultural, math, science, multiple subject and single subject. The overall organizational structure is well defined and described in detail in CSUCI Organizational Chart (Exhibit 1.5).

The Vice-President for Academic Affairs, is the chief academic officer responsible for all academic operations of the University, and serves as primary liaison for educational affairs within the University. The Dean of Faculty reports directly to the Vice-President for Academic Affairs and has oversight for Teacher Education Program. The Education Program Chair oversees the daily operations of the program, e.g., scheduling, hiring of part-time faculty, and maintenance of programmatic records.

The Dean of Faculty is directly responsible for all matters regarding credentialing of students. The Dean and student services staff is housed within the Teacher Education Program and are very closely linked with the Vice-President for Academic Affairs, and faculty coordinator. The Dean is a central figure in the planning and delivery of programs and meets regularly with program coordinators to ensure quality management of recruitment, entry, and program completion of CSUCI credential candidates.

The Teacher Credential Office operates under the guidance of the Associate Dean. The Teacher Credential Office provides a unique role for our students. From beginning informational sessions designed to provide materials that will facilitate entry into our programs to the verification of eligibility for a variety of credentials, the Teacher Credential Office staff offers assistance to students in all areas of their program. Candidates and prospective candidates know that the Teacher Credential Office acts as a clearinghouse for all pertinent changes in requirements, modifications of state regulations, application and certification processes, and proper validation of records. Our Student Services staff act as advocates for our students, and our teacher candidates consider the role of this office as vital to their progressing through our programs. It is our “one-stop center” for information and assistance for prospective, current and former students of the Teacher Education Program.

Jacki Gilmore, Coordinator of Student Teaching for the Teacher Credential Programs, directs the placement of students in both beginning and advanced student teaching. Working in collaboration with districts in our service area, she assigns teacher candidates throughout our service region. In addition, in consultation with University faculty she provides workshops for university supervisors, in-service programs for master teachers, and seminars for teacher candidates.

The Coordinator of Student Teaching attends the Field Placement Directors Forum designed to bring Field Placement Coordinators together from the CSU campuses to facilitate communication and consistency within the student teaching arena. Such issues as “courtesy placements”, student assessment, and issues and concerns for future meetings are discussed at these meetings. The forum is committed to functioning as a problem-solving and idea-sharing body within the CSU system. Through discussion of policies, procedures and documents, the opportunity for dialogue enables each campus to learn of other systems in use across the CSU.

The Teacher Education Program Teacher Credential Office has two credential analysts, one credential advisor, and one full-time support staff. The faculty consists of 48 current full-time tenure line faculty. Among the faculty are seven tenure-track or tenured educators with three tenured and tenure track educators. The TEP employs full-time lecturers, and several adjunct faculty and supervisors. The TEP is very “small,” and at an initial growth phase, allows members of the TEP easy access to one another for planning and problem solving purposes.

Internship Programs

For an internship program: The leadership and governance are shared responsibilities, thus each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the term is available in the district.

Response

Internship

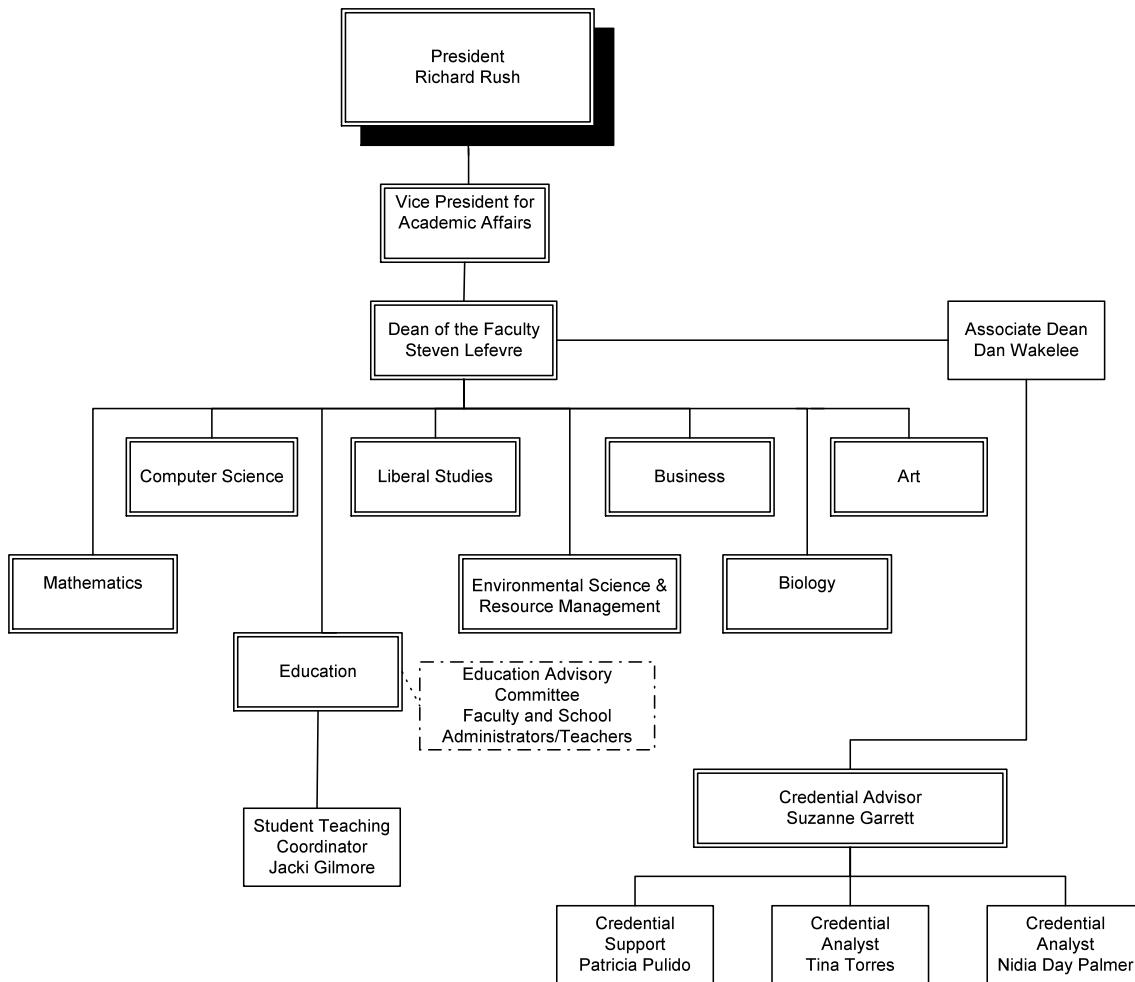
District Demonstration of Support for the Program and Advancement of District Goals

The Internship Credential Program is designed to develop effective professional classroom teachers for multiple subject, single subject, and education specialists who: 1) are knowledgeable about theory, such as learning, curriculum and evaluation, and its application in classrooms; 2) have acquired knowledge and skills for teaching in an ever-changing multicultural, linguistically diverse society; 3) are informed, instructional decision-makers; 4) are reflective about their work; 5) see themselves as teachers and researchers in their classrooms, and; 6) view personal and professional development as a career-long commitment. To attain its major goals, the Internship Program is field-based.

All Ventura County Districts demonstrate support for the internship program by hiring and training a cadre of support providers who provide support to each assigned intern during the intern's first term. Support may include but is not limited to: observing in the classroom, coaching the intern, preparing materials, developing learning goals based on evidence, locating resources, attending or teaching the University classes, attending the advisory committee meetings, attending meetings with the intern, and providing release time. School site support providers are fully credentialed teachers with 3 or more years of experience and recognized as exemplary teachers.

All Ventura County Districts are part of a consortia formed by the Ventura County Superintendent of Schools Office that is funded by the State. The Ventura County Consortium University Advisory Council meets on a regular basis to: a) discuss candidate selection criteria; b) monitor program quality and integrity, c) track candidates' progress through the program, and d) ensure that program activities, in fact, further the overarching goal of the district, which is to improve teaching and learning. Clearly, the hiring and training of high quality educational professionals through the intern programs is an outstanding vehicle to advance the district's goals. The consortium has internship grants from the Commission on Teacher Credentialing, which supports program implementation (Exhibit 1.6).

California State University Channel Islands
Academic Affairs



Common Standard 2: Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities and support personnel, among others are adequate.

Response

The need for teacher education programs in Ventura County is such that in its developmental stages, the University will not be able to match resources with all of the needs. However, CSUCI has clearly set priorities and is committed to meeting the various needs, as resources are made available. The University has identified professional education as a high priority for early investment of institutional resources.

As a developing University, we are building our faculty. Currently there are forty-eight full-time tenure line faculty. In Fall 2003, we added two special education full-time tenure track faculty. Full time, tenure line faculty is recruited through a comprehensive national search procedure, which includes screening by the faculty search committee, on-campus interviews of finalists, and final selection, by the President upon the recommendation of the search committee. These new faculty additions will add to a very strong faculty that represents well various program areas.

All full-time faculty members will teach in all teacher education programs. Where there is a need, part-time faculty will be hired after first submitting their curriculum vitae to the Program Coordinator. The vitae are reviewed by the Program Coordinator and faculty members who teach in the area of expertise of the prospective part-time faculty member. The prospective part-time faculty member is then interviewed by the Program Coordinator and faculty and a determination is made as to whether the person being interviewed can meet the academic needs of the Teacher Education program and is knowledgeable in addressing the mission of the University.

Faculty members supervise students in the field along with other educators who have had long careers in the field of education as classroom teachers, curriculum directors, principals, vice-principals, resource teachers, assistant superintendents or superintendents. All part-time faculty members have advanced degrees. Field supervisors must have at least a Masters degree. Mentors who supervise our candidates must be experienced and effective teachers. Our Credential Office is in place to accept candidates for the Multiple Subject, Single Subject credentials. Staff includes one full-time Credential Advisor, two Credential Analysts, and one full-time Administrative Support person. The Credential Advisor manages the Office.

The University has a deep and firm commitment to faculty development. It provides funding for professional development of faculty and staff. Faculty is supported to participate in professional development seminars on teaching and learning and is

supported in their professional and academic meetings. This year faculty will receive \$1200 to support conference attendance and other professional development opportunities. A formula for funding future requests is being developed. Carol Holder, the immediate past director of the CSU System Center for Teaching and Learning is working with the faculty to develop a Center for Teaching and Learning on campus.

The institution is committed to fund the Teacher Education program in a way that allows cohorts of approximately twenty-five students. This is, in our view, an optimum size to produce a quality learning community. There are several advantages for adopting a cohort structure. The cohort structure enhances student learning, retention, collaboration and post-credential support). All classrooms contain overhead projectors, VCR's, and Internet connections. Storage space for books and other curriculum materials are also available.

Library

Given its status as a start-up University, CSUCI has hired a Director of the Library, Paul Adalian. This University Librarian oversees the development of the CSUCI library collection and the planning of the new library. Mr. Adalian managed the Education Library of San Francisco State University. He is working directly with faculty to develop a library collection customized to the needs of the academic programs. Groundbreaking for the new library is slated for January 2004. Of note, CSUCI has a large book/manuscript acquisition budget with a base funding of \$1.2 million. It should be further noted that the off-campus center receives full support from Oviatt Library at CSU Northridge.

Our current library offers a modern instructional media center, well equipped with films, tapes, etc, for use in this program available at the Oviatt Library. Major books and journals in research in reading and writing, math, social studies, educational psychology, health, physical education, technology and curriculum are available on-line and in the library. Staff is available to assist students in the use of technology. The library, media center and computer labs are open extended hours to meet the needs of students who are generally employed full time. All students in the program will receive an email address.

Collections

Current holdings in the library support implementation of the Multiple and Single Subject Credential Programs. All significant journals in the field of Elementary and secondary Education as well as current texts are found in the library. The education collection is undergoing further development to support the multiple subject and single subject credential programs. Education faculty members have been active in working with the university library to order additional readings, texts, journals, film, software, compact discs and other instructional support materials.

Through Fiscal Year 2002/2003 the library holdings included approximately 3,865 titles in the Education area and more specifically the following specific education

areas, e.g., reading, critical pedagogy, culture, educational psychology, pre-school education, social studies, ability grouping, mainstreaming, socialization, politics and education, testing, curriculum and planning, parent participation. Each of the California State Subject Matter Frameworks are also located in the library. Related materials are found in psychology, sociology, and in specific subject areas (i.e., arts education, math education, etc.) Currently, there are ongoing periodical titles available. Additional full text journals are available through online databases that are outlined below. The library is in the process of planning a Multi-media Library. Currently, CSUCI faculty and students may check out videos from the CSUN Oviatt Library. Electronic access to government documents at the local, state, federal and international level is provided through the CSUN library web page.

Reference and Electronic Resources

The reference collection contains the standard works that support research in education including dictionaries, handbooks and encyclopedias. Representative titles include AskERIC (Educational Resources Information Center), California Department of Education, including STAR test results, Chronicle of Higher Education, Education Code, Education Week (Online Magazine), Statistical Abstracts of the United States, U.S. Department of Education Information, Reference Resources for Children's Literature, Young Adult Reading List, ERIC Clearinghouse on Assessment and Evaluation – Test Locator, ERIC Clearinghouse on Reading, English and Communication and JSTOR.

CSUCI students also have access to a variety of on-line curriculum materials, including, Education Connection, Environmental Resources (K-12), History Resources, Institute for Learning Technologies (K-12 Resources), MathMagic (K-12, Mathematical Problem Solving Strategies, NASA Spacelink, Native American Indians, Parents and Children Together Online (online journal dealing with literacy), Quest! NASA's Technology and Literacy Page, Teachnet (The Teachers Network) and TEAMS Distance Learning – Resources for K-12 Teachers.

Additionally, CSUCI faculty and students utilize Blackboard services for each course. Blackboard allows the faculty member to organize each class section for a variety of purposes, including, course assignments, discussion groups, virtual classroom activities, emailing, internet assignments and specific links, drop-box and announcements.

Periodicals and Journals

Students also have access to a variety of periodicals via the GEAC Advance Online Catalog under "Library Electronic Journals" through the Web version or "Library Periodicals and Serials ONLY" through the telnet access. Students have several options available for obtaining a copy of an article from a journal or magazine the library does not own. A student, staff or faculty may request a journal issue from another library using Interlibrary Loan. For example, other local libraries may hold the title needed, by checking "Other Library Catalogs" to identify who owns a journal. The Periodicals

Database on the California Digital Library/Melvyl (choose periodicals titles in the pull down menu) includes all the periodical holdings for the major libraries in California.

Databases

The library provides access to the following databases via the Web, Britannica Online, CARL Uncover (from 1988), Education Index (from 1983), ERIC (Educational Resources Information Center), Education Abstracts, InfoTrac (from 1980), Lexis-Nexis, Academic Universe, Full Text, Literature Resource Center, PsychInfo (1887 to present) via WebSpirs, ERIC via FirstSearch (education 1984-present), Social Sciences Abstracts, Exceptional Child Education Resources, Child Development Abstracts and Bibliography, Physical Education Index and Sociofile via WebSpirs. Other general databases useful to education include LexisNexis, which includes a variety of current news sources and full-text journals, as well as CARL UnCover which indexes approximately 19,000 journals across all disciplines.

Additionally, the library currently subscribes to the following, Information Sources: Government Publications: U.S. Bureau of the Census, Latest Federal Government Statistics/FEDSTATS, Official California home Page, FirstSearch 2, includes access to the FirstSearch databases for which the Library pays a per search charge (Dissertation Abstracts, Index to Legal Periodicals and Books [LegalPeriodical], PAAIS International [PAIS}, and dozens more.)

First Search is an extensive collection of indexing databases across the curriculum with document delivery available. The base subscription includes access to general periodical literature, periodical literature in the humanities, sciences, and social sciences, government documents, tables of contents of over 12,500 journals, and conference papers and proceedings.

Also available thorough the Library's Public Access Catalog (PAC) are linked to online databases for full text access, and all full text journals accessed electronically have been added to the periodicals list. This, coupled with various enhancements in document delivery services, results in more efficient journal research.

Additional Library Resources/Information

The CSUN off-campus library at CSUCI has the following additional materials/supports available:

Educational Law

The following Educational Law resources are available:

- Yearbook of Education Law, Annual. Annually summarizes and analyzes all school law decisions and other decisions that affect schools.
- Rapp, James A. Education Law. Focuses on those topics, which have their basis in Federal, constitutional or statutory law. Also includes topics common to a number of states.

- Zirkel, Perry. *Digest of Supreme Court Decisions Affecting Education*. A useful guide to U.S. Supreme Court cases that directly affect students and staff in public and private schools from K-12.

Educational Law – California

- California Code of Regulations. Contains the administrative regulations for the State of California. Title 5 is the Education code.
- West's Annotated California Codes. Contains the text of all state laws, currently in force. The laws are arranged by subject into codes. The Education Code deals with education.
- Review of Research in Education. Annual.
- Annual Review of Psychology. Annual.
- Advances in School Psychology. Annual.

Educational Statistics

The National Center for Educational Statistics (NCES) collects educational statistics. NCES publishes annual statistical compilations as well as specialized reports. Two important reports, which are published annually, are:

- Condition of Education. Annual.
- Digest of Education Statistics. Annual.

Ventura County Superintendent's Office

The Ventura County Superintendent's Office operates The Professional Library collection, County publications reference collection, and the Learning Resource Display Center. These collections are available to all of CSUCI students in the same way that they are available to local educators. The Professional Library collection focuses on K-12 education and includes the following resources: over 1500 books and other media covering all aspects of teaching and staff development, a journal collection that offers 25 in-house periodicals and a large database of online full-text journal articles, a SELPA Collection that offers resources in all areas of special education, the United Parent Collection that provides information on childhood disorders and support for family members, the Health Programs Collection that enhances support for health education and training, and the classroom video collection that supports curriculum in grades K-12.

County Publications Reference Collection offers documents created by local districts, counties, and the California Department of Education.

The Learning Resource Display Center (LRDC) includes instructional materials approved by the State of California in grades K-8 that are on display for the public to view. Materials currently under review by the state are also displayed. Materials provided by educational publishers include: pupil and teacher editions, teachers supplementary resources, and software and video support. Online resources consisting of over 300 education journals round out the collection.

Computing & Telecommunication Services

CSUCI is one of the few institutions of higher education that has come into existence in the “Information Age”. From its inception, this campus has placed a strong emphasis on technology. Our focus on technology as a tool for teaching and learning is evident in our respective programs, but we must set priorities and meet needs, as resources are made available. The institution is connected into the CSU system-wide network and continues to build a robust fiber optics infrastructure that provides access to all online and Internet services for faculty and staff. The technical staff develops equipment standards and administrators set the fiscal policies to support refresh schedules so that technology upgrades are funded. We are creating an environment where faculty and staff are technology-oriented and continuously growing in their sophistication with regard to computing and telecommunications.

Organization and Personnel

The Information Technology division has responsibility for managing all voice, data, network, video, and media services as well as hardware and software to support all of the systems. The Information Technology division provides all of the technical and programming support for the information databases. CSUCI information services are centralized while the programs and services are being developed. The functional decisions are made by the appropriate groups on campus and coordinated with technical support from Information Technology.

The Academic and Instructional Services are being developed with the expertise of the faculty, Academic Vice President and the Vice President of Student Affairs. This includes courseware development, instructional labs, instructional web services and on line learning software.

The current staff consists of an Associate Vice President of Information Technology and a Technology Manager, both who hold a masters degree, and additional full time technical staff that are well-versed and experienced in information technology. An Instructional Media consultant is assisting with the implementation of standard technology in the classrooms.

Campus Network

CSUCI connects to the CSU 4Cnet which is a high speed fiber optics network connecting all twenty-three CSU campuses, several community college districts and the Internet. CSU has a fiber optics backbone and the current switches are being replaced with current level Cisco equipment. Management tools are being installed to monitor bandwidth use and to reduce down time. Each new building or remodeling project is following CSU telecommunications guidelines for network infrastructure. Upgraded wiring and equipment is included in each project.

Servers & Services

The campus has adopted Exchange as the email and calendar package. The CSU has a system-wide site license for Microsoft products that makes it cost effective and well supported. The server support technicians are evaluating campus needs and developing a plan to implement additional servers to support file sharing, imaging, financial aid, development, authentication and web services during the next twelve months. The facility is physically ready to install servers once the applications have been identified. Many services will be outsourced to other CSU campus hardware to reduce administration costs. This will allow the IT department to focus services on academic support.

Campus Web Sites

Our faculty is committed to using the web for instruction. In the future, some courses will be offered which meet entirely online via posting forums and chat rooms, while student's complete self-paced assignments with the help of online notes. Courses that meet on campus will also make use of the above-described on-line activities. Some classes will be taught with a mix of traditional in-class instruction and supplemental notes, quizzes, and/or activities provided on the web. A faculty instructional technology development center will be installed near the Technology Resource Center, where faculty have access to specialized equipment, applications and support for developing instructional multimedia with the assistance of trained students for faculty-sponsored projects. The facility will be based on the recommendations of the faculty and instructional design specialists.

We expect the demand for instructional technology support to grow over the initial years as faculty begins teaching in the fall of 2002 and integrate technology into the classroom. To support this, CSUCI provides "smart" classrooms, in which multimedia equipment is permanently installed and configured, and streaming media servers, that allow faculty to include video and audio into their instructional web sites.

Faculty/Staff Training & Support for Technology

Training seminars are provided for common software applications. The Human Resources department has been proactive by providing training for Microsoft Office products. Advanced classes are held on campus for small, targeted groups. The beginning levels are offered to staff and faculty off campus. In February 2002, CSUCI purchased Blackboard for enhanced course delivery, along with training. Further training will be developed as a part of any technology implementation. Staff are provided with in-depth and on-going training. Training schedules are published.

Help Desk

The Help Desk was developed in 1998 in order to meet the growing demand for computer support among the campus faculty and staff, both for CSUN and Channel

Islands. The Help Desk services were expanded in 2001 to prepare for CSUCI opening. The Help Desk provides a single point of contact for CSUCI faculty, staff & students who report problems, request changes or ask questions regarding the use of campus computer resources. The Help Desk reports are created on line by the IT staff and a Web product to support this function was installed during 2002. Statistics and assessment reports are published for campus view.

The Help Desk staff includes two full time staff members and four student assistants. The number of calls received by the help desk varies widely depending on the time of year and the implementation or upgrade of computers and applications. The calls range from problem reports, to requests for training, for web sites and other developments.

Telecommunications/Network Operations

Campus desktop computer hardware and software complements are consistently well funded and have been adequate to meet the needs of the campus. Standard Dell and Macintosh computers are purchased with warranty services to reduce repair time and costs. Software updates are delivered through the campus network. As people become increasingly computer literate, we expect the next challenges to be in supporting non-complement applications such as project management tools, publication, multi-media and videoconferencing applications.

Instructional Computing Labs

The Instructional Computing Labs consist of two classrooms, which are used for scheduled classes; one has 30 Macintosh computers and the other, 35 PCs. A third computer lab is open to students six days per week. This lab has 11- Macintosh computers and 25 PCs. The computers are all configured with a standard list of applications developed to support instruction. Additional software applications are loaded at the request of faculty to support individual courses. The standard academic software package decisions are made by the appropriate faculty.

CSUCI Hardware/Software Standards List

OS

1. Windows 2000 with Service Pack 2
2. Mac OS 9.2.2

Office Productivity

1. Windows Office 2000 with Service Release 2
2. Mac Office 2001

Browsers

1. Internet Explorer ver. 5.5, 5.1 Mac
2. Netscape ver. 4.7 (Admissions & Records only and definitely not version 6.x)

Applications

1. Norton Antivirus Corporate Edition ver. 7.6
2. Winzip 8.x
3. Acrobat Reader 5.x/Full Version
4. Visio 2001
5. Project 2000
6. Stuffit Lite
7. Roxio Easy CD creator
8. WinDVD
9. Appleworks

Computer Hardware

1. Dell
2. Zip 250
3. CDRW/DVD
4. Apple

PDA

1. IPAQ 3850
2. PALM (Macs only)
- 3.

Printers

1. HP 4000 series for workgroup printing
2. Deskjet 900 and above for desktop printing

Faculty and staff are provided with a network account and email address. CSUCI students are provided with an email account.

CSUCI faculty, staff and students will be issued an ID card by Fall 2002 that will be developed as a debit card, library identification, food services, and printing services. The card will also be used for access to on-campus housing facilities that are planned for 2004.

Summary

CSUCI is a developing university. Our teacher education programs are growing steadily, with the initial implementation of the Multiple Subject Credential Program in Fall 2002, followed by the start of the Single Subject Credential Program in Fall 2003. The leadership of the University understands the need to continue to provide adequate resources in technology, library and media resources, computer facilities, full-time and part-time instructional faculty as well as support personnel to meet the needs of candidates in all the teacher education programs and to accomplish the mission to which we have committed ourselves and work.

Support personnel are available to the teacher education programs to meet student needs in areas of advisement, analysis of credentials, admission requirements and

program description. Support personnel have been designated to work with the faculty of the education program and our students. As stated earlier in this document, we have organized our Student Services Advising Center. Given our situation as a start-up university, the current anticipated support is appropriate and adequate. Faculty hold regular office hours and are available to candidates for program advisement as well as any additional help required with advising, and, in the future, class work and/or field based experiences.

Response for Internship Programs

For an internship program: Each participating school district works with the institution to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.

Participating districts support the interns with district intern support persons referred to as master/mentor teachers or intern support providers (ISPs). The intern program provides a support stipend for a master teacher, release days, tuition support, and site-based professional development (Exhibit 2.1 -Internship Agreements). Further, the district intern support personnel assist interns to access appropriate materials, supplies, and other instructional resources provided at the district Instructional Materials Center (IMC). Seminars, which accompany the interns' first field experience, also focus on other material and technical support resources available within the district and the methods by which to access those resources (e.g., specialized designated instructional service personnel, teachers with specialized instructional expertise, unique materials and programs at specific school sites). Local districts that participate in the intern program document a 1:1 match in funding between state and district monies.

Standard 3: Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors and retains in credential programs only those individuals who are consistently effective.

Response

CSUCI has highly qualified personnel to teach all courses and supervise the components of the professional development experiences that are included in all credential programs. All have had school site experience. Courses are assigned based on the academic expertise, experience, preparation and interests of the faculty. CSUCI has made a significant effort to attract the most highly qualified and outstanding faculty to prepare candidates in our Teacher Education Program. There is an expectation that faculty maintain a high level of involvement in schools and districts in the community as a way of staying current regarding demographics, curriculum, programs and other educational needs.

Current curriculum vitae are provided in the appendices of the Multiple Subject and Single Subject Program documents for all full-time education and affiliated faculty in the Teacher Education Program. Inspection of these vitae will demonstrate our success in attracting first-rate faculty into the Education Program. CSUCI has hired three new faculty for tenure track positions and adjunct faculty to further support the implementation of the Teacher Education Program. Faculty members are selected for their proven track-records in teaching through peer and course evaluations and education program development activities through grant acquisition and scholarly research. As stated earlier, we anticipate hiring an additional three lecturers in Education.

Following is a list of the Education and Affiliated faculty. Affiliated faculty are members of the faculty in Arts and Sciences who will be teaching in the Liberal Studies Teaching and Learning Option and, in some cases, teaming with faculty in the Multiple Subject, Single Subject and Mild/Moderate Disabilities Credential Programs in their areas of expertise. All faculty hold terminal degrees.

Joan Karp, Professor, Special Education, Tenured

Jill Leafstedt, Assistant Professor, Special Education

Maria Denney, Assistant Professor, Special Education

Lillian Vega Castaneda, Professor, Language, Literacy and Culture, Tenured

Bob Bleicher, Assistant Professor, Science Education

Merilyn Buchanan, Assistant Professor, Math Education

Jeanne Grier, Assistant Professor, Science Education

Faculty Recruitment and Diversity

In hiring both permanent and adjunct faculty, the CSUCI Teacher Education Program strives to identify individuals whose professional values and career paths are consonant with the mission and core values of CSUCI. We also seek faculty representing experiences in diverse settings in public schools, with experiences in multicultural, multilingual and special education settings. Knowledge and expertise in technology and gender equity is also stressed. Our faculty represents gender, ethnic and cultural diversity, and all are committed to working toward continuous improvement of teaching and learning in the California public schools.

Nondiscrimination Policy

The California State University does not discriminate on the basis of gender in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted there under prohibit discrimination (including harassment) on the basis of gender in education programs and activities operated by CSUCI. Such programs and activities include admission of students and employment.

The California State University does not discriminate on the basis of disability in admission or access to, or treatment of employment in, its programs and activities. Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, together with the regulations adopted there under, prohibit such discrimination.

The California State University complies with the requirements of Title VI of the Civil Rights Act of 1964 as amended by the Americans with Disabilities Act and the regulations adopted there under. No person shall, on the grounds of race, color, national origin, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination (including harassment) under any program of the university.

The California State University does not discriminate on the basis of age, ethnicity, religion, sexual orientation, pregnancy, marital or veteran status in any of its programs or activities. CSUCI complies with all applicable federal and state laws and regulations and Trustee policies in this area. (See Precondition 3 for the CSUCI policy on discrimination.)

Full-time, tenure line faculty members are recruited through a comprehensive national search process that includes an on-line application process. The Faculty Search Committee conducts an on-line review of all applications, conducts telephone interviews and invites finalists for on-campus interviews. The Faculty Search Committee makes recommendations to the Vice-President for Academic Affairs and the President of the University. The President makes the final selection. Faculty positions are posted in

publications that reach a broad national audience as well as publications that target diverse faculty candidates. Positions are also posted on discipline related lists. In addition to disciplinary expertise, searches focus on recruitment of faculty members who have classroom experience working with children from diverse backgrounds and children who speak English as a Second Language as well as experience in special education and technology.

Part-Time Faculty

Part-time faculty hiring is coordinated by a Faculty Search Committee and chaired by a member of the Education faculty. Other members include faculty and administrators. Selection of part-time faculty is based upon the experience and expertise of the candidate in the content area as well as evaluations and recommendations both from school districts and previous university personnel. We are fortunate at CSUCI to have available at an exceptionally strong cadre of candidates for part-time faculty positions. Many of these individuals have taught at the CSU Northridge off-campus center. Many of the part-time faculty members hold the doctoral degree. Others hold the master's degree with extraordinary qualifications and teaching or administrative experience in their respective fields.

Faculty Development

Faculty are supported in their professional development in several ways:

- Funds for travel to conferences, seminars and professional development meetings are provided, with an emphasis on supporting faculty in presenting papers (e.g., American Education Research Association, California Association of Teachers of English, International Reading Association, National Association for Bilingual Education).
- A number of faculty members are supported to participate in professional development seminars on teaching and learning sponsored by the California State University. These seminars bring together individuals with expertise in teaching and/or research in various areas through the CSU.
- Faculty members are encouraged to submit grant proposals for competitions both within and external to the CSU system. Several CSU grant competitions are held annually.
- Faculty members engage in professional development in the community by participating in collaborative groups of professionals across our service area and learning about the social, political, fiscal, agricultural, business, artistic, governmental and educational aspects of Ventura County.

Recognizing and Rewarding Excellent Teaching

Excellence in teaching is clearly the most significant factor in evaluating faculty in the Teacher Education Program, and an essential element in retention, tenure and promotion decisions. As the youngest campus of the CSU, we will carry on the tradition of preparing teachers for the public school sector. As a developing campus, formal award systems for recognizing outstanding teachers are currently under development. However, CSUCI and the Teacher Education Program clearly place an emphasis on teaching excellence, and the University has made a public commitment to candidates and area educators that we will continuously model various approaches of effective teaching in our Teacher Education Programs.

Planned Professional Development for Education and Affiliated Faculty

CSUCI is committed to credentialing all its candidates with a state-of-the-art, high quality, research based program. CSUCI is involved in a variety of developmental processes in order to keep current in theory and strategies related to: effective teaching; current scholarship in adult learning; theory and practice of issues related to multicultural/multilingual competence, special education, technology and gender equity. We look upon members of our faculty to lead us in professional development related to their subject matter. Since our approach to Teacher Education is to infuse these principles (stated above) we are committed to collaboration in planning our course syllabi to integrate these competencies, articulate course readings, assignments and other competency based activities. These sessions are presented by our faculty and in some instances, invited experts from our Affiliated faculty and outside the University.

As a faculty, we are committed to working across disciplines, team-teaching, and ongoing planning and articulation. We approach the teaming and cross-disciplinary work through a formal process of supported unit assignment and actual teaching responsibilities. Peer coaching is also an approach that we will utilize as a way of ensuring competent and successful infusion of our multicultural/multilingual, special education, technology and gender equity competencies. Thus, with qualified faculty teaming with “faculty in training” (in a given specific field), we borrow from the research on effective staff development, utilizing coaching and modeling processes.

Several theoretical orientations undergird the continued training of faculty in the various competencies. Our approach to professional development is that of an enhancement function to improve the performance of individuals in instructional settings. While research shows that the most common form of “staff development” tends to be short-term with little impact on classroom practice, the CSUCI model of shared teaching responsibilities, peer coaching and modeling provides optimum and ongoing opportunities for faculty to apply, analyze, and perfect their application of the various competencies within their specific content areas.

Standard 4: Evaluation

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Response

As a start-up University, we have had the opportunity to plan an initial approach to evaluation of our Teacher Education Programs. The CSUCI Teacher Education program takes the evaluation of all of its credential programs very seriously. The relevance of courses offered, the expertise of the faculty, services to students, and the success of those completing the program are of great importance to the faculty. Therefore, the approach to program evaluation and program development is ongoing, multidimensional endeavors, involving continuous input from students, faculty and community as well as the public schools that we serve.

Our evaluation efforts parallel those of the university. In the Universities Institutional Proposal for Candidacy Review Submitted to WASC on February 18, 2002, it describes an approach to institutional assessment based upon each unit of the university “identifying goals, identifying outcomes and developing appropriate measures to assess the achievement of goals and outcomes. Furthermore, each will be required to show how assessment and evaluations are used to (a) inform strategic planning, (b) set priorities, (c) guide budgeting, and (d) improve the University’s programs, services and administrative functions.... The University is in the process of specifying the learning outcomes for the first courses taught in fall 2002 – and other courses as they are brought on-line – then working to identify the characteristics expected of graduates of each program.” (pg. 2).

Program Evaluation

By Faculty

Faculty will meet regularly, formally and informally, to assess programs. This approach will provide an opportunity for them to give feedback regarding their experiences and to make suggestions for possible changes or modifications to the program. Faculty discuss program issues and explore changes or modifications which enhance the relevance of the curriculum. The program faculty communicates with adjunct faculty for the same purpose. Discussions also focus on program modifications that reflect CTC standards and an optimum integration and coordination of assignments and readings across courses. The Teacher Education Program will work to improve consistency so students receive the highest standard of course of instruction as well as field experience. To this end, the Teacher Education Program devotes a significant part

of our academic year working in discipline groups to review and develop curricula. In addition, we are committed to infusion of language, culture, special needs and technology across the curricula and pledge to include these competencies in all courses. The development of syllabi templates for each course give the curriculum across programs and content areas the consistency of a well-planned and executed process. Each curricular area will have a syllabus template that includes specific student learning outcomes and an attached grid of relevant competencies for infusion and integration. Content faculty meet regularly to examine consistency and articulation across the various courses. Faculty are preparing a pilot program evaluation and assessment project to be implemented by all Education programs during Spring 2004. It will involve collectively analyzing student portfolios.

By Graduates and Employers

We are developing a variety of approaches to evaluation by our program graduates and employers. Our intent is to work in consultation with our area districts to conduct follow-up surveys of graduates and employers. To that end, the Education Program faculty meet regularly with members of the K – 12 community to gain their perspective and insights into the implementation of our program – this is our initial plan to gain evaluation feedback to indicate focal areas for our program. For example, cooperating teachers provide ongoing input into the implementation of the fieldwork/student teaching component. We envision that these evaluations will be done regularly and consistently to guide implementation and long-range program development and revision. We will participate in the process developed by the CSU Chancellor's Office that entails an annual survey of all first-year Credential program graduates and their principals. This program evaluation plan will provide a comprehensive, systematic and continuous evaluation of all our teacher education programs. This program evaluation will be implemented with our first graduates in spring 2004.

Each university supervisor and mentor teacher will complete evaluations of candidates' field work experiences. They will provide feedback regarding the assessment of each candidate's competence and will write a reflection on the candidate's preparation to perform successfully. Results of these evaluations will be compiled and shared with the program faculty, giving valuable information as program changes and modifications are considered. Additionally, they will provide feedback on the various components of the programs.

By the Students

Students complete program evaluation forms at the completion of the program. The results of the program evaluations are compiled, and a summary is given to the instructors and Program Coordinator. This information is used in making course and program modifications on a continuous basis. In keeping with the University's assessment priorities, these evaluations focus on the learning outcomes expected for each course or field experience. Additionally, students provide evaluation input into each course they complete through university-wide course evaluation procedures. The course

evaluation solicits input from the students on the utility and effectiveness of a given course and provides additional feedback specific to the instructor's teaching.

An additional mechanism for continuous feedback from students is the Cohort Council, a representative group of credential candidates (one from each cohort) who will meet regularly to discuss common issues and concerns. Initially, one faculty member will serve as an advisor for the Cohort Council, and information from Cohort Council meetings will be communicated to the faculty and administration the faculty advisors and participating students.

Program Development and Revision

Program development and revision will be ongoing at CSUCI. Program administrators and faculty members will utilize follow-up studies, final assessment and course evaluations, assessments from field experience site supervisors, formal and informal discussions with students and faculty, current research and readings, and feedback from the community for input and direction regarding program development. Education Faculty Meeting minutes will provide evidence of continuous program and curriculum review and modification. The Education Advisory Committee will be presented with the evaluation data annually in order to provide clear direction and feedback to the University about the impact of its students and programs on the local educational community.

The Teacher Education Program faculty began the process of identifying outcomes for graduates by involving the key members of the educational community in Ventura and Southern Santa Barbara counties in a strategic planning process in November of 2001. From this meeting the overall desired characteristics, knowledge, skills and dispositions of graduates were identified. Further, the group articulated the ways that they saw the University and educational community working together to produce skillful educators. These form the foundation of the educational programs.

Internship Programs

For an internship program: The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with the district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.

Response for Internship Programs

District, University, and Certified Professional Representation in Program Development and Evaluation

County, university, and professional teacher involvement in program development and evaluation is assured through the joint, county and university coordinator who meet regularly. The Ventura County program has an Internship Credential Advisory group. This committee meets regularly to determine selection criteria, b) monitor program quality and integrity, c) track candidates progress through the program, and d) ensure that program activities further the educational goals of the district. Annually Ventura County Teacher Support Program collects data on retention of interns and develops program improvement plans with each school district.

In addition, the University Internship Program Coordinator meets formally with the Ventura County Schools' administrators and administrators from the other cosponsoring districts to review and evaluate the program and the progress of the candidates. Recommended revisions are implemented the following year.

Resource teachers not only coordinate with one another on a weekly basis, they also provide feedback and suggestions to the University Program faculty with regard to the university's role in the preparation of the interns. In turn, the University Program Professors tailor their syllabi and course content accordingly.

The Internship Program Supervisor is a former administrator for Ventura County Schools. Hence, she is intimately familiar with the standards and expectations local districts have of their teachers. She also provides formal and informal feedback to University and district program coordinators.

Standard 5: Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Response

Recruitment of Under-Represented Groups

CSUCI is actively recruiting candidates for program admission from underrepresented groups. The campus undergraduate student body will represent minority and traditionally under-represented populations, so there will be a natural pool of students for the Teacher Education Programs. Education faculty will reach out to students in the credential program prerequisite classes and directly invite students from underrepresented groups to explore education as a career option.

CSUCI hosts several initiatives to improve the admission and retention of students from underrepresented groups. First, the Mini-Corps program provides support to high school students as they progress toward entrance to CSUCI. These students come from migrant backgrounds and receive counseling, tutoring and special training to support their studies. CSUCI is also the host site for Oxnard Colleges PACE program, with an accelerated track for reentry students in liberal studies.

The California State University System provides funding for each of its campuses to implement a unique program expressly designed to encourage the recruitment, retention and credentialing of under-represented groups. The Teacher Recruitment Program (formerly the Teacher Diversity Project) recruits students from underrepresented groups in a number of ways. First, recruitment will begin by reviewing the high school student pool through Future Teacher clubs and on-site visitations to the CSUCI campus by students in these clubs. When on campus, high school students hear from students from under-represented groups who have come through our programs and learn more about how and why they apply to CSUCI and the credential programs. The CSUCI Teacher Recruitment program will meet monthly with representatives at the three primary feeder community colleges (Moorpark, Ventura and Oxnard). The Teacher Recruitment Program will work with each campus to coordinate activities and provide support to their respective Future Teacher Clubs and diverse student population. The purpose of these clubs will be to encourage students to come into the CSUCI credential programs and to help the students identify areas in which they need support, including financial support that can be provided through the Teacher Recruitment Program.

Each summer, a Teacher Recruitment Summer Institute will be hosted for 30 CSUCI, Moorpark, Ventura and Oxnard College students who participate in the Teacher Recruitment Program. The program pays for tuition and books and “jump starts” students’ entry into credential programs by offering them two of the credential program prerequisite courses (ENGL 475- Language in Social Context and EDUC 512, Equity, Diversity and Foundations of Schooling). The Summer Institute will further incorporate the development of student study skills for college and credential course work. Scholarships are also given to select participants in the project during both the academic year and the summer sessions. The Teacher Recruitment Program is supported by a \$70,000 annual allocation of “lottery funds” from the CSU Chancellor’s Office. (Exhibit:5.1 Teacher Diversity Project Report).

Of note, CSUCI is a member of the Cal Teach Pathways to Teaching Forum. The Academic Vice-President sits on Moorpark College’s Teacher Training Program Advisory Board (Exhibit: 5.2).

Admissions and Pre-Admission Qualifications

The CSUCI Credential Program faculty use multiple methods to determine each candidate’s potential for success. In all programs, personal and academic qualities of applicants are assessed through program faculty consulting with faculty who teach the prerequisite courses (ENGL 475, EDUC 510, EDUC 512 and SPED 345) in which applicants have enrolled. In ENGL 475, EDUC 510 and EDUC 512 and SPED 345, all students are exposed to and assessed in their sensitivity to diversity in schooling. This screening procedure will be very helpful in identifying any applicants whose academic or personal qualities are of potential concern.

At the time of admission, every candidate also has a personal interview with a panel of faculty who teach in the Teacher Education Program. The interview enables faculty to examine candidates’ interest in the needs of children, sensitivity to children from diverse ethnic, cultural, socioeconomic and special needs backgrounds, as well as candidates’ prior leadership experience and experience with children. Interviews are conducted in small groups of four or five candidates, allowing an opportunity to observe interactions with other adults as well. Finally, all students admitted to any CSUCI teacher preparation program must maintain a grade point average of 3.0 (B) or better, with no course grades lower than C+, as a condition of remaining in the program.

Admission requirements for basic teaching credential programs are as follows:

1. Application to both the University and the Education Program Area.
2. CBEST examination. Students must take the California Basic Education Skills Test (CBEST) prior to admission. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching Credential. CBEST must be passed

before certification or intern teaching.

3. Subject Matter Preparation. **Multiple Subject:** The CSUCI Liberal Studies Option 3 – Teaching and Learning best prepares students for the subject matter knowledge and skills required for the Multiple Subject Teaching Credential Program. Prior to admission to the CSUCI Multiple Subject Teaching Credential Program, students may also complete a state-approved subject matter program from other colleges or universities. Students who have not completed a state-approved subject matter program must take the CSET prior to admission to the Multiple Subject Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program. **Single Subject:** Applicants to the Single Subject Credential Program will complete a subject matter waiver program or take the specific CSET or Praxis examination as specified by the CCTC. **Education Specialist:** provide verification of subject-matter competence by either passing the appropriate subject matter examination(s) as specified in Verifying Subject-Matter Competence for Multiple Subject Teaching Credential (CSET), by passing the required subject-matter examination(s) for a Single Subject Teaching Credential or by completing a Commission-approved subject-matter program of course work or its equivalent and obtain certification of completion from the authorized person in the education department of a California college or university with an accredited program in the subject area.
4. Prerequisite Courses in Education. If taken at CSUCI, the course must have been completed within seven (7) years prior to beginning of 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.

The following pre-requisites are required for admission to the Multiple Subject Credential:

ENGL 475 Language and Social Context

Focus is on the nature of literacy, with emphasis on literacy development for English Only (EO) and English Language Learners (ELLs), investigation and knowledge of the development and acquisition of English literacy, and understanding the role of concepts and contexts in word meanings, vocabulary development and multiple meanings. Also stressed will be differences between English and other languages that impact the acquisition of English literacy by ELLs, the role of primary language literacy in the development of English language among ELLs, and the impact of disabilities on oral and written English language development.

EDUC 510 Learning Theory and Development Applied in Multicultural Education Contexts

Introduction to psychology of learning and instruction. Major concepts, principles, theories and research related to child and adolescent development; human learning; the cognitive, linguistic, social, emotional and physical development. Candidates

begin to use this knowledge to create learning opportunities that support student development, motivation and learning in a social, cultural, and historical context. Includes learning theories and their application to educational practice in multicultural and multilingual classroom settings.

EDUC 512 Equity, Diversity and Foundations of Schooling

Principles of effectively teaching students from diverse language, historical, and cultural backgrounds. Includes, skills and abilities and community values. Focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create equitable classroom community that emphasize the physical, social, emotional and intellectual safety of all students. Includes study of gender bias, diverse students, families, schools and communities and the candidate's self-examination of his/her stated and implied beliefs, attitudes and expectations related to these areas of diversity.

SPED 345 Individuals with Disabilities in Society

Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Disability perspectives, social, legal, and educational considerations of disability issues.

The following pre-requisites are required for admission to the Single Subject Credential Program:

ENGL 475 – Language and Social Context

EDUC 512 – Equity, Diversity and Foundations of Schooling

SPED 345 – Individuals with Disabilities in Society

The following pre-requisites are required for admission to the Education Specialist Credential Program:

ENGL 475 – Language and 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

5. U.S. Constitution. Knowledge of the U.S. Constitution is demonstrated by completion of two-semester unit college-level course or college-level examination.
6. Grade-Point Average. A student must have a cumulative grade point average (GPA) of 2.67 or higher or 2.75 in the last 60 units completed to be accepted into any credential program offered at CSUCI. If the student does not have the required 2.75 GPA, conditional admission is available on a limited basis.
7. Health Clearance. Tuberculin clearance is required. The tuberculin clearance is valid for four (4) years and must be valid through all student teaching. The

clearance may be completed at a private physician's office, the County Health Department, or the CSUCI Student Health Center.

8. Certificate of Clearance. Students must possess or apply for a valid Certificate of Clearance before admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement.
9. Two Sets of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSUCI Office of Admissions, and one official set of transcripts must be submitted to the Education Program Teacher Credential Office with the program application.
10. Two Letters of Recommendation. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
11. Personal Interview. An interview conducted by an Education Program Admissions Committee.
12. Experience. At least 45 hours documented field experience in a classroom at the specific grade level of the candidates program or a documented field experience deemed equivalent.
13. Bachelor's Degree. All bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification.
14. Writing samples are required of all applicants to credential programs.

Experience and Personal Qualifications

Applicant's prior experience and personal qualifications are measured in four ways; personal interview, experience with children, references, and writing sample. Each applicant is required to attend a personal interview with an Education faculty and staff admissions committee in which the student's intent, interest, commitment, maturity and personal suitability for the program are assessed.

Each candidate must document at least 45 hours of experience in the field in a K-8 (for multiple subject) or 7-12 (single subject) classroom, or a K-12 classroom for Education specialist or a program deemed equivalent. Applicants are required to submit two letters of recommendation from supervising administrators, employers, colleagues or others who have knowledge about the applicant's leadership potential and ability to work effectively with children.

Applicants are asked to include in their writing sample information regarding their background, education, values, and philosophy and experiences of working with children from diverse ethnic, cultural and socio-economic backgrounds, experiences with parents and community groups, and relevant leadership activities.

Across all of these measures, the Education Program faculty looks for those candidates who express or demonstrate values of inclusiveness, respect for diversity, transformational leadership qualities and commitment to serving children of diverse ethnic and cultural backgrounds and with varying levels of abilities.

Internship Programs

Each individual has had sufficient prior experiences and personal qualifications to enable performance at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences, which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.

Response for Internship Programs

Interns Have Adequate Qualifications and Prior Experiences

Admission to the internship program is more rigorous than the process for other education specialist candidates in our program. Intern candidates are typically more experienced and have a broader range of contact time within schools prior to application. Some are looking for a career change and/or enhancement and have had extensive opportunity to work as paraprofessionals in schools and in other related positions. The candidate pool is typically more diverse than applicants for our regular cohort program.

Primary differences in admissions standards for the Intern Program have to do with the employment process. Application and admission is much more intense as candidates are interviewed by district personnel in addition to university faculty. The thoroughness of the application and interview experience is vital since most of the district administrators and teachers involved are looking past the intern experience and considering the candidates as future teachers in their districts.

Finally, intern candidates must all have passed the CBEST, must have their bachelor's degree, and must be subject matter competent before intern teaching. In essence, the application to the intern program is more intense and requires more in terms of academic credentials as well as experience.

Standard 6: Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Response

The cohort model facilitates advisement and support for candidates. Each cohort has a cohort advisor (a member of the faculty cohort team) who works with students as both academic and personal support. Their counsel is done formally in a class setting when information needs to be shared. Advice and counseling is also done on an informal basis and individually with students as needed. Each cohort will have its own faculty advisor.

As each candidate progresses through the program, s/he is encouraged to interact with the program faculty, a credential analyst, and the program coordinator, all of whom are knowledgeable about program requirements, deadlines and procedures. When appropriate, small portions of class time are used to update and remind students about upcoming deadlines, requirements, and other important program matters.

Students are frequently informed by faculty and administration of the importance of being in contact with the credential analyst. Office staff and program administrators advise students with regard to fees and financial aid. Students are directed to the Office of Financial Aid as part of their initial interview with the Teacher Education Program Admissions Committee.

Candidate Advisement

Students in all credential programs are advised with regard to academic standards, individual progress, professional preparation, career opportunities, and personal development in a number of ways. Academic advisement is provided by faculty, including cohort advisors and students' fieldwork supervisors. The Program Coordinator is available to meet with students upon request and, as professors for some of the course work, have ready access to students in small groups as well as individually. The Program Coordinator also facilitates communication and resolution of problems and concerns between students, faculty, and/or the Teacher Education Program.

Personal, academic and career advisement is available from course instructors. Academic or personal development issues an individual student might be having are brought to the attention of the program coordinators by cohort advisors, field studies supervisors or faculty members who are teaching classes. The Program Coordinator and

faculty member(s) discuss problems, and recommendations are made for intervention. When such issues do not come to closure, they are brought to the attention of the Program Coordinator who mediates to bring about a satisfactory resolution.

The Teacher Education Program credential analyst and Director are also advisors. They consult with students regarding credential applications, program progress and completion, graduate checkouts, fees and tuition questions and concerns, and many other credentialing and university issues. They serve as intermediaries for the students with many offices and individuals on campus.

The Coordinator of Field Experiences also serves in an advising capacity for credential candidates. She works closely with students in determining student teaching placement and evaluation and in the process, has many opportunities to advise on both program completion and career planning.

Throughout their course work, students are exposed to various employment sources such as the *Job Information Service* (JIS). Job information from *Education Week* is also available to students as a source of job opportunities. *JIS* and *Ed Week* job announcements are posted regularly on bulletin boards. A new Internet source, CALTeach, offers candidates information about job opportunities all over California and provides related details regarding employment. For some school districts, it is possible to apply for teaching positions electronically through CALTeach. Each Spring, the Ventura County Education Office hosts an education job fair at which dozens of area school districts offer candidates information about employment opportunities in their districts. (Exhibit 6.1: (CSUN at Channel Islands Credential Advisement Newsletter, page 5)

Currently, CSUN at CSUCI maintains a centralized Career Development Services Center at the Northridge campus. Some of these services are available to the CSUN students attending the CSUCI off-campus center. Currently, CSUCI is in the process of expanding services to the CSUCI students during the 2002-2003 academic year under the Student Services Office. Services will include career planning, job placement services in educational fields, businesses, community organizations and government. Staff will meet with education programs' candidates on at least two occasions during the academic year to assist them with portfolio and placement file development, interviewing techniques, employment opportunities in the area, and other topics identified by candidates

Candidate Assistance and Retention

In addition to the Teacher Education Program's efforts toward personal and academic advisement, the University has many services available to candidates who need academic, professional or personal assistance.

The University Office of Student Affairs is also maintains a Disabilities Accommodation service and a Counseling and Testing Services service, both staffed by professionally trained personnel to assist students with support services. Students may schedule individual appointments with professional staff for career and personal

counseling. In addition, students are seen on a walk-in basis for emergencies. (CSUCI Catalogue, Pages 17 & 18).

The cohort model for credential programs limits class sizes in all program courses to 25, ensuring a high level of both faculty and peer support for students. As a result, candidates receive individual attention, frequent interactions with instructors, and many opportunities for one-to-one counseling regarding their professional development.

Formative assessment for each candidate occurs throughout each course in the program. The instructors require written and oral assignments, class participation, regular attendance, and various projects through which the candidate demonstrates that the course objectives are being met. A summative assessment is made (via a course grade) of the candidate's skills and knowledge at the conclusion of each course. Candidates must maintain a 3.0 GPA in the professional program courses to remain in the program and receive no grade lower than a "C+" in any required course. Throughout the coursework, and especially during the fieldwork experience, candidates are provided with close university supervisor support and many opportunities to reflect upon and assess their own performance. At the conclusion of each fieldwork experience, both university supervisors and mentor teachers evaluate the candidate on her/his level of skill, knowledge and effectiveness. Faculty is in the process of developing the specific forms for evaluation of candidate progress during fieldwork and student teaching.

If at any time during the program there is an indication that a candidate needs academic, professional or personal assistance, a conference is held with the candidate and the program coordinator to jointly develop a plan of action to remedy the situation. If there is no improvement, a second conference is held to either (1) plan further remediation, or (2) counsel the student out of the credential program. If a student is asked to drop the program, this information is provided to the student both verbally and in writing. If candidates feel they have been treated unfairly, due process is available by candidates presenting their case to the next administrative level of the University, in this case the Dean.

Changing Requirements

Individuals who provide advice and assistance to students are kept updated and abreast of changing requirements. They are kept updated along with program faculty who advise in this area. A faculty member CCTC liaison works in unison with the Director of the Credential Office and the Program Coordinator. The CCTC liaison keeps abreast of changing CCTC requirements with respect to programmatic issues. The Director of the Credential Office keeps abreast of various licensure requirements. Together, these individuals meet regularly with the Program Coordinator and faculty members to provide information on changes. Additionally, each of these individuals has the opportunity (academic faculty and credential staff members) to attend the various CCTC workshops for the various program areas.

Internship Programs

For an internship program: Faculty from the institution develops an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their task and the planning for their professional development. This support should be similar to that which is provided for new teachers hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more mentor teachers. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.

Response for Intern Program

Multiple Subject, Single Subject, and Education Specialist Internship **Development of Individual Support Plans and Intensive Mentoring for Interns**

The Ventura County Multiple Subject, Single Subject and Education Specialist Internship Program ensures that each intern, university supervisor and mentor/master teacher work together to develop a plan for the support and professional development of each intern based upon the intern's past experiences and individually determined needs. This assurance is achieved in a variety of ways throughout the program. The district support professionals who mentor candidates in their internships are identified and assigned during the summer preceding candidates' assumption of their intern roles. Their work is coordinated by the County Teacher Support Programs and University TEP program administrators who jointly sponsor seminars focusing on mentoring, coaching, the four prerequisite courses and intern performance expectations. Support professionals are expected to attend the seminars and jointly plan their assistance to interns. In this way, each candidate, his/her university supervisor and district mentor/master teacher have multiple structured forums in which to develop a relationship with one another and begin to assess areas of strength as well as needs for further development.

To further ensure ongoing coordination of support to candidates, each candidate, their university supervisor and district mentor/master teacher will meet at three times per year in order to compare observations, differentiate their roles with the candidate, and provide coordinated support and mentoring. The triad meets at the beginning of the year, midway and at the end of the year. At these meetings candidate progress is reviewed and encouragement and support to continue and/or modify the candidate's plan of study is made. The combined support from the university supervisor and the equivalent of one day per week of supervision from the district mentor teacher provides a level of intensity of support that is both adequate and appropriate. This level of support (the equivalent of 5 hours per week per intern) is intended to provide mentor/intern contact at a level of

intensity that enables the interns to perform their teaching duties effectively, complete associated CSUCI coursework, and problem-solve challenges that arise in the classroom in a timely fashion.

Standard 7: School Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well-developed rationale.

Response

Collaboration

Collaboration with K-12 educators is fundamental to the mission of CSUCI. This commitment is evident in our initial and ongoing establishment of several alliances. Since the adoption of the new standards, a planning group composed of CSUCI faculty, administrators, CSU Northridge Off-campus Center, and representatives of the Ventura County Superintendent of Schools Teacher Support Programs encompassing the Learning to Teach Continuum has been meeting regularly. The original planning group discussed the need for various credentials in the region, who should be involved in planning the teacher preparation programs, and how the programs should proceed. This group determined that a regional “visioning” meeting would assist the University in establishing the identity of its education programs and creating the framework for collaborative relationships among the key educational community constituents.

At the “visioning” meeting held on November 14, 2001, fifty-eight educators from throughout Ventura and southern Santa Barbara counties met to describe the knowledge, skills and dispositions desired of teachers, the types of programs to be offered at CSUCI, and the way in which the professional education community and the university can 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 (Exhibit 7.1). Parents who chaired key parent groups were also represented. Educators selected from the participants will form the base of the Education Advisory Committee for teacher preparation at CSUCI. We anticipate meeting with the visioning group annually and with the smaller representative Education Advisory Committee on a bi-monthly basis.

It is important to note that the visioning meeting generated a series of statements that will guide our field placement of students. The following statements about collaboration and field experiences were generated by the participants.

- Expose undergraduates early and often to classrooms especially prior to credential program, particularly those with diversity of student populations
- Support more personal contract, collaboration with veteran teachers (not only one master teacher)

- Develop a good mentoring system-early on and with all stakeholders that demonstrates that schools and university are partners in a reciprocal relationship
- Develop learning communities with a variety of ages, types of assignments, and grade levels, to support and give feedback to each other.
- Base the classroom and field work on experiential learning with excellent modeling
- Identify model programs/classrooms

Distinguished Teacher in Residence Program

As an example of collaboration with local school districts, CSUCI established a distinguished teacher in residence program. The purpose of this program is to directly link the University faculty and teaching community. Our first teacher in residence is from the Oxnard Elementary School District. She will assist the faculty in determining how to effectively place our candidates in a year-round school placement. She is bringing the community's perspective to our faculty meetings and program development. In addition, she is teaching several classes, linking theory with relevant practices.

Collaboration with Local Schools and Sequence of Fieldwork Experiences

CSUCI teacher candidates are placed for their fieldwork and clinical experiences in local school districts as a result of the strong ongoing communication and collaborative relationships that both parties are working to establish. Communication will be enhanced by the addition of an electronic newsletter that will be sent each semester from the University. This publication will highlight information for students, master teachers, supervisors and site administrators. All faculty, staff and students will have access to publication of information through the newsletter. The Field Placement Coordinator will further enhance dialogue and collaboration through district and site visits on a regular basis to encourage open communication of ideas, solutions to concerns and career possibilities for the students.

A sequenced array of fieldwork and clinical experiences is arranged for candidates in the programs' prerequisite and requisite courses, including site-based experiences observing and participating in selected school settings. Faculty, master teachers and field supervisors plan and articulate these experiences. An example of the field experience and student teaching sequence planned for the Multiple Subject, Single Subject, and Education Specialist Credentials follows.

Multiple Subject Program

Course	Field Experience
EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms	30 hours observation and teacher assistance Methods for observing and assessing children's progress in school; observation of effective schooling and behavior management strategies

First Semester EDMS 522 Literacy 1 Multicultural/Multilingual EDMS 526 Modern Methods in Mathematics Teaching EDMS 527 History, Social Studies and Integrated Arts	EDMS 565 Fieldwork/Student Teaching 5 Three hours per week for first 10 weeks; full-time five weeks Observing, assessing and teaching reading, mathematics, history, social studies and integrated arts. Lesson and thematic unit planning and teaching
Second Semester EDMS 523 Literacy 2 Multicultural/Multilingual EDMS 529 Science, Health and PE	EDMS 575 Fieldwork/Student Teaching 9 Three hours per week for first five weeks; full-time 10 weeks Observing, assessing and teaching reading, science, health and physical education. Lesson and thematic unit planning and teaching

Single Subject Program

Course	Field Experience
EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms	EDUC 521: 45 hours observation and teacher assistance Methods for observing and assessing children's progress in school; observation of effective schooling and behavior management strategies
1st Semester EDSS 530 General Secondary School Methods EDSS 540 Literacy in Secondary Schools EDSS 53_ Content Methods I EDSS 571 Student Teaching Seminar	EDSS 575 Student Teaching Middle School: One day a week for ten weeks; five days a week for six weeks. Observing, assessing and teaching in the specific content area.
2nd Semester EDSS 550 Access to Learning: English Language Learners EDSS 560 Access to Learning: Special Needs Learners EDSS 54_ Content Methods II EDSS 581 Student Teaching Seminar	EDSS 585 Student Teaching High School : One day a week for ten weeks; five days a week for six weeks. Observing, assessing and teaching in the specific content area.

Education Specialist

Course	Field Experience
EDMS 522 Literacy I 3 EDMS 526 Modern methods in mathematics 3 EDSS 540 Literacy in Secondary Schools 3 SPED 541 Foundations of special education 3	SPED 570 Field experience in general education 3 6 hours per week for 10 weeks and 3 days a week for 5 weeks

SPED 546 Consultation and communication with families and professionals 3	Placed with a resource teacher with some teaching in general education
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 8 2 days per week for 8 weeks 5 days per week for 8 weeks

Site Selection

Site planning and coordination of student teaching assignments is the responsibility of the CSUCI Student Teaching Coordinator, faculty and Program Coordinator, all of whom have themselves worked in public school education programs and are well informed of best practices. Local school districts have and continue to provide strong support for the credential preparation programs at CSUN at Channel Islands and will continue this practice with CSUCI by providing placement opportunities with specific mentor teachers who model excellent opportunities in classroom settings with diverse student populations. Field placement site selection is based upon at least the following criteria:

- A belief among teachers and administrators that all children can and do learn;
- A demonstrated commitment to promote inclusive educational programming and access for all students in general education environments;
- Ethnic, racial, cultural, linguistic and socio-economic diversity;
- A demonstrated representation of best practices in the field;
- A high level of professional collegiality among faculty and administration;
- Opportunities for student teachers to apply the credential program conceptual framework in the classrooms in which they are placed.
- Willingness to mentor and coach student teachers

Credential candidates will be provided the opportunity to request specific school districts and grade and program placements for their fieldwork/clinical experiences. To the degree logically possible, requests will be honored if they are deemed appropriate by the program coordinator, Student Teaching Coordinator, school district personnel, and student teaching supervisors.

Candidates are assigned to teach in diverse settings in which there are students who represent a variety of cultural, ethnic, linguistic and ability differences, using strategies specified in their linguistic and cultural diversity preparation, such as English

Language Development, Specially Designed Academic Instruction in English, as well as other strategies which ensure success for all learners.

University Supervisors Selection, Training and Development

All university field experience and student teaching supervisors are experienced teachers. For those candidates who are bilingual, supervisors are bilingual as well. All CSUCI full-time faculty are expected to supervise student teachers. Supervision practices and policies are designed to ensure frequent supervisor contact, continuity in supervision across supervisors, and ready opportunity for supervisors to seek collegial support, if needed. For field supervisors who are not full-time CSUCI faculty, it is the responsibility of the program coordinators to verify that they have the professional credentials, academic preparation, and successful experience in teaching and/or supervising in the areas in which they are assigned to supervise. Supervisors will be trained in mentoring and coaching models of supervision.

Suitability and Quality of Field Placement Sites, Supervisors, and Mentors

Seminars for field experience and student teaching supervisors will be provided by the Student Teaching Coordinator, University faculty and others with expertise in the area. An aim of the CSUCI Teacher Education Program is to ensure that teacher candidates be continually involved in and informed about new legislation and practices in their chosen fields. To provide student teachers with current information, supervisors who participate in all programs must demonstrate dedication to self-renewal in their own work. Self-renewal via professional development will be fundamental selection criterion for invitations to supervise for the CSUCI Teacher Education Program. Supervisors will attend specialized training sessions and participate in planning opportunities provided by local, regional, statewide and national organizations (e.g., CARS+, CABE, APSH, NCTE, MCTE, IRA, etc.). Thus, they will be well equipped to involve and include their student teachers in exciting, cutting-edge pedagogy and practice.

Response for Internship Programs

Multiple Subject, Single Subject and Education Specialist Internship

Collaboration in the Internship Program

The Internship Program Advisory Committee, which is comprised of university and school district personnel, collaborate in program development and execution in a variety of ways throughout the candidates' involvement in the internship program. Initial recruitment of candidates occurs through informational sessions during which interest in the program is assessed and program design and application procedures are explained. The committee conducts such informational meetings. Potential candidates participate in a parallel process of being admitted to the University program while being interviewed for employment by local districts. A typical contract states "the District may employ new

interns annually in such numbers as needed in critical staffing areas, provided that the interns do not supplant regular unit members.”

Local districts select mentor teachers using the district's established procedures (e.g., publication of vacancy announcements) and is responsible for selecting the district mentor teacher based upon the following criteria:

- the district mentor/master teacher holds a credential or authorization in the area of the assigned interns;
- the district mentor/master teacher has had at least 3 years experience teaching as an educator and holds the credential appropriate for training, mentoring, and coaching the assigned CSUCI candidate;
- for those candidates who are bilingual, mentor teachers must be bilingual as well;
- the mentor/master teacher demonstrates leadership within the district through membership on committees, delivery of professional development workshops and seminars, serving as a mentor for new teachers, and so forth.

University supervisors and district mentor/master teachers for each candidate ensure coordination through their regular meetings in which candidate progress is discussed. At least once per semester university program staff and faculty, supervisors and district mentors meet as a group to discuss issues and provide direction to Intern Support Committee. The committee also oversees the entire program delivery, paying particular attention to the coordination between university and district personnel.

Standard 8: District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

Response

Selection and Supervision of District-Employed Field Supervisors

CSUCI has developed strong relationships with the surrounding K-12 school districts. This is based on the earlier relationships established by the CSUN at Channel Islands off-campus program. The Channel Islands Teacher Preparation programs provide placement opportunities with specific master teachers who model excellent teaching strategies and provide inclusive opportunities in diverse classroom settings. CSUCI is building and nurturing a close partnership with area school districts. We are committed to careful selection of student teaching supervisors, master teachers, and credential candidates who value collaboration, diversity, and inclusive educational practices. All master teachers who are chosen to accept student teachers will have at least three years of successful teaching experience and hold the credential(s) appropriate for training, mentoring, and coaching CSUCI candidates placed with them. For those candidates who are bilingual, master teachers are bilingual as well for at least one placement. The credential status of master teachers is assured by the program coordinators in conjunction with the administration of the cooperating local school districts.

We are fortunate to build upon the long-standing partnerships established by the CSUN off-campus Center at CSUCI. We have started to build on this partnership as the first four-year university in Ventura County. We anticipate a core of master teachers who are expressly recruited by program faculty because of their exemplary professional practice. We will further actively recruit new master teachers who are already recognized as leaders in their schools and have been identified by district supervisors and principals as exceptional. Criteria upon which master teacher selection will be based include:

- The ability and willingness to meet regularly with the student teacher to plan and provide feedback on observed lessons, assessments, and other assigned responsibilities;
- A professional commitment to model and discuss effective teaching with diverse learner populations;
- A commitment to establish a classroom climate that values the meaningful inclusion of students with disabilities, cultural and linguistic diversity (e.g., the

curriculum includes the experiences of the culturally diverse learners);

- The ability and willingness to provide the student teacher with opportunities to implement multicultural curriculum and to practice approaches for second language development and content access (e.g., giving the student teacher sufficient opportunity to practice scaffolding techniques);
- A professional commitment to model and discuss effective classroom management systems;
- Sensitivity to student teacher needs (e.g., the need to employ various instructional and assessment methodologies as specified in the 2042 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, Teaching Performance Expectations and reflected on student teaching assessment instruments);
- Competence in determining and communicating expectations, rationales for decisions, and evaluations of teaching;
- Enjoyment of professional growth through the exchange of ideas with the student teacher, the university supervisor, and other opportunities offered by the University.

Once all field sites and recommended master teachers are identified, the process of placement of student teachers with master teachers is as follows:

- The Student Teaching Coordinator and/or program coordinators work with the districts and schools to collaboratively agree upon a set of sites and mentor teachers who match student teachers' geographic, subject and grade level preferences. University supervisors are assigned and then are responsible for contacting the principal and the mentor teachers to arrange a first meeting with the student teachers under their joint supervision;
- Placements are identified which meet the site criteria articulated above and which best match the student teachers in terms of subject, age level, and geographic area. University supervisors are assigned and are then responsible for contacting the principal and the mentor teachers to arrange a first meeting with the student teachers under their joint supervision.

Throughout each semester, supervisors receive additional ongoing training provided by the Student Teaching Coordinator and faculty for the education program. CSUCI faculty meets with supervisors to keep them informed of changes in fieldwork requirements, clarify supervision procedures, and/or to assess specific progress or concerns about student teachers. These sessions are also intended as an opportunity for supervisors to communicate with each other about any issues relative to supervision responsibilities.

Every effort will be made to ensure that all assignments of master teachers are suitable and appropriate. Each cohort of students will have a faculty member assigned to provide and engage in open dialogue with all parties as needed when concerns about suitability and quality of master teachers arise. On that rare occasion when a change needs to occur, it will be done swiftly and diplomatically. Following each semester, CSUCI Program and Student Teaching and Program Coordinators will review the comments about mentor teachers made on the Program Evaluation form that is completed by the students at the end of each field experience. These forms are being developed as part of the Faculty Evaluation process. Input from student teacher supervisors will provide additional data to support continued relationships with specific school sites and master teachers. The appropriate program coordinator(s) will review this information and provide opportunities to those involved to offer further input should changes be recommended.

Orientation and Training

Orientation of master teachers will be pursued by each teacher's companion university supervisor. The master teacher will receive a Supervision Handbook that will specifically outline student performance requirements, mentor teacher responsibilities, and university supervisor responsibilities. The Supervision Handbook is currently being developed. These handbooks will be revised periodically, based upon input from supervisors, students, and mentor teachers. At the "visioning" meeting participants stressed the development of a cadre of master teachers with a close link between them and the university. Suggestions were made for using technology to bridge the relationships. Faculty and the Education Advisory Committee will continue to explore these opportunities to provide on-going professional training and development for master teachers.

Recognition of Field Supervisors

Master teachers will be compensated at a rate of \$25 per unit of the candidate's student teaching experience. Additionally, mentor teachers are recognized with letters of acknowledgement from the program coordinators and they will be given opportunities to participate in CSUCI events. University supervisors who are not employed as CSUCI faculty will receive compensation for student supervision as well. The rate is based upon background and experience as well as the degree (e.g., master's or doctorate).

Category I: Core Standards

Standard 9: Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

For an internship program: The development of the design and the coordination of an internship program include the institution of higher education and the participating district(s), with advice from representatives of persons who hold the affected credential from each participating district.

Rationale

To be well prepared as teachers, administrators, counselors, or other education service personnel, candidates need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs.

Because interns perform the duties of fully certificated holders of the credential, it is important that the representative of these certificated employees, along with district representatives, have input into the design and coordination of the internship program. Each of the three constituencies should cooperate in all decisions regarding the implementation and evaluation of the internship program.

Response

In the Fall of 2002, CSUCI welcomed its first students to the first four-year public university in Ventura County that is also the first new U.S. public university to open in the 21st century. Members of the CSUCI faculty, administration, surrounding K-12 educators and community had the unique opportunity to spend 2001-2002 planning and designing a teacher education program that is consonant with the missions and values of CSUCI. The CSUCI learning community has exercised the opportunity to construct a program that addresses the varied needs of diverse learners and their academic competence in a socially and technologically situated society. We are committed to a paradigm for teacher education that embraces a perspective that is inclusive, student-centered, and committed to excellence. This commitment extends to the Education Specialist: Mild/Moderate Disabilities Credential Program.

CSUCI places quality teacher education as a priority commitment. The quality of all programs ultimately is the concern of the entire CSUCI community-faculty, administration and staff.

The university has a clear mission. The core values to which we subscribe as a community are directly linked to the mission. The mission clearly addresses the need to develop educators well trained to meet the needs of diverse learners in Ventura County and the state of California. The mission states:

Placing students at the center of the educational experience, CSUCI 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.

The Education Specialist: Mild/Moderate Disabilities Credential Program resides in the Education Program area and is closely connected to the related Education Programs including the Multiple Subject and Single Subject Credential Programs. All programs respond to the mission of the University. Thus, the following values guide all program areas:

1. *Commitment to the development of content knowledge – breadth and depth;*
2. *Commitment and respect for diversity of all students;*
3. *Commitment to scholarship, teaching, and active learning;*
4. *Commitment to excellence across program areas;*
5. *Commitment to active involvement with the surrounding community.*

The Teacher Education Program builds on the content knowledge base to prepare teachers to serve the varied needs of our community. Our graduates are comfortable with the skills of self-analysis, reflection and self-critique of their teaching skills and attitudes; and working in collaborative, analytical teams.

CSUCI resides in a County and State that is representative of a diverse community – cultural, ethnic, linguistic community. The diversity of the student needs is at the forefront of our program for teacher preparation. We strive to implement a program for teacher education that responds to this community and the diversity of students and their needs. Our program for teacher education occurs in a learning community that adheres to rigorous learning standards.

The CSUCI professional education programs are designed to contribute to the teaching profession by producing teachers who believe that all students have the ability to achieve high standards and who adapt their teaching so as to reach all students, who respect the diversity of all students; incorporating this into their daily teaching.

Core Values

The faculty of the Teacher Education Program believe that:

- Continuous improvement is essential to our roles as life-long learners;
- Collaboration and inclusion are central to our work;
- Professionalism is demonstrated by our service to the university and community;
- Teaching all children, regardless of their particular learning situation is everyone's responsibility and is reflected throughout the program;
- Critical reflection and inquiry are an integral part of our professional responsibility;

- The responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone.

The quality of our teacher credential preparation program is the responsibility of the faculty who are knowledgeable of current research in teaching, learning and in our respective subject areas. We incorporate this knowledge into our teaching, service, and scholarship. Faculty are current with respect to requirements and standards from the State Department of Education and assessment processes in the field by attending all informational meetings and conferences.

Faculty work collaboratively and operate in an environment where all voices are heard. We model this in our respective classrooms delivering a program that demonstrates our strongly held value of collaboration and inclusion.

Program Elements for Standard 9: Program Design, Rationale and Coordination

9(a). The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.

Based on a comprehensive analysis of various factors influencing public education today, including standards-based assessments and curricula, reduced class size, greater accountability, district needs, and the rich diversity in California, the faculty members at CSUCI in consultation with local school districts and members of our community, have collectively designed a course of study for the Education Specialist: Mild/Moderate Disabilities Credential Program designed as an integrated course of study that reflects and builds upon our mission.

We have designed a course of study that prepares teachers who are reflective practitioners, with a belief that all children can learn, that are flexible, positive and compassionate, with a willingness to reflect critically, and are ethical decision makers who embrace the diversity of our student population. We have designed a program that will enable our candidates to experience a variety of teaching situations and become well grounded in the realities of being a teacher.

Integrated throughout the program are opportunities for candidates to interact with fellow students, to learn how to work collaboratively, to work at school sites which are linguistically and culturally diverse, to work closely with the Cooperating Teacher and a University Supervisor to ensure timely feedback on performance, and to take classes from highly qualified faculty who have spent a considerable amount of time in the schools.

Program Admission Requirements

Admission requirements for the Education Specialist: Mild/Moderate Disabilities Credential Program include:

Application. Application to both the University and the Education Specialist: Mild/Moderate Disabilities Credential Program.

Two Sets of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSUCI Office of Admissions, and one official set of transcripts must be submitted to the Education Program Teacher Credential Office with the program application.

CBEST Examination. Students must take the California Basic Educational Skills Test (CBEST) prior to admission to the Education Specialist: Mild/Moderate Disabilities Credential Program. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential. The CBEST must be passed before certification or intern teaching.

Subject Matter Preparation. Applicants must have completed subject matter competence for either a Multiple Subject Credential or a Single Subject Credential. The CSUCI Liberal Studies Option 3 – Teaching and Learning best prepares students for the multiple subject knowledge and skills required for the Education Specialist: Mild/Moderate Disabilities Credential Program. Students must take a relevant subject matter examination approved by the Commission. Candidates may satisfy this requirement in the subject of greatest interest to them (e.g., the California Subject Examination for Teachers in any of the subject areas--Multiple Subject, English, Mathematics, Science, or Health) prior to admissions to the Education Specialist: Mild/Moderate Disabilities Credential Program. 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. Knowledge of the U.S. Constitution demonstrated by completion of a two semester-units of a college level course or college-level examination is required.

Grade Point Average. The students must have an overall cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 units completed to be accepted into the Education Specialist: Mild/Moderate Disabilities Credential Program offered at CSUCI. If students do not have the required GPA, conditional admission may be available on a limited basis.

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

Certificate of Clearance. Students must possess or apply for a valid Certificate of Clearance as part of admission to the Education Specialist: Mild/Moderate Disabilities Credential Program. A copy of an emergency credential satisfies the clearance requirement.

Two Letters of Recommendation. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.

Field Experience. At least 45 hours of documented field experience in a K-12 classroom working with children with disabilities is required.

Interview. An interview conducted by an Education Program Admissions Committee is required.

Bachelor's Degree. An awarded bachelor's degree is required for program admission. Applicants completing the final term of their Bachelor's degree program may apply during that final term, but full admission will be conditional upon receipt of the Bachelor's degree. The applicant must submit a final transcript showing the degree awarded prior to beginning the Education Specialist: Mild/Moderate Disabilities Credential Program. A bachelor's degree is a requirement for teacher certification.

Writing Sample. A writing sample is required as part of the application process. The writing sample is a 500-600 word essay describing why the applicant has interest in teaching students with disabilities and with the diversity of languages and cultures represented in California schools.

Program Design and Sequence

Pre-requisites

Before entering the program, the candidates are required to complete 12 units of the following pre-requisites or provide evidence that a similar sequence of study has been completed at another educational institution.

<u>Pre-requisites</u>	Units
ENGL 475 Language and Social Context	3
SPED 345 Individuals with Disabilities in Society	3
EDUC 510 Learning Theory and Development Applied in Multicultural Contexts	3
EDUC 512 Equity, Diversity and Foundations of Schooling	3

The Education Specialist: Mild/Moderate Disabilities Credential Program is designed and sequenced to offer candidates the foundational information they need to be successful in the general and special education classroom and the advanced knowledge they will require in order to be successful special educators. The program is designed as a total of 35 sequenced units. The first full semester consists of 18 units over 15 weeks. Students are enrolled in three three-unit general education courses, two three-unit special education courses, and one three-unit field experience seminar in general education with a resource specialist. For the first ten weeks, candidates spend two mornings per week (e.g. first bell

until lunch) in the classroom setting. For the last five weeks, candidates spend three full days in the classroom setting. During the student teaching period, candidates continue to have contact with their cohort and faculty advisors through the student teaching seminar.

The second semester consists of 17 units over 16 weeks. Candidates are enrolled in three three-unit special education courses, and one eight-unit student teaching experience in a self-contained special education. For the first eight weeks, candidates spend two full days in a self-contained, special education classroom. For the last eight weeks, candidates will advance in their ability to successfully take responsibility for a self-contained, special education classroom five days per week. During the student teaching seminar, candidates continue to engage in ongoing dialogue, discussion, and reflection with fellow cohort members, faculty advisors and supervisors. We are confident that our candidates can handle the units in the program since many of the courses are designed for students to integrate and apply knowledge learned in one course to other courses.

Faculty work collaboratively to design courses, work across curricula, and plan assignments that reinforce and enhance, but do not duplicate one another. Since collaboration is an important part of our Teacher Education Program, we model for our students how to work collaboratively by working in collaboration with each other on course design and assignments – so as not to overburden the candidates.

**Full-Time Education Specialist: Mild/Moderate Disabilities Credential
(No Base Credential) (35 units)**

<u>First Semester</u>	Units
EDMS 522 Literacy I Multicultural / Multilingual	3
EDMS 526 Modern Methods in Mathematics Teaching	3
EDSS 540 Literacy in Secondary Schools	3
SPED 541 Foundations of Special Education	3
SPED 546 Consultation and Communication with Families and Professionals	3
SPED 570 Field Experience in General Education	3

<u>Second Semester</u>	Units
SPED 542 Managing Learning Environments	3
SPED 543 Educating Diverse Learners with Mild/Moderate Disabilities	3
SPED 545 Assessment of Students with Disabilities	3
SPED 580 Student Teaching in Special Education	8

**Full-Time Education Specialist: Mild/Moderate Disabilities Credential
(With Multiple Subject Credential) (29 units)**

<u>First Semester</u>	Units
EDSS 540 Literacy in Secondary Schools	3
SPED 541 Foundations of Special Education	3

SPED 546 Consultation and Communication with Families and Professionals	3
SPED 570 Field Experience in General Education	3

<u>Second Semester</u>	Units
SPED 542 Managing Learning Environments	3
SPED 543 Educating Diverse Learners with Mild/ Moderate Disabilities	3
SPED 545 Assessment of Students with Disabilities	3
SPED 580 Student Teaching in Special Education	8

Full-Time Education Specialist: Mild/Moderate Disabilities Credential (With Single Subject Credential) (32 units)

<u>First Semester</u>	Units
EDMS 522 Literacy I Multicultural / Multilingual	3
EDMS 526 Modern Methods in Mathematics Teaching	3
SPED 541 Foundations of Special Education	3
SPED 546 Consultation and Communication with Families and Professionals	3
SPED 570 Field Experience in General Education	3

<u>Second Semester</u>	Units
SPED 542 Managing Learning Environments	3
SPED 543 Educating Diverse Learners with Mild/ Moderate Disabilities	3
SPED 545 Assessment of Students with Disabilities	3
SPED 580 Student Teaching in Special Education	8