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.

Preliminary Administrative Services Credential Response

California State University Channel Islands plans to offer the Preliminary Administrative Services Credential beginning in summer of 2004. Titled the Principals Leadership Program, it will bring to Ventura County a much needed program that represents the next logical step in program development for Education Programs at CSUCI.

At the direction of President Richard Rush, the Vice President for Academic Affairs, initiated the development of the Preliminary Administrative Services Credential Program in February, 2003. Representatives of CSUCI met with Dr. Chuck Weis, Ventura County Superintendent of Schools, to assess the need for this administrative credential program. Dr. Weis confirmed the high need and offered to facilitate the involvement of the Ventura County School Superintendents and representatives of the Office of the Superintendent of Ventura County Schools. A steering committee composed of Dr. Joan Karp, Coordinator of Education Programs, Dr. Gary Berg, Director of Extended Education, and Dr. Conrad Rummel, Special Consultant, was then created to work with the faculty of CSUCI and highly qualified practitioners from Ventura County Schools to develop the Preliminary Administrative Services Credential Program. Superintendents from throughout Ventura County reviewed the program and provided the leaders with program modifications and enhancements. The program is designed to prepare principals for the school districts of Ventura County and more widely, the State of California.

It is the intention of CSUCI to begin the Administrative Services Credential in the summer of 2004 with an initial cohort group of 20-25 candidates and then expand the program slowly in the years that follow. Currently faculty from the Education Department and from related fields are prepared to teach in the program and their work will be supplemented by the addition of highly qualified school administrators from Ventura County, many of whom have preciously taught in the CSU Northridge program that was offered at the Channel Islands campus. The creation of the CSU Channel Islands program in place of the CSU Northridge program is part of the planned development of CSU Channel Islands.

CSU Channel Islands will employ a fully qualified coordinator for the Preliminary Administrative Services program. As enrollment increases and a second cohort group is added in the years ahead, additional faculty positions will be created. The cohort model with two or three classes offered each term allows for the balanced assignment of regular and adjunct faculty teaching during the 15-month program. The integration of university faculty and qualified, experienced practitioners provides a strong staffing model for the program.

California State Channel Islands has identified 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 programs 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 and to the Preliminary Administrative Services Credential Program demonstrate a high level of support on the part of CSU Channel Islands.

Table 1

Projected Student Enrollment Teacher Credential Program
FTES

	2002-03	2003-04	2004-05
Multiple Subject	80	100	100
Single Subject		15	25
Education Specialist		20	25
Preliminary Administration			25
Liberal Studies (teaching credential preparatory)	115	180	180
Total	**195**	**315**	**355**

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 (Exhibit1.4).

<u>Unit Management, Governance, Credential Program Liaison</u>

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 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 Credential 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
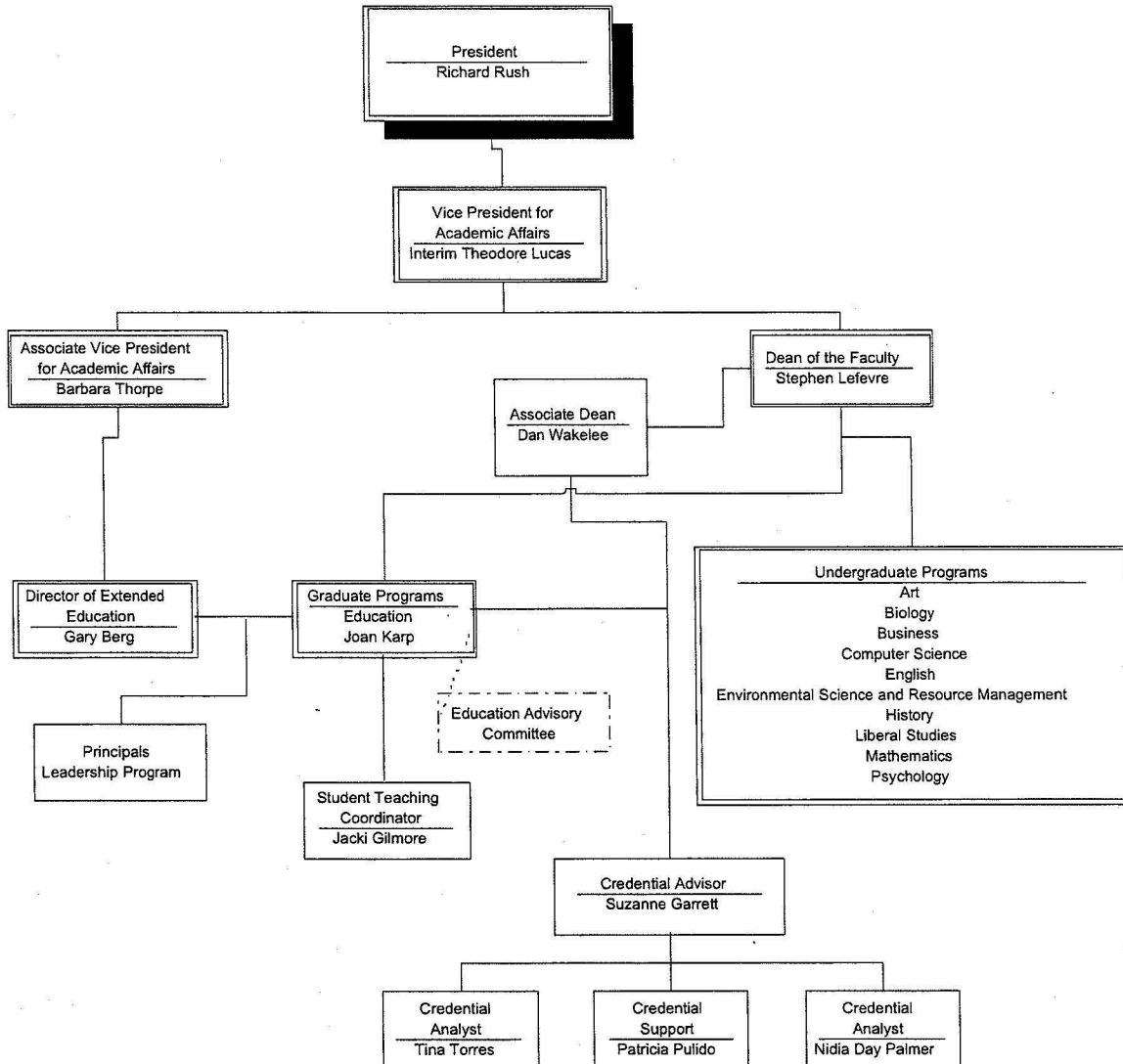
information and assistance for prospective, current and former students of the Teacher Education Program.

The Preliminary Administrative Services Credential has been developed within the academic decision-making structure of CSU Channel Islands and will continue to be guided by the faculty of the Education Department under the direction of The Education Program Chair who oversees academic components of the program: curriculum, program design, course structure, and evaluation of the program as well as the hiring and assignment of faculty.

In response to the demand for credentialed principals, the administration of CSU Channel Islands has decided to manage the daily operations of the Principals Leadership Program within the Department of Extended Education. In this respect, the program will be directed jointly by the Education Program Chair and the Director of Extended Education. The Director of Extended Education will be responsible for the operational elements of the program including admissions, scheduling of classes, and contracting with adjunct faculty who will supplement the work of tenure track faculty who teach and advise in the program. The Department of Extended Education will also employ an experienced administrator to serve as University Coordinator of the Principals Leadership Program. All personnel decisions will be made jointly by the Education Program Chair and the Director of Extended Education.

The CSUCI organizational chart shows the placement of the Extended Education Department under the direction of the Vice President for Academic Affairs and also shows the link of the Education Program to Extended Education in supporting and managing the Principals Leadership Program. The chart also shows the link between the Department of Extended Education and the Teacher Credential Office that will provide credential support for the Principals Leadership Program. Prior to admission, the Teacher Credential Office will review the application of each applicant to assure compliance with the requirements of CCTC. At the conclusion of the program each candidate will again be reviewed by the Teacher Credential Office to assure that the candidate has met all of the requirements of CCTC.

Exhibit 1.5

California State University Channel Islands
Academic Affairs

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                        ┌─────────────────────┐
                        │ President            │
                        │ Richard Rush         │
                        └─────────────────────┘
                                  │
                        ┌─────────────────────┐
                        │ Vice President for   │
                        │ Academic Affairs     │
                        │ Interim Theodore Lucas│
                        └─────────────────────┘
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Associate Vice President for Academic Affairs — Barbara Thorpe

Dean of the Faculty — Stephen Lefevre

Associate Dean — Dan Wakelee

Director of Extended Education — Gary Berg

Graduate Programs Education — Joan Karp

Education Advisory Committee

Undergraduate Programs
Art
Biology
Business
Computer Science
English
Environmental Science and Resource Management
History
Liberal Studies
Mathematics
Psychology

Principals Leadership Program

Student Teaching Coordinator — Jacki Gilmore

Credential Advisor — Suzanne Garrett

Credential Analyst — Tina Torres

Credential Support — Patricia Pulido

Credential Analyst — Nidia Day Palmer

12/6/03

15

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.

Preliminary Administrative Services Credential Response

This proposed program for candidates seeking the Preliminary Administrative Services Credential will be supported by the vision, resources, and structure of the university faculty and administration that is presented in response to Common Standard 1. CSU Channel Islands supported the development of the Principals Leadership Program by hiring Dr. Conrad Rummel as a special consultant to assist in the development of the Principals Leadership Program. Dr. Rummel will have led, over a sixteen month period (February, 2003 to July, 2004), a steering committee and program development committee to create a program that is to begin in July, 2004. Resources needed to support coordination, admission, advising, curriculum, instruction and field experiences are built into the planned budget for the program. Library, media resources, computer facilities and support personnel are available through the expanding facilities at CSU Channel Islands.

Dr. Joan Karp, Education Program Chair and Dr. Gary Berg, Director of Extended Education assisted Dr. Rummel in developing the Principals Leadership Program. A Program Design Committee composed of members of the Education Faculty and several highly qualified and experienced school administrators developed this program proposal. The program proposal was reviewed by the twenty-three Ventura County superintendents and Dr. Chuck Weis, Superintendent of Ventura County Schools. The resulting document was reviewed and critiqued by the entire Education Faculty before being presented to the University Curriculum Committee, the University Senate and the administration of CSUCI. At each of these levels, the program was reviewed and recommendations for improvement were incorporated into the design of the final product. By starting small, working directly with the Offices of the Superintendent of Ventura County Schools, involving highly qualified experienced school administrators from local school districts, CSU Channel Islands has demonstrated its commitment to provide the resources needed to support an effective credential preparation program in school administration. The institution is committed to funding the Principals Leadership Program that allows an initial cohort of twenty-five students. The program will be allowed to grow only as resources are available to maintain quality. A cohort of approximately 25, is 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.

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. Full time, tenure line faculty are 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. The University has identified professional education, specifically, credential programs for early investment of institutional resources. These new faculty additions will add to a very strong faculty that represents well various program areas.

Full-time faculty members, with specific expertise related to the program, will join with highly qualified and experienced practicing school administrators to teach in the Principals Leadership Program. Staffing need for the Education Program will take into account the needs of the Principals Leadership Program and provide the faculty resources to support the candidates in the first cohort group. As the program slowly grows, additional resources will be added. At no point will the growth of the program be allowed to jeopardize the quality of the learning experience.

All part-time faculty members have advanced degrees. Supervising administrators who mentor and supervise field work must be highly effective administrators, have earned at least Masters degree, and be fully credentialed in the areas they supervise. The Principals Leadership Program will be staffed to efficiently manage the admissions process for prospective candidates and the Credential Office is in place to screen candidates prior to admission and to review candidates at the conclusion of the program. The Credential Office 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. Carol Holder, the immediate past director of the CSU System Center for Teaching and Learning developed a Center for Teaching and Learning on campus. This center supports instructionally related activities designed to improve instruction. The University has committed funding to support travel to instructionally related activities, conferences and workshops with a budget of over $500 per faculty member.

Most classrooms contain overheard projectors, VCR's, and Internet connections. Storage space for books and other curriculum materials are also available. The resources listed below are available to serve the Principals Leadership Program and additional targeted resources specific to the needs of the program will be added prior to and during the course of the program.

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 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. Reference materials and texts related to educational administration are being added to the Library holdings. 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 t he 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 Lexis Nexis, 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 m ore 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 Information Technology Division is headed by the Chief Information

Officer who hold Cabinet rank. 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 Specialist 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 sties.

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 are issued an ID card by that is used 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 Education Specialist and Single Subject Credential Program in Spring 2004, and the Preliminary Administrative Services Credential Program in Summer, 2004. 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 Teacher Credential Office. 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.

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.

Preliminary Administrative Services Credential Response

Consistent with CSUCI policies and procedures, only qualified persons will be hired and assigned to teach the courses and supervise the fieldwork of the Preliminary Administrative Services Credential Program.

Faculty assigned will be drawn from currently tenured and tenure- track positions. Additional faculty will be selected from highly qualified experienced school administrators. Highly qualified means that the individual has both the academic preparation and administrative and teaching experience appropriate for the credential. Over time, as the program enrollment grows and as cohort groups are added, additional faculty positions will be added to support the program. All faculty will be knowledgeable about cultural, ethnic, and gender diversity and able to provide classroom and fieldwork experiences that are directly aligned with the program opportunities established by the California Commission on Teacher Credentialing.

Policies establishing support for faculty development, reward for outstanding teaching, and regular evaluation of instructors and supervisors are outlined in the response below and apply to all credential programs at CSUCI. Only individuals will be retained who are consistently effective, as demonstrated in evaluations of the program courses and field work by supervising administrators, candidates and program administrators

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 for all members of the Program Development Committee and for all full time Education Faculty members. Inspection of

these vitae will demonstrate our success in attracting first-rate faculty into the 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. The CSU Northridge has employed many highly qualified Ventura County School Administrators in offering the Preliminary Administrative Services Credential Program at the Channel Islands campus. These experienced adjunct faculty provide an excellent resource to CSU Channel Islands.

Following is a list of the Program Design Committee, and Education Faculty who actively participated in the development of the Principals Leadership Program.
Program Design Committee:
Joan Karp, Professor, Special Education, Tenured
Maria Denney, Assistant Professor, Special Education
Lillian Vega Castaneda, Professor, Language, Literacy and Culture, Tenured
Tom McCoy, EdD, Principal Hueneme High School
Howard Hamilton, PhD. Superintendent, Pleasant Valley School District
Denise Danne, EdD, Director of Human Resources, Ventura County Schools
Arlene Miro, PhD, Lecturer, CSUCI
Merilyn Buchanan, Assistant Professor, Math Education
Conrad (Tim) Rummel, PhD, Special Consultant, CSUCI

Additional Faculty actively involved in program development:
Jill Leafstedt, PhD Assistant Professor, Special Education
Bob Bleicher, PhD, Assistant Professor, Science Education
Jeanne Grier, PhD Assistant Professor, Science Education
William Cordeiro, PhD Professor, Business and Management

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 conducted by the Chair of the Education Program 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. Hiring of part-time faculty for the Principals Leadership Program will be the joint responsibility of the Education Program Chair and the Director of Extended Education.

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.

Preliminary Administrative Services Credential Response

The Principals Leadership Program will be evaluated by program candidates, graduates and local practitioners in accordance with the comprehensive evaluation plan outlined below. In the initial year of the program, candidates and staff will provide formative assessment of the program at the conclusion of each term. This ongoing assessment will be used by the Program Design Committee in making immediate modifications in the program and in preparing for the second year. At the conclusion of the first year in August, 2005, candidates and faculty and supervising administrators will evaluate the entire program and changes will be implemented based on the recommendations from the evaluation.

The Program Design Committee is composed of faculty from the Education Department and local school administrators selected for their experience in administrator preparation, effectiveness in university credential programs, and qualifications as practitioners. The Ventura County Superintendents have been provided progress reports on the development of the program and have offered direct input to the Program Design Committee. The Program Design Committee has also consulted with professionals offering administrative credential programs at a variety of universities throughout California and the United States integrating recommendations into the program design.

As a start-up University, we have had the opportunity to plan an initial approach to evaluation of all 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. The University's Institutional Proposal for Candidacy Review Submitted to WASC on February 18, 2002 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

The Principals Leadership Program faculty will meet regularly, formally and informally, to assess program the program. This approach will provide an opportunity for faculty to give feedback regarding their experiences and to make suggestions for possible changes or modifications to the program. Faculty will discuss program issues and explore changes or modifications that enhance the relevance of the curriculum. Discussions will also focus on program modifications that reflect CTC standards and an optimum integration and coordination of assignments and readings across courses. The Principals Leadership Program will work to improve consistency so students receive the highest standard of course instruction and field experiences. 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 Program Design Committee worked collaboratively to develop the program, building on the standards established by CTC, and then examining each course proposal in detail. Each course has a syllabus template that includes specific student learning outcomes, and standards from the document Standards of Quality and Effectiveness for Educational Leadership Preparation Programs.

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, supervising administrators will provide ongoing input into the implementation of the fieldwork component. We envision that these evaluations will be done regularly and consistently to guide implementation and long-range program development and revision.

The university coordinator and supervising administrators will complete evaluations of candidates' fieldwork 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 Candidates

Candidates 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, candidates provide evaluation input into each course they complete through university-wide course evaluation procedures. The course evaluation solicits input from the candidates 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 candidates is the Cohort Council, a representative group of credential candidates who will meet regularly to discuss common issues and concerns. Initially, the University Coordinator will serve as an advisor for the Cohort Council, and information from Cohort Council meetings will be communicated to the faculty, administration 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. Principal Leadership Program faculty 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 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.

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.

Preliminary Administrative Services Credential Response

Applicants will be required to meet multiple criteria including a grade point average of 3.0 or better in undergraduate work; two letters of professional recommendation from professionals who are knowledgeable of the applicant's work, at least one of whom is the candidate's immediate supervisor; a written statement of purpose describing why the applicant wants to be considered for further study in the field of school administration; and an interview. In accordance with the Commission's adopted criteria, applicants will also be required to possess a bachelors degree, a valid teaching credential, successfully pass the CBEST Exam, receive a certificate of clearance and verify completion of at least three years of successful full-time teaching in public or private schools or three years successful experiences in areas of service designated by the Commission.

Consistent with mission of CSUCI, candidates from diverse backgrounds will be encouraged to seek admission. Representatives of the Principals Leadership Program will work with Superintendents of Schools of Ventura County and Directors of Human Resources from Ventura County Schools to recruit applicants from diverse backgrounds thereby enriching the quality of the cohort group and also preparing candidates who represent the diversity of the schools of Ventura County.

Admission criteria for the Principals Leadership Program are summarized as follows:

Bachelors Degree
Valid Teaching Credential or Valid Credential in areas designated by Commission
Successful passage of CBEST
Cumulative grade point average of 3.0
Three years of verified successful teaching experience
Two letters of recommendations from professionals who are knowledgeable of the candidate's professional work, at least one of whom is the candidate's immediate school administrator
Certificate of Clearance
Interview with Principals' Leadership Admissions Committee
Written statement of purpose (500-600 word essay) describing why the candidate desires to be considered for further study in school administration.

CSUCI will assure that candidates admitted to the Principals Leadership Program meet high academic standards (grade point average, passage of CBEST, written statement of purpose and professional recommendation); demonstrate strong potential for professional success in schools as measured by appropriate measures of personal characteristics and prior experience (a minimum of three years of successful teaching or related experience in areas identified by the Commission and professional letters of recommendation by those familiar with the applicant's work including the applicants immediate supervisor, and certificate of clearance). Applicants will also be interviewed prior to admission to determine readiness for an intensive graduate experience in a cohort group focused on development of clearly defined performance standards in school leadership.

Across all of these measures, the Principals Leadership Program 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.

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.

Preliminary Administrative Services Credential Response

Building on the advisement model of all CSUCI Education Programs, the Principals Leadership Program will meet this standard using the variety of support systems. 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 advisor. In the first year of the program the university coordinator will serve as the cohort advisor. The advisor's counsel is provided formally in a class setting when information needs to be shared. (Courses EDPL 631 and 632 meet during each term of the program.) Advice and counseling is also done on an informal basis and individually with candidates as needed. As the program expands in future years, each cohort will have its own advisor.

As each candidate progresses through the program, s/he is encouraged to interact with the program faculty, and the university 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 candidates about upcoming deadlines, requirements, and other important program matters. Courses EDPL 631 and 632 (Professional Development and Field Work) will the primary center of communication with other courses being used as necessary.

Candidates will be frequently informed by faculty and administration of the importance of being in contact with the university coordinator of the Principals Leadership Program. The university coordinator will use the Professional Development Seminars that meet monthly to maintain personal contact with each member of the cohort and to inform candidates of the full ranges of services available to them as CSUCI students.

Candidate Advisement

Candidates in 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, and the university coordinator who serves as cohort advisor. The university coordinator also

facilitates communication and resolution of problems and concerns between and among candidates and faculty.

Personal, academic and career advisement is available from course instructors. Academic or personal development issues an individual candidate might be having are brought to the attention of the university coordinator or faculty members who are teaching classes. The university 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 university coordinator who mediates to bring about a satisfactory resolution.

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. The Office of the Ventura County Superintendent of Schools also provides information on career opportunities in the schools of Ventura County.

Candidate Assistance and Retention

In addition to the Principals Leadership Program 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 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 size in the Principals Leadership Program to 25, ensuring a high level of both faculty and peer support for candidates. 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 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 and school district supervisor support and many opportunities to reflect upon and assess their own performance. At the conclusion of each fieldwork experience, both university

supervisors and school district supervisors evaluate the candidate on her/his level of skill, knowledge and effectiveness.

If at any time during the program there is an indication that a candidate needs academic, professional or personal assistance, a conference will be held with the candidate and the university coordinator to jointly develop a plan of action to remedy the situation. If there is no improvement, a second conference will be 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 to candidates who may present their case to the next administrative level of the University, in this case the Program Chair of the Education Program and, if necessary, 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. The university coordinator of the Principals Leadership Program works in unison with the Credential Advisor and the Education Program Chair. The university coordinator keeps abreast of changing CCTC requirements with respect to programmatic issues. The Credential Advisor keeps abreast of various licensure requirements. Together, these individuals meet regularly with the Education Program Chair 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.

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.

Preliminary Administrative Services Credential Response

As indicated in the response to Common Standard 1, the Principals Leadership Program was created in response to the needs identified by Ventura County Superintendent of Schools and reinforced by the collective assembly of Superintendents of the school districts in Ventura County. As indicated in the Principals Leadership Program Field Work Handbook, the university coordinator will work with representatives of the schools of Ventura County to select highly qualified school administrators to serve as supervising administrators for each of the candidates in the cohort. The university coordinator will work with the Superintendents and the Human Resource Directors from the school districts to identify appropriate sites and supervising administrators. This process will occur in sequence with the admissions process so as to provide candidates with field work sites that are professionally suitable and geographically accessible to the candidates.

Supervising administrators will share the following characteristics:

A deep desire and commitment to support and mentor new administrators
Skills needed to advise and direct candidates in professional development and field work
Commitment to and active involvement in professional development
A clear vision focused on leadership that supports success for all students
Three years minimal experience in successful school administration
Possession of the Administrative Services Credential

The Principals Leadership Program Field Work Handbook provides for structured field experiences that focus on development of the competencies specified in the Standards of Candidate Competence and Performance (10-15) established by the CCTC. The field work is integrated into a professional development process that is scheduled for the entire length of the program while still requiring an intensive experience during one or more of the terms. The rationale for field work is grounded in the professional development and goal setting process that requires each candidate to work with a highly competent experienced school district administrator who is prepared to advise, support and challenge the candidate in developing entry-level competency in each of the specific standards of performance.

The field work is further supported by seventeen (17) seminars scheduled over the course of the program that provide support, instruction and feedback from the university coordinator and collegial feedback from the entire cohort.

The Professional Development and Field Work courses (EDPL 631 and 632) have the following attributes:

- Scheduled for all members of the cohort and for the entire length of the program
- Introductory seminars that provide orientation to the entire program with special focus on Standards of Candidate Competence and Performance (10-15)
- Introduction to the expectations of graduate level work including reading, research, reflection, writing and self-directed learning
- Candidate pre-assessment of competency on each of the elements of Standards 10-15
- A long term professional mentoring and field work relationship with a highly qualified administrator that includes goal setting, documentation and feedback.
- A partnership of candidate, supervising administrator, and university coordinator that requires candidates to direct and document their learning under the direction and mentorship of the supervising administrator and the university coordinator
- Field work that includes experiences embedded in the courses of the program, individually designed experiences that occur throughout the program and that focus on development of identified competencies, and a single intensive experience of at least 120 clock hours that includes a full range of site level administrative responsibilities
- Seminars that focus on each Standard of Candidate Competence and Performance, and also provide cohort support and feedback and exploration of each candidate's field experiences in relationship to the development of entry-level competency
- A clearly designed summative assessment process that integrates all elements of the program, establishes and maintains the primary focus on development of entry-level competency on each of the Standards of Candidate Competence and Performance and that is available to candidates, course instructors, supervising administrators and to the university coordinator from orientation to program conclusion.
- A final decision on recommendation for the Preliminary Administrative Service Credential that is based on the documented performance of the candidate as assessed by course instructors, the supervising administrator and the university coordinator

Further details on the school collaboration and field work program are provided in the syllabi for Courses EDPL 631 and 632 and Principals Leadership Program Field Work Handbook which included in the appendix.

Collaboration

Collaboration with K-12 educators is fundamental to the mission of CSUCI. Building on the positive relationships created by the Teacher Education Programs that are directly involved in schools throughout Ventura County, the Principals Leadership Program represents the next step in collaboration between CSUCI and the schools of Ventura County. The partnership agreement that is included in the appendix to this

document provides the formal agreement that will serve as the foundation for collaboration that is needed to support the development of candidates who are fully prepared to accept positions of leadership in the school districts of Ventura County. The partnership will build on the foundation of collaboration established by the CSU Northridge Program that has provide field experiences in the schools of Ventura County in a program approved by CCTC to prepare candidates for the Preliminary Administrative Services Credential.

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.

Preliminary Administrative Services Credential Response

Selection District-Employed Field Supervisors (Supervising Administrators)

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 Principals Leadership Program will provide placement opportunities with specific supervising administrators who model excellent leadership strategies and provide inclusive opportunities in diverse school settings. CSUCI is building and nurturing a close partnership with area school districts. We are committed to careful selection of supervising administrators and credential candidates who value collaboration, diversity, and inclusive educational practices. All supervising administrators who are chosen to accept candidates will have at least three years of successful administrative experience and hold the credential(s) appropriate for training, mentoring, and coaching CSUCI candidates placed with them. For those candidates who are bilingual, supervising administrators are bilingual. The credential status of the supervising administrator is assured by the university coordinator in conjunction with the administration of the cooperating local school districts and will be verified as approval for the supervising administrator is obtained from the respective administrators school district.

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 supervising administrators who are expressly recruited by local superintendents, human resources directors and program faculty because of their exemplary professional practice. We will actively recruit supervising administrators who are already recognized as leaders in their schools and have been identified by superintendents and principals as exceptional. Criteria upon which supervising administrator selection will be based include:

- The ability and willingness to meet regularly with the candidate to plan and provide feedback on the professional development plan and field experience responsibilities;

- A professional commitment to model and discuss effective leadership with diverse learner populations

- A commitment to establish a school 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 candidate with opportunities to develop entry level competencies in all of standards established for the Preliminary Administrative Services Credential

- A professional commitment to model and discuss effective instructional leadership

- Sensitivity to candidate needs (e.g., the need to balance the challenges of school leadership with personal priorities and the need to explore professionally and personally the challenges of school leadership positions)

- Competence in determining and communicating expectations, rationales for decisions, and evaluations of administrative performance;

- Enjoyment of professional growth through the exchange of ideas with the candidate, the university coordinator, and interest in opportunities offered by the University.

Once all field sites and recommended supervising administrators are identified, the process of placement of candidates with supervising administrators is as follows:

Work with the districts and schools to collaboratively agree upon a set of sites and supervising administrators who match candidate's geographic and school level preferences. Candidates are assigned and then are responsible for contacting the supervising administrator to arrange a first meeting. Responsibilities for preparation for this meeting are outlined in the Principals Leadership Program Field Work Handbook.

Throughout each term, supervising administrators receive additional ongoing support provided by the university coordinator. The university coordinator meets with supervising administrators to keep them informed of changes in fieldwork requirements, clarify supervision procedures, and/or to assess specific progress or concerns about candidates.

Orientation and Training

Orientation of supervising administrators will be the responsibility of the university coordinator. The supervising administrator will receive the Principal Leadership Program Field Work Handbook that will specifically outline candidate performance requirements, supervising administrator responsibilities, and university coordinator responsibilities. Special attention will be made to providing supervising administrators with orientation to the Standards of Quality and Effectiveness for Educational Leadership Preparation Programs

established by the CCTC. A formal orientation session will be held for all supervising administrators. Those administrators have fulfilled this role in the CSUN will be invited to share positive practices that supported effective mentoring of candidates. The university coordinator will work collaboratively with supervising administrators to create a shared understanding of entry-level competency on each of the standards of candidate performance. The text. Moving Leadership Standards Into Everyday Work: Descriptions of Practice will be provided to each supervising administrator. As specified in the handbook, the university coordinator will meet with supervising administrator and candidate at the school sites at least one each term. E-mail will be used to maintain current relationships. The Principals Leadership Program Field Work Handbook will be revised periodically, based upon input from supervising administrators, candidates and program faculty.

Evaluation of Supervising Administrators

Every effort will be made to ensure that all assignments of supervising administrators are suitable and appropriate. After an initial meeting to clarify expectations, the university coordinator will meet with candidate and supervising administrator at school sites at least once each term. The Professional Development and Field Work seminars will provide candidates an opportunity to address concerns related to their relationship to their supervising administrator. On that rare occasion when a change needs to occur, it will be done swiftly and diplomatically. Following each term, the university coordinator will review the comments from candidates and supervising administrators on a form that is completed independently by candidates and supervising administrators. These forms are being developed as part of the program evaluation process. The university coordinator will review this information with candidates and supervising administrators and provide opportunities to those involved to offer further input should changes be recommended. Problems will be addressed in a straightforward mode using the opportunity as a learning one for all involved.

<u>Recognition of Field Supervisors</u>

Supervising administrators will be recognized with letters of acknowledgement from the university coordinator and the administration of CSUCI and they will be given opportunities to participate in CSUCI events that of professional and personal interest. The cohort group will also be invited to organize a recognition program for their supervising administrators at the conclusion of Professional Development and Field work in gratitude for the gift of mentoring and in celebration of their completion of the program.