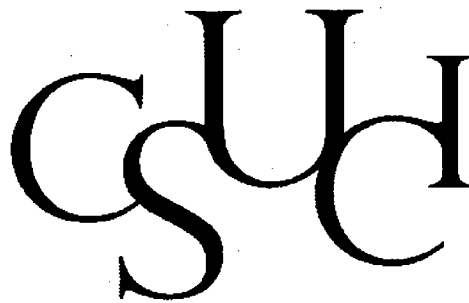


CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**PROFESSIONAL TEACHER PREPARATION  
PROGRAM PROPOSAL**

**PRECONDITION REPORT**



**Submitted to  
California Commission on Teacher Credentialing**

**November 25, 2008**

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**California State University Channel Islands**  
**Precondition Report**  
**November 25, 2008**

**A. Special Characteristics of the Institution.**

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

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

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

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

**B. Indication of Selected Options**

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

**C. Response to the Preconditions**

## **General Preconditions Established by the Commission**

### **1. Accreditation and Academic Credit.**

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

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

### **2. Responsibility and Authority.**

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

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

### **3. Personnel Decisions.**

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

### **4. Demonstration of Need.**

Not applicable, as our application is for continuing accreditation.

**5. Practitioners' Participation in Program Design.**

Not applicable, as our application is for continuing accreditation.

**6. Commission Assurances.**

Not applicable, as our application is for continuing accreditation.

**7. Requests for Data.**

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

**General Preconditions Established by State Law**

**8. Faculty Participation.**

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

**9. California Basic Educational Skills Test.**

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

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

## **10. Certificate of Clearance.**

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

## **Preconditions for Multiple and Single Subject Programs**

### **11. Limitation on Program Length.**

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

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

### **12. Limitation on Student Teaching Prerequisites.**

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

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

### **13. English Language Skills.**

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

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

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

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

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

**For Internship Programs: Not Applicable**

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

- 15. Program Admission.**

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



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

#### **16. Subject Matter Proficiency.**

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

#### **17. Completion of Requirements.**

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

## **Preconditions for Internship Programs**

### **11. Bachelor's Degree Requirement.**

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

### **12. Supervision of Interns.**

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

### **13. Assignment and Authorization.**

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

### **14. Participating Districts.**

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

## **Specific Preconditions Established by the Commission for Internship Programs**

### **15. Non-Displacement of Certificated Employees.**

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

### **16. Justification of Internship Program.**

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

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

## **Preconditions for Education Specialist Programs**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Preconditions for Administrative Services Programs**

### **11. Prerequisite Degree and Credential.**

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

**For Internship Programs:** Not applicable.

### **12. Experience Requirement.**

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

**For Internship Programs:** Not applicable.



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

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

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

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

Not applicable

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



July 17, 2007

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

Dear President Rush:

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

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

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

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

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*Finance & Operations Manager*

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

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

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

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

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

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

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

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

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

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

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

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

The Commission acted to:

1. Receive the Educational Effectiveness Review team report and grant Initial Accreditation to California State University, Channel Islands.
  2. Schedule the Proposal to be due on October 15, 2012, the Capacity and Preparatory visit in spring 2014, and the Educational Effectiveness visit in fall 2015.
  3. Pursuant to the policy on Initial Accreditation, set the effective date of accreditation as May 19, 2007.
  4. Request that the institution incorporate its response to the issues raised in this action letter and the major recommendations of the Educational Effectiveness team report in its Proposal. This may be done by referencing where these responses are in the Table of Contents or in an addendum to the Report.
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Initial Accreditation is granted for a maximum of seven years. Institutions granted the status of Accreditation must use the following statement if they wish to describe the status publicly:

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

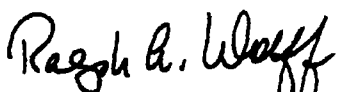
The phrase "fully accredited" is to be avoided, since no partial accreditation is possible. The accredited status of a program should not be misrepresented. The accreditation granted by WASC refers to the quality of the institution as a whole. Since institutional accreditation does not imply specific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

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

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

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

Sincerely,



Ralph A. Wolff  
President and Executive Director

RW/aa

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

