# Table of Contents

CHAPTER I. SPECIAL EDUCATION CLEAR INDUCTION CREDENTIAL PROGRAM ..... 3
  Introduction ................................................................................................................................. 3
  Special Education Program Philosophy and Mission Statement ................................................. 3
  Program Design and Coursework Sequence ............................................................................... 5
  Special Education Program Application/Admission Timelines .................................................. 6
  Exceptional Admission Policy..................................................................................................... 7
  Admission Requirements .......................................................................................................... 7
  Waivers and Out-of-State Transfers ............................................................................................ 8
  Notification of Clear Induction Program Admission ................................................................. 8
  Academic Advising ..................................................................................................................... 8
  Candidates’ Interview with Academic Advisors ......................................................................... 8
  Requirements for Continuing in the Special Education Program................................................ 9

CHAPTER II. CLEAR INDUCTION PROGRAM COURSES................................................... 11
  EDSP 650 Application of Theory into Practice Induction Seminar: ......................................... 11
  EDSP 570 Characteristics and Needs of Students with Autism Spectrum Disorder ................. 11
  EDSP 585 Instructional Strategies for Students with Autism Spectrum Disorder .................... 11
  EDSP 660 Professional Development in Specialization Areas: ................................................ 11
  EDSP 680 Current Instructional Practices for Diverse Learner: ............................................... 12
  EDSP 690 Advanced Behavioral and Environmental Supports: ............................................... 12
  EDSP 688 Research in Education: ............................................................................................ 12
  EDSP 695 Professional Leadership Seminar: ........................................................................... 12
  EDEL 463 Language and Literacy for the Diverse Classroom II ............................................. 12
  EDEL 460 Language and Literacy for the Diverse Classroom I ............................................... 12

CHAPTER III. CSUB APPEAL PROCESS FOR THE DISPOSITION ASSESSMENT .......... 15
  Procedure for Initiating Appeal ................................................................................................. 15
  Student Appeals Committee Membership ................................................................................. 15
  Attendance at the Hearing ......................................................................................................... 15
  Procedure ................................................................................................................................... 16
  Recommendation of the Student Appeals Committee ............................................................... 16

CHAPTER IV. LIST OF IMPORTANT CONTACTS ................................................................. 19

APPENDIX A CLEAR INDUCTION PROGRAM APPLICATION FORMS ....................... 21
CHAPTER I. SPECIAL EDUCATION CLEAR INDUCTION CREDENTIAL PROGRAM

Introduction

The Special Education Clear Induction Credential Program at California State University, Bakersfield (CSUB) is designed to provide program candidates with the knowledge and competencies necessary for earning a Professional Clear Special Education Credential.

To apply to the Special Education Program, you must complete an application file as described in this handbook. A Special Education Program Orientation Meeting is scheduled every quarter for the following quarter admissions. The candidate must attend the Orientation Meeting the Quarter before you intend to start the Special Education Program.

Title 5 of the California State Education Code requires that a student meets admission requirements before enrolling in any credential courses. Therefore, enrollment in any upper division or graduate credential courses is limited to Clear Induction program candidates who have met program admission requirements. All admission materials and procedures may be found in the Special Education Admission Packet.

Special Education Program Philosophy and Mission Statement

Program Philosophy and Rationale

The Special Education Credential Programs at California State University, Bakersfield (CSUB) are guided by the philosophy and based on the laws (PL94-142, PL101-457, PL105-17) that all individuals in our society have the right to be educated in the least restrictive environment to fulfill their individual needs and become productive and/or participating members of society by developing their optimal potential.

The Special Education Credential Programs are grounded in the School of Social Sciences and Education mission statement and theme. The theme provides a conceptual framework for all professional education programs within the School. In particular, the Mild/Moderate and Moderate/Severe Credential Programs have been developed through the joint efforts of CSUB special education and general education program faculty and local area practitioners who are committed to influencing the practice of teaching students with special needs.

Special Education Program Mission

The primary mission of the CSUB Special Education Program is to prepare Education Specialists who can effectively teach students manifesting Mild/Moderate/Severe Disabilities by applying evidenced-based practices that value the inter/intra individual differences of all students and allow them to attain their potential to the fullest extent possible with regard to their personal, academic and career needs or interests.
This mission is focused on the development and advancement of contemporary instructional, interpersonal and management skill competencies needed by special educators, including those seeking advanced degrees, to be “reflective decision-making professionals” who continually seek to improve their skills in serving students with disabilities and for working with parents and other professionals (last revised 2/2011).

A common thread throughout the program is the philosophy that the education of all youth is the shared responsibility of general education classroom teachers, special education teachers, parents, administrators, and related support personnel. Therefore, the program prepares personnel to work in schools emphasizing the skills necessary for successful school collaboration efforts.

**Special Education Program Goals/Student Learning Outcomes**

The Special Education Credential Program at CSUB integrates both theoretical models and classroom practices to address the reality of the students with Mild/Moderate/Severe Disabilities. The following goals were identified by the Special Education and Teacher Education faculty members and the Community Advisory Committee, including the Kern County SELPA leadership:

1. The program is unified by the common, overall goal of helping candidates become reflective practitioners who are able to draw upon a variety of skills and models and apply them effectively in many educational settings.
2. Candidates demonstrate knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to students with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.
3. Candidates demonstrate an appropriate level of competency working with students from diverse backgrounds by understanding and accepting differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual learners.
4. Candidates develop professional perspectives by examining educational policies, and existing and emergent practices in relation to fundamental issues, philosophy and history of education, relevant legal requirements, and the status of special education services within society.
5. Candidates gain specific competencies in (a) assessing and evaluating students, (b) effectively managing learning environments, (c) planning and implementing curriculum and instruction, and (d) effectively communicating and collaborating with public school personnel and parents.
6. Candidates gain understanding of the characteristics and unique needs of students with mild/moderate/severe disabilities.
7. Candidates demonstrate appropriate skills in positive behavior support for students with disabilities;
8. Candidates demonstrate competencies in using or adapting advanced technology for their classroom teaching for students with disabilities.
9. Candidates exhibit behaviors representing the high standards demanded of the teaching profession, including the need to participate in a learning community throughout their careers.
10. Candidates demonstrate knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities.
CSUB Special Education credential programs are designed to reflect the standards established by the California Commission on Teacher Credentialing (CCTC) and to integrate the rationale of the University with the School of Social Sciences and Education Theme. All required components of the specialist program are congruent with the expectations set forth by the CCTC. Specific objectives and learning opportunities to meet the standards are assigned to particular courses in the program.

**Clear Induction Program Design**

The knowledge base of the Special Education Program is integrated into the course offerings and program requirements of the Clear Induction Credential Program. The **Clear Induction Program is taken following completion of the Level I or Preliminary Credential Program.** This professional level program is comprised of five courses, 14-15 quarter units. Level I Credential holders may be required to take additional courses required by CCTC.

**Clear Education Specialist Credential Program Outline**

All candidates are required to take EDSP 650 (the first quarter) and EDSP 695 (the last quarter). Candidates will select one of the three options at the initial meeting with an academic advisor. Each option consists of three courses.

**Induction Seminar (Required for ALL)**
EDSP 650(2) Application of Theory into Practice Induction Seminar (2)

**Option I: Positive Behavior Support (a total of 3 courses)**

*Select 3 courses from the following list.*
- EDSP 585 (4) Instructional Strategies for Students with Autism
- EDSP 660 (4) Professional Development in Specialized Areas: Include Non-University Activity such as BICMA, NCPI with Certificate, or BTSA completion that can account for 20 hours of professional development
- EDSP 688 (3) Research in Special Education
- EDSP 690 (3) Advanced Behavioral and Environmental Supports

**Option II: Specialized Curriculum & Instruction (a total of 3 courses)**

EDSP 680 (3) Current Instructions Practices for the Diverse Learner
EDSP 688 (3) Research in Special Education

*Select 1 course from the following list.*
- EDEL 460 (4) Language and Literacy for the Diverse Classroom I
- EDEL 463 (4) Language and Literacy for the Diverse Classroom II
- EDSP 585 (4) Instructional Strategies for Students with Autism
EDSP 660 (4) Professional Development in Specialized Areas: Include Non-University Activity such as BICMA (12 hours), NCPI (12 hours) with Certificate, or BTSA Completion that can account for 20 hours of professional development

**Option III: Focus on Autism** (leads to Autism Authorization)

EDSP 570 (4) Characteristics and Needs of Students with Autism.
EDSP 585 (4) Instructional Strategies for Students with Autism
EDSP 660 (3) Professional Development in Specialized Areas: Include Non-University Activity on Autism or BTSA Completion that can account for 15 hours of professional development

**Assessment of Professional Competency (Required for ALL)**

EDSP 695(2) Professional Leadership Seminar

**Additional Requirements for Candidates with a Level I Credential**

Candidates with a Level I credential will meet with a university advisor at their entry to the program and assess their competencies of the contents that are not addressed in the Clear credential program. Candidates will be advised to attend professional development workshops, inservice workshops, or a university course to address the content gaps. The topics include:

- Advanced data driven decision making
- Advanced behavioral, emotional and environmental supports
- Transition planning
- Case management
- Consultation/collaboration

In addition, Candidates with a Level I credential must meet following statutory requirements.

- **Health Education**: Health requirement can be completed by taking BIOL 220 at CSUB or an equivalent course at other universities.
- **Technology requirement**: Candidates are required to take EDSP 415 (Technology for Education Specialists) at CSUB or an approved university course.
- **CPR**: A valid CPR certificate should be submitted.

**Special Education Program Application/Admission Timelines**

Candidates must submit your application packet one quarter prior to the quarter when you wish to enroll and observe the following sample procedural timelines.

**Application/Admission Timelines:**

*(The following schedule is an example. The winter term is used for purposes of demonstration only. A timeline specific to each quarter’s admission schedule is available in the Special Education Office or posted on the bulletin board and will vary from the sample below.)*
Winter Quarter Applicants

Sept 15: Be admitted to the University.

Sept 29: Attend Group Orientation Meeting if interested in applying for the special education program for fall quarter.

Oct 6: Submit completed Application Package to Ms. Julia Bavier (a credential evaluator, the credentials office.)

Oct 9-13: Evaluation and checking off the application list completed by program evaluator. All files are delivered to the Credential’s Office.

Oct 16: Program screening committee review completed. Admittance notification mailed out by this date.

Oct 16-26: Academic Advising and Interviews by faculty.

Please schedule your advising and interview appointment with your advisor upon receipt of your acceptance letter.

Admitted candidates will begin their credential programs in the following quarter. Faculty advisors will ensure a good start to the student’s first quarter of study by providing all necessary information regarding life at the university.

Exceptional Admission Policy

No predictions, guarantees, or assurances can or should be made about or to students applying under exceptional admission status. This procedure is competitive because there are fewer admission slots than there are students applying for them. It is impossible to determine whether or not a student will be given exceptional admission status until the evaluation process is complete. (Exceptional Admission Application Form is available in the Credential’s Office.)

Admission Requirements

Candidates must complete an admission application to the Clear Induction Credential Program one quarter prior to the beginning of the Clear Induction Program.

Admission requirements include the following:

- Submission of a complete Clear Induction program application packet.
- A valid Level I or a Preliminary Education Specialist Credential.
- Verification of employment in a special education teaching position or in an educational setting that is mutually acceptable to the parties signing the candidate’s induction plan and in which a support provider will be assigned.
- A grade point average (GPA) of 3.0 overall or 2.75 for Special Admission.
- Attend a Program Orientation Meeting held at the second week of each quarter. The meeting dates and times will be posted in the Credential’s Office.
- **Additional items** for applicants who have NOT completed a preliminary or Level I program at CSUB.
  - Transcripts from previous institutions.
  - Autobiography.
  - Two Letters of Recommendation

### Waivers and Out-of-State Transfers

Students with out-of-state credentials should contact the California Commission on Teacher Credentialing directly. California is making progress regarding comparability with other states. In some cases, you may be granted a Specialist Preliminary Credential and the Commission will stipulate the work required to obtain a Clear Credential. In other cases, you may be required to complete a Preliminary and Clear Specialist Credential Program. If you hold an out-of-state credential, your first step is to contact the Commission.

### Notification of Clear Induction Program Admission

Special educational faculty will review the application materials, including letters of recommendation to determine if the candidate meets all requirements for admission to the Clear Induction Program. The recommendation by the faculty review committee is then forwarded to the Credentials Office. Candidates will be notified regarding their admission status to the Clear Induction Program.

### Academic Advising

Individual Advising Sessions are scheduled by the candidate. The Special Education “Clear Induction Program Plan” is completed and signed by the candidate and the Faculty Advisor. This is a time when the Clear Induction candidate and the Faculty Advisor checks the courses that the candidate needs to complete in order to receive their clear credential. The candidate is to follow this program plan, and no one can change this plan without the program director’s approval. If there are questions regarding the program plan, the candidate is to seek the advice of their Faculty Advisor and not their peers.

### Candidates’ Interview with Academic Advisors

Once candidates are admitted to the program, each candidate is assigned to an academic advisor. Each candidate meets with his/her advisor immediately after receiving a letter of admission to develop a program plan for the credential work. At the initial advising session, an academic advisor conducts an interview with a candidate.

During the interview session, candidates will be asked questions that elicit responses regarding their talents, interests that may be useful in teaching, background or preparation related to diversity, and education-related career goals. The interview form will allow for tabulation of interviewer opinions about interviewees on several rated topics. There will also be a section allowing the interviewer to make any observation deemed appropriate. Applicants will be rated on:
a. the general impression of the applicant’s health, vitality, poise, responsiveness;
b. their many-sided interests, abilities, and experiences;
c. their speech and communication skills;
d. their personality and suitability to teaching, the traits of which may include: positivism, friendliness, enthusiasm, openness, responsiveness to others, a positive perspective and attitude toward youth and the teaching role and responsibility;
e. their philosophy of education and interest in teaching both general education and special education students;
f. their interest and commitment to an education career; and
g. their receptivity to working with multi-ethnic students

Interviewers/advisors will rate the applicant on a scale of superior, good, average, below average and no opportunity to observe in regards to the applicant’s professional aptitude, attitude, and receptivity to feedback, responsibility and professional appearance. During the interview, interviewers will also rate the applicant’s speech and language proficiency in English and disposition.

**Requirements for Continuing in the Special Education Program**

**GPA**
Clear Induction program candidates must maintain a minimum GPA of 3.0 in all required credential courses attempted after entry into the program. Candidates whose GPA falls below 3.0 will either be put on probation for one Quarter or be asked to drop from the program.

**Advancement through the Program**
Clear Induction program candidates whose performance is judged inadequate will be expected to improve or repeat the problem courses before advancing the program. The Special Education Program Faculty meet regularly to discuss program candidates’ progress and make recommendations.

**Recommendation**
Mere completion of coursework, including district supervision and evaluation, does not guarantee a Clear Credential. The candidate must be recommended for a credential based upon evaluations. The University, through the School of Social Sciences and Education, makes the recommendation for issuance of a credential before a candidate's application for the credential can be processed.

**Application for the Credential**
Clear Induction program candidates who successfully satisfy requirements for (a) admission, (b) Special Education Program courses, (c) continuation, and (d) recommendation - are recommended for the credential and may file for the Clear Credential. Obtain the necessary forms from the Credentials Office or CSUB/AV Center.

Final recommendation from the University is based on evaluations and successful completion of the Program. Simply completing courses does not guarantee a credential. The University, through the School of Social Sciences and Education, must make a recommendation for issuance
of a credential before the Commission on Teacher Credentialing can process a candidate’s application for the credential. Contact the Credential’s Office for questions regarding credential application.
CHAPTER II. CLEAR INDUCTION PROGRAM COURSES

Course assignments provide opportunities for students to apply theoretical knowledge to practical classroom situations through case studies, designing Behavior Intervention Plans or Transition Plans, developing an in-service module, or conducting action research. The demonstration of course competencies takes place in the candidate’s own classroom much of the time.

EDSP 650 Application of Theory into Practice Induction Seminar:
The field-based seminar course will require the candidate, in collaboration with a University Supervisor and a District Support Provider, to develop a Clear Induction Plan. The plan will include university and non-university components and will address the candidate's needs, goals and professional interests, apply conceptual knowledge into practice, and build upon the foundation established in the Level I or Preliminary Credential program.

EDSP 570 Characteristics and Needs of Students with Autism Spectrum Disorder
This course presents unique characteristics of students with Autism Spectrum Disorder. Students will be given opportunities to acquire knowledge of cognition and neurology of students with ASD. Challenges that students with ASD face will be discussed including in the areas of, but not limited to, language and communication, social skills, behavior, and processing. Emphases will be focused on the implications of the challenges for special education teachers. An overview of instructional and behavioral strategies to meet the needs of students with ASD will be presented.

EDSP 585 Instructional Strategies for Students with Autism Spectrum Disorder
This course is required for students in Autism Added Authorization or Autism Certificate program. This course addresses evidence based instructional strategies used with children with ASD. Topics include physical organization of the instructional setting, structured teaching, visual schedules, and environmental modifications to address challenges of sensory issues. It also discusses interventions to improve social and communication skills in academic and nonacademic settings and technology for students with ASD. Other topics include pivotal response training, self management, and incidental teaching strategies. A brief overview of alternate therapies will be discussed.

EDSP 660 Professional Development in Specialization Areas:
The field-based seminar course will require candidates, in collaboration with their university advisor and district support provider, to identify approved non-university activities, participate in those activities, and evaluate the effectiveness of those activities in meeting the candidate’s performance goals included in the Clear Induction Plan for the Clear Education Specialist Credential. The course will build upon the foundation established in the Preliminary Education Specialist Credential Program and expand the scope and depth of student in specific content areas, as well as expertise in performing specialized functions.
EDSP 680 Current Instructional Practices for Diverse Learner:
The field-based seminar course will provide opportunities for candidate’s to discuss and evaluate local, state and national issues and trends in the areas of inclusive education, multicultural special education, early intervention, augmentative communication, outcomes assessment, technology, and other areas that influence and have implications to effective educational practices in special education for students of the 21st century.

EDSP 690 Advanced Behavioral and Environmental Supports:
The field based seminar course will provide advanced knowledge, ability, and application opportunities to implement systems that assess, plan, and include academic and social skill instruction to support students with complex behavior and emotional needs. Candidates will collaborate with educational, mental health, and other community resources to insure a positive learning environment and appropriate behavioral supports.

EDSP 688 Research in Education:
The field-based seminar course will review, analyze, interpret, and apply specific topical research in special education. Candidates will select a research topic, formulate a research question, develop a research proposal, analyze the literature, and propose appropriate research methodology to fill a gap in the research or contribute to the literature in the area of special education.

EDSP 695 Professional Leadership Seminar:
The seminar course will evaluate and finalize the candidate’s Clear Credential Induction Plan and Professional Development Portfolio. The candidate will demonstrate and/or document their ability to implement, evaluate, and modify curricula, instruction, and instructional contexts to meet the unique needs of individual learners across the range of ages, abilities, learning characteristics, diversity needs, and disabling conditions. (Prerequisites: Completion of all Clear Credential program courses or permission of the instructor.)

EDEL 463 Language and Literacy for the Diverse Classroom II
This course focuses on theory, research, and practice related to teaching literacy skills to diverse students in third through sixth grades. The course includes instruction in content area reading; knowledge of literacy skills, methods, and materials for the intermediate grades; assessment procedures and materials for grade level students, students with special needs, and students with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classroom.

EDEL 460 Language and Literacy for the Diverse Classroom I
The course focuses on teaching literacy skills to students in kindergarten through second grade. Theory, research, and practice related to students successfully acquiring literacy skills or functioning at an at-risk level will be emphasized. The course includes instruction in knowledge of literacy skills, methods, and materials for the primary grades; assessment procedures and materials for students at the emergent level of literacy acquisition; meeting the needs of literacy learners with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classroom.
School and University Collaboration

Collaboration between the candidate, the University Supervisor, and the District Support Provider is required throughout all phases and courses (university and non-university requirements) of the Professional Clear Credential Program. The district is involved in approving the Support Provider selection, the induction plan, non-university activities, professional portfolio, and the final determination for a Clear Credential.

Selection of the District Support Provider:
The CSUB Clear (Induction) Education Specialist Program includes the requirement that each candidate be assigned a “support provider” by the candidates’ employing school district or mutually agreed upon education agency. Identified support providers, along with University personnel will facilitate the further professional development and effective teaching performance of each Clear Educational Specialist candidate. These individuals will meet basic selection criteria, be instructed on their responsibilities and roles, be assigned (with candidate input), be evaluated for their effectiveness and be recognized for their contributions to the program.

A district or education agency support provider will be identified and selected during the candidate’s first course EDSP 650- Application of Theory into Practice, regardless of which program option. This allows the candidate and her/his support provider to begin to develop an IIP for the support and development of the candidate. The candidate, the candidate’s employer, (i.e. school district or acceptable education agency) and the University supervisor will be instrumental in the selection of the support provider. A candidate may request a change of support provider, but such requests must be approved by all parties, and the new support provider must also have met all selection criteria.

The Clear Induction Plan:
The candidate, in collaboration with the university advisor and the school district support provider will develop an Individual Induction Plan (IIP) as an extension of the preliminary credential experience. The induction plan will include the following information: Induction Standards, Self-Assessment, Action Plan/Goal Activities, Implementation/Application, and Evaluation and Reflection. Candidates in EDSP 650 will complete the first half of the induction plan (I, II, III, IV). An Individual Induction Plan will be completed in the last Induction course (EDSP 695).

The candidate will begin to identify specific focus areas (i.e., inclusive education, technology, multicultural studies, transition, behavioral intervention, emotional disturbance, sex education, deaf-blind, and/or augmentative communication, etc.) to address in their performance goals. The performance goals must include the learning behaviors that the candidate expects to acquire by participating in the university and non-university activities. Goals identified in the induction plan should relate directly to the completed self-evaluation and address the California Standards of the Teaching Profession.

The Three-Way Conference:
During the beginning (EDSP 650) and culminating course (EDSP 695) of the candidate’s Clear Induction Program, the District Support Provider and University Supervisor will meet with the
candidate in a Three-way conference at least once during that quarter to review, assess, and evaluate the candidate’s progress toward meeting the stated goals of the Induction Plan.

**Non-university Activities:**
Non-university activities provide professional development opportunities and the study of specific areas of needs to candidate in the Professional Clear Credential Program. These activities are designed to expand the candidate's knowledge and skills in specific areas not available through university offerings. Candidates will select professional development opportunities through collaboration with University Support Provider and District Support Provider.

**The Non-university Activity Proposal:**
The District Support Provider plays a significant role in reviewing and approving the non-university activities to be included in the candidate’s induction plan. As a requirement of EDSP 660, all non-university activities must meet the following criteria and be approved by the university and district for determining its appropriateness prior to attending the non-university event:

- Reflects an instructional design that is sequential, developmental and based upon a conceptual framework.
- Based on performance goals and expected outcomes that have present or future application to the field.
- Implemented in sustained blocks of time, delivered in a variety of modalities, requires application of learning, and provides for evaluation of performance.
- Sponsoring agencies of activity provide an evaluation system to determine effectiveness.
- Presenters have adequate professional knowledge and experience and an understanding of professional development strategies designed for adults.
- Adequate resources for the program are evident in time available for instruction, appropriate facilities, instructional supplies and technological support.
- The entities offering non-university activities maintain an ongoing system of program evaluation which involves presenters, participants and employers of participants.
- Includes expected learning that will occur from the activities.
CHAPTER III. CSUB APPEAL PROCESS FOR THE DISPOSITION ASSESSMENT

Dispositions are integrated and assessed within programs at various transition points. Typically, candidates receive a copy of the dispositions when they meet with their advisors after filing an “intent to major” application. Candidates then complete a dispositions self-assessment during the admission interview process. This helps candidates become familiar with department expectations and encourages reflection upon their own professional attitudes and behavior.

A faculty member who observes a regular pattern of candidate behavior that demonstrates a failure to meet disposition standards completes an incident report that is placed in the candidate’s file. The report is shared with the candidate, allowing the candidate the opportunity to work on changing his/her attitude/behavior related to the identified disposition. Advisors systematically review candidates’ files when an application for student teaching is submitted and discuss any disposition incident reports and progress the candidate has made before approving the student teaching application. Candidates who have not made progress toward the disposition standards are not allowed to student teach. A decision letter will be mailed to the candidates by program coordinators.

**Procedure for Initiating Appeal**

A candidate must initiate an appeal in writing using the Student Appeals Action Form within 21 calendar days from the mailing date of the decision letter from the program coordinator. This written appeal should be sent, care of the program coordinator, to the Student Appeals Committee, which shall review the appeal. Written notification of Committee recommendations is sent to the School Dean, whose decision may not be appealed.

**Student Appeals Committee Membership**

- Chair, appointed annually by the School Dean.
- Two members of the Professional Unit, elected by the constituency, and representing the following:
  - Initial Credentialing Program
  - Advanced Programs

**Attendance at the Hearing**

The candidate involved may be assisted by an advisor. The advisor may be another candidate, an administrator, or a faculty member. Witnesses may be called on behalf of the candidate who initiated the appeal process. The advisor does not speak on behalf of the candidate, testify (unless he or she has first-hand-knowledge of a fact), or question witnesses. The advisor generally consults and/or privately interacts with the candidate, unless the University grants the advisor
permission to represent the candidate in a particular case. Resource persons or expert witnesses may be called at the request of the Committee.

**Procedure**

Preparation for the Hearing - All parties must be informed of the appeal in writing by the chair of the Student Appeals Committee (hereafter referred to as “chair”), normally within five class days after the receipt of the appeal application. Copies of documents and correspondence filed with respect to the appeal shall be provided to the relevant parties through the chair. Thereafter, neither new evidence nor new charges shall be introduced by the candidate before the Committee. The chair shall notify in writing the relevant parties of the exact time and place of the hearing at least seven calendar days before the beginning of the proceedings. Whereas the burden of proof rests upon the person bringing the appeal, the Student Appeals Committee may seek out pertinent witnesses and documentation.

Hearing Procedure - During the hearing, both the faculty member and the candidate shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.

**Recommendation of the Student Appeals Committee**

The Student Appeals Committee shall deliberate in executive session and customarily render a recommendation by majority vote within five calendar days of the close of the hearing. The chair shall notify the School Dean and the candidate in writing within five days of the Committee's final recommendation.
Disposition Incident Report

Candidate Name ___________________________   Date ____________

Description of the Incident:

Disposition Standard(s) that are not met:

FACULTY:

________________________________   __________________________
Signature       Print name

CANDIDATE:

________________________________   __________________________
Signature       Print name

I have read and understand the disposition incident report and my right to appeal.
Student Appeals Action Form  
(To be initiated by the candidate)

Name__________________________________Candidate ID#______________________
Address___________________________________City_____________State/Zip____________
Phone/Email _____________________________________________Major_________________
Signature__________________________________________Date___________________

DECISION BEING APPEALED: State ruling to which exception is desired. All relevant forms and documentation must accompany action form.

RATIONALE FOR APPEAL: State reason for why the ruling cited above should be overturned.

The following signatures should be obtained prior to filing the Student Appeals Action Form.

CANDIDATE’S ADVISOR:

________________________________   __________________________
Signature       Print name

DEPARTMENT CHAIR:

________________________________   __________________________
Signature       Print name

The following should be completed after the decision on the appeal.

DECISION OF THE DEAN: _____ Approval of appeal _____Denial of appeal

________________________________   __________________________
Signature       Print name
CHAPTER IV. LIST OF IMPORTANT CONTACTS

How to Reach Program Faculty

Please refer to page 13 of this handbook for the names and phone numbers of the Special Education program faculty. Every faculty member maintains regularly scheduled office hours, and also responds to voice mail messages.

List of Department and Staff

<table>
<thead>
<tr>
<th>Department and Staff</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission and Records</td>
<td>(661)654-3036</td>
</tr>
<tr>
<td>Chair, Advanced Educational Studies: Dr. P. Swenson</td>
<td>(661)654-3055</td>
</tr>
<tr>
<td>Director, Special Education Program: Dr. Yeunjoo Lee</td>
<td>(661)654-6478</td>
</tr>
<tr>
<td>Credential Specialist: Ms. Julia Bavier</td>
<td>(661)654-3193</td>
</tr>
<tr>
<td>Administrative Coordinator: Ms. Pame Jones</td>
<td>(661)654-3055</td>
</tr>
<tr>
<td>Coordinator, Special Education Program (Antelope Valley Campus):</td>
<td></td>
</tr>
<tr>
<td>Ms. Connie Petit</td>
<td>(661)952-5092</td>
</tr>
<tr>
<td>Credential Specialist (Antelope Valley Campus): Mr. Eric Anderson</td>
<td>(661)952-5083</td>
</tr>
<tr>
<td>Administrative Support (Antelope Valley Campus): Mr. Ryan Otawka</td>
<td>(661)952-5080</td>
</tr>
<tr>
<td>Extended University: Dr. Craig Kelsey, Dean</td>
<td>(661)654-2441</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>(661)654-3016</td>
</tr>
<tr>
<td>Liberal Studies Office</td>
<td>(661)654-3337</td>
</tr>
<tr>
<td>School of Social Sciences and Education Dean’s Office:</td>
<td></td>
</tr>
<tr>
<td>Dr. Kathleen Knutzen, Dean</td>
<td>(661)654-2210</td>
</tr>
<tr>
<td>Teacher Education Dept. Office: Dr. Jacqueline Hughes, Chair.</td>
<td>(661)654-3134</td>
</tr>
</tbody>
</table>

Special Education Faculty Advisors

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yeunjoo Lee, Ph.D.</td>
<td>(661) 654-6478</td>
<td><a href="mailto:ylee@csub.edu">ylee@csub.edu</a></td>
</tr>
<tr>
<td>Director and Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constance Petit, M.A.</td>
<td>(661) 52-5092</td>
<td><a href="mailto:cpetit@csub.edu">cpetit@csub.edu</a></td>
</tr>
</tbody>
</table>
Coordinator and Assistant Professor

**Christopher Pinkney, Ph.D.**
Office: CSUB/AV
(661) 654-6828  cpinkney@csub.edu

Assistant Professor

**Diane McNett, M.A.**
Office: EDUC 220
(661) 952-5089  dmcnett@csub.edu

Ful Time Lecturer

**Eun-Ja Kim Park, Ph. D.**
Office: CSUB/AV
(661) 654-3140  epark@csub.edu

Professor (FERP)

Office: EDUC 218
APPENDIX A

CLEAR INDUCTION PROGRAM APPLICATION FORMS
Professional Clear Education Specialist
Application for Admission

Quarter Applying:  
☐ Fall Quarter  
☐ Winter Quarter  
☐ Spring Quarter  
☐ Summer Quarter

Year

Name: ______________________________ CSUB ID# ____________________________

Address: ________________________________________________________________

City/State/Zip: ___________________________________________________________

Phone: ______________________ E-Mail ________________________________________

Admission Requirements:

☐ Admitted to CSUB: apply online at www.csub.edu.

☐ Attend a group or individual Clear Program Special Education Orientation Session

☐ Completion of Level I or Preliminary Special Education Credential: Copy of a Credential or Certificate of Completion.

☐ Transcripts: NEW CANDIDATES ONLY

☐ GPA requirements: 3.0 GPA overall. (2.75 minimum GPA for Special Admit)

☐ CBEST: NEW CANDIDATES ONLY - verification that you have passed (copy of CBEST card)

☐ GWAR: Required for students seeking MA degree

☐ Verification of Employment in a Special Education Position: Submit a completed “Verification of Employment” form with your application.

☐ Autobiography: NEW CANDIDATES ONLY

☐ References (2): NEW CANDIDATES ONLY

☐ Advising & Program Planning: Make an appointment with your advisor to complete a Clear Program Plan.

   NEW CANDIDATES WILL NEED TO COMPLETE THE INTERVIEW.
Application for Admission
Professional Clear Education Specialist

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>CSUB ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All Former/Maiden Names

<table>
<thead>
<tr>
<th>Mailing Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Phone</th>
<th>Work/Other Phone</th>
<th>E-Mail</th>
<th>DOB (MM/DD/YY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Present Employer

<table>
<thead>
<tr>
<th>Employer Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Length of Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Term last attend CSUB

<table>
<thead>
<tr>
<th>Overall GPA</th>
<th>Cumulative GPA (last 90 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Complete College Academic Record:** List all college and universities attended

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Date of Attendance</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>From</td>
<td>To</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPED Clear Induction Program Handbook

Page 23
Attach additional sheet if more space is required. Two official transcripts should be forwarded to Admissions & Records for your application to CSUB. You may need to provide transcripts of all undergraduate & graduate work with this program application to the Credentials and Graduate Studies Office.

**Work Experience**

<table>
<thead>
<tr>
<th>Title or Type of Position</th>
<th>Organization</th>
<th>Address</th>
<th>Dates From</th>
<th>To</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**List all California Public School Credentials held:** (Please provide a copy of your base California Credential)

1)

2)

**Please provide the names of two references**, including your supervising employer that are knowledgeable of your teaching ability and or potential in regards to working with students with special needs. New applicants to CSUB must include one additional reference.

1)

2)

Give your supervising employer and your additional reference(s) the attached recommendation forms. HAVE IT RETURNED TO YOU IN A SEALED ENVELOPE WITH THE SIGNATURE
Submit the sealed letters with your complete program application packet to the Credential’s Office.

Please provide a one page summary with this application on your professional goals you hope to accomplish in the Clear Credential Program.

I HEREBY SUBMIT MY APPLICATION FOR ADMISSION TO THE SPECIAL EDUCATION CLEAR CREDENTIAL Program at California State University, Bakersfield, with the above information concerning my background, qualifications, and plans for completion of the program and with complete transcripts of my college records. I certify, to the best of my knowledge, all information contained in this application and on any supplementary material filed with the application is true and accurate; and I authorize the appropriate committee to inquire or seek any additional information it should require.

________________________________________
Signature of Applicant                        Date

I am applying for ____________ year ____________ quarter.