

Submission

**General Preconditions Established by State Law
or Commission Policy**

**Preconditions Established by State Law or
Commission Policy
for Multiple and Single Subject Program**

**Bard College
MAT Program
1942 Randolph Street
Delano California**

January 5, 2010

General Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)



MIDDLE STATES COMMISSION ON HIGHER EDUCATION

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

BARD COLLEGE
30 Campus Road
Annandale-On-Hudson, NY 12504
Phone: (845) 758-6822; Fax: (845) 758-0815
www.bard.edu

Chief Executive Officer: Dr. Leon Botstein, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 2007 Undergraduate; 267 Graduate
Control: Private (Non-Profit)
Affiliation: n/a
Carnegie Classification: Baccalaureate - Arts & Sciences
Degrees Offered: Bachelor's, Master's, Doctor's - Research/Scholarship;
Distance Education Programs: No
Accreditors Approved by U.S. Secretary of Education: n/a

Instructional Locations

Branch Campuses: None
Additional Locations: Bard Graduate Center, New York, NY; St. Petersburg State University, Smolny College, Russia
Other Instructional Sites: Clemente Course, Champaign, IL; Clemente Course, New Bedford, MA; Clemente Course, Camden, NJ; Clemente Program, Washington, DC; Clemente Program, Holyoke, MA; Clemente Program, Chicago, IL; Clemente Program, Boston/Dorchester, MA; Clemente Program, Port Hadlock, WA; Clemente Program, New Brunswick, NJ; Clemente Program, Somerset, NJ

ACCREDITATION INFORMATION

Status: Member since 1922
Last Reaffirmed: June 28, 2007

Most Recent Commission Action:
June 28, 2007: To reaffirm accreditation. The Periodic Review Report is due June 1, 2012.

Brief History Since Last Comprehensive Evaluation:
November 20, 2002: To accept the Periodic Review Report and to reaffirm accreditation. The next

evaluation visit is scheduled for 2006-07.

Next Self-Study Evaluation: 2016 - 2017

Next Periodic Review Report: 2012

Date Printed: November 12, 2009

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance-education courses.

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

Defer a decision on initial accreditation: The institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.

Continue accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.)

Recommendations to be addressed in the next Periodic Review Report: Suggestions for improvement are given, but no follow-up is needed for compliance.

Supplemental Information Report: This is required when a decision is postponed and are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action.

Progress letter: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required.

Warning: The Commission acts to Warn an institution that its accreditation may be in jeopardy when the institution is not in compliance with one or more Commission standards and a follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance. Warning indicates that the Commission believes that, although the institution is out of compliance, the institution has the capacity to make appropriate improvements within a reasonable period of time and the institution has the capacity to sustain itself in the long term.

Probation: The Commission places an institution on Probation when, in the Commission's judgment, the institution is not in compliance with one or more Commission standards and that the non-compliance is sufficiently serious, extensive, or acute that it raises concern about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution's capacity to make appropriate improvements in a timely fashion; or
3. the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

Suspend accreditation: Accreditation has been Continued for one year and an appropriate evaluation is not possible. This is a procedural action that would result in Removal of Accreditation if accreditation cannot be reaffirmed within the period of suspension.

Show cause why the institution's accreditation should not be removed: The institution is required to present its case for accreditation by means of a substantive report and/or an on-site evaluation. A "Public Disclosure Statement" is issued by the Commission.

Remove accreditation. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

(2) **Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.

- (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).
- (b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.

October 15, 2009

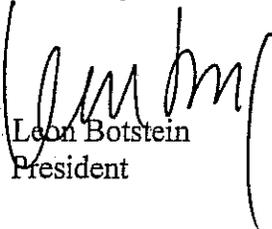
California Commission on Teacher Credentialing
P.O. Box 944270
Sacramento, CA 94244-2700

To Whom It May Concern:

In the matter of the Bard College Master of Arts in Teaching (MAT) Program situated in Delano, California, which will be enrolling students on June 1, 2010, let it be known that Ric Campbell, Dean of Teacher Education and Director of the MAT Program, has full responsibility and authority for the ongoing oversight of the Single-Subject Teaching Credential Program.

This letter serves as official notification of the assignment of these administrative responsibilities to Ric Campbell, hereby ensuring that the Single-Subject Credential Teaching Program is fully and properly administered according to the standards and in compliance with all expectations set out by the California Commission on Teaching Credentialing.

Sincerely,



Leon Botstein
President

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

Bard College

Notice of Nondiscrimination

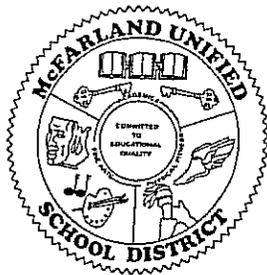
The MAT Program at Bard College does not discriminate in education, employment, admission, or services on the basis of gender, sexual orientation, race, color, age, religion, national origin, or handicapping conditions. This policy is consistent with state mandates and with governmental statutes and regulations, including those pursuant to Title IX of the Federal Educational Amendments of 1972, Section 504 of the Federal Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and the Americans with Disabilities Act of 1990. Questions regarding compliance with the above requirements and requests for assistance should be directed to the Vice President for Administration, Bard College, PO Box 5000, Annandale-on-Hudson, NY 12504-5000.

(Copied from Bard College Master of Arts in Teaching Program Catalogues for 2009 and 2010-2011)

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

Board of Trustees

Marin Ortega, Jr.
David Arguello
Kaye Breyer
Rey DeLeon
Marlin Isaacs



Gabriel McCurtis
Superintendent

Date August 17, 2009

Rick Campbell
Bard College
MAT – Delano Campus
1942 Randolph Street
Delano, CA 93215

RE: Demonstration of Need

Dear Dr. Campbell:

I understand that Bard College is applying to the California Commission on Teacher Credentialing to establish a Secondary Teacher Preparation Program in the areas of English/Language Arts, Mathematics, Science, and Social Studies.

When the teacher candidates are ready to enter the classroom the McFarland Unified School District will give full consideration to any candidate who is highly qualified in an area where there is a vacancy.

Please feel free to call my office if we can be of further assistance at (661) 792-3081

Sincerely,

A handwritten signature in black ink, appearing to read "Gabriel McCurtis".

Gabriel McCurtis

Superintendent, McFarland Unified School District

Wasco Union High School District

2100 Seventh Street
Wasco, California 93280
Phone: (661) 758-8447
Fax: (661) 758-4946

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Student Affairs
MR. ROBERT COBB
Wasco High School Assistant Principal
Curriculum, Instruction and Accountability
MR. MARTIN LONZA
Independence High School Principal

August 12, 2009

Dr. Ric Campbell
Bard College
MAT – Delano Campus
Delano, CA 93215

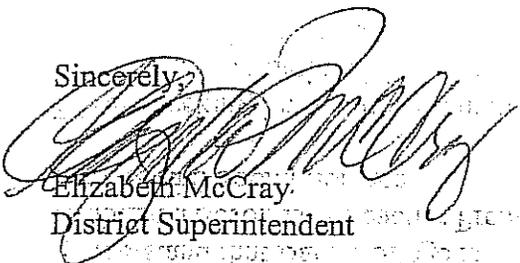
Dear Dr. Campbell:

I understand that Bard College is applying to the California Commission on Teacher Credentialing to establish a Secondary Teacher Preparation Program in the areas of English/Language Arts, Mathematics, Science and Social Science.

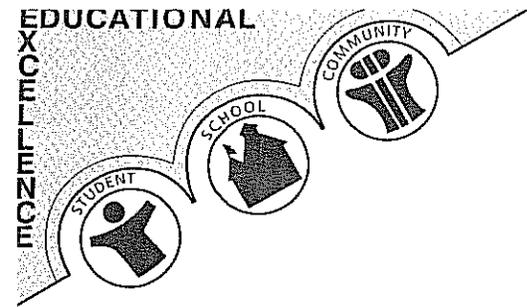
We are seeking innovative alternatives to address the district's need to improve the academic performance of our student population. We recognize that school improvement leading to significant increases in student achievement is dependent on hiring the most qualified and highly trained teachers. We believe that Bard College's approach to teacher education can effectively address the educational needs of our students. In addition, we see the importance of having teachers who work in our schools understand the dynamics of high poverty students and their communities and act as coaches, supporting the work of new and developing teachers.

We look forward to participating as a partner with Bard College and when teacher candidates are ready to enter the classroom, the Wasco Union High School District will give full consideration to any candidate who is highly qualified in an area where there is a vacancy.

Sincerely,


Elizabeth McCray
District Superintendent

“Raising Expectations...Broadening Horizons”



Reef - Sunset Unified School District

205 NORTH PARK AVENUE - AVENAL, CALIFORNIA 93204
(559) 386-9083 FAX (559) 386-5303

Suzanne Monroe, Superintendent

BOARD OF TRUSTEES: Gail Monohon, Larry Bunch, Ricardo Verdugo, Jose Barrera, Virginia Lowe

August 13, 2009

Ric Campbell
Bard College
MAT – Delano Campus
1942 Randolph Street
Delano, CA 93215

RE: Demonstration of Need

Dear Dr. Campbell:

I understand that Bard College is applying to the California Commission on Teacher Credentialing to establish a Secondary Teacher Preparation Program in the areas of English/Language Arts, Mathematics, Science, and Social Studies.

When the teacher candidates are ready to enter the classroom the Reef-Sunset Unified School District will give full consideration to any candidate who is highly qualified in an area where there is a vacancy.

Please feel free to call my office if we can be of further assistance.

Sincerely,

Handwritten signature of Suzanne Monroe in cursive.

Suzanne Monroe, Superintendent

Reef-Sunset Unified School District

Fruitvale School District

7311 Rosedale Highway
Bakersfield, CA 93308-5738

Est. 1895

Phone: 661-589-3830
Fax: 661-589-3674

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Superintendent

Mary Westendorf, Ed. D.
Assistant Superintendent

Robert Harte
*Director,
Business Services / CBO*

Susan Richardson
Principal
Fruitvale Junior High
2114 Calloway Drive
Bakersfield, CA 93312
661-589-3933

William J. Jager
Principal
Columbia Elementary
703 Mondavi Way
Bakersfield, CA 93312
661-588-3540

Danyel Kelly
Principal
Discovery Elementary
7500 Vaquero Avenue
Bakersfield, CA 93308
661-589-7336

Deanna Clarke
Principal
Endeavour Elementary
9300 Meacham Road
Bakersfield, CA 93312
661-588-3550

Steven L. Duke
Principal
Quailwood Elementary
7301 Remington Avenue
Bakersfield, CA 93309
661-832-6415

August 18, 2009

Ric Campbell
Bard College
MAT - Delano Campus
1942 Randolph Street
Delano, CA 93215

RE: Demonstration of Need

Dear Mr. Campbell:

I understand that Bard College is applying to the California Commission on Teacher Credentialing to establish a Secondary Teacher Preparation Program in the areas of English/Language Arts, Mathematics, Science and Social Studies.

When the teacher candidates are ready to enter the classroom, the Fruitvale School District will give full consideration to any candidate who is highly qualified in an area where there is a vacancy.

Please feel free to call my office if we can be of further assistance.

Sincerely,



Dr. Carl F. Olsen
District Superintendent

CFO/gli

RICHLAND **SCHOOL DISTRICT**

District Superintendent
Dr. Kenneth R. Bergevin

Board Members
Tammy Criswell
Cain Maldonado
Steve Mann
Chad Morris
Deanna Rodriguez-Root

331 SHAFTER AVE
SHAFTER, CALIFORNIA 93263
(661) 746-8600
FAX (661) 746-8614

Golden Oak Elementary
(661) 746-8670

Redwood Elementary
(661) 746-8650

Sequoia Elementary
(661) 746-8740

Richland Junior High
(661) 746-8630

August 17, 2009

Dr. Ric Campbell
Bard College
MAT – Delano Campus
1942 Randolph Street
Delano, CA 93215

RE: Demonstration of Need

Dear Dr. Campbell:

I understand that Bard College is applying to the California Commission on Teacher Credentialing to establish a Secondary Teacher Preparation Program in the areas of English/Language Arts, Mathematics, Science, and Social Studies.

When the teacher candidates are ready to enter the classroom the Richland School District will give full consideration to any candidate who is highly qualified in an area where there is a vacancy.

Please feel free to call my office if we can be of further assistance.

Sincerely,



Kenneth R. Bergevin, Ed.D.

Superintendent, Richland School District



KERN HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES

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J. Bryan Batey, Clerk
Chad Vegas, Member

DONALD E. CARTER, Ed.D., SUPERINTENDENT

5801 SUNDALE AVENUE • BAKERSFIELD • CALIFORNIA • 93309-2924 • (661) 827-3100 • FAX: (661) 827-3311

WILLIAM R. JONES
Assistant Superintendent, Personnel

August 26, 2009

Ric Campbell
Bard College
MAT - Delano Campus
1942 Randolph Street
Delano, CA 93215

RE: Demonstration of Need

Dear Dr. Campbell:

I understand that Bard College is applying to the California Commission on Teacher Credentialing to establish a Secondary Teacher Preparation Program in the areas of English/Language Arts, Mathematics, Science, and Social Studies.

When the teacher candidates are ready to enter the classroom, the Kern High School District will give full consideration to any candidate who is fully credentialed and highly qualified in an area where there is a vacancy, and who also is CLAD certified.

Please feel free to call my office if we can be of further assistance.

Sincerely,

William R. Jones
Assistant Superintendent, Personnel

WRJ/jm

[F:/Data/B Jones/082609 Bard College, re Teacher Cred Program]

Board of Trustees

Marin Ortega, Jr.
David Arguello
Kaye Breyer
Rey DeLeon
Marlin Isaacs



Gabriel McCurtis
Superintendent

Date August 17, 2009

Rick Campbell
Bard College
MAT – Delano Campus
1942 Randolph Street
Delano, CA 93215

RE: Demonstration of Need

Dear Dr. Campbell:

I understand that Bard College is applying to the California Commission on Teacher Credentialing to establish a Secondary Teacher Preparation Program in the areas of English/Language Arts, Mathematics, Science, and Social Studies.

When the teacher candidates are ready to enter the classroom the McFarland Unified School District will give full consideration to any candidate who is highly qualified in an area where there is a vacancy.

Please feel free to call my office if we can be of further assistance at (661) 792-3081

Sincerely,

A handwritten signature in black ink, appearing to read "Gabriel McCurtis", written over a large, loopy flourish.

Gabriel McCurtis

Superintendent, McFarland Unified School District

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

Program Design Committee Meeting
Agenda

Wednesday, August 26, 2009
4:00 p.m.

Present:

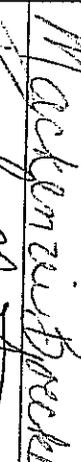
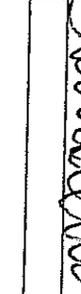
North High: Aaron Dutto, Megan Dutto, Colleen Dawson, MacKenzie Boeckmann
Wasco High: Robert Cobb, Katie Moreno, Kevin Tallon
McFarland High: Kym McManaman, Kathy Rowland, Raul Murrietta
MAT Delano - Ric Campbell, Tammy Ketelhut

- I. Welcome & Introductions
- II. Paramount Agricultural Companies Role
- III. Project
 - A. Paramount Bard Academy
 - B. Bard College MAT – Delano
 - C. Bard College MAT – Al Quds
- IV. Why partner with other districts
 - A. CCTC Requirement
 - B. Good Practice – can learn from one another
- V. Q & A
- VI. Next meeting Date – Spring 2010

Bard College MAT – Delano - Program Design Meeting

4:00 p.m. Wednesday, August 26

Committee Sign-in Sheet

Name	Signature	School	Phone	e-mail
Aaron Dutto		North High School	399-3351	aaron_dutto@khsd.k12.ca.us
Megan Dutto		North High School	399-3351	Megan_dutto@khsd.k12.ca.us
Colleen Dawson		North High School	399-3351	colleen_dawson@khsd.k12.ca.us
Mackenzie Boeckmann		North High School	399-3351	mackenzie_boeckmann@khsd.k12.ca.us
Raul Murrieta		Mcfarland High	792-3126	ramurrieta@mcfarland.k12.ca.us
Kathy Rowland		Mcfarland High	792-3126	karowland@mcfarland.k12.ca.us
Kym McManaman		Mcfarland USD	792-3081	kmcmamanaman@mcfarland.k12.ca.us
Kevin Tallon		Wasco High	758-7400	ketallon@wasco.k12.ca.us
Robert Cobb		Wasco High	758-7400	rocobb@wasco.k12.ca.us
Katie Moreno		Wasco High	758-7400	kamoreno@wasco.k12.ca.us

- (6) **Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.

October 15, 2009

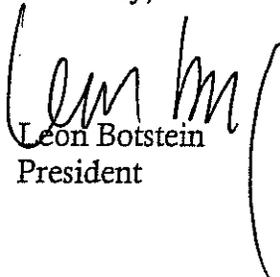
California Commission on Teacher Credentialing
P.O. Box 944270
Sacramento, CA 94244-2700

To Whom It May Concern:

In accordance with the laws and regulations set out and administered by the State of California and the California Commission on Teacher Credentialing, let it be known that the Bard College Master of Arts in Teaching (MAT) Program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission. Bard College further assures that the MAT Program will cooperate in an evaluation of the program by an external team or monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program and that the Bard College Mat Program will participate in focused reviews of one or more aspects of the program when designated by the Commission on Teacher Credentialing.

Let this letter serve as notification of compliance with the expectations of the Commission in the matter of the Bard College Master of Arts in Teaching Program as a Single-Subject Teacher Credential Program in the State of California.

Sincerely,



Leon Botstein
President

- (7) **Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.

October 15, 2009

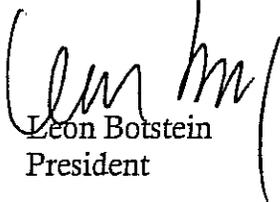
California Commission on Teacher Credentialing
P.O. Box 944270
Sacramento, CA 94244-2700

To Whom It May Concern:

In the matter of the Bard College Master of Arts in Teaching (MAT) Program, operating as a Single-Subject Teaching Credential Program in the State of California, let it be known that Cecilia Maple, MAT Program Administrator, is designated as the person responsible for reporting and responding to any data inquiry from the California Commission on Teacher Credentialing, including, but not limited to program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.

This letter serves as official notification of the appointment of Cecilia Maple as the designated reporter in response to any data inquiries from the Commission.

Sincerely,



Leon Botstein
President

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

- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n).*

Clarification of General Precondition 9

Legislative Intent. General Precondition 9 does not require passage of the CBEST for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

Program Standard 17 – Candidate Qualifications. The standard requires that Multiple and Single Subject Credential candidates must pass the CBEST prior to daily student teaching.

California Basic Educational Skills Test.

The Bard MAT program for professional preparation requires all applicants for program admission to take the California Basic Educational Skills Test (CBEST). Bard College will use the test result to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination.

(Education Code Sections 44252 (f) and 44225 (n)).

Attached – Application requirements posted in the 2010-2011 Catalogue Supplement outlining application requirements for the Delano, California program.

(see page 2 first column)

ADMISSION

The Bard College MAT Program is defined by forms of active inquiry and mutual respect that support learning and professional growth. Creating a collaborative educational community begins with the selection of a talented, energetic, and diverse cohort of students during the admission process.

Program applicants must have received a bachelor's degree from an accredited institution in the liberal arts with a major (or equivalent) in the discipline they intend to study in the MAT Program. Students are accepted into the program on the basis of an assessment of various components: records of academic achievement that show a minimum cumulative average of B (3.0); evaluations in the letters of reference; and professional goals.

The priority admission deadline is March 8, 2010. All applications completed by March 8 are processed in an initial priority cycle. Applicants are notified of admission committee decisions and financial aid awards within two weeks of this March date.

If there is still space available, applications completed after March 8, 2010, are reviewed weekly, on a rolling basis, until the cohort is filled. Applicants are notified of admission and financial aid decisions within two to three weeks after the week in which the completed application was received. No applications will be accepted after May 7, 2010.

Enrollment in the program is confirmed upon receipt of the signed financial aid letter and a nonrefundable deposit of \$500. As a small program, the MAT Program must limit the size of each disciplinary cohort in biology, literature, history, and math. Applications reviewed after the limit has been reached will be considered for deferred admission to the 2011-2012 academic year.

Please note:

The Delano campus offers a one-year MAT Program. The two-year, part-time MAT Program is offered only at Bard College's Annandale-on-Hudson, New York, campus.

The Future of Teacher Education

A new chapter is being written in the history of teacher education. Beginning in June 2010, the unique structures that define the Bard College Master of Arts in Teaching Program will be integrated into the daily life of an ambitious public school serving a representative population of students from California's Central Valley region. The Paramount Bard Academy, a public charter school in Delano, California, opened its doors to 180 sixth- and ninth-graders on August 3, 2009, with plans to enroll 700 students in grades six through twelve by 2012.

The partnership between the Academy and the MAT Program will allow graduate faculty and students to work side by side with public school teachers and students—teaching, learning, and learning to teach well. Establishing a common campus at the Paramount Bard Academy for graduate teacher education and public school creates a model of teacher preparation that parallels the high quality education we commonly associate with the preparation of doctors in teaching hospitals.

Research has demonstrated that quality of teaching is the most significant factor in determining student achievement. An excellent teacher can help students elide the usual predictors of school success. However, despite more than a century of experiments in teacher education, most teachers are ill prepared to provide the quality education our children deserve and our nation requires.

It seems obvious. Practice creates practice. Guided practice, with the best models close at hand, creates the best practices. The critical years in a doctor's education are made up of daily rounds of practice in a teaching hospital. Interns are apprenticed to resident physicians and assume more independent responsibility for patient care only after they have acquired an adequate measure of the expert's skills and perspective.

The qualities of an expert teacher are not as clearly defined as the qualities that describe the highly competent physician. Yet this model of apprenticeship needs to be the central feature of teacher education. Prepared by studies that ensure a deep understanding in an academic field and complementary education courses that provide a critical framework for analysis and reflection, future teachers need to apply what they have learned to the complex challenges of teaching and learning. On a common campus, graduate and public school faculty can work together daily as partners, preparing a new generation of teachers while advancing instructional practices and curriculum design. As a center for research and development, the Delano campus will take the lead in raising teacher quality while contributing to school improvement in the region.

The MAT Program in Delano, California, will welcome its inaugural class on June 10, 2010. The program builds on six years of innovative practices developed at the Bard MAT Program's New York City and Hudson Valley campuses. Applications are being accepted now. Admissions begin March 8.

SCHOLARSHIPS AND LOANS (need-based)

Scholarships

A student may qualify for financial assistance in the form of scholarships or loans, depending on program-balancing needs. Financial need is assessed by a uniform method from financial data submitted by the student on the Free Application for Federal Student Aid (FAFSA) form, available online at www.fafsa.ed.gov.

Financial need is the difference between the student's budget of expenses and the assessed ability of each student to meet those expenses. No student who is in default on a student loan or who owes a refund on a federal grant is eligible for financial aid.

Those whose applications are received on or before the priority deadline of March 8, 2010, receive first consideration for assistance funds. Applications received after this deadline are considered in order of receipt until all scholarship assistance funds are committed.

Federal Stafford Loan

A student who files a FAFSA is eligible to borrow through the Federal Stafford Loan program, which makes available subsidized or unsubsidized loans. The loan is subsidized when the student demonstrates financial need according to a federal formula that ascertains the difference between the budgeted educational expenses and the student's financial strength. In those cases, the federal government pays the interest on the loan while the student is enrolled in school; repayment of the loan principal and remaining interest begins six months after the student ceases to be enrolled on at least a half-time basis.

An unsubsidized Federal Stafford Loan does not require demonstration of financial need. The student begins paying interest charges on the loan while enrolled in school. Interest payments begin 60 days after the loan is disbursed. Repayment on the loan principal begins six months after the student ceases to be enrolled at least half time. Payments of interest and principal of an unsubsidized loan may be deferred, but interest will accrue and compound. The federal processor requires that a student first apply for a subsidized loan before applying for an unsubsidized loan.

A graduate student may be eligible to borrow up to \$8,500 annually through the subsidized Stafford Loan program. The student may be eligible for a supplemental, unsubsidized Stafford loan of up to \$12,000 annually in addition to the basic subsidized or unsubsidized Stafford loan awarded, provided that the total amount of assistance does not exceed the graduate program's annual cost. An origination fee of 3 percent and possibly a loan warranty fee of up to 1 percent are deducted from the proceeds of all loans. The procedure for filing for a loan is explained when the student is notified of eligibility.

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disbursements are credited to the student's account when they are received. Check disbursements are sent to the Office of Student Accounts; the student must sign the loan check before it can be credited to his or her account. If the check is not signed within a designated period, the Student Accounts Office is obliged to return it to the lender for cancellation. In such a case, the student becomes responsible for the entire account balance and is charged a \$100 penalty fee for late payment and duplication of the loan-disbursement procedure. For more information, contact the Office of Financial Aid.

Additional literature on Federal Stafford Loans is available from the Office of Financial Aid and from local banks and other lenders.

Federal Graduate PLUS Loans

Graduate students can now access the Federal PLUS Loan Program to pay for the cost of education not covered by other financial aid. This loan is guaranteed by the federal government and may be deferred while the student is enrolled at least half-time. A credit check is required. These loans are disbursed in the same way as the Federal Stafford Loan.

FELLOWSHIPS

MAT Program Fellowships

Resnick Fellowships

With the generous support of the Resnick Foundation, tuition fellowships of \$20,000 are available to qualified students who apply to the Master of Arts in Teaching Program in Delano, California. The Resnick Fellowship has been established to increase the numbers of highly qualified teachers who will contribute to the improvement of public education in California's Central Valley. Resnick Fellows must commit to teaching in a Central Valley public school for a minimum of three years after degree completion; they will be fully supported in obtaining a full-time teaching position. To apply for the Resnick Fellowship, applicants must meet all MAT Program acceptance criteria and complete the additional application steps listed below.

Bard College Rural Residency Program Scholarships

Qualified applicants may be eligible for up to \$30,000 through funding made available by a Teacher Quality Partnership Grant, awarded to Bard's MAT Program in Delano, California, by the U.S. Department of Education Office of Innovation and Improvement. This award supports the Bard MAT Program's unique approach to teacher education, in which graduate studies and classroom experiences are fully integrated during a year of study and practice on the common campus of the MAT Program and the Paramount Bard Academy, a public school in Delano, California. The grant also funds support for program graduates during their first three years of teaching. Scholarship recipients must commit to teaching in a Central Valley public school for a minimum of three years after degree completion; they will be fully supported in obtaining a full-time teaching position. To apply for

- (10) **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d).*

Certificate of Clearance.

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(Education Code Sections 44320 (d).

Attached – Application requirements posted in the 2010-2011 Catalogue Supplement outlining application requirements for the Delano, California program.

(see page 2 first column)

ADMISSION

The Bard College MAT Program is defined by forms of active inquiry and mutual respect that support learning and professional growth. Creating a collaborative educational community begins with the selection of a talented, energetic, and diverse cohort of students during the admission process.

Program applicants must have received a bachelor's degree from an accredited institution in the liberal arts with a major (or equivalent) in the discipline they intend to study in the MAT Program. Students are accepted into the program on the basis of an assessment of various components: records of academic achievement that show a minimum cumulative average of B (3.0); evaluations in the letters of reference; and professional goals.

The priority admission deadline is March 8, 2010. All applications completed by March 8 are processed in an initial priority cycle. Applicants are notified of admission committee decisions and financial aid awards within two weeks of this March date.

If there is still space available, applications completed after March 8, 2010, are reviewed weekly, on a rolling basis, until the cohort is filled. Applicants are notified of admission and financial aid decisions within two to three weeks after the week in which the completed application was received. No applications will be accepted after May 7, 2010.

Enrollment in the program is confirmed upon receipt of the signed financial aid letter and a nonrefundable deposit of \$500. As a small program, the MAT Program must limit the size of each disciplinary cohort in biology, literature, history, and math. Applications reviewed after the limit has been reached will be considered for deferred admission to the 2011-2012 academic year.

Please note:

The Delano campus offers a one-year MAT Program. The two-year, part-time MAT Program is offered only at Bard College's Annandale-on-Hudson, New York, campus.

The Future of Teacher Education

A new chapter is being written in the history of teacher education. Beginning in June 2010, the unique structures that define the Bard College Master of Arts in Teaching Program will be integrated into the daily life of an ambitious public school serving a representative population of students from California's Central Valley region. The Paramount Bard Academy, a public charter school in Delano, California, opened its doors to 180 sixth- and ninth-graders on August 3, 2009, with plans to enroll 700 students in grades six through twelve by 2012.

The partnership between the Academy and the MAT Program will allow graduate faculty and students to work side by side with public school teachers and students—teaching, learning, and learning to teach well. Establishing a common campus at the Paramount Bard Academy for graduate teacher education and public school creates a model of teacher preparation that parallels the high quality education we commonly associate with the preparation of doctors in teaching hospitals.

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Bard College Rural Residency Program Scholarships

Qualified applicants may be eligible for up to \$30,000 through funding made available by a Teacher Quality Partnership Grant, awarded to Bard's MAT Program in Delano, California, by the U.S. Department of Education Office of Innovation and Improvement. This award supports the Bard MAT Program's unique approach to teacher education, in which graduate studies and classroom experiences are fully integrated during a year of study and practice on the common campus of the MAT Program and the Paramount Bard Academy, a public school in Delano, California. The grant also funds support for program graduates during their first three years of teaching. Scholarship recipients must commit to teaching in a Central Valley public school for a minimum of three years after degree completion; they will be fully supported in obtaining a full-time teaching position. To apply for

the Rural Residency Scholarship, applicants must meet all MAT Program acceptance criteria and complete the additional application steps listed below.

Additional Application Steps for Resnick Fellowships and Rural Residency Program Scholarships

(Please note: applicants applying for both awards need to submit the materials listed below only once.)

1. A personal statement of no more than 750 words that explains the applicant's commitment to teaching and interest in the unique educational needs of students in the Central Valley
2. An additional letter of recommendation from an individual who can describe the applicant's interests, strengths, experiences, and/or motivations as they apply to a teaching commitment to public education in the Central Valley
3. An interview with the MAT Program admissions committee

ADMINISTRATION

Master of Arts in Teaching Program

Ric Campbell, *Dean of Teacher Education, Bard College; Director, MAT Program*

Cecilia Maple, *Program Administrator / Coordinator of Admission and Professional Certification*

Donna Elberg, *Coordinator of Public School Initiatives; Editor, Field Notes*

Amber Hinds, *Director of Recruitment*

Tammy Ketelhut, *Program Associate, Delano Campus*

Bard College

Leon Botstein, *President*

Dimitri B. Papadimitriou, *Executive Vice President; President of The Levy Economics Institute*

Michèle D. Dominy, *Vice President; Dean of the College*

Robert L. Martin, *Vice President for Academic Affairs; Director of The Bard College Conservatory of Music*

James Brudvig, *Vice President for Administration*

Debra Perstein, *Vice President for Development and Alumni/ae Affairs*

Mary Backlund, *Vice President for Student Affairs; Director of Admission*

Norton Batkin, *Dean of Graduate Studies*

Erin Cannan, *Dean of Students*

Jeffrey Katz, *Dean of Information Services*

Peter Gadsby, *Associate Vice President for Enrollment; Registrar*

Vicki Papadimitriou, *Bursar*

CONTACT INFORMATION

Delano Campus

Bard College Master of Arts in Teaching Program

Delano Campus

1942 Randolph Street

Delano, CA 93215

Phone 661-454-3012

Fax 661-454-3098

E-mail matca@bard.edu

Website www.bard.edu/mat

New York Campus

Bard College Master of Arts in Teaching Program

PO Box 5000

30 Campus Road

Annandale-on-Hudson, NY 12504-5000

Phone 845-758-7145

Fax 845-758-7149

E-mail mat@bard.edu

Website www.bard.edu/mat

ACADEMIC CALENDAR, 2010-2011

Bard MAT Delano Campus

June 10	Registration
June 11	Orientation
June 14 - June 18	ED 502: Schooling in the 21st Century
June 21	Summer quarter classes begin
July 26-30	Reading Week
	Work with Paramount Bard Academy teachers begins
August 2	Cycle I Apprenticeship begins
September 3	Summer quarter classes end
September 15	Final papers due
September 27	Fall quarter classes begin
	Cycle II Apprenticeship begins
November 1-5	Reading Week
November 22-26	Thanksgiving recess
December 17	Fall quarter classes end
December 29	Final papers due
January 3	Winter quarter classes begin
January 10	Cycle III Apprenticeship begins
February 7-11	Reading Week
March 18	Winter quarter classes end
March 21	Cycle IV Apprenticeship begins
March 28	Final papers due
May 27	Cycle IV Apprenticeship ends
June 11	Closing ceremony

APPLICATION REQUIREMENTS

Priority Deadline: March 8, 2010

To apply for acceptance to the MAT Program, submit all required materials by the dates indicated. The application and supporting materials are submitted online. For complete application instructions and links to the online application, please refer to our website, www.bard.edu/mat/admission-and-financial-aid.

All applicants are required to submit the following materials:

1. Completed online application form
2. \$65 application fee, payable by credit card or electronic debit (online only), or check or money order
3. Personal statement (500–600 words explaining why you have chosen to pursue a career in teaching through the Bard College MAT program)
4. Résumé
5. Official transcripts from all undergraduate and graduate schools attended for at least one academic year, regardless of whether credits were transferred to another institution or a degree was received. Transcripts must be sent in sealed envelopes directly from the schools.
6. Three letters of recommendation. These can be submitted by the recommenders online or via the post office. If submitted via mail, the recommender must sign across the sealed flap of the envelope. *Please note:* an additional letter of recommendation is required for certain fellowships. See details under "Fellowships."
7. California Basic Educational Skills Test (CBEST) passing score report
8. Tuberculosis clearance
9. California Commission on Teacher Credentialing (CTC) Certificate of Clearance or other CTC credential

All correspondence not submitted online should be addressed to:

Bard College Master of Arts in Teaching Program
MAT Admission Committee
Delano Campus
1942 Randolph Street
Delano, CA 93215

Phone 661-454-3012

Fax 661-454-3098

E-mail matca@bard.edu

Website www.bard.edu/mat

TUITION AND FEES (fees subject to change)

Tuition

One-Year Program

\$16,347 with Resnick Fellowship (see "Fellowships")
\$36,347

Institutional Fees

Application fee	\$65
Registration fee	\$100
Enrollment deposit	\$500
Facilities fee	\$150
Graduation fee	\$110

Other Fees

The following fees are related to requirements for the California Teacher Credential and/or the New York State Certification as mandated by the state education departments. It is the responsibility of the student to fulfill the mandated requirements before completion of the MAT Program, and the student must supply the results to the program in order to graduate. New York State certification is optional for students enrolled at the Delano campus but requires only the additional tests and fees described below. More details about requirements, costs, and other test information are available online at www.ctc.ca.gov and www.nysed.gov.

California Teacher Credential Fees (required)

Initial issuance of credential	\$55
U.S. Constitution course or passing test score	\$85
California Technology Assistance Project (CTAP) requirement	\$50

New York State Certification Fees (optional)

Child Abuse Identification Workshop	\$35
Violence Prevention Workshop	\$35
Assessment of Teaching Skills Written (ATSW) Test	\$88
Content Specialty Test (CST)	\$88
Liberal Arts and Sciences Test (LAST)	\$88
Certification application	\$50

FINANCIAL AID

Bard offers several types of financial aid to help offset the costs of tuition and fees. Aid is in the form of fellowships, scholarships, and federal loans. The Master of Arts in Teaching Program does not offer teaching assistantships, Federal Work-Study Program opportunities, or tuition waivers. All students are eligible to apply for scholarships; only U.S. citizens and permanent residents may apply for fellowships and deferral loans. For information on financial aid, including necessary forms, resources, and information for international students, go to Bard College's financial aid website at www.bard.edu/financialaid or call the Office of Financial Aid at 845-758-7525.

Preconditions Established by State Law or Commission Policy for Multiple and Single Subject Programs

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State law or Commission Policy.

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

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. *Reference: Education Code Section 44259 (a) and (b) (3).*

Clarification of Program Precondition 1

Professional Preparation Courses. Program Precondition 1 applies only to “professional preparation” courses, which are defined to consist of three kinds of courses: (1) student teaching and other field experience courses in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; and (3) courses in which candidates study concepts, information and/or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers.

Prerequisite Courses. Program Precondition 1 does not apply to prerequisite courses that meet *all* of the following conditions: (1) are necessary in order that a candidate may benefit from professional preparation; (2) do not fall within the definition of “professional preparation” shown above; and (3) are open to enrollment by all students (i.e., not limited to credential candidates). An institution must provide opportunities for candidates to establish equivalency to any prerequisite course.

Individually Prescribed Courses. Program Precondition 1 does not apply to courses that are required of a candidate based on an individualized assessment of knowledge and skills required to meet the Commission’s Standards of Candidate Competence and Performance. These courses would be prescribed when a candidate is unable to meet the candidate performance standards by completing the regular professional preparation program.

Elective Courses. Program Precondition 1 does not apply to courses that are elected by candidates and are not required by the college or university prior to student teaching or as part of the one year of professional preparation. Program Precondition 1 applies to courses that are selected by candidates from a required list of courses.

BardMAT

MASTER OF ARTS IN TEACHING PROGRAM

Academic Calendar – Delano Campus

One- Year Program 2009-2010

July 9, 2009	Registration
July 10	Orientation
July 13-17	ED 502: Schooling in the 21 st Century
July 20	1 st Quarter Classes Begin
August 24-28	Reading Week
September 25	1 st Quarter Classes End
October 2	1 st Quarter Final Papers Due
October 5	2 nd Quarter Classes Begin
November 23-27	Reading Week, Thanksgiving Break
December 18	2 nd Quarter Classes End
January 1, 2010	2 nd Quarter Final Papers Due
January 3	3 rd Quarter Classes Begin
February 8-12	Reading Week
March 19	3 rd Quarter Classes End
March 22	4 th Quarter Teaching Practicum Begins
May 27	Classroom Research Presentations
May 28	4 th Quarter Teaching Practicum Ends
May 31 – June 22	June Research Cycle
June 24	Academic Research Presentations
June 26	Graduation

Bard, A Place to Think – Master of Arts in Teaching

One Year MAT

Annadale-on-Hudson, NY | New York, NY | Delano, CA

The course work and fieldwork are organized in a sequence of 10-week quarters.

- A weeklong orientation session precedes the summer quarter that begins in June.
- From September through May—that is, during the fall, winter, and spring academic quarters—MAT students spend 20 weeks in public school classrooms.
- During the January Research Cycle, students focus on completing their academic research projects. This month long period also includes a sequence of workshops that prepare students for entering the job market as classroom teachers.
- The concluding week of the program provides time for students to present their final research projects.

Course Work

Courses are structured to emphasize best practices in teaching and learning and to immerse students in classroom experiences that challenge them to reexamine the secondary school learning environment. Each course meets for 30 hours of classroom time; an additional 20 hours of laboratory time are devoted to experiences in research and teaching that build critical competencies. The two strands of each course create a critical dialectic: the laboratory component connects to a complementary component in a parallel course. For example, a MAT student who is taking Math 514 may be tutoring a student in a local high school and, simultaneously, taking ED 514, a course that requires him or her to consider current research related to issues in adolescent learning. All courses are paired in this way, connecting classroom time with laboratory time in order to model the best teaching practices. (See "Course Offerings and Descriptions" for a sample course sequence.)

Orientation and Summer Quarter

The one-year MAT Program begins in June with a weeklong orientation session that is required of all incoming students. The orientation is designed to acquaint students with faculty, advisers, and each other, and to help them become familiar with the facilities and resources of Bard College. During orientation, all students participate in an intensive writing seminar (ED 502. Schooling in the 21st Century: A Learner Perspective) that introduces them to an alternative teaching model in which writing becomes the basis for collaborative learning.

The summer quarter comprises five required courses—two in education, two in the student's chosen discipline, and a "lab strand" that explores the shared territory of questions about education and learning in an academic discipline—and a teaching assignment in which each MAT

student works with students in a local summer school program.

Required Education Courses

The four required graduate-level courses in education that all students eventually take are meant to prepare teachers for the classroom. To that end, MAT students are expected to develop practical knowledge across a range of educational inquiry. This means that students read about cognitive psychology, for example, to help them understand the sociocultural contexts of classroom practices or the role of language in the construction of understanding. They read from the history of the field to help them recognize how different purposes and intentions in education offer alternative critiques of learning and teaching. As a result, MAT students learn to think about education from a new perspective. (See "Course Offerings and Descriptions" for details about

The Disciplines

Six required graduate-level courses in their chosen field build on a student's undergraduate learning. The fundamental ideas of the discipline and its evolution as a field are emphasized to deepen the student's understanding of the subject, with a particular concern for improving instruction at the secondary level. Each student completes a graduate-level research project to acquire and demonstrate expertise in his or her field. (For details about the curriculum in each of the disciplines, see "Course Offerings and Descriptions.")

The Teaching/Lab Strand

During the summer and fall quarters, all one-year MAT students meet for an additional weekly three-hour class called the "teaching strand" or "laboratory." The class is taught by two faculty members—one from the field of education, the other from the academic discipline. Each week students turn their own academic questions into questions about teaching and learning. For example, a student in Math 514 (Algebra) might consider how a particular understanding of algebra they have gained at the graduate level could become a mode of approach to teaching algebra at the 9th-grade level. The student's investigation would incorporate models of learning and developmental concerns they were studying in ED 514 (Issues in Teaching and Learning), applying them to answer this particular teaching question. This laboratory class turns the more theoretical work of the graduate courses into investigations of practice in teaching and learning. Looking at educational standards as well as current demands in public education, students engage in a synthesis of the studies and experiences that characterize the MAT Program.

Classroom Experience

MAT students start their field experiences in the public schools as tutors in a local summer school program. In September, one-year students begin the initial phase of a 20-week training period in a public school, either in the Hudson Valley or New York City, as participant observers. They become further engaged as they help with lesson planning and student assessment and, finally, take responsibility for a full teaching load during their apprenticeship. Throughout their student

teaching experience, MAT participants investigate research questions and engage in the kinds of reflective practice that are essential to becoming effective teachers and succeeding in their future profession.

Mentor teachers and graduate school advisers conduct regular observations and evaluations of each MAT student's teaching practices. Throughout the program, mentors and advisers collaborate with MAT students on research initiatives and projects. MAT students also meet regularly to support each other's work through shared writing, reflection, and discussion.

Students bound for teaching assignments in New York City in the fall join the entire cohort of students for graduate studies on the Bard College main campus in Annandale-on-Hudson for the first quarter.

One-year MAT Program students begin their field experiences with an immersion in the opening month of school in September. This first part of ED 536 continues when students return to the same school in February of the following calendar year. Students who enter the New York City schools at this time remain in the city, completing their fall quarter graduate courses on-site in the public schools that partner with the MAT Program.

Students who enter the New York City schools at this time remain in the city, completing their fall quarter graduate courses on-site in the public schools that partner with the MAT Program. This alternative campus realizes an ideal of embedding a teacher-education program in a public school, creating opportunities for interactions between public school students, graduate students, and mentor teachers that benefit the learning of all parties. MAT faculty office spaces within these schools and ongoing support from the MAT Program ensure a continuity of services, building a community within the schools where the winter and spring apprenticeship cycles take place. This is a unique opportunity to participate in an exemplary model of teacher education aimed at training the best kinds of teachers while contributing to school improvement.

January Research Cycle

During the January Research Cycle, students take required, noncredit workshop sequences designed to develop teaching practices and communication skills, including public speaking. Other workshops focus on preparing MAT students for the professional job market. Advisers work with students on résumé preparation, cover-letter writing, interview skills, and strategies for locating openings in upstate and New York City schools. At the conclusion of the series of workshops, students are prepared to begin searching and applying for teaching positions as they become available.

Research Projects

Academic Research Project

and upon satisfactory completion of these programs, MAT graduates receive a master of arts in teaching degree and a New York State Initial Certificate in Adolescent Education (grades 7–12) within the elective discipline.

Degree Requirements

Candidacy for the master of arts in teaching degree and the New York State 7–12 teaching certificate in a particular academic subject requires satisfactory completion of 59 course credits including:

- Required education courses
- Required courses in one of the four disciplines
- Required student teaching assignments
- Required research projects: one in the field of education and the other in one of the four disciplines

Grading and Academic Standing

All courses that are not pass/fail are graded on the following scale:

- **A** Excellent 4.0
- **B** Good 3.0
- **C** Competent 2.0
- **D** Minimally acceptable 1.0
- **F** Unacceptable 0.0

An A, B, or C grade plus (+) or minus (–) indicates that the grade is raised or lowered by 0.3. Students must maintain a B average (3.0 GPA) to remain in good academic standing. Any student whose GPA falls below 3.0 will be placed on academic probation and must demonstrate substantial progress in the next quarter, achieving at least a B average to remain in the program.

Refer to the [MAT Student Handbook](#) for more detailed information on academic standing and program requirements.

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

Clarification of Program Precondition 2

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

THE MASTER OF ARTS IN TEACHING PROGRAM AT BARD COLLEGE

PO Box 5000, Annandale-on-Hudson, NY 12504-5000
Phone 845-758-7145 Fax 845-758-7149 E-mail mat@bard.edu Website www.bard.edu/mat

Bard College MAT Program – Delano, CA

Educating Teacher Leaders:

The Sequence and Integration of Academic Courses and Experiences in Public School Classrooms

A key attribute of the Bard MAT Program is its emphasis on preparing teachers who are facile at moving between theory and practice. Too often, teachers graduate from a degree or credentialing program and claim that their college coursework contributed minimally to their work as teachers. Connecting studies in education and the subject area to the work of helping students succeed academically is critical to developing teachers who will raise expectations and academic achievement in our public schools.

To this end, the Bard MAT Program is structured as a teacher residency program that places students into public school classrooms throughout the year of graduate studies. Experiences in teaching are closely integrated with experiences of learning in graduate courses. A specially structured mandatory course – The Teaching Lab Class – is designed, in part, as a seminar that engages MAT students in guided study and critical dialogue linking their graduate studies to their developmental experiences as teachers in classrooms. Students are required to complete

observation tasks, collect student work, and develop assessments and teaching plans – to name a few examples – that are shared in this teaching lab class and framed by questions and ideas that emerge from their studies in graduate courses.

As the attached chart demonstrates, MAT graduate students enter public school classrooms under the guidance of classroom teachers and graduate faculty during the first academic quarter after their first six weeks of graduate classes. There is a developmental progression throughout the year, culminating in a final quarter of full-time teaching after all graduate coursework has been completed. But students have been well prepared for this final quarter by student teaching experiences that begin in the first quarter of this yearling residency program. This acknowledges the real need to ensure that academic studies address the very real questions that emerge from the work of teaching and learning in the public school classroom.

November 2009

- (3) **English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code Section 44259 (b) and 44259.5.*

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December 17, 2009

In the Matter of the Application to the California Commission on Teacher Credentialing
by the Bard College Master of Arts in Teaching Program

Precondition #3

This letter hereby guarantees and provides full assurance that the Bard College Master of Arts in Teaching Program, with a campus at 1942 Randolph Street in Delano, California, requires all candidates to demonstrate theoretical and practical knowledge of a full range of methods for developing English language skills – including reading, writing, listening, and speaking – among all pupils that said candidates will be serving as teachers, inclusive of pupils for whom English is a second language and in full accordance with the standards of the Commission on Teacher Credentialing.



Ric Campbell
Dean of Teacher Education
Director, Master of Arts in Teaching Program

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

Clarification of Program Precondition 4

Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

(5) **Program Admission.** The sponsor of a multiple or single subject teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Sections 44227 (a).*

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

BardMAT

MASTER OF ARTS IN TEACHING PROGRAM

2010 – 2011 CATALOGUE SUPPLEMENT

DELANO, CALIFORNIA CAMPUS

ADMISSION

The MAT Program at Bard College is defined by forms of active inquiry and mutual respect that support learning and professional growth. Creating a collaborative educational community begins with the selection of a talented, energetic, and diverse cohort of students during the admission process.

Program applicants must have received a bachelor's degree from an accredited institution in the liberal arts with a major (or equivalent) in the discipline they intend to study at Bard. Students are accepted into the MAT Program on the basis of an assessment of various components: records of academic achievement that show a minimum cumulative average of B (3.0); evaluations in the letters of reference; and professional goals.

The priority admission deadline is March 8, 2010. All applications completed by March 8 are processed in an initial priority cycle. Applicants are notified of admission committee decisions and financial aid awards within two weeks of this March date.

If there is still space available, applications completed after March 8, 2010 are reviewed on a rolling basis, weekly, until the cohort is filled. Applicants are notified of admission and financial aid decisions within two to three weeks after the week in which the completed application was received. No applications will be accepted after May 7, 2010.

Enrollment in the program is confirmed by date of receipt of the signed financial aid letter and a non-refundable deposit of \$500. As a small program, the size of each disciplinary cohort in biology, literature, history and math is limited. Applications reviewed after the limit has been reached will be considered for deferred admission to the 2011-2012 academic year.

Please note:

- **There is no two-year, part-time Program offered on the California campus.**

APPLICATION REQUIREMENTS

PRIORITY DEADLINE: March 8, 2010

To apply for acceptance to the MAT Program, all required materials must be submitted by the dates indicated above. The application and supporting materials are submitted online. **For complete application instructions and links to the online application, please refer to our website, www.bard.edu/mat/admission-and-financial-aid/.**

All applicants are required to submit the following materials:

1. Completed online application form
2. \$65 application fee (payable by credit card or electronic debit (online only), or check/money order)
3. Personal Statement (500-600 words that explains why you have chosen to pursue a career in teaching through the Bard College MAT program)
4. Resume
5. Official Transcripts from all undergraduate and graduate schools attended for at least one academic year, regardless of whether credits were transferred to another institution or a degree was received. Transcripts must be sent in sealed envelopes directly from the schools
6. Three letters of recommendation (these can be submitted by the recommenders online or via post). If submitted via post, the recommender must sign across the sealed flap of the envelope. **Please note:** an additional letter of recommendation is required for certain fellowships. See details under "Fellowships"
7. CBEST passing score report
8. Tuberculosis clearance
9. CTC Certificate of Clearance or other CTC credential

All correspondence not submitted online should be addressed to:

Bard College Master of Arts in Teaching Program
MAT Admission Committee
Delano Campus
1942 Randolph Street
Delano, CA 93215

Phone 661-454-3012

Fax 661-454-3098

E-mail matca@bard.edu

Website www.bard.edu/mat

TUITION AND FEES

Tuition

One-Year Program = \$16,347 w/Resnick Fellowship (see Fellowships)
\$36,347

Institutional Fees

Fees are subject to change

Application Fee	\$65
Registration Fee	\$100
Enrollment Deposit	\$500
Facilities Fee	\$150
Graduation Fee	\$110
Health Insurance	TBD (see "Medical Records and Health Insurance")

Other Fees

The following fees are related to requirements for the California Teacher Credential and/or the New York State Certification as mandated by the state education departments. It is the responsibility of the student to fulfill the mandated requirements before completion of the Program, and the student must supply the results to the MAT Program in order to graduate. New York State certification is optional for students enrolled at the Delano campus but requires only the additional tests and fees described below. More details about requirements, costs, and other test information are available online at <http://www.ctc.ca.gov/credentials/> and www.nysed.gov.

California Teacher Credential Fees (required)

Initial Issuance of Credential	\$55
US Constitution Course or Passing Test Score	\$85
CTAP Technology Requirement	\$50

New York State Certification Fees (optional)

Child Abuse Identification Workshop	\$35
Violence Prevention Workshop	\$35
Assessment of Teaching Skills Written (ATSW) Test	\$88
Content Specialty Test (CST)	\$88
Liberal Arts and Sciences Test (LAST)	\$88
Certification Application	\$50

FINANCIAL AID

Bard offers several types of financial aid to help offset the costs of tuition and fees. Aid is in the form of fellowships, scholarships, and federal loans. The Master of Arts in Teaching Program does not offer teaching assistantships, work-study, or tuition waivers. All students are eligible to apply for scholarships; only US citizens and permanent residents may apply for fellowships and deferral loans.

For information on financial aid, including necessary forms, resources, and information for international students, go to Bard College's Financial Aid website at www.bard.edu/financialaid/ or call the Office of Financial Aid, 845-758-7525.

SCHOLARSHIPS AND LOANS (need-based)

A student may qualify for financial assistance in the form of scholarships or loans, depending on program-balancing needs. Financial need is assessed by a uniform method from financial data submitted by the student on the Free Application for Federal Student Aid (FAFSA) form, available online at www.fafsa.ed.gov.

Financial need is the difference between the student's budget of expenses and the assessed ability of each student to meet those expenses. No student who is in default on a student loan or who owes on a federal grant is eligible for financial aid.

Those whose applications are received on or before the priority deadline of March 8, 2010, receive first consideration. Applications received after this deadline are considered in order of receipt until all scholarship assistance funds are committed.

Federal Stafford Loan

A student who files a FAFSA is eligible to borrow through the Federal Stafford Loan program, which makes available subsidized or unsubsidized loans. The loan is subsidized when the student demonstrates financial need according to a federal formula that ascertains the difference between the budgeted educational expenses and the student's financial strength. In those cases, the federal government pays the interest on the loan while the student is enrolled in school; repayment of the loan principal and remaining interest begins six months after the student ceases to be enrolled on at least a half-time basis.

Additional literature on Federal Stafford Loans is available from the Office of Financial Aid and from local banks and other lenders.

Federal GradPLUS Loans

Graduate students can now access the Federal PLUS Loan Program to pay for the cost of education not covered by other financial aid. This loan is guaranteed by the federal government and may be deferred while the student is enrolled at least half-time. A credit check is required. These loans are disbursed in the same way as the Federal Stafford Loan.

FELLOWSHIPS

MAT Program Fellowships

Resnick Fellowships

With the generous support of the Resnick Foundation, tuition fellowships of \$20,000 are available to qualified students who apply to the Master of Arts in Teaching Program in Delano, California. The Resnick Fellowship has been established to increase the numbers of highly qualified teachers who will contribute to the improvement of public education in California's Central Valley. Resnick Fellows must commit to teaching in a Central Valley public school for a minimum of three years after degree completion and will be fully supported in obtaining a full-time teaching position. To apply for the Resnick Fellowship, applicants must meet all MAT Program acceptance criteria and complete additional application steps listed below.

Bard College Rural Residency Program Scholarships

Scholarships of up to \$30,000 are available to qualified applicants through funding made available by a Teacher Quality Partnership Grant, awarded by the U.S. Department of Education Office of Innovation and Improvement. This award to Bard College's Master of Arts in Teaching Program in Delano, California supports future teachers by offering significant scholarships to offset the costs of this unique one-year graduate program. It supports the Bard MAT Program's unique approach to teacher education in which graduate studies and classroom experiences are fully integrated during a year of study and practice on the common campus of the MAT Program and the Paramount Bard Academy, a public school in Delano, California. This award also funds support for graduates during their first three years of teaching. Scholarship recipients must commit to teaching in a Central Valley public school for a minimum of three years after degree completion and will be fully supported in obtaining a full-time teaching position. To apply for the Rural Residency Scholarship, applicants must meet all MAT Program acceptance criteria and complete additional application steps listed below.

Additional Application Steps for Resnick Fellowships and Rural Residency Program Scholarships

(please note: if you are applying for both of these awards, one submission of the materials listed below will suffice for both awards):

1. A personal statement of no more than 750 words that explains the applicant's interest and commitments to teaching and the unique educational needs of students in the Central Valley.
2. An additional letter of recommendation from an individual who can describe the applicant's interests, strengths, experiences, and/or motivations as they apply to a teaching commitment to public education in the Central Valley.
3. An interview with the MAT Program admissions committee.

Bard MAT California Campus Academic Calendar, 2010-2011

June 10, 2010	Registration
June 11	Orientation
June 14-June 18	ED502: Schooling in the 21 st Century
June 21	Summer Quarter classes begin
July 26-30	Reading Week Work with Paramount Bard Academy teachers begins
August 2	Cycle I Apprenticeship begins
September 3	Summer Quarter classes end
September 15	Final papers due
September 27	Fall Quarter classes begin; Cycle II Apprenticeship begins
October 31-November 4	Reading Week
November 22-26	Thanksgiving recess
December 17	Fall Quarter classes end
December 29	Final papers due
January-3	Winter Quarter classes begin
January 10	Cycle III Apprenticeship begins
February 7-11	Reading Week
March 18	Winter Quarter classes end
March 21	Cycle IV Apprenticeship begins
March 28	Final papers due
May 27	Cycle IV Apprenticeship ends
June 11	Closing Ceremony

ADMINISTRATION

Master of Arts in Teaching Program

Ric Campbell, *Dean of Teacher Education; Director, MAT Program*

Cecilia Maple, *Program Administrator/ Coordinator of Admission and Professional Certification*

Donna Elberg, *Coordinator of Public School Initiatives; Editor, Field Notes*

Tammy Ketelhut, *Program Associate, Delano Campus*

CONTACT INFORMATION

Delano, CA Campus

Master of Arts in Teaching Program

Bard College

Delano Campus

1942 Randolph Street

Delano, CA 93215

Phone 661-454-3012

Fax 661-454-3098

E-mail matca@bard.edu

Website www.bard.edu/mat

New York Campuses

Master of Arts in Teaching Program

Bard College

PO Box 5000

30 Campus Road

Annandale-on-Hudson, NY 12504-5000

Phone 845-758-7145

Fax 845-758-7149

E-mail mat@bard.edu

Website www.bard.edu/mat

(6) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. *Reference: Education Code Sections 44259 (b) (5).*

- For Multiple Subject programs (traditional, internship, and/or blended/integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s).
- For Single Subject programs (traditional and/or internship), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For Single Subject blended/integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

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December 17, 2009

In the Matter of the Application to the California Commission on Teacher Credentialing
by the Bard College Master of Arts in Teaching Program

Precondition #6

This letter verifies that the Bard College Master of Arts in Teaching Program, with a campus at 1942 Randolph Street in Delano, California, requires that all candidates satisfy the subject matter requirement for this Single Subject program through successful completion of the appropriate subject matter examination or satisfactory completion of an appropriate Commission-approved subject matter preparation program.



Ric Campbell
Dean of Teacher Education
Director, Master of Arts in Teaching Program

(7) **Completion of Requirements.** A college or university or school district that operates a program for the Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: *Reference: Education Code Sections 44259 (b) and 44283 (b) (8).*

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Passage of the California Basic Education Skills Test (CBEST)
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

RECOMMENDATION FORM
Single Subject Only

This form is to be completed by a college or university with a Commission-accredited SB 2042 Teacher Preparation Program. Submit it to the CCTC with the appropriate fees, and supporting documentation.

Recommending Institution _____

Name of Applicant _____ SSN: _____

Type of Credential Multiple Subject Single Subject _____

Subject Matter Authorization(s) _____

Supplementary Authorization(s) _____

Term of Credential Preliminary Additional BCLAD Emphasis _____

Completion Date of Program _____ *Language* _____

As the authorized representative of the recommending authority, I have reviewed the applicant's credential application, preparation, and/or experience and certify that the applicant:

- Has completed the requirements checked below for the Preliminary Single Subject Teaching Credential:
 - Baccalaureate or higher degree: _____
 - CBEST _____ TB Test _____
Date _____
 - Subject Matter Preparation Subject _____
 - Course Work Examination Letter from another IHE
 - U.S. Constitution course # _____ College-level Examination _____
 - TPE/TPA Portfolio Sign Off _____ / TPA's Completed _____
Date _____ Date _____
 - CTAP: Level I _____ CPR _____
 - Student Teaching Evaluations and Observations

Transcripts: On file Need scanning CTC Fee: Credit No Credit

Signature _____ Date _____

Name and Title _____

Contact Phone Number _____ E-Mail Address _____

Paramount/Bard meeting

Date: _____

1. Megan Dutto Megan Dutto
2. Colleen Dawson C. Dawson
3. Aaron Dutto A. Dutto
4. MacKenzie Boeckmann MacKenzie Boeckmann