California State University
Channel Islands

Master of Arts in Education

PROPOSAL TO OFFER A NEW ACADEMIC PROGRAM/ MAJOR IN FALL 2004 (LONG FORM)

Proposed Name of Degree:

Master of Arts in Education

Options/ Emphases in the Degree:

Specialization: Principals' Leadership

Faculty Proposing New Program:

Joan M. Karp, PhD

Review and Approval:

1. Curriculum Committee Approval:

Curriculum Chair: _____ Date: _____

2. Academic Senate Approval:

Chair, Academic Senate: _____ Date: _____

3. Administration Approval:

President (or designee): _____ Date: _____

1.   Definition of the Proposed Degree Major Program

1a.   *Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.*

   Campus - California State University Channel Islands

   Degree – Master of Arts in Education
                   Specialization: Principals' Leadership

   Implementation – 2004-2005 AY

1b.   *Name of the department, departments, division or other unit of the campus that would offer the proposed degree major program. Identify the unit that will have primary responsibility*.

   Academic Affairs: Education Program

1c.   *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.*

   ————Joan M. Karp, PhD
   Chair of Education Program ~~Professor of Special Education~~

   ————Conrad ~~T~~J. Rummel, PhD
   ————Special Consultant on Principals' Leadership

   Thomas McCoy, PhD
   Lecturer in Education
   Principal, Hueneme High School

   Howard Hamilton, PhD
   Superintendent of Schools, Pleasant Valley

   Lillian Castaneda, EdD
   Professor of Education

   Merilyn Buchanan, PhD
   Assistant Professor of Education

   Maria Denney, PhD
   Assistant Professor of Special Education

   Arlene Miro, PhD

Lecturer in Educational Administration

Denise Danne, PhD
Director of Human Resources

1d.   *Objectives of the proposed degree major program*.

Learning Objectives

Students completing the Master of Arts in Education will be able to:

- Demonstrate knowledge of current research, theory, and best practices in education and chosen area of specialization

- Demonstrate an in-depth knowledge of research on ~~individual differences within~~serving all ~~and among~~ students particularly related to students with diversity of ability, language, culture, socio-economic status, and gender
- ~~Demonstrate knowledge of current research, theory, and best practices in chosen area of specialization~~
- Demonstrate skills in creating equitable classrooms, groups and programs.
- Demonstrate knowledge of assessment and assessment design
- Advocate effectively for children, families and service delivery systems in chosen area of specialization
- Effectively engage families in education
- Analyze policies related to schooling, school wide reforms and proven practices
- Demonstrate knowledge of legal developments and their ramifications
- Communicate and establish collaboration among peers, school and community
- Lead and conduct professional development in area of expertise
- Act as mentor for other professionals
- Design, conduct, and present a Masters thesis or project

1e.   *Total number of units required for the major. List of all courses, by catalog number, title, and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses*.

34 Semester units required for the Masters program.

Since this is the first Masters Program in Education at CSUCI, all courses are new. These courses will be offered during the first two years (and subsequent years) after program implementation. See the following pages for Courses and Catalog Descriptions.

Core Courses required of all Master of Arts in Education Programs

EDUC 605 Education in a Diverse Society _____ (3)
EDUC 615 Principles of Educational Research _____ (3)
EDUC 616 Research Project*_____ (1)
Specialization _____ (27 units)

Master of Arts in Education
  Specialization: Principals' Leadership

COURSES	Semester Units
EDUC 605 Education in a Diverse Society	3
~~EDUC 610 Foundations of Curriculum Instruction and Assessment~~	~~3~~
EDUC 615 Principles of Educational Research	3
EDUC 616 Research Project*	1
EDPL 610 Foundations of Curriculum Instruction and Assessment for Educational Leaders	3
EDPL 620 Instructional Leadership	3
EDPL 621 ~~School~~ Law and School Management	3
EDPL 622 School Finance and Applied Leadership	3
EDPL 623 Understanding and Influencing Organizations in Diverse Educational Communities	3
EDPL 624 Human Resource Management ~~and Development~~ in ~~Education Settings~~ Diverse Schools	3
EDPL 625 Building a Collaborative School	3
EDPL 631 Professional Development/ Fieldwork I	2
EDPL 632 Professional Development/ Fieldwork II	4
~~EDPL 633 Professional Development and Evaluation for Credential~~	~~2~~
~~EDUC 616 Research Project*~~	~~1~~

*Continuous Registration of One Credit Per Term Required Until Research Project Complete

Course Descriptions

EDUC 605   Education in a Diverse Society (3)

Effective leadership in working with diverse communities of teachers, students, and families. Issues of gender, ethnicity, language, culture and disability are addressed in the context of promoting equity and excellence in learning opportunities and social interaction. Strategies for effectively involving families of diverse cultures in support of their child's educational achievement.

EDUC 615   Principles of Educational Research (3)

Acquire knowledge and skills to conduct disciplined inquiry for educational professionals. Critically analyze the nature and quality of published research. Design and individual Masters project or thesis proposal.

EDUC 616   Masters Research Thesis/Project (1)
May be repeated.
Continuing registration required until project completed

Independent research on topic of choice with advisor approval.

EDPL 610   Foundation of Curriculum, Instruction, and Assessment for
Educational Leaders (3)

Theories for design of curriculum, instruction and assessment in an inclusive school environment. Standards based curriculum, differentiated instruction, using assessment data to design on-going instruction at the classroom level, dynamics of the curriculum change process. Course results in the development of a deep and internalized understanding of effective teaching, learning and assessment for all students including English learners and students with special needs.

EDPL 620   Instructional Leadership of the Collaborative Inclusive School (3)

Leadership skills needed for implementation and evaluation of instructional programs that meet the needs of all learners. Focus on skills needed to involve teachers in reform and renewal of educational practice, shared instructional decision making and systematic improvement processes. Skills needed for effective instructional supervision at the program and individual level, development of instructional staff, mentoring, coaching, as well as direct instructional supervision integrated with the personnel decision making process involving hiring, renewal of contracts and granting of tenure.

EDPL 621   Law and School Management (3 credits)

Apply federal, state and local law to school government and management. Apply the legal principles of statutes and case law to issues related to conduct of students, contracts, liabilities, torts, and individual rights. Describe the legal framework for the governance of public education, and identify the role of the legislative process in the governance of schools. The legal requirement of "due process" will be applied as it relates to students, parents, and school personnel. Special education law and procedures will be covered with a focus on the application of law to the role and responsibilities of the school principal.

EDPL 622   School Finance and Applied Leadership (3)

Application of the principles of leadership and management as found in the research literature to school and finance and management issues. Public school finance, effective

management of fiscal resources and business services at the site. Budget development and implementation at the site level to support instructional program priorities and needs of instructional staff in meeting the needs of all students. Communication, human relations, power and authority, decision-making, managing conflict, facilitating change in the context of student management, health, safety, security, school community relations, and school support services (food services, custodial services, facilities maintenance.)

EDPL 623   Understanding and Influencing Organizations in Diverse Educational Communities (3)

~~Organizational theory and leadership skills required to~~This Masters level course provides students with the opportunity to understand and ~~implement change~~analyze schools as formal organizations and to examine and reflect on the potential of a school leader to influence and direct educational change. ~~Organizational structures and the cultural context of schooling. Moral and ethical leadership skills needed to guide, build consensus, resolve conflict, support risk-taking, and lead an entire school community in pursuit of a shared vision of educational excellence for all students.~~

EDPL 624   Human Resource Management ~~and Development~~in Education ~~Settings~~Diverse Schools (3)

Leadership knowledge and skills needed to manage ~~a~~ human resource~~s program~~ in education settings including personnel administration, supervision, assignment monitoring, negotiation and administration of contracts, supervision of risk management programs and all legal aspects of human resource~~s~~ administration that effect site-level administrator.

EDPL 625   Building Collaborative Inclusive Learning Communities (3)

Understanding and applying the skills needed to build an inclusive learning community, roles and relationships among students, staff, adults and families, professional development, shared decision making, teacher leadership, supporting special populations within the school, designing and implementing strategic plans focused on improved student achievement for all learners.

EDPL 631 Professional Development/Fieldwork in Diverse School Communities I (1) May be repeated.

Collaborative assessment (student, university instructor, and mentor) of candidate competence for meeting CCTC standards and development of professional induction plan. Integration of fieldwork and application of knowledge and skills of entry level administrative position in local school or program settings.

EDPL 632 Professional Development / Fieldwork in Diverse School Communities II (2) May be repeated.

Continuing assessment of candidate competence for meeting CCTC standards, integration of fieldwork, and application of knowledge and skills of entry level administrative position in local school or program settings.

1f. *List of elective courses, by catalog number, title, and units of credit that can be used to satisfy requirements for the major. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.*

1g. *If any formal options, concentrations, or special emphases are planned under the proposed major, explain fully*.

The proposed Masters program will have specializations in Principals Leadership, Special Education, and Language, Culture and Literacy, Curriculum and Instruction, and other specializations. Principals Leadership is the first planned specialization. All specializations will have the same core courses.

1h. *Course prerequisites and other criteria for admission of students to the proposed degree major program, and for their continuation in it.*

Prerequisites (Prerequisites can be met with courses taken as part of Clear Credential or Induction Program)

> Advanced Integration of Technology into Education
> Overview ofAdvanced Special Education

Program Maintenance Requirements:

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term as part of the Professional Development and Field Experience Courses (EDPL 631, 632.)

Requirements for Admission to the Master of Arts in Education

Bachelor's degree

Cumulative grade point average of 3.0

Teaching Credential or equivalent professional experiences working with children and families

Three letters of recommendation from professionals who are knowledgeable of the candidate's professional work, at least one of whom is the candidate's current

supervisor. Letters from university faculty describing the candidate's ability to successfully complete graduate work are also recommended

Interview with Education Program Admissions Committee

Writing Sample. A written statement of purpose in a 400-600 word essay. This essay includes reflections on personal and professional goals, and how the candidate plans to acquire the knowledge and skills to achieve these goals.

Principals Leadership Specialization requires three years of full-time successful teaching experience post Preliminary Teaching Credential

Requirements for Admission to the Master of Arts in Education

Bachelor's degree

Cumulative grade point average of 3.0.

Teaching Credential or other equivalent professional experiences working with children and families.

One year of full-time successful teaching experience post Preliminary Credential (Principals Leadership Specialization requires three years of full-time successful teaching experience post Preliminary Credential

Three letters of recommendation from professionals who are knowledgeable of the candidate's professional work, at least one of whom is the candidate's current school administrator. Letters university faculty describing the candidate's ability to successfully complete graduate work are also recommended.

Interview with Education Program Admissions Committee

Writing Sample.   A written statement of purpose (500-600 word essay) describing why the candidate desires to be considered for further study in chosen field. This essay will include personal and professional reflection on personal goals and developing the knowledge and skills to achieve these goals.

1i.   *Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, et***c.**

The program implements the distinguishing characteristics of all CSUCI programs: an interdisciplinary and service learning approach to higher education.

This program is designed to provide specific preparation for school principals in our region. It is different from the more generic educational leadership or educational administration programs that provide more generic training for individuals who desire to hold other leadership positions in schools such as curriculum supervisors or staff development trainers. Additionally local teachers seeking advanced leadership training who do not desire to become principals will be served by our other specializations that will be developed.

1j. *For undergraduate programs, provisions for articulation of the proposed major with community college programs.*

1k. *Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.*

The Master of Arts in Education – Principals' Leadership Specialization was specifically designed to meet the latest standards of the California Commission on Teacher Credentialing for the Administrative Services Credential. It ~~was~~ will be submitted to the Commission ~~December 2003~~January 2004.

2. **Need for the Proposed Degree Major Program**

2a. *List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.*

Most other CSU campuses offer a Master of Arts in Education. In addition, three nearby public and private institutions (California Lutheran, Pepperdine, University of California, Santa Barbara) offer the degree. The CSUN at Channel Islands Program has been offering this credential and Masters Program throughout Ventura County. It continues to be one of the education programs of highest need in the county as indicated by Dr. Chuck Weiss, the Ventura County Superintendent of Schools and other local superintendents. CSUCI will assume the responsibility from CSUN for serving students in our region.

2b. *Differences between the proposed program and programs listed in Section 2a above.*

The Master of Arts in Education – Principals' Leadership Specialization is designed to meet the latest CCTC standards for Administrative Services Credential Programs ~~which~~ that were ~~changed~~ revised in the Spring of 2003. It also is designed with a broad national perspective that takes into account local community's needs for ~~well~~ well-qualified school administrators.

2f. *Professional uses of the proposed degree major program.*

The ~~overarching~~ Master of Arts in Education will provide advanced preparation for -professionals in the field of education. The Principals' Leadership Specialization within the Master of Arts in Education will specifically provide the necessary knowledge and skills for school principals.

2g.   *The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.*

	Number of Students*	Number of Graduates*
Initiation Year	25	5
Third year	50	25
Fifth year	50	45

3.   **Existing Support Resources for the Proposed Degree Major Program**

3a.   *Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the program.*

Joan M. Karp
Professor of Special Education
PhD in Special Education, 1982
25 years experience in higher education including professor and administrator at University of Minnesota 12 years, CSUCI 2 years
Publications (See attached vita)

Lillian Vega Castaneda
Professor of Education
EdD in Multicultural Education
CSU Professor for 12 years
Publications (See attached vita)

Merilyn Buchanan
Assistant Professor of Education
XXX

Robert E. Bleicher
Assistant Professor of Science Education
PhD in Educational Psychology, 1993
10 years experience in higher education including researcher at Queensland University of Technology 5 years, assistant professor at Florida Atlantic University 3 years and at CSUCI 2 years.
Publications (See attached vita)

Jeanne M. Grier

Assistant Professor of Education
Ph.D. in Teaching and Teacher Education, 1998
10 years as an educator including high school biology teacher and secondary science teacher educator at North Central College, CSUCI 1 year
Publications (See attached vita)

~~Jill Leafstedt~~
Jill Leafstedt
Assistant Professor of Special Education
PhD in Education, 2002
5 years as an educator including, special day class teacher, first grade teacher and Full Inclusion specialist
Publications (See attached vita)

XXX

Maria K. Denney
Assistant Professor of Special Education
Ph.D. in Education with an Emphasis in Special Education, Disability and Risk Studies, 2003
10 years as a child development specialist and early interventionist, CSUCI 1.5 years
Publications (See attached vita)

~~Additional full-time professors in the Education Program are planned for Fall 2004.~~

Other CSCUI full-time faculty expertise in related areas:

William P. Cordeiro
Professor of Management
PhD in Executive Management, 1986
CSU Professor since 1988
Extensive experience as employee and consultant in private and public organizations since 1969.
Publications (See attached vita)

Adjunct professors

Conrad ~~T~~J. Rummel
Lecturer in Educational Administration
PhD in Educational Administration
30 years of teaching and administrative experience in Minnesota Public Schools

Thomas McCoy
Lecturer in Education
Principal Hueneme High School for three years
~~xxx~~PhD in Educational Administration

Arlene Miro
————Full time Lecturer
Ed.D in Educational Administration
31 years experience in public schools (K-12) teacher and administration
5 years experience in teaching in higher education 4 years experience at the
Ventura County Director of the Beginning Teacher and Support Program, Ventura
County Superintendent of Schools Office
2 years of experience at the California Department of Education~~Lecturer in~~
~~Education~~
————~~Xxx~~

Howard M. Hamilton
Ph.D. USC, Education, Organization and Control
License in counseling (Marriage and Family Therapy)
Lecturer CSUN and CSUN@CI teaching ELPS 664 School Finance and ELPS
     663 School Law.
Superintendent of Schools

————Denise Danne
EdD
————Director of Human Resources Ventura County Superintendent of Schools
Office
————~~XXX~~

~~(A) During the initial years of operation, the Principals' Leadership specialization~~
~~will be offered through Extended Education on a self support basis.~~

~~(B) This Masters Degree in Education Program will require classroom space, library~~
~~materials, library electronic databases and the use of Information Technology (IT)~~
~~resources. The IT requirements will not be extensive - mainly PCs for faculty and student~~
~~use, PC Lab and "smart classrooms" wired for PCs screen projections and Web-based~~
~~instruction. The Capstone course will require a dedicated PC and high-speed printer.~~
~~There are no special laboratory needs.~~

~~This program assumes the development of campus resources for students, faculty~~
~~and staff: parking, offices, food service, health services and key academic support~~
~~resources (admission, advising, records, etc.).~~

4. ~~**4.**~~ **Additional Support Resources Required**

This Masters Degree in Education Program will require classroom space, library materials, library electronic databases and the use of Information Technology (IT) resources. The IT requirements will not be extensive - mainly PCs for faculty and student use, PC Lab and "smart classrooms" wired for PCs screen projections and Web-based instruction. The Capstone course will require a dedicated PC and high-speed printer. There are no special laboratory needs.

This program assumes the development of campus resources for students, faculty and staff: parking, offices, food service, health services and key academic support resources (admission, advising, records, etc.).

4b. *Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.*

During 2004, CSUCI anticipates hiring additional tenure track faculty members to assist in offering the Masters Degree in Education Program. Since this program will be offering only two courses per term for one cohort of students, we anticipate needing one half-time faculty with expertise in principal's leadership to coordinate this cohort during the initial years. In the next three to five years as the program grows we anticipate needing 1.5 fulltime equivalent faculty in educational administration.

4c. *The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.*

The program will use the existing classroom space being used for "CSUN @ CI" as enrollments shift to CSUCI students. In addition, the program will use classroom space being developed during the growth of the CSUCI campus.

4d. *Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.*

Library resources are being acquired for the program. No additional resources above the existing CSUCI Library acquisition program are needed. The faculty is working with the Library staff to assure an appropriate level and subject distribution of library resources. CSUCI maintains a strong interlibrary loan program with other CSU and state-wide libraries.

4e. *Additional equipment or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after*

initiation. Indicate the source of funds and priority to secure these resource needs.

No new needs beyond those planned during the development of the campus facilities.

5.   *Abstract of the Proposal and Proposed Catalog Description*

MASTER OF ARTS IN EDUCATION

The Master of Arts in Education provides advance preparation for educational professionals and leaders. The first specialization to be offered at CSUCI prepares principals for schools and educational programs.

Principals' Leadership Specialization

The Principals' Leadership Specialization prepares candidates to complete the California Commission on Teacher Credential Standards for the Preliminary Services Credential leading to the Professional Administrative Services Credential. The program prepares students to serve in positions of educational leadership in the California Public Schools. Through integration of course work and field experiences students are provided multiple opportunities to learn and practice the California Professional Standards for School Leaders. The program offers students understanding and application of leadership skills related to relationship building, communication, and the ability to apply, model, and analyze curriculum, instructional strategies, assessment, standards-based accountability systems, and data-based school improvement.   The program also develops each student's understanding of basic school administrative responsibilities including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy.

Prior to recommendation for certification university faculty determine eligibility based on fully documented evidence that each student has demonstrated satisfactory performance on the full range of standards set forth by the California Commission on Teacher Credentialing.

A Masters degree is required for CSUCI to recommend a candidate for the Level I Preliminary Administrative Services Credential. Candidates already possessing a Masters degree may complete the required 30 units and thereby be recommended for the Level I credential without a research project (1 unit).

Course Requirements for Preliminary Administrative Services Credential

Prerequisites

- Advanced coursework or a component of an induction program focusing on the integration of technology into education
- Advanced coursework or a component of an induction program focusing in Special Education

Masters Core Courses

Educ 605 Education in a Diverse Society	3
Educ 615 Principles of Educational Research	3
Educ 616 Masters Research Thesis/Project (continuing registration required)	1

Required Courses for Specialization in Principals Leadership

EDPL 610 Foundations of Curriculum, Instruction and Assessment for Educational Leaders	3
EDPL 620 Instructional Leadership of the Collaborative Inclusive School	3
EDPL 621 Law and School Management	3
EDPL 622 School Finance and Principles of Applied Leadership	3
EDPL 623 Understanding and Influencing Organizations in Diverse Educational Communities	3
EDPL 624 Human Resource Management and Developmentin Education SettingsDiverse Schools	3
EDPL 625 Building Collaborative, Inclusive Learning Communities	3
EDPL 631 Professional Development and Field Experience I	2
EDPL 632 Professional Development and Field Experience II	4
Total Units	34

Program Maintenance Requirements:

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term as part of the Professional Development and Field Experience Courses (EDPL 630-633.)

CONTACT INFORMATION

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PROPOSED COURSE OF STUDY:

Summer Session I (2004)

EDUC 605 Education in a Diverse Society	3
EDPL 610 Foundations of Curriculum Instruction and Assessment	3
EDUC 615 Principles of Educational Research	3
EDPL 631 Professional Development/Fieldwork I	1
Total	10

Fall Semester (2004)

EDPL 620 Instructional Leadership of the Collaborative Inclusive School	3
EDPL 621 Law and School Management	3
EDPL 631 Professional Development/Fieldwork I	1
Total	7

Spring Semester (2005)

EDPL 622 School Finance and Principles of Applied Leadership	3
EDPL 623 Understanding and Influencing Organizations in Diverse Communities	3
EDPL 632 Professional Development/Fieldwork II	2
Total	8

Summer Session II (2005)

EDPL 624 Human Resource Management ~~and Development~~in Education Settings	3
EDPL 625 Building a Collaborative, Inclusive Learning Community	3
EDPL 632 Professional Development/ Fieldwork II	2
EDUC 616 Research Project *	1
Total	9

Total Program	34

*Continuous Registration of One Credit Per Term Required Until Research Project Complete