

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production

DATE (CHANGE DATE EACH TIME REVISED): SEPTEMBER 15, 2013P REV 12.3.13

PROGRAM AREA(S): EDUCATION

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark an X by all change areas that apply and follow-up your justification. Be as brief as possible but, use as much space as necessary.]

<input checked="" type="checkbox"/> Course title	<input checked="" type="checkbox"/> Course Content
<input type="checkbox"/> Prefix/suffix	<input checked="" type="checkbox"/> Course Learning Outcomes
<input type="checkbox"/> Course number	<input type="checkbox"/> References
<input type="checkbox"/> Units	<input type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other <input type="checkbox"/>
<input checked="" type="checkbox"/> Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input checked="" type="checkbox"/> Catalog description	
<input type="checkbox"/> Mode of Instruction	

Justification: The purpose of this modification is to adjust the program to prepare candidates pursuing an administrative career in both P-12 **and** higher education settings (as opposed to just P-12).

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix EDPL Course# 620
 Title ~~Instructional~~ Leadership of the Collaborative Inclusive School Units (3)
 3 hours lecture per week
☐ hours blank per week

☐ Prerequisites: ~~Admission to the Principals Leadership Program~~
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):
 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. Topics include skills needed for effective instructional supervision at the program and individual level, development of instructional staff, mentoring, coaching, direct instructional supervision integrated with the personnel decision making process involving hiring, renewal of contracts and granting of tenure.

General Education Categories: ☐
 Grading Scheme (Select one below):

☒ A – F
☐ Credit/No Credit
☐ Optional (Student's Choice)

Repeatable for up to ☐ units
 Total Completions ☐
 Multiple Enrollment in Same Semester Y/N ☐
 Course Level:
☐ Undergraduate
☐ Post-Baccalaureate

NEW

Prefix EDPL Course# 620
 Title **Leadership of the Collaborative Inclusive Educational Institution** Units (☐)
 3 hours lecture per week
☐ hours blank per week

☒ Prerequisites: **Admission to the Master of Arts in Education, Educational Leadership Specialization**
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):
 Leadership skills needed for implementation and evaluation of programs that meet the needs of all learners. Focus on skills needed to affect systemic change and renewal of educational practice, shared instructional decision making and systematic improvement processes. Topics include skills needed for effective supervision at the program and individual level, development of staff, mentoring, coaching, direct supervision integrated with the personnel decision making process.

General Education Categories: ☐
 Grading Scheme (Select one below):

☒ A – F
☐ Credit/No Credit
☐ Optional (Student's Choice)

Repeatable for up to ☐ units
 Total Completions ☐
 Multiple Enrollment in Same Semester Y/N ☐
 Course Level:
☐ Undergraduate
☐ Post-Baccalaureate

3. Mode of Instruction (Hours per Unit are defaulted)Hegis Code(s) _____
(Provided by the Dean)**Existing****Proposed**

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>20</u>	X	Lecture	<u>3</u>	<u>1</u>	<u>20</u>	X	
Seminar					Seminar					
Lab					Lab					
Activity					Activity					
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

4. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/ge>
Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

D (Social Perspectives)**E (Human Psychological and Physiological Perspectives)****UDIGE/INTD Interdisciplinary****Meets University Writing Requirement (Graduation Writing Assessment Requirement)****Meets University Language Requirement**

American Institutions, Title V Section 40404: Government US Constitution US History
Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]

OLD

This is a required course in the Principals Leadership Program and meets the California Commission on Teacher Credentialing Standards for Quality and Effectiveness for Educational Leadership Programs leading to the Preliminary Administrative Services Credential.

Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

NEW

The course is required for those students pursuing a Master of Arts in Education, Educational Leadership Specialization. This course meets California Commission on Teacher Credentialing Standards for Quality and Effectiveness for Educational Leadership Programs leading to the Preliminary Administrative Services Credential.

X Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

- Analyze, implement and reflect on leadership theories and practice as applied to instructional programs.
- Develop and refine a personal vision of education and instruction
- Examine, practice and model a personal code of ethics
- Engage in professional leadership practices including shared decision-making, problem solving, and conflict management.
- Develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance personal and professional responsibilities.
- Apply the principles of effective communications, systems management, organizational problem solving, and collaborative decision-making skills to real world issues.
- Develop the skills needed to use the influence of positions of leadership to enhance educational opportunities for students rather than for personal gain.
- Develop a plan to leverage and marshal sufficient resources to implement and attain an academic vision for all students and subgroups of students.
- Communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity and access.
- Build relationships with members of diverse communities that democratic schooling and involve the greater community in the life of the school
- Apply skills needed to design, implement, and evaluate curriculum, instruction and assessment as delivered in the school setting.
- Create an accountability system of teaching and learning based on students learning standards
- Welcome and facilitate constructive conversations the lead to improved achievement for all students.

Upon completion of the course, the student will be able to:

NEW

- Analyze, implement and reflect on leadership theories and practice as applied to instructional programs/practice.
- Develop and refine a personal vision of education and instruction/practice
- Examine, practice and model a personal code of ethics
- Engage in professional leadership practices including shared decision-making, problem solving, and conflict management.
- Develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance personal and professional responsibilities.
- Apply the principles of effective communications, systems management, organizational problem solving, and collaborative decision-making skills to real world issues.
- Develop the skills needed to use the influence of positions of leadership to enhance educational opportunities for students rather than for personal gain.
- Develop a plan to leverage and marshal sufficient resources to implement and attain an academic vision for all students and subgroups of students.
- Communicate decisions based on relevant data and research
- Build relationships with members of diverse communities and the greater community in the life of the educational institution
- Apply skills needed to design, implement, and evaluate programs, instruction and assessment
- Create an accountability system based on students learning standardsWelcome and facilitate constructive conversations the lead to improved achievement for all students.

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

- Introduction: review of course requirements
- Nature of instructional leadership

NEW

- Introduction: review of course requirements
- Nature of leadership

- Personal vision of leadership
- Perspectives on diversity
- Facilitating effective teaching and learning
- Purpose of K-12 Education
- Current accountability systems and legislation
- Successful school leadership
- Effective classroom practice (evaluating and supporting teachers)
- Implementing standards based instruction (overview)
- Implementing standards based instruction in context of diverse student populations
- Final examination and class closure

- Personal vision of leadership
- Perspectives on diversity
- Facilitating effective teaching, learning and practice
- Purpose of P-16 education
- Current accountability systems and legislation
- Successful school/institutional leadership
- Effective classroom practice (evaluating and supporting teachers)
- Implementing standards (or outcomes) based instruction (overview)
- Implementing standards (or outcomes) based instruction in context of diverse student populations
- Final examination and class closure

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)

A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).

B. List each cross-listed prefix for the course:

C. Program responsible for staffing: School of Education

9. References. [Provide 3-5 references]

OLD

Fullan, Michael G. (2001) *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass

Bolman, Lee G. & Deal, Terrance E. (1995) *Leading with Soul*. San Francisco, CA: Jossey-Bass.

Leithwood, Keith A. & Riehl, Carolyn. (2003) *What Do We Already Know About Successful School Leadership?* Paper presented for the AERA Division A Task Force on Developing Research in Educational Leadership. California Standards for the Teaching Profession (CSTP)

California Department of Education. (2002) *Elementary Makes the Grade*. Sacramento, CA: CDE Press.

California Department of Education. (2001) *Taking Center Stage*. Sacramento, CA: CDE Press.

California Department of Education. (2002) *Aiming High*. Sacramento, CA: CDE Press.

NEW

10. Tenure Track Faculty qualified to teach this course.

Kaia Tollefson

Manuel Correia

Elizabeth Quintero

11. Requested Effective Date or First Semester offered: Fall 2014

12. New Resource Requested: Yes ☐ No ☒

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs:

D. Lab Fee Requested: Yes ☐ No ☒ (Refer to the Dean's Office for additional processing)

E. Other. ☐

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☒ No ☐

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 1, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**.

Last day to submit forms to be considered during the current academic year: **April 15th**.

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Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: [REDACTED]

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date