

California State University Channel Islands

## Program Modification

Program modifications must be submitted by October 15, 2013, and finalized by the end of that fall semester for catalog production.

Enter data in **YELLOWED** areas.

**Date** (Change date if modified and update the file name with the new date): 2014 2015 Catalog Copy **10.1.13** Revised 12/11/13

Program Area: **Education: Educational Leadership Specialization, M.A.**

**Semester /Year First affected:** Fall 2014

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**Instructions:** Please use this Program Modification form for changes to existing program requirements, units, outcomes, emphases or options, or for other programmatic concerns. For minor changes (faculty or address changes, additions of approved electives, minor editing for clarity, and other minor updates) use the Program Update form, available at the Curriculum website.

Paste the latest approved version of your entire program in the left AND right boxes below. Make your deletions in the LEFT column by using the strikethrough feature in Word or underlining, and highlight. Insert new language or other changes to the program on the RIGHT and highlight in **YELLOW** for easy identification. If possible, please align the two columns so that changes appear side-by-side with the original text.

### SUMMARY OF CHANGES

The Master of Arts in Education (Educational Leadership Specialization) will now require 5 years of teaching experience for admission based on the change in CTC requirements.

The Master of Arts in Education (Educational Leadership Specialization) will now prepare students pursuing an administrative career in both P-12 and higher education settings.

- There are no changes to the specific courses required.
- Some course descriptions will be modified to represent content covered across P-12 and higher education.
- Instructors will differentiate course content and assignments to include both P—12 and higher education.
- If enrollment permits, students pursuing a higher education focus will be allowed to substitute higher education-focused courses for

the following:

- EDPL 610 - Foundations of Curriculum, Instruction, and Assessment Units: 3
- EDPL 622 - School Finance and Principles of Applied Leadership Units: 3
- EDPL 624 - Human Resource Management in Education Settings Units: 3
- EDPL 625 - Building Collaborative, Inclusive Learning Communities Units: 3
- Students pursuing a higher education focus may be allowed substitute the following higher education-focused electives (new course proposal submitted with this program modification):

- EDPL 626 – Introduction to American Higher Education Units: 3
- EDPL 627 – The American College Student Units: 3
- EDPL 628 – Organization and Administration of Student Affairs
- EDPL 629 – Assessment and Evaluation in Higher Education
- Students pursuing a higher education focus will not have the following admission requirements:
  - CBEST
  - California Teaching Credential
  - P-12 Teaching Experience

**JUSTIFICATION**

The purpose of this program 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).

This program modification is timely, will better meet the needs of our local community and attract more students to our program. As we move forward with establishing the Ed.D. program that has a higher education focus, it is timely and a natural fit to provide an opportunity for higher education administrators to pursue a master’s degree at CSU Channel Islands. Additionally, CSU Northridge is the closest public University that provides a master’s degree for higher education administrators; therefore, there are potential students who are forced to commute to Northridge or pay private school tuition in order advance their knowledge and career. We need to respond to the need of our CSU Channel Islands graduates and staff and other higher education professionals employed at Ventura County institutions (including community colleges and for-profit institutions) by providing this graduate opportunity. Similar to including pre-K content in the program, faculty will broaden the scope of their courses or a second section of courses will be added for higher education professionals (if enrollment allows).

We propose this as a modification to the existing program because philosophically, we believe it is important to give educators an understanding of the P-16 pipeline; this demonstrates the connectivity of our work and the issues and challenges inherent in the educational enterprise.

<b>CURRENTLY APPROVED PROGRAM</b>	<b>PROPOSED PROGRAM</b>
<p>Education: Educational Leadership Specialization, M.A.</p> <p>The Master of Arts in Education provides advance preparation for educational professionals.</p>	<p>Education: Educational Leadership Specialization, M.A.</p> <p>The Master of Arts in Education provides advanced preparation for educational professionals <b>working in P-12 and higher education settings.</b></p>

### Educational Leadership Specialization 34-36 units

The Educational Leadership Specialization 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.

The Educational Leadership Specialization also prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) Preliminary Administrative Services Credential. Completion of this Level I administrative 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.

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 CCTC.

### Educational Leadership Specialization 34-36 units

The Educational Leadership Specialization program develops in students leadership skills related to relationship building, and communication with individuals and groups. The program focuses on developing the ability to implement, assess and evaluate curriculum/programs, instructional strategies, and standards-based accountability systems. The program also develops each student's understanding of basic administrative responsibilities including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy.

The Educational Leadership Specialization prepares leaders pursuing a career in P-12 and higher education settings. For those candidates pursuing a focus in K-12 education, the program also prepares them to complete the California Commission on Teacher Credentialing (CCTC) Preliminary Administrative Services Credential. Completion of this Level I administrative 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. For those working in Early Childhood education, course content and assignments are differentiated. There are currently no Early Childhood CCTC credentials.

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 CCTC.

Those candidates pursuing the higher education focus will develop an understanding of the history and structure of American higher education and the development of college students. Additionally, they will gain exposure to the breadth and depth of higher education work by engaging in two field experiences.

## Careers

The Master of Arts in Education. The Educational Leadership Specialization prepares educational leaders who can develop, coordinate, and assess instructional programs; evaluate and supervise ~~certificated and classified~~ personnel, facilitate and manage safe and secure ~~school~~ learning environments, manage ~~school site, district, or county level~~ fiscal services; and develop, coordinate and supervise student support services. Candidates are prepared for leadership positions as school principals and for a variety of school leadership positions for which the Preliminary Administrative Services Credential is required.

### Admission to the Master of Arts in Education: Educational Leadership

1. Application — Apply to both the University Admissions office and the School of Education.
2. One set of Official Transcripts — One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions office. Cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program.
3. CBEST Examination — Copy of card indicating passage of the California Basic Education Skills Test (CBEST) or verification that you have taken the test prior to admission to the program. Passage of CBEST is required for certification.
4. California Teaching Credential — Copy of a valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching; or a valid California Designated Subjects teaching credential provided the applicant also possesses a baccalaureate degree; or a valid California services credential in Pupil Personnel Services, Health

## Careers

The Master of Arts in Education. The Educational Leadership Specialization prepares educational leaders **for Early Childhood, K-12 and Higher Education**. Candidates are prepared for leadership positions in these three areas: Leadership and Management positions in Early Childhood; K-12 leadership positions for which the Preliminary Administrative Services Credential is required; and a variety of leadership positions in Higher Education in the public, private and no-profit sectors.

### Admission to the Master of Arts in Education: Educational Leadership **(P-12 focus)**

1. Application — Apply to both the University Admissions office and the School of Education.
2. One set of Official Transcripts — One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions office. Cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program.
3. CBEST Examination — Copy of card indicating passage of the California Basic Education Skills Test (CBEST) or verification that you have taken the test prior to admission to the program. Passage of CBEST is required for certification.
4. California Teaching Credential — Copy of a valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching; or a valid California Designated Subjects teaching credential provided the applicant also possesses a baccalaureate degree; or a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field practice or the equivalent submitted to the School of Education.
5. Experience — Documentation of at least **five** years of full-time successful teaching experience (substitute or part-time service

Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field practice or the equivalent submitted to the School of Education.

5. Experience — Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply).

6. Two Letters of Recommendation — Two 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.

7. Interview — Interview with School of Education Admissions Committee.

8. Writing Sample — A written statement of purpose (500- 600 word essay) describing why the candidate desires to be a school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

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6. Two Letters of Recommendation — Two 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.

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8. Writing Sample — A written statement of purpose (500- 600 word essay) describing why the candidate desires to be a school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

#### Admission to the Master of Arts in Education: Educational Leadership (Higher education focus)

1. Application — Apply to both the University Admissions office and the School of Education.

2. One set of Official Transcripts — One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions office. Cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program.

5. Experience — Documentation of experience working in higher education.

6. Two Letters of Recommendation — Two letters of recommendation from professionals who are knowledgeable of the candidate's work at least one of whom is the candidate's current supervisor.

7. Interview — Interview with School of Education Admissions Committee.

8. Writing Sample — A written statement of purpose (500- 600 word essay) describing why the candidate desires to work in higher education. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

<p>Masters Core Courses - 7-9 units  EDUC 605 - Education in a Diverse Society 3  EDUC 615 - Principles of Educational Research 3  Select either:  EDUC 616 - Masters Research Thesis/Project 1-3  (Continuing registration required)  or  EDUC 618 - Comprehensive Examination 1-3  or  EDUC 619 - Masters Project 1-3</p> <p>Required Courses for Specialization in Educational Leadership - 27 units</p> <ul style="list-style-type: none"> <li>• EDPL 610 - Foundations of Curriculum, Instruction, and Assessment Units: 3</li> <li>• EDPL 620 - Instructional Leadership of the Collaborative Inclusive School Units: 3</li> <li>• EDPL 621 - Law and School Management Units: 3</li> <li>• EDPL 622 - School Finance and Principles of Applied Leadership Units: 3</li> <li>• EDPL 623 - Understanding and Influencing Organizations in Diverse Communities Units: 3</li> <li>• EDPL 624 - Human Resource Management in Education Settings Units: 3</li> <li>• EDPL 625 - Building Collaborative, Inclusive Learning Communities Units: 3</li> </ul>	<p>Masters Core Courses - 7-9 units  EDUC 605 - Education in a Diverse Society 3  EDUC 615 - Principles of Educational Research 3  Select either:  EDUC 616 - Masters Research Thesis/Project 1-3  (Continuing registration required)  or  EDUC 618 - Comprehensive Examination 1-3  or  EDUC 619 - Masters Project 1-3</p> <p>Required Courses for Specialization in Educational Leadership - 27 units</p> <ul style="list-style-type: none"> <li>• EDPL 610 - Foundations of Curriculum, Instruction, and Assessment Units: 3</li> <li>• EDPL 620 - Instructional Leadership of the Collaborative Inclusive School Units: 3</li> <li>• EDPL 621 - Law and School Management Units: 3</li> <li>• EDPL 622 - School Finance and Principles of Applied Leadership Units: 3</li> <li>• EDPL 623 - Understanding and Influencing Organizations in Diverse Communities Units: 3</li> <li>• EDPL 624 - Human Resource Management in Education Settings Units: 3</li> <li>• EDPL 625 - Building Collaborative, Inclusive Learning Communities Units: 3</li> <li>• EDPL 631 - Professional Development/Fieldwork I Units: 1-4</li> <li>• EDPL 632 - Professional Development/Fieldwork II Units: 1-2</li> </ul> <p>If enrollment permits, students pursuing a higher education focus will be allowed to substitute higher education-focused courses for the following:</p>
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- EDPL 631 - Professional Development/Fieldwork I Units: 1-4
- EDPL 632 - Professional Development/Fieldwork II Units: 1-2

- EDPL 610 – Foundations of Curriculum, Instruction, and Assessment Units: 3
- EDPL 622 - School Finance and Principles of Applied Leadership Units: 3
- EDPL 624 - Human Resource Management in Education Settings Units: 3
- EDPL 625 - Building Collaborative, Inclusive Learning Communities Units: 3

Students pursuing a higher education focus may be allowed substitute the following higher education-focused electives (new course proposal submitted with this program modification):

- EDPL 626 – Introduction to American Higher Education Units: 3
- EDPL 627 – The American College Student Units: 3
- EDPL 628 – Organization and Administration of Student Affairs
- EDPL 629 – Assessment and Evaluation in Higher Education

Note:

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- EDPL 632.)

#### Graduate Writing Assessment Requirement

Writing proficiency for the awarding of the degree is demonstrated by successful completion of EDUC 605 - Education in a Diverse Society, with a grade of B or higher.

Note:

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- EDPL 632.)

#### Graduate Writing Assessment Requirement

Writing proficiency for the awarding of the degree is demonstrated by successful completion of EDUC 605 - Education in a Diverse Society, with a grade of B or higher.

Proposer of Program Modification

Date



## APPROVAL SHEET

**Program:** Education: Educational Leadership Specialization, M.A.

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

Curriculum Chair		
	Signature	Date

AVP		
	Signature	Date