ACADEMIC PROGRAMS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AP-084-167

CEIS
EDUCATION, M.A. – EDUCATIONAL LEADERSHIP SUBPLAN/OPTION

Academic Programs Committee	Date:	05/21/2017
Executive Committee Received and Forwarded	Date:	05/24/2017
Academic Senate	Date:	<u>05/31/2017</u> <u>First Reading</u>

BACKGROUND:

The graduate administrative credential courses constitute the core content courses embedded in the Educational Leadership option for the Master of Arts in Education program. Pre-requisites for admission to this "advanced credential" include completion of a "basic credential" teacher education program and five years of documented successful teaching experience. To complete the MA program with the Educational Leadership option, students must complete all the preliminary credential content courses, as well as the designated core research classes, and a culminating research project or thesis. This option has been offered since the inception of this credential program on the campus. Since the credential program is embedded in the MA program, the core content courses must be in alignment with current standards by the California Commission of Teacher Credentialing (CCTC). The semester conversion proposal reflects new titles and course numbers and the adaptation necessary to preserve the state-mandated content. This "content core" forms the heart of the MA program in terms of content. The "research core" continues to provide the "heart" of the rigorous academic foundation for application of this content to the world of practice as informed by the world of research. Completion of the project/thesis culminating experience further requires that educational leaders directly participate in conducting research relevant to the educational mission of promoting social justice within the context of a diverse, democratic society.

RESOURCES CONSULTED:
Deans
Associate Deans
Department Chairs
All Faculty

DISCUSSION:
Before reaching the Academic Programs Committee, this program was reviewed by the College Curriculum Committee in the College of Education and Integrative Studies as well as the Dean of CEIS and the Office of Academic Programs. All concerns raised at those levels were addressed. The Academic Programs Committee then conducted campus-wide consultation, as well as its own review of the program. No concerns were raised.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the Educational Leadership Option (Revisioned) as part of the semester conversion process.

Program Proposal

MA in Education
Educational Leadership Option

Overview of the Educational Leadership Option:

The graduate administrative credential courses constitute the core content courses embedded in the Educational Leadership option for the Master of Arts in Education program. Pre-requisites for admission to this "advanced credential" include completion of a "basic credential" teacher education program and five years of documented successful teaching experience. Some candidates have already completed an MA degree and choose to take only the credential courses in order to qualify for authorization by the state to serve in an administrative capacity (as determined by preliminary and then clear credential status) with special conditions that apply to administrative interns.

To go the extra step to complete the MA program with the Educational Leadership option, students must complete all the preliminary credential content courses, as well as the designated core research classes, and a culminating research project or thesis. This option has been offered since the inception of this credential program on the campus. Since the credential program is embedded in the MA program, the core content courses must be in alignment with current standards by the California Commission of Teacher Credentialing (CCTC). Fortunately, the campus has been on the "cutting edge" of reform with its Great Leaders for Great Schools Academy (GLGSA) program funded by a Department of Education grant and approved under the experimental standards category by CCTC. Thus when state standards were recently modified (in the midst of semester conversion and CCTC accreditation, mainstreaming the GLGSA courses was approved by the state as an appropriate modification for accreditation purposes in alignment with the new standards (recognizing that adaptation to the semester format was in progress). Mainstreaming the adaptation from the GLGSA program expands beyond the partnership with Pomona Unified School District to include candidates from all regional school districts. The semester conversion proposal reflects new titles and course numbers and the adaptation necessary to preserve the state-mandated content. This "content core" forms the heart of the MA program in terms of content. The "research core" continues to provide the "heart" of the rigorous academic foundation for application of this content to the world of practice as informed by the world of research. Completion of the project/thesis culminating experience further requires that educational leaders directly participate in conducting research relevant to the educational mission of promoting social justice within the context of a diverse, democratic society.

CURRICULUM SHEET

<table>
<tr><td colspan="3">Program Name
(Major/minor/option/emphasis as applicable):
MASTER OF ARTS IN EDUCATION: Educational Leadership Option:
EDUCATIONAL LEADERSHIP OPTION, WITHOUT ADMINISTRATIVE INTERNSHIP: 36 Units</td></tr>
<tr><td>Course Number</td><td>Course Title</td><td>Units</td></tr>
<tr><td colspan="3">Major Core: (3 Units)</td></tr>
<tr><td>ERA 6930</td><td>Evaluating, Understanding, and Using Research Methodology</td><td>3</td></tr>
<tr><td colspan="2">Total Major Core Units:</td><td>3</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3">Culminating Experience: (6 Units)</td></tr>
<tr><td>ERA 6950/ERA 6960</td><td>Master's Degree Project or Master's Degree Thesis</td><td>1-6 (6 units required)</td></tr>
<tr><td colspan="2">Total Culminating Experience Units</td><td>6</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3">Required Option Core: (27 Units)</td></tr>
<tr><td>ERA 5900</td><td>Introduction to Graduate Studies</td><td>3</td></tr>
<tr><td>EDL 5460</td><td>Theory & Practice I; Visionary & Instructional Leadership</td><td>3</td></tr>
<tr><td>EDL 5490</td><td>Learning to Lead Content Module I; Professional Learning and Growth</td><td>3</td></tr>
<tr><td>EDL 5470</td><td>Theory,Practice II,   School Improvement Leadership</td><td>3</td></tr>
<tr><td>EDL 5500</td><td>Learning to Lead Content Module II; Organizational and Systems Leadership</td><td>3</td></tr>
<tr><td>EDL 5480</td><td>Theory & Practice III;Community Leadership</td><td>3</td></tr>
<tr><td>EDL 5530</td><td>Candidate Capstone Projects and Assessment-Preliminary Credential Candidates Only</td><td>3</td></tr>
<tr><td colspan="2">Total Number of Required Option Core Units:</td><td>21</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="2">Total Number of Units:</td><td>30</td></tr>
</table>

2-YEAR ROADMAP

The Two-Year Roadmap is for graduate students who want to go through the program full time.

MASTER OF ARTS IN EDUCATION: EDUCATIONAL LEADERSHIP OPTION, WITHOUT ADMINISTRATIVE INTERNSIP

	Fall	Units	Spring	Units
Year 1	EDL 5460	3	EDL 5470	3
	ERA 5490	3	EDL 5500	3
	ERA 5900	3		
	Total Units	**9**	**Total Units**	**9**
	Total Units for Year – Without Administrative Internship			**18**

	Fall	Units	Spring	Units
Year 2	EDL 5480	3	ERA 6930	3
	EDL 5530	3	ERA 6950/6960	6
	Total Units	**9**	**Total Units**	**9**
	Total Units for Year – Without Administrative Internship			**18**

Total Units on Plan	**36**
Program Core Units	3
Option Core Units	24
Option Elective Units	0
Thesis/Project Units	6

*Administrative Interns are required to enroll in ERA 6920 until they complete their Preliminary Credential requirements. Enrollment varies depending upon their appointment by the school district to a position requiring the Preliminary Credential.

2 Year Road Map
Department: Education
MASTERS IN EDUCATION: EDUCATIONAL LEADERSHIP OPTION,
WITH ADMINISTRATIVE INTERNSHIP

	Fall	Units	Spring	Units
Year 1	EDL 5460	3	EDL 5470	3
	ERA 5490	3	EDL 5500	3
	ERA 5900	3		
	ERA 6920* (administrative interns only)	1 - 3	ERA 6920* (administrative interns only)	1 - 3
	Total Units	**10 - 12**	**Total Units**	**10 - 12**
	Total Units for Year With Administrative Internship			**20 - 26**

	Fall	Units	Spring	Units
Year 2	EDL 5480	3	ERA 6930	3
	EDL 5530	3	ERA 6950/6960	6
	ERA 6920* (administrative interns only)	1 - 3		
	Total Units	**9 - 12**	**Total Units**	**9**
	Total Units for Year With Administrative Internship			**19 - 25**

Total Units on Plan	**39 - 45**
Program Core Units	6
Option Core Units	24
Option Administrative Internship Units*	3 - 9
Thesis/Project Units	6

*Administrative Interns are required to enroll in ERA 6920 until they complete their Preliminary Credential requirements. Enrollment varies depending upon their appointment by the school district to a position requiring the Preliminary Credential.

TWO-YEAR COURSE SCHEDULE

Since this is a graduate program and the majority of students, if not all, are working professionals, all courses are offered in the evenings and nights.

MA in Educational Leadership Option
Two-Year Course Schedule,
Without Administrative Internship
Please refer to BroncoDirect for the current academic semester course schedule

	Academic Year 2018-19			Academic Year 2019-2020		
	Fall	Spring	Summer	Fall	Spring	Summer
Course						
EDL 5460	X					
EDL 5490	X					
EDL 5470		X				
EDL 5500		X				
EDL 5480				X		
EDL 5530				X		
ERA 5900				X		
ERA 6930					X	
ERA 6950					X	

MA in Educational Leadership Option
Two-Year Course Schedule,
With Administrative Internship

Please refer to BroncoDirect for the current academic semester course schedule

	Academic Year 2018-19			Academic Year 2019-2020		
	Fall	Spring	Summer	Fall	Spring	Summer
Course						
EDL 5460	X					
EDL 5490	X					
ERA 6920*	X	X		X		
EDL 5470		X				
EDL 5500		X				
EDL 5480				X		
EDL 5530				X		
ERA 5900				X		
ERA 6930					X	
ERA 6950					X	

*Administrative interns are required to enroll in ERA 6920 until they complete their Preliminary Credential requirements. Enrollment varies depending upon their appointment by the school district to a position requiring the Preliminary Credential.

ASSESSMENT PLAN

MISSION AND VISION STATEMENTS FOR THE
EDUCATION DEPARTMENT

Mission Statement

The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.

Vision Statement

The Education Department will prepare outstanding, caring and professional educators, administrators, and practitioners who apply leadership and expertise to enable and inspire diverse learners to reach their full potential.

VISION STATEMENT FOR THE
EDUCATIONAL LEADERSHIP PROGRAM

Vision Statement

Preparing Educational Leaders for Tomorrow's Schools Today!

MISSION STATEMENT FOR THE
ADVANCED LITERACY STUDIES EMPHASIS WITH
READING CERTIFICATE ADDED AUTHORIZATION

Mission Statement

The mission of the Educational Leadership Program is to:
1. Prepare qualified candidates to become outstanding educational leaders for our nation's students and public schools,
2. Produce graduates who possess the cognitive, affective, and leadership skills that will enable them to perform effectively in a variety of educational leadership roles,
3. Develop instructional leaders who can work productively with school districts, other educational agenCEIS, communities, and businesses to seek creative and effective resources and strategies for providing high quality educational experiences for all students,
4. Contribute to the development and dissemination of knowledge and poliCEIS in the field of educational leadership.

The MA in Educational Leadership option prepares students with the following knowledge, skills, and dispositions that map to the Administrative Services Credential Student Learning Outcomes California Administrator Performance Expectations (CAPEs):

Program Objectives and Corresponding Student Learning Outcomes

Program Outcomes	Administrative Services Credential Student Learning Outcomes California Administrator Performance Expectations (CAPEs)
PO 1. Preliminary Credential Visionary Leadership – Candidates effectively assess the vision of the TK-12 school district.	1. Candidates will be able to explain the relationship between the district vision and the school site's mission**.**
PO 2. Preliminary Credential Instructional Leadership – Candidates will synthesize their understanding of effective instructional practices with multiples assessment measures to evaluate the effectiveness of the instructional program.	2. Candidates will use assessment data to compare and contrast the effectiveness of pedagogical and instructional practices. 3. Candidates will identify and discuss four leadership theories and their specific application to a school administrator's role in fostering positive culture and climate.
PO 3. Preliminary Credential School Improvement Leadership – Candidates will demonstrate their skills in observing and assessing classroom instruction.	3. Candidates will apply their skills to the observation of classroom teachers as part of their fieldwork experience.
PO 4. Preliminary Credential Professional Learning and Growth Leadership - Candidates will analyze and describe the methods by which schools determine priorities in funding allocations.	4. Candidates will analyze the alignment of their school's needs assessment with their Single Plan for Student Achievement. 5. Candidates will examine professional growth and development opportunities that will build faculty capacity needed to promote the school's vision and goals.
PO 5. Preliminary Credential Organizational and Systems Leadership - Candidates will be able to articulate the alignment of district services and the relationship with student achievement.	6. Candidates will apply systems thinking to set priorities and manage organizational complexities. 7. Candidates will develop a mock SPSA budget to demonstrate their understanding of the effective and efficient management of fiscal resources.
PO 6 Preliminary Credential Community Leadership- Candidates will identify and promote the school's accomplishments and needs to the educational community.	8. Candidates will participate in mock presentations in preparation to serve as the spokesperson for the school, its accomplishments and its needs. 9. Candidates will explore opportunities to help the school community achieve the schools vision and goals.

PROGRAM OBJECTIVES and STUDENT LEARNING OUTCOMES
BASED ON THE EDUCATIONAL LEADERSHIP PROGRAM'S
PRELIMINARY AND CLEAR CREDENTIALS

I. The Preliminary Credential Program

PO 1. Preliminary Credential

Visionary Leadership – Candidates for the Preliminary Credential effectively assess the vision of the TK-12 school district.

Candidates will be able to:

SLO 1a. Address their actionable vision of teaching and learning in the context of a given school and local education agency..

SLO 1b. Lead others collaboratively and ethically in implementing the vision.

PO 2. Preliminary Credential

Instructional Leadership – Candidates will relate their understanding of the use of multiple assessment measures to evaluate the effectiveness of the instructional program.

Candidates will be able to:

SLO 2a. Demonstrate knowledge of California's student academic content standards, appropriate and effective curriculum, instructional, and assessment practices.

SLO 2b. Demonstrate an ability to analyze classroom instruction and provide focused, constructive feedback to teachers to improve teaching and learning for all students.

PO 3. Preliminary Credential

School Improvement Leadership – Candidates will demonstrate their skills in observing and assessing classroom instruction.

Candidates will be able to:

SLO 3a.   Demonstrate their knowledge and implementation of appropriate and effective school improvement theories and practices.

SLO 3b.   Lead others in continuous improvement efforts based on student outcome data.

PO 4. Preliminary Credential

Professional Learning and Growth Leadership – Candidates will analyze and describe the methods by which schools determine priorities in funding allocations.

Candidates will be able to:

SLO 4a.   Model professional growth and development.

SLO 4b.   Identify and provide focused professional growth and development opportunities for others to help achieve the school's vision and goals.

PO 5. Preliminary Credential

Organizational and Systems Leadership - Candidates will investigate the role that district services perform in supporting student achievement.

Candidates will be able to:

SLO 5a. Apply systems thinking to set priorities and manage organizational complexity..

SLO 5b. Apply research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes and systems that promote a culture of collaboration and respect.

<u>PO 6 Preliminary Credential</u>
Community Leadership- Candidates will attend a meeting of the school site council to develop an understanding of its operation.

Candidates will:

SLO 6a. Will learn to serve as the spokesperson for the school, its accomplishments and its needs.

SLO 6b. Involve the Community in helping achieve the school's vision and goals

Curriculum Matrix for the Master of Art in Education Program with the Educational Leadership Option

PLOs & SLOs	PO #1		PO #2		PO #3		PO #4		PO #5		PO #6	
	Visionary Leadership		Instructional Leadership		Management and Learning Environment		Family and Community Engagement		Ethics and Integrity		External Context and Policy	
	SLO 1a	SLO 1b	SLO 2a	SLO 2b	SLO 3a	SLO 3b	SLO 4a	SLO 4b	SLO 5a	SLO 5b	SLO 6a	SLO 6b
EDL 5460	I	I	I	I	I	I	I	I	I	I	I	I
EDL 5490	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P
EDL 5510	P/D	P/D	P/D	P/D	P/D	P/D	P/D	P/D	P/D	P/D	P/D	P/D
EDL 5470	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P
EDL 5500	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P
EDL 5520	P/D	P/D/A	P/D	P/D	P/D/A	P/D	P/D/A	P/D	P/D	P/D/A	P/D	P/D
EDL 5480	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P	I/P
EDL 5530	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A
**ERA 6920	P/D	P/D	P/D	P/D	P/D	P/D	P/D	P/D	P/D	P/D	P/D	P/D
ERA 6930	I		I/P		I/P				P/D	D/A	D	
ERA 6950/6960	D/A		D/A		D/A	D/A				D		

**ERA 6920 is open to administrative intern candidates only.

I - Introduction
P - Practice
D - Demonstrated
A - Assessment data collected

Assessment Activities

Methods of Assessment for the Master of Arts Program with the Curriculum & Instruction Option								
Preliminary Credential Program Objectives	Student Learning Outcomes	Capstone Activity	Written Exams	Text Assignments/ Reflection	Professional Literature Assignments	Blackboard Forums	Outside Visits/ Reports	Individual/ Group Presntns.
1. Candidates effectively assess the vision of their TK-12 school district.	SLO 1	X	X	X	X		X	x
2. Candidates will relate their understanding of the use of multiple assessment measures to evaluate the effectiveness of the instructional program. .	SLO 2, 3	X	X	X	X	X	X	X
3. Candidates will demonstrate their skills in observing and assessing classroom instruction.	SLO 4	X	X		X		X	x
4. Candidates will analyze and describe the methods by which schools determine priorities in funding allocations.	SLO 5	X	X		X	X	X	x
5. Candidates will investigate the role of district services performs in support student achievement.	SLO 6 SLO7	X	X		X	X		X
6. Candidates will attend a meeting of the school site council to develop an understanding of its operation.	SLO 9	X	X		X	X	X	x

Five-Year Program Assessment Schedule (2018-2023) for the Master of Arts Program with the Educational Leadership Option					
	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Accreditation Reports Source (Availability)	*Biennial Report for 2017-19 and 2018-2019	Program Assessment	*Biennial Report for 2020-21 and 2019-2020	Site Visit	
Initial Interview with Coordinator	Fall	Fall	Fall	Fall	Fall
Course Assessments (Midterm and Finals-Quarterly)	Fall, Winter, Spring and Summer	Fall, Winter, Spring and Summer	Fall, Winter, Spring and Summer	Fall, Winter, Spring and Summer	Fall, Winter, Spring and Summer
Fieldwork Portfolio Assessment (Quarterly)	Fall, Winter and Spring	Fall, Winter and Spring	Fall, Winter and Spring	Fall, Winter and Spring	Fall, Winter and Spring
Candidate Program Assessment (Quarterly)	Fall, Winter, Spring and Summer	Fall, Winter, Spring and Summer	Fall, Winter, Spring and Summer	Fall, Winter, Spring and Summer	Fall, Winter, Spring and Summer
Candidate Exit Survey (Available June)	Summer	Summer	Summer	Summer	Summer
*Employer Response Survey (Available September)	Fall	Fall	Fall	Fall	Fall
*Alumni 1-Yr. Out Survey (Available June)	Fall	Fall	Fall	Fall	Fall
Master's Thesis/Project	Spring	Spring	Spring	Spring	Spring

*Items included in the state Biennial Reports (Due 15th of August or September)