

**CSU Channel Islands**  
**Pilot Conversion Form**  
**Master of Arts in Education**  
**September 21, 2010**

**CSU Degree Program Proposal Template**

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**1. Program Type**  
**(Please retain any from the list below that apply—then delete the others)**

√ [Pilot Conversion](#)

**2. CPEC COVER PAGE (required for graduate programs only)**

<b>Criteria</b>	<b>page numbers</b>
Student demand.....	14
<p style="margin-left: 40px;">This can be demonstrated with surveys of student intention to enroll in the program. Include current and projected enrollments of related existing programs at the proposing campus or feeder institutions.</p>	
Societal Needs .....	13
<p style="margin-left: 40px;">The proposal should establish that there will be sufficient employment opportunities for graduates of the proposed program. Workforce demand projections can be helpful in establishing the balance between graduates and employment opportunities. Letters from regional employers are helpful, as well. Workforce data available at: <a href="http://www.calstate.edu/app/workforce_data.shtml">http://www.calstate.edu/app/workforce_data.shtml</a></p>	
Appropriateness to Institutional and Segmental Mission.....	4, 13
<p style="margin-left: 40px;">Describe how the proposed degree program fits with the campus, school/college, and departmental missions.</p>	
Number of Existing and Proposed Programs in the Field .....	13
<p style="margin-left: 40px;">Demonstrate how the proposed program differs from or is similar to existing programs in the state.</p>	
Total Costs for the Program .....	15, 17
<p style="margin-left: 40px;">Are there sufficient funds available to support the resources that are required in order to initiate and maintain the program, including: the number of new faculty required; equipment; library resources; and classroom, office, and laboratory facilities. Identify the source of the funds required to support the program, both initially and in the long run.</p>	
Maintenance and Improvement of Quality .....	6, 7
<p style="margin-left: 40px;">Submit formal assessment plans that address program goals and student learning outcomes. Goals should be measurable; plans should be manageable, and data should be meaningful. Goals should be related to institutional and</p>	

program mission, and to the curriculum. See the CSU assessment site for further information: <http://www.calstate.edu/acadaff/sloa/index.shtml>

Advancement of Knowledge..... 13, 14

Describe how the program will contribute to the growth and development of intellectual and creative scholarship.

### 3. Program Identification

- a. Campus: [CSU Channel Islands](#)
- b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).

[Master of Arts in Education](#)  
[\(Specializations in Educational Leadership and Special Education\)](#)

- c. **Total number of Units Required.** A justification is required later in the proposal for any proposed undergraduate program requiring more than 120 semester units, 180 quarter units.

Total	31-34 units
Masters Core Courses	7 units
Required Courses for Specialization in Educational Leadership	27 units
Required Courses for Specialization in Special Education	24 units

- d. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.

[March 2004](#)

- e. Term and academic year of intended implementation (e.g. Fall 2007). [Fall 2004](#)
- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

[Academic Affairs/School of Education](#)

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

[Conrad Rummel, Coordinator of Educational Leadership Master of Arts in Education](#)  
[Tiina Itkonen, Coordinator of Special Education Master of Arts in Education](#)  
[Joan Karp, Senior Associate Dean and Director of the School of Education](#)

- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. (See Exhibit A: CI Pilot

Approval MA Education) (**CPEC “Appropriateness to Institutional and Segmental Mission”**)

- i. Any other campus approval documents that may apply (See Exhibit B: Academic Senate and President Approval of MA Education)

Curriculum Committee approvals for program and all courses have been ascertained.

Master of Arts in Education: Principals' Leadership approved by Senate and Curriculum Committee March 2004.

Master of Arts in Education: Special Education approved by Curriculum Committee November 2006.

- j. Please specify whether this proposed program is subject to WASC Substantive Change review.

The MA in Education is not subject to WASC substantive change review. CSU Channel Islands received its initial WASC accreditation in July 2007, subsequent to the implementation of the Master of Arts in Education and thereby approving this program and its other initial undergraduate and graduate degrees.

- k. **Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Code**

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the systemwide list at: [http://www.calstate.edu/app/documents/HEGIS-CIP2000\\_102406.xls](http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls) , you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

Program Code 08011, per Chancellor's Office on October 21, 2006 and December 3, 2008

#### 4. Program Overview and Rationale

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. (**CPEC “Appropriateness to Institutional and Segmental Mission”**)

The Master of Arts in Education provides advanced preparation for educational professionals and leaders in Ventura and Southern Santa Barbara counties. It includes core courses related to education in a diverse society, principles of educational research and a culminating experience. There are two specializations; educational leadership and special education. Each specialization includes professional preparation specific to the discipline. The specialization in Educational Leadership meets CCTC standards for Administrative Services Credential Programs. The specialization in Special Education meets CCTC standards for Educational Specialist professional clear credential. These programs provide a broad national perspective that takes into account local community's needs for well-qualified educational leaders. Consistent with the CSU Channel Islands mission, the Masters program emphasizes “experiential and service learning” and graduates students with “multicultural and international perspectives”.

The education community of Ventura County has long sought a public educational institution to meet the professional needs of local school districts and this program fills that need. Given the diverse needs across the

county an integral part of the program is an active field component that distinguishes this program from others in the region. Local teachers who are preparing to become leaders take on leadership roles in their school settings under the guidance and mentorship of our faculty and their local school administrators. The candidates provide service to their school and/or school district that is based upon the needs identified at the local level.

Candidates participate in a field experience component each semester that they are enrolled during which they apply the concepts and strategies learned in coursework. This connecting is an important part of the conceptual framework of the School of Education. Distinctive features of the Masters are that courses are grounded in the latest research and cutting edge practice and candidates engage in active learning consistent with the principles of adult learning. The program design is geared toward the needs of working professionals who are place bound. Another distinctive feature is the strong partnership between CSU Channel Islands, local school districts and Ventura County Office of Education.

- b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).

#### **Educational Leadership Specialization**

The Educational Leadership Specialization 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 provide multiple opportunities for candidates to learn and practice the California Professional Standards for School Leaders. The program offers students the understanding and application of leadership skills related to relationship building and communication. It focuses on 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 CCTC. A Masters degree is required for CI to recommend a candidate for the Preliminary Administrative Services Credential. Candidates already possessing a Masters degree who successfully complete the required 30 units will be recommended for the Preliminary Administrative Services credential without completing a research project.

***The Master of Arts in Education.*** Educational Leadership Specialization prepares candidates for leadership positions as school principals and for a variety of school leadership positions for which the Preliminary Administrative Services Credential is required. It 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.

#### **Special Education Specialization**

The Special Education Specialization prepares teachers and professionals for leadership roles in the field of special education and disabilities. Completion of this degree prepares graduates to further expand their knowledge of individuals with disabilities of diverse linguistic and cultural backgrounds. It equips practitioners with the knowledge of best practice and policies for working with students with disabilities and their families.

The Master of Arts in Education with the Special Education Specialization prepares graduates for leadership positions in the field of special education and disabilities. These leaders can develop, implement, and evaluate programs and policies for individuals with disabilities; mentor special education teachers and allied professionals; conduct professional development and research; serve on policy committees; and advocate for the rights of individuals with disabilities.

Culminating Experience Requirement: (See Exhibit C: Culminating Experience Handbook)

Candidates select either EDUC 616 Masters Research Thesis/Project or EDUC 618 Comprehensive Examination

*"The culminating experience for the granting of a graduate degree is the successful completion of one of the following: a designated (final or "capstone") course, thesis, project or comprehensive examination. The quality of work accomplished, including the quality of the writing, is the major consideration in judging the acceptability of the thesis, project or comprehensive examination. The student must successfully complete the culminating experience required by the specific program to be granted a graduate degree." p. 135 CSU Channel Islands Catalog 2010-2011.*

## 5. Curriculum

- a. Goals for the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

### Program Goals

The program prepares candidates for leadership roles in educational settings.

Educational Leadership Specialization prepares candidates as school principals and for a variety of school leadership positions for which the Preliminary Administrative Services Credential is required. Graduates are able to:

- .....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
- .....develop, coordinate and supervise student support services

Special Education Specialization prepares candidates for leadership positions in the field of special education and disabilities. Graduates are able to:

- .....develop, implement, and evaluate programs and policies for individuals with disabilities
- .....mentor special education teachers and allied professionals
- .....conduct professional development and research
- .....serve on policy committees
- .....advocate for the rights of individuals with disabilities

### 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 serving all students particularly related to students with diversity of ability, language, culture, socio-economic status, and gender
- .....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

Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses.

**(CPEC “Maintenance and Improvement of Quality”)**

Student learning outcomes	Common Core	Educational Leadership	Special Education
Demonstrate knowledge of current research, theory, and best practices in education and chosen area of specialization	Educ 605 Educ 615 Educ 616 Educ 618	Edpl 610 Edpl 620 Edpl 621 Edpl 622 Edpl 623 Edpl 624 Edpl 625	Educ 617 Sped 641 Sped 642 Sped 643 Sped 690
Demonstrate an in-depth knowledge of research on serving all students particularly related to students with diversity of ability, language, culture, socio-economic status, and gender	Educ 605		
Demonstrate skills in creating equitable classrooms, groups and programs.		Edpl 610 Edpl 625	Sped 642
Demonstrate knowledge of assessment and assessment design	Educ 615	Edpl 610	Educ 617 Sped 643
Advocate effectively for children, families and service delivery systems in chosen area of specialization	Educ 605	Edpl 625	Sped 641
Effectively engage families in education	Educ 605	Edpl 625	Sped 646
Analyze policies related to schooling, school wide reforms and proven practices		Edpl 610 Edpl 620 Edpl 622 Edpl 623	Sped 641

- b. Total number of units required for the major; total number of units required to graduate.

Total 31-34 units

- c. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. **Not Applicable.**
- d. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If you do not find an appropriate CSU degree program code at: [http://www.calstate.edu/app/documents/HEGIS-CIP2000\\_102406.xls](http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls), you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to help identify the code that best matches the proposed curriculum.

The Master of Arts in Education offers two specializations: Educational Leadership and Special Education. Program code 08271 is used for MA Education Educational Leadership  
Program code of 08011 is used MA Education Special Education.

- e. A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (thereby ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

Prerequisites

- Advanced coursework or a component of an induction program focusing on the integration of technology into Education such as EDUC 561 Teaching with Technology 3 units or equivalent
- 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

Select either:

EDUC 616	Masters Research Thesis/Project	1
or		
EDUC 618	Comprehensive Examination	1

Required Courses for Specialization in Educational Leadership

EDPL 610	Foundations of Curriculum, Instruction and Assessment	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 Communities	3
EDPL 624	Human Resource Management in Education Settings	3
EDPL 625	Building Collaborative, Inclusive Learning Communities	3
EDPL 631	Professional Development/Fieldwork I	2
EDPL 632	Professional Development/Fieldwork II	4

Required Courses for Master of Arts: Special Education

SPED 641	Advanced Perspectives in Special Education	3
SPED 642	Advanced Behavior and Environmental Supports	3
SPED 643	Advanced Assessment and Instructional Practices	

	for Diverse Learners.....	3
SPED 646	Advanced Collaborative Partnerships and Effective Communication in School Settings	3
SPED 690	Advanced Topics: Special Education	3
EDUC 617	Action Research.....	3

- f. List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

The MA Education in Educational Leadership is a very prescribed degree with no electives offered.

The MA Education in Special Education offers the following electives. Students select 6 units of electives.

EDCI 602	Issues in Secondary Education	3
EDCI 610	Research on Teaching	3
SPED 655	Historical and Contemporary Portraits of Disabilities and Special Education	3
EDUC 431	Education Policy and Politics (POLs)	3
EDUC 661	Advanced Teaching with Technology	3
EDPL 610	Foundations of Curriculum, Instruction and Assessment	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 Communities	3
EDPL 624	Human Resource Management in Education Settings	3
EDPL 625	Building Collaborative, Inclusive Learning Communities	3

- g. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.

No new courses are needed to initiate the program. Since these programs have been operating since 2004 and 2007 respectively, there are no new courses needed.

All required courses in the degree are graduate level courses. There is one elective in the Special Education specialization that is a 400 level course (Educ/Pols 431, Education policy and politics).

- h. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.

All course syllabi were prepared prior to beginning the Master of Arts in Education: Educational Leadership and Special Education specializations because we were required to submit them to the Commission on Teacher Credentialing for approval. Educational Leadership has common coursework with the Administrative Services Credential and Special Education with the Education Specialist Professional Clear Credential.

See section 5f for specific course listings.

Educational Leadership (The following pattern repeats each year.)

<b>Fall 1</b> <ul style="list-style-type: none"> <li>• EDUC 605 Castaneda</li> <li>• EDPL 610 Chrisman</li> </ul>		<b>Spring 1</b> <ul style="list-style-type: none"> <li>• EDPL 620 Babb</li> <li>• EDPL 623 Rummel, Itkonen</li> </ul>
<b>Fall 2</b> <ul style="list-style-type: none"> <li>• EDPL 622 Mantooth</li> <li>• EDPL 624 Dannenberg</li> </ul>	<b>Summer</b> <ul style="list-style-type: none"> <li>• EDUC 615 Bleicher, Castaneda</li> </ul>	<b>Spring 2</b> <ul style="list-style-type: none"> <li>• EDPL 625 Arriaga/Samples</li> <li>• EDPL 631/632 Garcia, Patten, Rummel</li> <li>• EDUC 618 Rummel</li> <li>• EDUC 616 Rummel, M, Bleicher, Buchanan, Itkonen, Grier, Castaneda, Karp, Quintero, Toshalis</li> </ul>

Special Education Specialization (The following pattern repeats each year.)

<b>Fall 1</b> <ul style="list-style-type: none"> <li>• SPED 643 Leafstedt</li> <li>• SPED 641 Itkonen</li> <li>• SPED 647 Arner-Costello</li> <li>• SPED 640 Itkonen</li> </ul>		<b>Spring 1</b> <ul style="list-style-type: none"> <li>• SPED 646 Witt</li> <li>• SPED 642 Itkonen</li> <li>• SPED 649 Patten</li> </ul>
<b>Fall 2</b> <ul style="list-style-type: none"> <li>• EDUC 605 Castaneda</li> <li>• Elective</li> </ul>	<b>Summer</b> <ul style="list-style-type: none"> <li>• EDUC 615 Bleicher, Castaneda</li> <li>• Elective</li> </ul>	<b>Spring 2</b> <ul style="list-style-type: none"> <li>• SPED 690 Korenstein</li> <li>• EDUC 661 Resnicek</li> </ul>
<b>Fall 3</b> <ul style="list-style-type: none"> <li>• EDUC 617 Bleicher</li> <li>• EDUC 618 Itkonen, Leafstedt</li> <li>• EDUC 616 Karp, Rummel, M, Buchanan, Itkonen, Grier, Castaneda, Quintero, Bleicher</li> </ul>		

- j. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in [Section 40510](#) of [Title 5 of the California Code of Regulations](#).

For details regarding the culminating experience requirement please see Exhibit C Culminating Experience Guidelines.

Candidates admitted to the Masters of Arts in Education and advanced to candidacy select either EDUC 616 Masters Research Thesis/Project or EDUC 618 Comprehensive Examination.

- k. Admission Criteria, including prerequisite coursework.

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

1. *Application.* Apply to both the University Admissions Office and the Education Credential Office. (see below)

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 Education Credential Office.
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.

#### **Admission Requirements to the Master of Arts in Education: Special Education**

1. *Application.* Apply to both the University Admissions Office and the School of Education Credential Office.
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 Master of Arts in Education Special Education Program.
3. *Two Letters of Recommendation.* Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work.
4. *Interview.* Interview with the School of Education Admissions Committee.
5. *Writing Sample.* A written statement of purpose (500-600 word essay) describing why the candidate desires to obtain a Master of Education in Special Education. This essay will include reflection on personal and professional goals and the ways in which the knowledge and skills will be developed to achieve these goals.
6. *Teaching Credential and Experience.* An approved teaching credential and teaching experience.

#### **I. Criteria for student continuation in the program.**

##### **Program Maintenance Requirements for the MA in Education: Educational Leadership**

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.)

##### **Program Maintenance Requirements for the MA in Education: Special Education**

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.

##### **Classification Status**

Conditionally Classified

To qualify for admission in conditionally classified graduate standing, a student must:

1. Hold an acceptable baccalaureate degree from an accredited institution.
2. Have attained a grade-point average (GPA) of at least 2.5 (4.0=A) in the last 60 semester units attempted
3. Have been in good standing at the last institution attended
4. Be accepted into a graduate degree curriculum on a conditional basis, subject to the requirement that any deficiencies must be remedied by additional preparation.

5. For students entering the Master of Arts in Education: Educational Leadership Program, if the student is missing one or more of the following requirements, CBEST, advanced technology or special education course.

#### **Classified**

A student who meets the minimum requirements for admission as a graduate student, as specified in the preceding paragraph, may be admitted as a fully classified graduate student pursuing an authorized degree curriculum if the appropriate program authorities determine the he or she satisfactorily meets the professional, personal, scholastic, or other standards for admission to the graduate degree curriculum, including qualifying examinations that the appropriate program authorities may prescribe. Only those applicants who show promise of success will be admitted to the graduate curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence shall be eligible to proceed in such curricula.

#### **Advancement to Candidacy**

Advancement to candidacy recognizes that the student has demonstrated the ability to operate at and sustain a level of scholarly competence that is satisfactory for successful completion of the degree requirements. The student is then cleared for the final stages of the program, which, in addition to any remaining coursework, may include the thesis, project, or examination. The student may request advancement to candidacy only after a formal program of study (except a required final or 'capstone' course) has been submitted, the graduation writing requirement has been satisfied, and sufficient coursework has been completed to allow the program to make a judgment about the student's potential to complete the program.

For the Master of Arts in Education, the candidate may register for culminating experience in their final semester and when candidate has met all of the requirements for eligibility for the Masters Degree, including a 3.0 GPA and with no incomplete grades in required coursework.

- m. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs. *Not Applicable.*
- n. If there is a [Lower-Division Transfer Pattern](#) (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <http://www.calstate.edu/AcadAff/ldtp.shtml> *Not Applicable.*
- o. Advising "roadmaps" that have been developed for the major.  
*The Coordinators meet with candidates as a cohort and individually when needed to advise course sequence and the timelines for course offerings.  
See tables included in item 5 i.*
- p. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

The MA in Education is not subject to WASC Substantive Change review. CSU Channel Islands received its initial WASC accreditation in July 2007, subsequent to the implementation of the Master of Arts in Education and thereby approving this program and its other initial undergraduate and graduate degrees.

The Administrative Services Credential and the Education Specialist Level II program are fully accredited by the California Commission on Teacher Credentialing.

**6. Need for the Proposed Degree Major Program (CPEC “Societal Need,” “Number of Existing Programs in the Field,” and “Advancement of the Field”)**

- a. 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 was offering this credential and Masters Program throughout Ventura County prior to the opening of CSU Channel Islands. This Masters degree program continues to be one of the education programs of highest need in the county as indicated in the attached letter by Stanley Mantooth, the Ventura County Superintendent of Schools and Mary Samples, Associate Superintendent of Ventura County Office of Education, who directs the Special Education Local Planning Area (SELPA)

- b. Differences between the proposed program and programs listed in Section 5a above.

The Master of Arts in Education program at CSU Channel Islands serves a regional need for preparing educational leaders who are place-bound. The candidates are teachers and administrators who live and work in the region. The Master of Arts in Education has field experience integrated throughout the program. We connect candidates’ practice with theory and research, a strength and uniqueness of our program. The program is designed to address the regional needs of Ventura County and therefore prepares professionals who are best able to address the local needs. Our program provides access to working professionals from the Ventura County school districts to a public university.

The faculty for the program provides university professors who emphasize theory, research and practice in partnership with a network of working professionals who give the candidates experienced mentors and access to career opportunities.

- c. List of other curricula currently offered by the campus that are closely related to the proposed program.

There are no courses on the campus that are closely related to the Masters of Arts in Education program that prepare professionals for educational settings.

- d. Community participation, if any, in the planning process. This may include prospective employers of graduates.

Planning committees for the Masters of Arts in Education included leaders and educators from Ventura County. The original planning committee was composed of the following faculty and community members.

Joan M. Karp, PhD, Senior Associate Dean and Director of the School of Education

Conrad J. Rummel, PhD, Coordinator of Education Leadership Masters

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

Howard Hamilton, PhD, Retired Superintendent of Schools, Pleasant Valley

Lillian Castaneda, EdD, Professor of Education

Merilyn Buchanan, PhD, Associate Professor of Education

Maria Denney, PhD, Assistant Professor of Special Education

Arlene Miro, PhD, Lecturer in Education

Denise Danne, PhD, Director of Human Resources Ventura County Office of Education

A draft of the proposed program was shared with the Ventura County Superintendents for feedback at their regular monthly meeting. Periodically, the Masters faculty, many of whom are local educational leaders, meet to review the progress of candidates and curricula design to ensure a strong and responsive program. The School of Education Advisory Committee continues to provide feedback about the program.

e. Applicable workforce demand projections and other relevant data.

The projected demand for Education Administrators and Special educators in the period from 2006 - 2016 is presented below for the CI service area (Ventura and Santa Barbara Counties.) (California Labor Market Information)

Education Administrators, Elementary and Secondary Estimated Employment and Projected Growth					
Geographic Area (Estimated Year- Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2008-2018)	23,800	26,200	2,400	10.1	7,100
Ventura County (2006-2016)	460	520	60	13.0	130
Santa Barbara County (2006-2016)	310	330	20	6.5	90

Special Education Teachers, Elementary School Estimated Employment and Projected Growth					
Geographic Area (Estimated Year- Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2008-2018)	19,200	23,200	4,000	20.8	5,000
Ventura County (2006-2016)	260	330	70	26.9	60
Santa Barbara County (2006-2016)	150	180	30	20.0	30

California has had a chronic shortage of special education teachers to teach the 640,000 students who are entitled to be served under the federal Individuals with Disabilities

Education Act (IDEA). The demand for credentialed special education teachers in California, especially those with graduate degrees has grown steadily over the last decade, in part because No Child Left Behind (NCLB) requires that all special needs students be taught by highly qualified teachers.

California prepares approximately 3,350 new special education teachers annually and requires an increase of at least 60 percent above this level to meet current districts' hiring needs. Projected retirements and attrition increase substantially the need for boosting the number of new special education teachers. The CSU prepares approximately 1,835 or 55 percent of these teachers annually. The MA program in Special Education program will help reduce these shortages.

The state must assume primary responsibility for increasing the numbers of prepared special education teachers because the need is so large that school districts cannot fill their openings and the failure to do so jeopardizes federal funding to the state. Districts will require approximately 8,650 new special education teachers in 2008/09, more than double the demand of just a few years ago. The proposed increase in special education teacher preparation by the CSU, rising to an annual level of more than 2,000 new teachers annually within two years and increasing at a rate of 10 percent annually thereafter, can assist the state substantially in moving toward meeting federal special education teacher requirements. (California State University- Working for California) The CI program is an important element in this strategy.

The tremendous growth of the State's population and the changing complexity of its educational system have resulted in an increased need for more educators with advanced degrees. The number of advanced degrees awarded annually in the state has remained essentially constant. California produces approximately two-thirds fewer Education graduate degrees than the national average despite having the largest K-12 population in the country.

Historically, the CSU has provided access and affordability to graduate programs in Education. CSU campuses specialize in flexible programs such as evening and weekend courses and distance courses suited for those who work full-time. CSUCI is the newest of the CSU campuses, and it is committed to meeting the Educational needs of its service area, thereby contributing to the CSU's mission and history of specializing in teacher education and the preparation of school administrators.

f. If the program was proposed to meet society's need for the advancement of knowledge, please specify the need and explain how the program meets that need. The Master of Arts in Education is designed to foster the ability to apply research, data about schooling, student progress and community needs to educational issues and leadership.

## 7. Student Demand (CPEC "Student Demand")

a. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

Data on student enrollment for the most recent three years indicate steady enrollment and commitment to completing the Masters Program.

Fall 07	35 Students enrolled
Fall 08	47 Students enrolled
Fall 09	39 Students enrolled

Completion rate 92%

b. Issues of access considered when planning this program.

CSU Channel Islands campus is located in the center of Ventura County. The following means of providing access for local educators were considered when planning the program:

- classes are scheduled at night when working professionals can attend
- recruitment is conducted annually at local school sites in partnership with Human Resource Offices of local school districts
- for Special Education there is a clear trajectory from the Credential Program to the Master of Arts
- classes are offered in Summer
- some classes are held at local schools
- program has partnerships with supervising mentors
- program works closely with Disabilities Accommodations Office for those candidates who need accommodations
- program works closely with Writing Center; providing tutor in class

c. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

d. Professional uses of the proposed degree program.

The program prepares candidates for leadership roles in educational settings.

Educational Leadership Specialization prepares candidates as school principals and for a variety of school leadership positions for which the Preliminary Administrative Services Credential is required. Graduates are able to:

- 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
- develop, coordinate and supervise student support services

Special Education Specialization prepares candidates for leadership positions in the field of special education and disabilities. Graduates are able to:

- develop, implement, and evaluate programs and policies for individuals with disabilities
- mentor special education teachers and allied professionals
- conduct professional development and research
- serve on policy committees
- advocate for the rights of individuals with disabilities

e. 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.

CSU Channel Islands must maintain flat enrollment for the next five years.

	Number of students	Number of graduates
Initiation year	40	20
Third year	40	25
Fifth year	40	30

## 8. Existing Support Resources for the Proposed Degree Major Program (CPEC “Total Costs of the Program”)

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master’s degrees, include faculty publications or curriculum vitae.

**Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff.**

(Code Memo EP&R 85-20)

The following is the list of faculty in the program. Exhibit E: Faculty Vitae provides information about graduate faculty members’ professional experiences, affiliations, and publications.

### Masters Program Coordinators

Tiina Itkonen, Ph. D. Coordinator of MA Special Education and Associate Professor -teaches EDPL 623, SPED 640, SPED 641, SPED 642, SPED 649, thesis advising

Conrad Rummel, Ph.D. Coordinator MA Educational Leadership (5 year contract)-EDPL 623, supervises fieldwork EDPL 631 and 632

### Full-time Tenured/tenure and Tenure-track Faculty

Robert Bleicher, Ph.D. Professor-teaches EDUC 615, EDUC 617, thesis advising

Merilyn Buchanan, Ph.D. Associate Professor-teaches EDPL 623, thesis advising

Lillian Vega-Castaneda, Ed.D. Professor-teaches EDUC 605, EDUC 615, thesis advising

Jeanne Grier, Ph.D. Associate Professor, thesis advising

Joan Karp, Ph.D. Professor, former Senior Associate Dean and Director of the School of Education-teaches EDUC 615, thesis advising

Jill Leafstedt, Ph.D. Associate Professor-teaches SPED 643, thesis advising

Elizabeth Quintero, Ph.D. Professor, thesis advising

Eric Toshalis, Ed.D. Assistant Professor, thesis advising

### Part-time Faculty and Community Leaders

Fran Arner-Costello, M.A. Lecturer, Associate Director of Ventura County SELPA-teaches SPED 647

Michael Babb, Ed.D., Lecturer and Director, Curriculum, Instruction and Continuous Improvement, Ventura County Office of Education-teaches EDPL 620

Jefferey Barstaad, Ed.D. Lecturer and Superintendent Conejo Valley School District-teaches EDPL 622

Valerie Chrisman, Ed.D., Lecturer and Executive Director, Curriculum, Instruction and Continuous Improvement, Ventura County Office of Education-teaches EDPL 620

Gerald Dannenberg, Ed.D., Lecturer, Superintendent Hueneme School District-teaches EDPL 624

Mary Kay Rummel, Ph.D., Lecturer, former professor of Education University of Minnesota, thesis advising

Trudy Tuttle Arriaga, Ed.D., Lecturer, Superintendent Ventura Unified School District-teaches EDPL 625

Francisco Garcia, M.A., Director of Field Placement, former school principal-EDUC 605, supervises fieldwork (EDPL 631 and 632)

Bernard Korenstein, Ed.D., Lecturer, former Director of Ventura County SELPA, school principal, director of special education, and superintendent-teaches SPED 690  
Stanley Mantooth, Lecturer, Superintendent of Ventura County Office of Education-teaches EDPL 622  
Adrian Palazuelos, Ed.D., Lecturer, Principal Hueneme High School-teaches EDPL 623  
Barbara Patten, MA, Lecturer, former principal of an elementary school supervises fieldwork (EDPL 631 and 632) and reviews Special Education Portfolios  
John Puglisi, EdD. Lecturer, Superintendent Mesa Union School District-teaches EDPL 621  
Catherine Reznicek, Lecturer, Technology Support Coordinator, Ventura County Office of Education-teaches EDUC 661  
Mary Samples, MA, Lecturer, Associate Superintendent and Director of the SELPA-teaches EDPL 625  
Dawn Witt, Lecturer-teaches SPED 646

Space and facilities that would be used in support of the proposed program.

Educational Labs and classrooms on campus as well as classroom in local schools are available for program use.

- c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).

Amy Wallace, Dean of the Library, reports that "The library collection meets the research needs of students in the MA in Education Program. The library has an extensive book collection, curriculum collection, and online collection, including the major education databases like ERIC and Proquest Education, hundreds of full-text research journals, e-books, books, and videos. The School of Education continually works with the Library to identify gaps and discuss student research needs. In addition, the library supports the program by providing instruction on how to locate and evaluate research materials, flip video cameras, and classroom space."

- b. Existing academic technology, equipment, and other specialized materials currently available.

Three Education Labs are available on campus. Each is a classroom that is equipped with an electronic smart board, document camera, projector, laptops or desktop computers, and has wireless internet access.

## 9. Additional Support Resources Required (CPEC "Total Costs of the Program")

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided. (See Exhibit G Provost Statement of Support)

- a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.

Once the CSU Channel Islands campus is allowed to grow and additional cohorts of Masters students enroll, then it is anticipated that one full time equivalent faculty member will be needed (0.5 FTEF for Educational Leadership and 0.5 FTEF for Special Education).

- b. The amount of additional lecture and/or laboratory space required to initiate and to 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 master plan includes renovation of existing buildings to add classroom space. The School of Education needs at least one additional Education Lab to meet the needs of this program and others.

- c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.

The access to current journals and books through interlibrary loan are sufficient for candidate coursework and research. The Library also loans equipment for candidate use such as cameras and laptops.

- d. Additional academic technology, 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.

There is no new technology needed for this program other than the technology incorporated into all classrooms at CI. The incorporation of built-in electronic smart boards, document cameras, projectors and laptops continues to be a priority for the School of Education so that educational leaders know how to use the hardware and software necessary for the 21st century school. As new classrooms are built at CI, this equipment will be incorporated into the rooms.