

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

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

DATE (CHANGE DATE EACH TIME REVISED): SEPTEMBER 15, 2013; REV. 12/9/2013 4/29/14; REV PER WAKELEE, KINSEY, CORREIA, RUMMEL, CASTANIERO, RRODRIGUEZ MEETING.

PROGRAM AREA(S): EDUCATION

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

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

☐	Course title	☒	Course Content
☐	Prefix/suffix	☒	Course Learning Outcomes
☐	Course number	☐	References
☒	Units	☐	GE
☐	Staffing formula and enrollment limits	☐	Other ☐
☒	Prerequisites/Corequisites	☐	Reactivate Course
☒	Catalog description		
☐	Mode of Instruction		

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

2. Course Information.

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

OLD

Prefix EDPL Course# 632
Title Professional Development/Fieldwork II Units (2)
1.8 hours seminar per week
.8 hours activity per week

☐ Prerequisites: Admission to the Principals Leadership Program.

☐ Consent of Instructor Required for Enrollment

Corequisites: ☐

Catalog Description (Do not use any symbols):

Six Three-hour seminars per semester and 40 hours of field experience. Continuing assessment of candidate competence for meeting CCTC standards integration of fieldwork, and application of knowledge and skills of entry level administrative position in local school or program settings. May be repeated for a maximum of four units.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate

NEW

Prefix EDPL Course# 632
Title Professional Development/Fieldwork II Units (1-4)
1 hours Seminar per week
1-3 hours activity per week

☐ Prerequisites: Admission to the Master of Arts in Education, Educational Leadership Specialization

☐ Consent of Instructor Required for Enrollment

Corequisites: ☐

Catalog Description (Do not use any symbols):

Continuing collaborative assessment (student, university instructor, and mentor) of each candidate's competence for meeting the outcomes of the professional induction plan. Candidates seeking the Preliminary Administrative Services Credential will be required to meet the CCTC Standards. Integration of fieldwork and application of knowledge and skills of entry level administrative positions in program settings. May be repeated for a maximum of ~~two~~ four units. . For each unit of field studies students will be expected to complete 1 hour of field studies per week.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to 2- 4 units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate

Post-Baccalaureate
X Graduate

Post-Baccalaureate
X Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) 08271
(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture					Lecture		1			
Seminar	1.2	1	20		Seminar	1	1	20	CR/NC	5
Lab					Lab					
Activity	.8	3	20		Activity					
Field Studies					Field Studies	1-3	1-3	20		36
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

4. Course Attributes:

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

A (English Language, Communication, Critical Thinking)

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

B (Mathematics, Sciences & Technology)

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

C (Fine Arts, Literature, Languages & Cultures)

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

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

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

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

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

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

OLD

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

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

NEW

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

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

Submit Program Modification if this course changes your program.

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

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

OLD

- Analyze, implement and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary school issues in California.
- Examine their own leadership practices and through reflection, analysis and discussion
- Make informed decisions about teaching, learning and instructional leadership.
- Examine their own personal attitudes toward race, gender, and socio-economic status
- Examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity, and access.
- Experience and address the major duties and responsibilities authorized by the administrative credential in a variety of realistic settings with an intensive experience in at least one setting
- Experience and examine the intensive day-to-day functions of administrators and the responsibilities involving the long-term policy design and implementation.
- Apply the concepts and skills needed to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Apply the concepts and skills needed to advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
- Apply the concepts and skills needed to manage the operations and resources of a school for a safe, efficient, and effective learning environment.
- Apply the concepts and skills needed to collaborate with the families and community members, respond to diverse community member's interests and needs and mobilize community resources.
- Apply the concepts and skills needed to model a personal code of ethics and develop personal leadership capacity.
- Apply the concepts and skills needed to understand, respond to, and influence the larger political, social,

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

NEW

K-12

- Analyze, implement and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary educational issues in California*.
- Examine their own personal attitudes toward race, gender, and socio-economic status*
- Examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity, and access*
- Examine their own leadership practices and through reflection, analysis and discussion*
- Make informed decisions about practice*
- Experience and address the major duties and responsibilities authorized by the administrative credential in a variety of realistic settings with an intensive experience in at least one setting*
- Experience and examine the intensive day-to-day functions of administrators and the responsibilities involving the long-term policy/program design and implementation*
- Apply the concepts and skills needed to model a personal code of ethics and develop personal leadership capacity* (CCTC Standard)
- Apply the concepts and skills needed to understand, respond to, and influence the larger political, social, economic, legal and cultural context*.
- Apply the concepts and skills needed to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (CCTC Standard).
- Apply the concepts and skills needed to advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth (CCTC Standard).
- Apply the concepts and skills needed to manage the operations and resources of a school for a safe, efficient, and effective learning environment (CCTC Standard).
- Apply the concepts and skills needed to collaborate with

economic, legal and cultural context.

the families and community members, respond to diverse community member's interests and needs and mobilize community resources (CCTC Standard).

Higher Education focus

- Analyze, implement and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary educational issues in California*.
- Examine their own personal attitudes toward race, gender, and socio-economic status*
- Examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity, and access*
- Examine their own leadership practices and through reflection, analysis and discussion*
- Make informed decisions about practice*
- Experience and address the major duties and responsibilities authorized by the administrative credential in a variety of realistic settings with an intensive experience in at least one setting*
- Experience and examine the intensive day-to-day functions of administrators and the responsibilities involving the long-term policy/program design and implementation*
- Apply the concepts and skills needed to model a personal code of ethics and develop personal leadership capacity.*
- Apply the concepts and skills needed to understand, respond to, and influence the larger political, social, economic, legal and cultural context*
- Experience the breadth and depth of student affairs/higher education work.
- Experience developmental work with individual students and groups of students in program planning, implementation, or evaluation; staff training, advising, or supervision; and administrative functions or processes
- Apply knowledge pertaining to student development theory to support student growth and development
- Participate in the process of assessing and evaluating programs

*Outcomes that apply to all students

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

OLD

- Introduction: review of course requirements
- Conduct a personal pre program and post program assessment on each of the Standards prescribed by the California Commission on Teacher Credentialing.
- Identify past significant experiences that demonstrate competency on standards
- Develop a professional development and field experience plan of short and long term activities, tasks, and projects following the personal assessment on each standard. Complete the plan under the direction of the supervising administrator.
- Carry out activities as defined by the professional

NEW

K-12

- Introduction: review of course requirements
- Develop a professional development and field experience plan of short and long term activities, tasks, and projects following the personal assessment on each standard
- Complete the plan under the direction of the supervising administrator.
- Carry out activities as defined by the professional development/field experience plan.
- Monitor the plan and modify as needed throughout the program experience.
- Keep a daily journal to document tasks, activities, and

development/field experience plan.

- Monitor the plan and modify as needed throughout the program experience.
- Keep a daily journal to document tasks, activities, and projects and integrate experiences with the standards using personal reflection and dialogue with the supervisor.
- Assemble a portfolio of administrative experiences that document competence on each of the standards. The portfolio includes evidence of actual administrative experiences related to the standards and shows growth and development from an aspiring to an entry-level administrator. In at least one section, the portfolio demonstrates competency in the use of technology for presentation and communication of information.
- Field work includes involvement in a variety of school settings reflective of the diverse communities of Ventura County and the State of California. Defined experiences including but not limited to actual involvement in student/parent discipline conferences, leadership of faculty meeting, involvement in IEP conference, observation and feedback on classroom instruction, observation and/or participation in faculty conflict/discipline conference and participation in addressing parent/student concerns.
- Develop a dynamic professional development plan related to progress in meeting standards.
- Conduct and document deep and sustained discussions with the supervising administrator on the challenges and responsibilities of the school principal.
- Demonstrate professional attitude and behavior at all times while completing field experiences.
- Complete the portfolio in preparation for final evaluation program competencies.
- Participate actively with the supervisor and university coordinator in final evaluation of the program competencies.

projects and integrate experiences with the standards using personal reflection and dialogue with the supervisor.

- Conduct and document deep and sustained discussions with the supervising administrator on the challenges and responsibilities of their role.
- Demonstrate professional attitude and behavior at all times while completing field experiences.
- Complete the portfolio in preparation for final evaluation of program competencies.
- Participate actively with the supervisor and university coordinator in final evaluation of the program competencies.
- Conduct a personal pre program and post program assessment on each of the Standards prescribed by the California Commission on Teacher Credentialing.
- Identify past significant experiences that demonstrate competency on standards
- Field work includes involvement in a variety of school settings reflective of the diverse communities of Ventura County and the State of California. Defined experiences including but not limited to actual involvement in student/parent discipline conferences, leadership of faculty meeting, involvement in IEP conference, observation and feedback on classroom instruction, observation and/or participation in faculty conflict/discipline conference and participation in addressing parent/student concerns.
- Develop a dynamic professional development plan related to progress in meeting standards.

Higher Education Focus

- Introduction: review of course requirements
- Develop a professional development and field experience plan of short and long term activities, tasks, and projects following the personal assessment
- Complete the plan under the direction of the supervising administrator.
- Carry out activities as defined by the professional development/field experience plan.
- Monitor the plan and modify as needed throughout the program experience.
- Keep a daily journal to document tasks, activities, and projects and integrate using personal reflection and dialogue with the supervisor.
- Conduct and document deep and sustained discussions with the supervising administrator on the challenges and responsibilities of their role.
- Demonstrate professional attitude and behavior at all times while completing field experiences.
- Complete the portfolio in preparation for final evaluation program competencies.
- Participate actively with the supervisor and university coordinator in final evaluation of the program competencies.
- Field work includes involvement in a higher education setting reflective of the diverse communities of Ventura County and the State of California. Defined experiences including but not limited to actual involvement in advising or leading students, implementation of programs or

trainings, shadowing institutional leaders, observation of meetings, researching and creating programs or initiatives and participation in meetings.

- Participate in professional associations

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

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

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

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

Overlapping courses require Chairs' signatures.

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

- List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- List each cross-listed prefix for the course: ☐
- Program responsible for staffing: School of Education

9. References. [Provide 3-5 references]

OLD

Kouzes, James M. & Posner, Barry Z. (2002) *The Leadership Challenge*, San Francisco CA: John Wiley & Sons, Inc.
Kouzes, James M. & Posner, Barry Z. (2002) *The Leadership Challenge*, San Francisco CA: John Wiley & Sons, Inc.
Fullan, Michael (1988) *What's Worth Fighting for in the Principalship?* Andover, MA: The Regional Laboratory for Educational Improvement.
Fullan, Michael & Hargreaves, Andy (1991) *What's Worth Fighting For? Working Together for Your School*. Ontario, Canada: Ontario Teachers' Federation
Bollman, Lee G. & Deal, Terrance E. (1995) *Leading with Soul*. San Francisco CA: Jossey-Bass Publishers
California Commission on Teacher Credentialing (2003) *Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential*.

NEW

Amey, M. J., Reesor, L. M., & National Association of Student Personnel Administrators (U.S.). (1998). *Beginning your journey: A guide for new professionals in student affairs*. Washington, D.C: National Association of Student Personnel Administration.
Kearney, K. (2003). *Moving leadership standards into everyday work: Descriptions of practice*. San Francisco, CA: WestEd.
Kouzes, James M. & Posner, Barry Z. (2002) *The Leadership Challenge*, San Francisco CA: John Wiley & Sons, Inc.
Kouzes, James M. & Posner, Barry Z. (2002) *The Leadership Challenge*, San Francisco CA: John Wiley & Sons, Inc.
Fullan, Michael (1988) *What's Worth Fighting for in the Principalship?* Andover, MA: The Regional Laboratory for Educational Improvement.
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California Commission on Teacher Credentialing (2003) *Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential*.

10. Tenure Track Faculty qualified to teach this course.

Merilyn Buchanan
Kaia Tollefson
Tiina Itkonen

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

12. New Resource Requested: Yes ☐ No ☒

If YES, list the resources needed.

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

☐

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

☐

C. Facility/Space/Transportation Needs:

☐

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

E. Other. ☐

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

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

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

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

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

Manuel Correia

12/9/13 4/29/2014

Proposer(s) of Course Modification

Date

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

Approval Sheet

Course: EDPL 632

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

Multiple Chair fields are available for cross-listed courses.

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

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