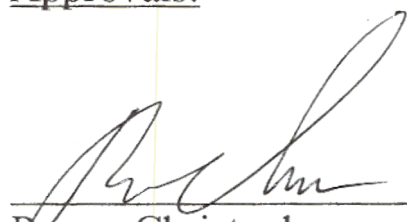


SENATE POLICY 03-10

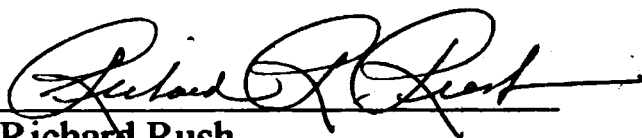
Motion: to approve the Credential in Principles' Leadership
Passed at the December 9th, 2003 meeting of the Academic Senate.

Approvals:



Renny Christopher
Chair, Academic Senate

2-25-04
Date



Richard Rush
President, CSU Channel Islands

3/2/04
Date

California State University Channel Islands

New Credential Program Proposal

Program Area: Education

Title: Principals Leadership Program:
Preliminary Administrative Services Credential

Mission: In direct response to the Mission of California State University Channel Islands the Principals Leadership Program will:

Facilitate learning within and across disciplines through integrative approaches
Emphasize experiential and service learning
Create learning communities that integrate university and community resources
Graduate students with multicultural and international perspectives

Core Values: The Principals Leadership Program is founded on the core values that characterize the entire Education Program:

Continuous improvement is essential to our lives
Collaboration and inclusion are central to our work
Professionalism is demonstrated by our service to the University and to the community
Teaching all children, regardless of their learning situation is everyone's responsibility and is reflected throughout the program
Critical reflection and inquiry are an integral part of our professional responsibility
The responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone

Objective: The objective of the Principals Leadership Program is to prepare effective instructional leaders for California Public Schools who:

Understand the role of instructional leadership in promoting the success of all students

Understand and demonstrate the full range of standards of competence and performance set forth by the California Commission on Teacher Credentialing:

Demonstrates the ability to facilitate the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community

Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth

Ensures the management of the school organization, operations, and resources for a safe, efficient, and effective learning environment

Collaborates with families and community members, responding to diverse community interests and needs and mobilizing community resources

Models a personal code of ethics and development of professional leadership capacity

Understands, responds to, and influences the larger political, social, economic, legal, and cultural context of schools

Link research and theory with effective practice in addressing the complex challenges facing today's school leaders

Integrate the power of technology into the skills of educational leadership

Program Description:

The Principals Leadership Program prepares candidates to complete the California Commission on Teacher Credential Standards for the Preliminary Services Credential. The program prepares students to serve in positions of educational leadership in the California Public Schools, primarily as school principals. Through integration of course work and field experiences students are provided multiple opportunities to learn and practice the California Professional Standards for School Leaders. The program offers students understanding and application of leadership skills related to relationship building, communication, and the ability to apply, model, and analyze curriculum, instructional strategies, assessment, standards based accountability systems, and data based school improvement. The program also develops each student's understanding of basic school administrative responsibilities including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy.

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 California Commission on Teacher Credentialing.

The Preliminary Administrative Services Credential (Level I) requires a total of 30 units of work that is incorporated into a Master of Arts in Education: Specialization in Principals Leadership (34 units). A Masters degree is required for CSUCI to recommend a candidate for the Level I credential. Candidates already possessing a Masters degree may complete the required 29 units and thereby be recommended for the Level I credential.

Course Requirements for Preliminary Administrative Services Credential

Prerequisites

Advanced coursework or a component of an induction program focusing on the integration of technology into education
Advanced coursework or a component of an induction program focusing on Special Education

Required Courses in Principals Leadership

Education in a Diverse Society	3
Foundations of Curriculum, Instruction and Assessment	3
Instructional Leadership of the Collaborative, Inclusive School	3
Law and School Management	3
School Finance and Principles of Applied Leadership	3
Understanding and Influencing Organizations in Diverse Communities	3
Human Resource Management in Education Settings	3
Building Collaborative, Inclusive Learning Communities	3
Professional Development and Field Experience I	2
Professional Development and Field Experience II	4
Masters Courses	
Principles of Educational Research	3
Masters Research Thesis/Project (continuing registration required until research or project completed)	
Total Units	34

Program Maintenance Requirements:

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term as part of the Professional Development and Field Experience Courses (EDPL 631-632.)

Program Advisor:

Joan Karp, Ph.D.

Justification:

The Ventura County Superintendents have expressed a clear need for certified administrators to fill principals positions in the school districts of the county. This need exists throughout the State of California.

Other Fiscal Support Required

This credential will be self-supporting and offered through Extended Education

Library materials for student and faculty use
Video and multimedia instructional materials for faculty use with students
Faculty to teach and supervise the students in the program

Faculty Available to Teach

Faculty would be selected from variety of sources including current education department faculty, CSUCI faculty members with expertise related to specific course content, qualified practitioners from surrounding school districts, and new hires.

Requirements for Admission to the Administrative Services Credential Program

Application to both the University and the Extended Education Department

Two Sets of Official Transcripts: One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Office of Admissions and one set of transcripts must be submitted to the Office of Extended Education. Cumulative grade point average of 3.0 to be accepted into the Preliminary Services Credential Program

CBEST Examination—Copy of card indicating passage of the CBEST or verification that you have taken the test prior to admission to the program. Passage of CBEST is required for certification

Copy of Teaching Credential submitted to the Office of Extended Education

Documentation of at least three years of fulltime successful teaching experience

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

Interview with Education Program Admissions Committee

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 personal and professional reflection on personal goals and developing the knowledge and skills to achieve these goals.

<u>Joan Karp</u>	<u>10/30/03</u>
Proposer of Certificate	Date

Approvals

Program Coordinator

Date

Curriculum Committee Chair

Date

Dean

Date

Principals Leadership Course Descriptions

Course Descriptions

EDUC 605 Education in a Diverse Society (3)

Effective leadership in working with diverse communities of teachers, students, and families. Issues of gender, ethnicity, language, culture and disability are addressed in the context of promoting equity and excellence in learning opportunities and social interaction. Strategies for effectively involving families of diverse cultures in support of their child's educational achievement.

EDUC 615 Principles of Educational Research (3)

Acquire knowledge and skills to conduct disciplined inquiry for educational professionals. Critically analyze the nature and quality of published research. Design and individual Masters project or thesis proposal.

EDUC 616 Masters Research Thesis/Project (1)

May be repeated.

Continuing registration required until project completed

Independent research on topic of choice with advisor approval

EDPL 610 Foundation of Curriculum, Instruction, and Assessment for Educational Leaders (3)

Theories for design of curriculum, instruction and assessment in an inclusive school environment. Standards based curriculum, differentiated instruction, using assessment data to design on-going instruction at the classroom level, dynamics of the curriculum change process. Course results in the development of a deep and internalized

understanding of effective teaching, learning and assessment for all students including English learners and students with special needs.

EDPL 620 Instructional Leadership of the Collaborative Inclusive School (3)

Leadership skills needed for implementation and evaluation of instructional programs that meet the needs of all learners. Focus on skills needed to involve teachers in reform and renewal of educational practice, shared instructional decision making and systematic improvement processes. Skills needed for effective instructional supervision at the program and individual level, development of instructional staff, mentoring, coaching, as well as direct instructional supervision integrated with the personnel decision making process involving hiring, renewal of contracts and granting of tenure.

EDPL 621 Law and School Management (3 credits)

Apply federal, state and local law to school government and management. Apply the legal principles of statutes and case law to issues related to conduct of students, contracts, liabilities, torts, and individual rights. Describe the legal framework for the governance of public education, and identify the role of the legislative process in the governance of schools. The legal requirement of “due process” will be applied as it relates to students, parents, and school personnel. Special education law and procedures will be covered with a focus on the application of law to the role and responsibilities of the school principal.

EDPL 622 School Finance and Applied Leadership (3)

Application of the principles of leadership and management as found in the research literature to school and finance and management issues. Public school finance, effective management of fiscal resources and business services at the site. Budget development and implementation at the site level to support instructional program priorities and needs of instructional staff in meeting the needs of all students. Communication, human relations, power and authority, decision-making, managing conflict, facilitating change in the context of student management, health, safety, security, school community relations, and school support services (food services, custodial services, facilities maintenance.)

EDPL 623 Understanding and Influencing Organizations in Diverse Educational Communities (3)

This Masters level course provides students with the opportunity to understand and analyze schools as formal organizations and to examine and reflect on the potential of a school leader to influence and direct educational change.

EDPL 624 Human Resource Management in Diverse Schools (3)

Leadership knowledge and skills needed to manage human resources in education settings including personnel administration, supervision, assignment monitoring,

negotiation and administration of contracts, supervision of risk management programs and all legal aspects of human resource administration that effect site-level administrator.

EDPL 625 Building Collaborative Inclusive Learning Communities (3)

Understanding and applying the skills needed to build an inclusive learning community, roles and relationships among students, staff, adults and families, professional development, shared decision making, teacher leadership, supporting special populations within the school, designing and implementing strategic plans focused on improved student achievement for all learners.

EDPL 631 Professional Development/Fieldwork in Diverse School Communities I (1) May be repeated.

Collaborative assessment (student, university instructor, and mentor) of candidate competence for meeting CCTC standards and development of professional induction plan. Integration of fieldwork and application of knowledge and skills of entry level administrative position in local school or program settings.

EDPL 632 Professional Development / Fieldwork in Diverse School Communities II (2) May be repeated.

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.

PROPOSED COURSE OF STUDY

Summer Session I (2004)

EDUC 605 Education in a Diverse Society	3
EDPL 610 Foundations of Curriculum Instruction and Assessment	3
EDUC 615 Principles of Educational Research	3
EDPL 631 Professional Development/Fieldwork I	1
Total	10

Fall Semester (2004)

EDPL 620 Instructional Leadership of the Collaborative Inclusive School	3
EDPL 621 Law and School Management	3
EDPL 631 Professional Development/Fieldwork I	1
Total	7

Spring Semester (2005)

EDPL 622 School Finance and Principles of Applied Leadership	3
EDPL 623 Understanding and Influencing Organizations in Diverse Communities	3
EDPL 632 Professional Development/Fieldwork II	2

Total	8
Summer Session II (2005)	
EDPL 624 Human Resource Management in Education Settings	3
EDPL 625 Building a Collaborative, Inclusive Learning Community	3
EDPL 632 Professional Development/ Fieldwork II	2
EDUC 616 Research Project *	
Total	9
Total Program	34

*Continuous Registration of One Credit Per Term Required Until Research Project Complete