

Proposal to the
Western Association of Schools and Colleges
for
Multiple Off-Campus Degree Program

Master of Arts in Education
Educational Leadership and Administration
(Focus on PreK-12 Administration)
and the
Preliminary Administrative Services Credential

California State University, Fresno
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Table of Contents

	Page
Overview/Abstract	3
Institutional Summary Data	4
Descriptive Background and History	6
Program Need and Planning Process	7
Program Description	10
Faculty	14
Library Information Resources	14
Computer Support	15
Physical Resources	15
Financial Resources	15
Plan for Teach-out Provisions	17
Plan for Evaluation and Assessment	17
References	18
Appendices	
Appendix A: Needs Assessment Survey	19
Appendix B: Course Syllabi	22
Appendix C: Faculty Vitae	91
Appendix D: ERA Student Outcomes Assessment Plan (SOAP)	213
Appendix E: Letters of Support	220

Multiple Off-Campus Degree Program
Master of Arts in Education

Option: Educational Leadership and Administration (Focus on PreK-12 Administration) and the
Preliminary Administrative Services Credential

Overview/Abstract

This proposal is to expand the on-campus Master of Arts in Education, Educational Leadership and Administration and the Preliminary Administrative Services Credential to multiple off-campus sites where there is need to train large numbers of administrators to assume principal, vice principal and other similar education administration positions. The off-campus programs will include the same courses and sequence normally offered as part of the regular on-campus program, only offered in a shorter time frame (approximately 12 – 17 months, depending on the District) using a combination of week nights and weekends for each course. In addition, many of the off-site programs' qualified high-level administrators may teach or team-teach select courses with a university professor.

Admissions requirements including the writing competency, research requirements in the program and other on-campus program requirements are also requirements for the off-campus programs. The department of Educational Research and Administration has been offering this off-site program at two school districts as a regular program (Fresno Unified School District and Clovis Unified School District). This proposal is being submitted to allow the program to be offered as a Special Session program through Division of Continuing and Global Education to these two districts as well as to other interested school districts.

Institutional Summary Data

Institution: California State University, Fresno

President: Dr. John D. Welty

1. Year Founded: 1911

2. Sponsorship and Control: State of California

3. Degree Levels Offered:

Associate Degree Bachelors Professional Masters Doctorate

4. Calendar Plan: Semester

5. Current Enrollment:

	<u>Head Count</u>	<u>FTE</u>
A. Undergraduate	17,305	15,500
B. Graduate	2,424	1,853
C. Non-degree	1,771	1,326
Total	<u>21,500</u>	<u>18,679</u>

6. Current Faculty:

Headcount: 1,206 (FTE = 872.55) Full-time: 681 (FTE = 681)

Part-time: 525 (FTE = 191.55)

Ratio: FTE Student/FTE Faculty: 18,679/872.55 = 21.407

7. Finances

A. Annual Tuition Rate: Undergraduate: \$1,843.50 Graduate: \$2,197.50

B. Total Annual Operating Budget (2009/10): \$207,629,402

C. Percent from tuition and fees: 41.34%

D. Operating deficit(s) for the past 3 years:

<u>2008/09</u>	<u>-0-</u>
<u>2007/08</u>	<u>-0-</u>
<u>2006/07</u>	<u>-0-</u>

E. Current Accumulated Deficit: \$0

8. Governing Board:

A. Size: 12 Members

B. Meetings a year: 3

9. Off Campus Locations:

A. Number:

B. Total Enrollment:

10. Library:

A. Number of Volumes:

B. Number of Periodical Subscriptions:

Books/Bound Journals	1,069,613	Print Journals	1,196
Government Documents	256,741	Electronic Journals	18,356
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Total	1,326,354	Total Unique Titles	19,522

Note: These figures do not include electronic journals provided centrally by the Chancellor's office, which is estimated to be around 60,539 journals.

Descriptive Background and History

California State University, Fresno (CSUF) is the major regional public university serving the undergraduate and graduate education needs of residents of the Central Valley. CSUF is one of the 23 campuses in the California State University System, and offers graduate degrees in approximately 40 areas, including a Doctorate in Educational Leadership, which is now offered stand alone by California State University, Fresno.

The vision of California State University Fresno is: *to be one of the nation's premier interactive universities recognized for quality teaching, transformational scholarship, and cultural leadership for the benefit of society.* To realize this vision, the university has set twelve priorities. Of these twelve, there are six priorities directly related to the creation and offering of the off-campus master's program as follows:

- **Engage in high quality research and creative activity in all disciplines**, with particular emphasis on applications that support the region.
- **Build upon existing academic programs and create new academic programs** to help transform and develop the region.
- **Support and develop high quality graduate programs** appropriate to the needs of the region, and achieve the Carnegie classification of "Doctoral/Research University-Intensive".
- **Play a major role in transforming our region** by employing the university's resources for the solution of problems and improvement of the lives and livelihoods of its citizens.
- **Establish partnerships and alliances that serve the region** and work with educational institutions to improve the commitment,
- **Demonstrate and communicate the quality of the university's programs**, its students, faculty, staff, and alumni/ae and its many and diverse centers of excellence.

The Kremen School of Education and Human Development's (KSOEHD) mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This NCATE-accredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. The Kremen School of Education's mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives.

KSOEHD prepares highly competent educators and human development specialists, while providing professional support and leadership to the community, promoting applied research, and providing experiences and opportunities that will enable employed professionals to remain current in their fields.

Students attend classes, study, and work in a state-of-the-art Education Building. This five-story facility includes clinical areas and computer and microteaching laboratories.

KSOEHD fosters the realization of human potential by preparing those who work in the field of education and human development to function more effectively and productively in a mutable and increasingly diverse society.

The KSOEHD theme, "Leadership for Diverse Communities," places considerable emphasis on an educator who can function effectively as a leader in a culturally and linguistically diverse society.

The Department of Educational Research and Administration (ERA) sponsors one graduate degree and offers coursework in support of all the education graduate and credential programs. Consequently, departmental faculty are involved in some fashion in nearly all formal school programs.

The mission statement of the Educational Research and Administration Department is "*to prepare credible and relevant leaders in education*". The Master of Arts in Education with an option in educational leadership and administration is a 31-unit degree program, and includes the Preliminary Services Administrative Credential. The Preliminary Administrative Services Credential Program provides authorization to function in an administrative position in a PreK-12 school setting.

Program Need and Planning Process

Need

The California Department of Education (1999) predicted a shortage of school administrators due to the wave of retirements expected by the "baby boomer" administrators. Their prediction was based on a survey of superintendents conducted in 1999 by the Association of California School Administrators (ACSA) where 90% of the respondents indicated there was a shortage in the pools for advertised high school principalships, 84% reported a similar shortage for middle school principalships, and 73% reported a shortage in candidates for elementary school principal candidates.

A needs assessment survey was designed and sent to surrounding school districts to explore the need for expanding our principal preparation program to an off-campus, multi-site model. The instrument was distributed via an on-line survey, Zoomerang. The survey was sent to 32 superintendents with 21 responding. The survey instrument is included in Appendix A. The following is an analysis of the data from the survey.

A survey (a copy of the survey is included in Appendix A) was developed to gather information about the need for off campus programs. A total of 32 surveys were sent through email using Zoomerang, an online survey tool to Superintendents in our service area. Twenty-one superintendents responded to the survey, or a 65.6% response rate. Superintendents from the following districts responded:

- Caruthers Unified School District,
- Central Unified School District,

- Clovis Unified School District,
- Corcoran School District,
- Dos Palos Oro Loma Joint Unified School District,
- Exeter union and Exeter Union High School District,
- Fowler Unified School District,
- Firebaugh-Las Deltas Unified School District,
- Fresno Unified School District,
- Hanford Elementary School District,
- Kingsburg Elementary Charter School District,
- Lemoore Union High School District,
- Madera Unified School District,
- Monroe School District,
- Parlier Unified School District,
- Riverdale School District,
- Sanger Unified School District,
- Sierra Unified School District,
- Selma Unified School District,
- Visalia Unified School District, and
- Woodlake Public Schools.

Superintendents were asked how many administrative positions required the Preliminary Administrative Services Credential (Tier I) in their districts, and the total of the respondents was 1,071. A majority of those who come into our program do not have a master's degree, and it is our program requirement that a credential candidate must also possess a master's degree. Further, Superintendents were asked to estimate the number of individuals within the next five years who will leave, retire or how many other individuals will need Tier I. The total response from all responding Superintendents was 470 individuals will need to complete Tier I within the next five years. This figure represents nearly 44% of those who must have the credential in the responding districts.

Another question on the survey sought to find out if there was sufficient demand in the district (20 students per year) to complete the program as a cohort. The response was unexpected, 76% of the respondents indicated they were interested in having an off-site program offered in their district. Two districts indicated they had enough demand to begin a new cohort each year four districts indicated they had enough demand to begin a new cohort every other year, and 10 districts indicated they would be interested in joining with a nearby district to begin a cohort once every several years.

Districts were also surveyed about their interest in having qualified district administrators team-teach courses with University faculty. Ninety percent (19 districts) indicated they would be interested in this team-teaching approach.

The survey asked about the types of support districts would be able to provide to student's in their cohorts. Four main types of support emerged as follows:

- Release time for students from work to attend class or to work on course assignments. 50% of Total Responses
- Space and access to technology 14% of Total Responses
- Provide a portion of the tuition 14% of Total Responses
- Provide funds to pay for books 10 % of Total Responses
- Other responses included providing mentoring, serving as a practicum site, and providing instructional staff. 14% of Total Responses

Related to district-provided support, Superintendents indicated a range of monetary support from \$0 to \$2,000 per student per semester.

A question related to the educational challenges being experienced in the Central Valley related to English Learners and cultural differences was asked to provide some insight into some curriculum changes to the courses being offered. One-hundred percent of the respondents indicated that English Learners and cultural differences needed to be threaded throughout the curriculum.

In summary, there is interest and demand for offering the off-campus credential and degree program. Superintendents are willing to commit time and resources to their employees participating in this program

Planning Process

A subcommittee of the department met to construct the proposed off-campus program. The proposed program was presented to the department faculty at a regular department meeting in October, 2009 where the plan was approved by the majority of faculty. The proposal was also presented to the Superintendents Advisory Board meeting held in October to obtain additional feedback related to course content and sequence. Their comments were incorporated into the proposal. The program was then forwarded to all appropriate levels of review, including the School Graduate Committee, the Academic Senate Graduate Committee, the Senate Graduate Curriculum Committee, the Senate Academic Policy and Planning Committee, the Senate Budget Committee, the Senate Executive Committee, and the full Academic Senate. Most of these committees required two readings of the proposals. Feedback was seriously considered and the proposal revised appropriately.

Program Description

Admissions Requirements

The program is a 31-unit Master of Arts in Education and includes the Preliminary Administrative Services Credential. All students applying for admissions to this master's degree and credential program must meet the minimum admission requirements in the following list, and be approved for admission by a program Faculty Review Committee. Evidence of completion of these requirements is to be submitted along with required forms in one completed packet to Certification and Graduate Programs Office by the application closing date. A completed admission packet includes:

1. Verification of application to California State University Fresno.
2. An application to the KSOEHD graduate program.
3. A complete set of transcripts of all prior college or university work.
4. Evidence of a minimum GPA of 2.75 overall or on the last 60 undergraduate units. Continuing post baccalaureate students must have attained a cumulative GPA of 3.0 on all units attempted.
5. A statement of purpose.
6. Three letters of recommendation.
7. Evidence of receipt of a passing score on the Test of English as a Foreign Language (TOEFL) if an international student. The KSOEHD also retains the option to require international students to obtain additional preparation if English usage skills are judged to be inadequate.
8. Evidence of writing proficiency by one of the following:
 - a. Obtaining a passing score on the Upper-division Writing exam,
 - b. Completing English 160W with a grade of *B* or better,
 - c. Or obtaining a passing score on the California Basic Educational Skills Test (CBEST).
9. Provide verification of advising.
10. Provide written verification of support of the District Superintendent that professional development time will be awarded to the prospective student to complete embedded fieldwork and other course signature assignments.
11. Provide evidence of possession of a valid basic prerequisite credential (Multiple Subject, Single Subject, Education Specialist, or Pupil Personnel Services Credential).
12. Provide evidence of having passed the California Basic Educational Skills Test (CBEST).

Program Curriculum

The program consists of 31 units of courses, some of which include embedded fieldwork (4-unit courses) that constitutes the linking of the theory with professional practice. All courses include signature assignments, that when completed by the student, demonstrates the student has mastered that competency, which is in turn, tied to a student learning outcome.

The program is offered as a cohort model at various school districts. School districts that have already been offering the program and who have indicated they would like to support a cohort are Fresno Unified School District, Clovis Unified School District and Sanger Unified School District.

Table 1. *Program Courses*

Course # and Title	# Units	Contains Embedded Fieldwork (Yes/No)	Notes
EAD 261 Educational Leadership and Administration	3	NO	• Writing Competency Course
EAD 272 Advanced Curriculum Design and Delivery	3	NO	• New Course Title
EAD 262 Advanced Educational Leadership	4	YES	• New Course Title • EAD 261 Prerequisite • Writing Competency
ERA 220 Research Methods in Education	3	NO	• ERA 153 is a Prerequisite
EAD 274 Instructional Systems and Leadership for Equity	3	NO	• New Course and New Course Number
ERA 288 Program Evaluation	3	NO	
EAD 263 Supervision of Instruction	4	YES	
EAD 269 Site-based Leadership	4	YES	
EAD 298 Project or EAD 299 Thesis	4	NO	• ERA 220 is a prerequisite
Total Units	31		

The administration of the program will be identical to the normal process of the on campus program, including procedures for admissions, classification, advancement to candidacy, and application to graduate. As part of the administrative process, the Division of Graduate Studies will make the decision on admission to post-baccalaureate status, and the Program Coordinator will make the decision on admission to the program. The Program Coordinator will maintain program files on enrolled students, prepare the associated paperwork, and make recommendations to the Dean of the Division of Graduate Studies concerning classification, advancement to candidacy, and application to graduate.

The Program Coordinator reports to the ERA Department Chair, who will be responsible for assuring there is coordination with the on-campus program. Program faculty will be responsible for advising, supervision and faculty consultation.

The Division of Global and Extended Education is responsible for all program promotion including postage, flyers, and travel for recruiters. The Division of Global and Extended Education will be responsible for creating the annual budget (in consultation with the Program Coordinator), maintaining all accounting and budgeting records for the program, as well as, monitoring and setting fees (after consultation with the Program Coordinator), distributes fees according to the program budget, and provides regular reports on all fees collected and expenditures made on behalf of the program.

This off campus program will be offered in an accelerated format, beginning in the fall 2010. Classes will meet during the week and on the weekends. A variety of formats will be used, including partially taught on-line. Courses will be scheduled so as to meet the mandatory 45 hour meeting time. Table 2 below identifies the course sequence for the first cohort beginning in fall 2010.

Students in good academic standing who cannot continue in a course for whatever reason, or who need to drop out of the cohort for a period of time will be referred to the Fresno on-campus program to take remaining coursework. They may also join a new cohort at that district site.

Table 2. *Off-campus Course Sequence*

Course # and Title	# Units	Includes Embedded Fieldwork	Semester
EAD 261 Educational Leadership and Administration	3		First Fall 6 weeks
EAD 272 Advanced Curriculum Design and Delivery	4	YES	First Fall 6 weeks
EAD 262 Advanced Educational Leadership	3		First Fall 2 weeks
EAD 262 (Cont.)			First Spring 4 weeks
ERA 220 Research in Education	3		First Spring 8 weeks
EAD 274 Instructional Systems and Leadership for Equity	3		First Spring 2weeks
EAD 274 (Cont.)			First Summer 4 weeks
ERA 288 Measurement and Program Evaluation	3		First Summer 8 weeks
EAD 263 Seminar in Instructional Supervision	4	YES	Second Fall 6 weeks
EAD 269 Site-based Leadership	4	YES	Second Fall 6 weeks
ERA 298 Project or ERA 299 or Thesis	4		Second Fall – all semester Completed during the Winter Inter-session

Total 31

(Note: ERA 153 is a Prerequisite for ERA 220)

Copies of the course syllabi for these courses are included in Appendix B.

Faculty

The off-campus program will be taught using a combination of regular program faculty and administrators from each district who are deemed to be qualified by the regular program faculty. Faculty teaching in this program may be compensated either through Global and Extended Education using the appropriate agreed upon pay scale or faculty may choose to count participation in these off-campus programs as part of their teaching load during the fall and

spring semesters. Teaching courses in the summer will not be counted towards load in either the fall or spring semester.

Vitae of all full-time department faculty are included in Appendix C. Table 3 below identifies the current regular full-time department faculty who are eligible to teach in this program.

Table 3. *ERA Full-time Faculty*

Name	Rank	Year Hired	Specialty
1. Sharon Brown-Welty	Professor	1997	Ed. Admin.
2. David Tanner	Professor	1985	Research
3. Susan Tracz	Professor	1984	Research
4. Ronald Unruh	Professor	1993	Research
5. Donald Wise	Associate Professor	1999	Ed. Admin.
6. Juan Carlos Gonzalez	Assistant Professor	2009	Ed. Admin.
7. Linda Hauser	Assistant Professor	2008	Ed. Admin.
8. Jason Immekus	Assistant Professor	2007	Research
9. Diane Oliver	Assistant Professor	2009	Ed. Admin.
10. Virginia Boris	Instructor (Full-time)	2008	Ed. Admin.
11. Walter Buster	Instructor (Full-time)	2002	Ed. Admin.

Library

Access to information related to Educational Administration is critical to our preparing “credible and relevant leaders”. ERA 220 (Research Methods) is required in all the Master of Arts in Education programs offered in the Kremen School of Education and Human Development. This course introduces students to the use of the library in obtaining materials on researched-based best practices as well as literature to assist with the design of their culminating project; either the project or thesis.

Access to the library is fully automated, almost every resource needed can be accessed either on line or the material can be requested on line. The Automated Library Information System (ALIS) is available to students on campus as well as students who are taking classes through the off-site program. Not only does our library afford access to our own collections, but students are now able to access hundreds of sources at libraries across the country.

In addition to the on line catalog and search engines, the Madden Library offers access to very large data-bases and indexes including ERIC, Educational Research Complete, Education Index Retrospective, Digital Dissertations (ProQuest), and many more. If for some reason the Madden Library does not have the required documents they can easily be requested on line through Inter-library loan. The library search engines and web pages were updated this past summer (2009) to make finding and requesting scholarly works easy for students both on campus and working from remote locations.

Computer Support

Students are encouraged to bring laptop computers to class. Many of the courses include components that are offered through Blackboard, the software package available to our faculty to produce online and partially online courses. Further, students are encouraged to have computers that are internet access capable, either through Wi-Fi or through mobile broad-band cards installed in their computers. While the program is offered off-campus, students may use any of the computer lab facilities available in the Kremen Education building as often as they wish.

Physical Resources

The physical resources are being provided by the hosting school district. Our experience has been that the facilities are excellent, these sites have internet access and are centrally located for participating students. In some cases, a few of the courses may meet on campus for an evening or a weekend. The Kremen School of Education and Human Development is a newer building with Wi-Fi internet access, spacious classrooms, most of which are also “smart classrooms”.

Financial Resources

Since the program will be offered through self-support, no net financial cost to the campus will be incurred. The current budget projection is that \$275 per credit will be charged to the participating students. It is estimated that approximately 20 students per cohort will participate at each site, with a minimum of 15 students per cohort to be financially sound. The following budgets are projected for each of the four sites: Fresno Unified, Clovis Unified, Sanger Unified and Visalia Unified. Table 4 below outlines the projected budget for each of the four off-site program budgets.

Table 4. Proposed Off-campus Budget

MA in Educational Leadership and Administration Four Location Summary Students per Cohort = Clovis 15, Fresno 20, Sanger 15, Visalia 15 Special Sessions - 34 Units @ \$275 per unit - Salary Schedule 2322					
	Clovis 15	Fresno 20	Sanger 15	Visalia 15	Total
Revenue:					
Registration Fees	140,250	187,000	140,250	140,250	607,750
Total Revenue	140,250	187,000	140,250	140,250	607,750
Expenditures:					
University Reimbursement CO & SCO	21,038	28,050	21,038	21,038	91,163
Reimbursement DCGE Admin	7,013	9,350	7,013	7,013	30,388
Recovery	38,250	51,000	38,250	38,250	165,750
Graduate Studies	1,500	2,000	1,500	1,500	6,500
Salaries:					
Professor	53,992	71,978	53,992	53,992	233,954
Coordinator/Dept Backfill	7,453	7,453	7,453	7,453	29,812
Fringe Benefits	783	1,044	783	783	3,392
Marketing	1,200	1,200	1,200	1,200	4,800
Travel	0	0	0	0	0
Miscellaneous	0	0	0	0	0
Total Expenditures	131,228	172,075	131,228	136,228	570,758
Overage	9,022	14,925	9,022	4,022	36,992

Plan for Teach-Out

In the unlikely event that the expected enrollment does not materialize, any students remaining in the program will have the option to complete their degree and credential work on campus as part of the regularly offered on-campus program.

Plan for Evaluation and Assessment

Program review for these programs will be integrated with the program reviews scheduled for the Education Administration master's degree and credential programs. In addition, NCATE and CCTC accreditation reports and visits will also include the off campus programs in the review and reaccreditation process. The Student Outcomes Assessment Process (SOAP) developed for the degree and credential program will also apply to the off-campus programs, and the current version of the ERA SOAP is included in Appendix D.

References

California Department of Education. (1999). Recruiting highly qualified administrators. Retrieved from <http://www.cde.ca.gov/eo/in/se/hqt.asp> on October 11, 2009.