TO: The Academic Senate

FROM: Committee on Instruction and Curriculum

SUBJECT: Proposed New On-line Format for the M.S. Educational Leadership

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the new online format for the M.S. in Educational Leadership; effective Fall 2009, pending WASC approval

All backup information for this policy is available for review on the CIC Sharepoint 04/06/09 meeting workspace. The web link for this meeting on Sharepoint is https://sharepoint.csueastbay.edu/sites/AcademicSenate/CIC%20Meeting1/CIC%20Meeting/Lists/Agenda/DispForm.aspx?ID=118&Source=https://sharepoint.csueastbay.edu/sites/AcademicSenate/CIC%2520Meeting1/CIC%2520Meeting/default.aspx%3FInstanceID%3D20090406

BACKGROUND INFORMATION:

This proposal for an online M.S. Educational Leadership degree fits with the following University mandates: "Strong Growth and Full Enrollment with Personalized Learning and Expanded Access," and "A Tradition of Teaching, Learning, and Academic Quality - Emphasized and Reinforced." The University has recognized that its tradition of teaching, learning and academic quality must include online teaching and learning programs. 100% of the proposed instructional program will be online; however, the fieldwork component that is required by the State of California for all credential programs will be offered at the candidate’s school site.

At its meeting on April 6, 2009, CIC approved this new option (8-0-0).
WASC Substantive Change Online Proposal

2009-2011 MS in Educational Leadership

Section I: Institutional and Program Overview

Program Overview

A. Name of degree or program proposed

Masters of Science in Educational Leadership

B. Percent of program being offered via distance education – If the program is not being offered fully via distance education, how will the remainder of the program be offered?

100% of the instructional program will be online. However the fieldwork, required by the State of California for all credential programs, will be offered at the candidate’s school site.

C. Detailed description of the type of distance education modality being proposed and the format – Is it asynchronous, synchronous, online, teleconference, video on demand, etc.

Asynchronous online instruction.

D. Geographic scope of the program – Where will you market the program?

Our target market is working K-12 educators in the East Bay, but since the program will be marketed online it is expected that candidates will join the program from all of California and a small percentage may attend from out of state.

E. Projected number of students

<table>
<thead>
<tr>
<th>Year</th>
<th># Students (*includes second year students)</th>
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<tbody>
<tr>
<td>Fall 2009</td>
<td>25</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>50*</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>50*</td>
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<td>Fall 2012</td>
<td>50*</td>
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<tr>
<td>Fall 2013</td>
<td>50*</td>
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F. Type of student the program geared for, i.e. adult learners, part-time or full-time
Adults certificated to work in K-12th grade schools as teachers, counselors, librarians, etc.

G. Initial date of offering

Fall 2009

H. Anticipated life of the program, i.e., one time only or ongoing? Cohort model or rolling admissions? Independent study?

Ongoing with rolling admissions.

I. Description of the external and/or internal partners contributing and/or participating in this proposal, if applicable - If so, attach any Memorandums of Understanding (final and signed) between the requisite parties

None. This program has existed in its present form for the last three years. The change is that the faculty will offer over 50% of the instruction using the online modality.

However, the initial program design, which was reviewed and given program accreditation by the California Commission for Teacher Credentialing and NCATE, was developed with the input of a number of external partners who gave input directly and through an Advisory Committee.

Descriptive Background, History and Context

A. Brief description of the institution including the broader institutional context in which the new program or change will exist - Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution. Note that a copy of the most recent Annual Report submitted to WASC, including the audited financial statement is to be attached.

California State University, East Bay (CSUEB) provides instruction for graduate and undergraduate students in the College of Business and Economics, the College of Education and Allied Studies, and the College of Letters, Arts and Social Sciences, and the College of Science. The University fosters excellence in instruction, and encourages a lifelong enthusiasm for intellectual activity. The majority of students attending the university are a diverse group of working adults, many of whom are returning to school to complete their university degrees. Flexible scheduling, advising, distance learning, and support programs help fulfill our objectives by making the full services of the University available to as many students as possible. CSUEB also offers courses on its Concord campus. In addition, a PACE (Program for Accelerated College Education) bachelor's degree completion program is offered at Contra Costa College in San Pablo. The University also extends it reach globally through an off-campus program in Moscow, and is starting to work with educational officials in Afghanistan to help rebuild their educational system.

The University recently went through a major strategic planning process as part of its WASC re-accreditation process. Our new President, Mohammad Qayoumi, held 21 Town Hall meetings
across campus, involving over 600 faculty, staff and students and generating more than 1,500 comments. Seven mandates for the future came out of these meetings.

This proposal for an online M.S. Educational Leadership fits with the following mandates: "Strong Growth and Full Enrollment with Personalized Learning and Expanded Access," and "A Tradition of Teaching, Learning, and Academic Quality - Emphasized and Reinforced." The University has recognized that its tradition of teaching, learning and academic quality must include online teaching and learning programs. The President is committed to expanding our online offerings in order to improve access, enrollment and learning. The University's Academic Plan, adopted in January 2008, has as one of its goals the establishment of an Online Campus.

B. To address prior experience, list the number, variety and longevity of other similar programs that have been or are being offered via distance education - Include a summary or profile of one of the programs being offered via distance education to demonstrate prior experience

The Department of Educational Leadership has been offering hybrid courses and online courses for over seven years. It has been offering the hybrid program, an M.S. in Educational Leadership, since 2006, when it began to offer the option of attending the second year cohort courses online. The faculty of our Department have attended numerous online courses and attended conference sessions focused on online instruction. The professor who is teaching the second year of this M.S. hybrid cohort has taught educational courses online since 2000 and is the former Coordinator for the Special Interest Group: Technology, for the California Council on Teacher Education. He has also presented on the topic of online instructional strategies at statewide conferences. Other faculty members have served as mentors to those who are new to online teaching.

In 2006-2007 ten students participated in the online/hybrid option of the second year of the M.S. program. In 2007-2008 we had about 20 individuals complete this option. In 2008-2009 approximately 24 candidates are currently completing the program. Students have indicated that this online hybrid option is meeting a previously unmet need for high quality instruction which students can complete without having to come to the campus. This hybrid option allows many the opportunity to complete their graduate work while pursuing their profession and raising their family. Additionally, many students point out that an online option does not require them to unnecessarily consume fossil fuels.

All courses in the online program have the same learning outcomes and major key assessments, regardless of the teaching modality. This is also true for the proposed all online M.S. in Educational Leadership.

Profile of Department’s current online course opportunities: All of these courses are part of the M.S. in Educational Leadership. Most Department faculty have taught one or more of these courses. Over 300 students have taken one or more of the hybrid or all online courses listed below:
Hybrid: instructors have been offering these courses as hybrid courses during the last three to four years. The same course content and learning outcomes are also offered through classes that only have face-to-face meetings.

- **EDLD 6000 INTRODUCTION TO EDUCATIONAL LEADERSHIP (Fall—4 units)** Introductory course that focuses on developing a vision for leadership with particular emphasis on equity as equitable learning outcomes. Course also investigates the impact of race, culture, class and language on student achievement. Requirements include a self-assessment of professional goals for leadership.

- **EDLD 6400 INSTRUCTIONAL LEADERSHIP (Winter—4 units)** Critical analysis of the nature of effective instruction for all students is a central theme for this course. Learning theories, teaching/learning styles, classroom management, assessment of student progress, supporting teachers to meet individual and group needs as well as basic classroom observation techniques for instructional improvement, and laws affecting instruction are major topics. Special emphasis is placed on helping candidates understand research-based practices that support learning for diverse student populations.

- **EDLD 6550 SCHOOL SITE LEADERSHIP & ORGANIZATIONAL BEHAVIOR (Spring—4 units)** Basic operational tools and procedures for prospective principals and assistant principals. Situational analysis of administrative problems via application of leadership theories and concepts. Exploration of tools to engage diverse groups of stakeholders in improving schools.

- **EDLD 6675 SCHOOL FINANCE AND HUMAN RESOURCES FOR EQUITY (4 units)** Course focuses on fiscal aspects of school operation for beginning administrators; forces that shape school funding patterns at local, state and national levels; and district policy and practices related to school finance. Special emphasis is placed on developing a vision and values that support the use of resources to achieve equitable student outcomes. Prerequisite: admission to Preliminary Administrative Services Credential program or Department approval.

**All Online:** some instructors have been offering these courses as all online courses during the last three to eight years. The same course content and learning outcomes are also offered thorough classes that only have face-to-face meetings for EDLD 6720, 6020, 6908.

- **EDLD 6720—Use of Research to Solve School Problems (Fall—4 units)** This first course in the sequence introduces students to the concept of inquiry and the relationship between school context and collaborative inquiry. Students will learn the use of research tools to collect information about their school setting and analyze that data to identify possible inquiry topics.

- **EDLD 6020—Research in Education (Winter 4—units)** This second course in the research sequence engages candidates in conducting collaborative inquiry at their work sites. Candidates develop and apply various methods to collect and interpret data. Emphasis is on reflections about leadership skills as they are engaging in the inquiry process.

- **EDLD 6908—Graduate Synthesis (Spring—4 units)** Students synthesize their degree program experiences in coursework, fieldwork and research into a
coherent framework for their own leadership role and plan their future professional
development. Students systematically examine their inquiry data in reference to their inquiry
questions and develop a final inquiry product to use in engaging others in school
improvement. The quarter emphasizes students’ ability to communicate what they have
learned through their inquiry and their Master’s program experience to public audiences.
Comprehensive exam is integrated into coursework.

- **EDLD 6201—Research Seminar (Fall, Winter & Spring—1 unit per quarter)** This is a
  seminar in methods and procedures of research tools in education, including: sources and
  uses of data; critical analysis of published research; preparation of a research project to
  include references, rationale, and outline.

- **EDLD 6025, 26 & 27—Research Practicum (Fall, Winter & Spring—2 units per
  quarter)** Students work in peer coaching groups and with the instructor to help each other
  think through and address the practical issues, challenges and opportunities arising in the
every day work of collaborative inquiry at their sites. Students identify issues of concern and
give and receive feedback, critique, suggestions, questions and advice as their inquiry
projects proceed over the three quarters.

According to the Association of California School Administrators, “The administrator shortage is
expected to become increasingly severe over the next decade as California searches for leaders for
hundreds of new schools and thousands of posts left vacant because of attrition” (Retrieved on
1/5/09 from p. 5
ained+school+administrator+shortage&hl=en&ct=clnk&cd=6&qid=us&client=safari ). During our recruitment efforts during
the last few years candidates have asked about the possibility of an all online M.S. program.
Additionally, individuals who live too far away to attend two classes a week on campus have
expressed an interest in an opportunity to attend an all online M.S. in Educational Leadership
program.

After considering the concept of offering an all online program, consulting with our stakeholders,
and investigating the best strategies for creating a collaborative, engaging online program, the
faculty of the Department of Educational Leadership voted to support the development of the online
option for the M.S. in Educational Leadership program in October of 2008. In November of 2008,
the Council of College of Education and Allied Studies approved the concept of the program. The
university administration provided funds to support the development of this program. Our
university president supports the development of additional opportunities for students to take online
programs at the university. CSUEB’s president, Mohammad Qayoumi, “…is a strong advocate of
online offerings to improve access, enrollment and learning, particularly to a diversity of working
adults returning to school to complete their degrees – the typical CSUEB student” (Retrieved 1/7/09

**Institutional Accrediting History Relevant to Substantive Change**

**A. Brief response to issues noted in prior substantive change reviews since the institution’s last
comprehensive review**

Cal State East Bay’s last comprehensive review was the Educational Effectiveness Review with a
visit in October 2007 and a Commission Action Letter dated March 3, 2008. We have not submitted
any Substantive Change Proposals since March 2008. However, prior to March 2008 we submitted a Substantive Change Proposal for an independent Ed.D. which is currently under review. The site visit occurred on March 19, 2008.

B. Institutional response to issues noted in prior Commission or other Committee action letters or visiting team reports that are relevant to the proposed substantive change

Cal State East Bay received a letter from the Substantive Change Committee dated June 14, 2007 approving our proposal to offer two online programs, a B.A. in Human Development and a B.S. in Recreation. The letter stated that “The panel was impressed with both programs. They fit nicely the institutional context of CSUEB and emerge from the Departments’ experience with these degrees.”

The letter stated that the university had established support structures to help faculty prepare for online courses, the leadership in both Departments was appropriate, the commitment of both programs to on-campus orientations and improving students’ technological skills was admirable, both programs demonstrated a commitment to systematic learning assessment, and the university had annual reviews to supplement its five year program reviews.

The letter encouraged the university to pay continued attention to resource needs as the programs grow, implemented the learning assessment plans, and have highly developed syllabi.

In 1999, we submitted a successful Substantive Change proposal for an online Master of Education, Option in Online Teaching and Learning. The reviewers praised the proposal for being well crafted and succinct. The WASC approval letter commended the university for "its awareness of the need for faculty development to support online teaching and for student re-socialization to support online learning." The letter also "endorse[d] the importance of actions being taken to aid faculty in rethinking courses to adapt them to the new environment."

C. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and include in the appendix a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation.

None

Section II: Program Need and Approval

Program Need

A. Program need/rationale framed by the institution's mission and strategic goals

The mission of the College of Education and Allied Studies (CEAS) is to prepare leaders committed
to social justice and democracy in a highly technological world.

The mission of the Department of Educational Leadership at CSUEB supports the College’s mission to prepare leaders. Our Department mission is to prepare and influence Bold, Socially Responsible Leaders who will transform the world of schooling.

To carry out our Department mission requires that our faculty provide training to prospective school administrators who will become Bold, Socially Responsible Leaders. We have noted that many candidates have expressed an interest in being provided the option of taking our entire M.S. program online, because the traditional face-to-face courses are a burden due to:

- the costs of traveling from work to the university
- the time they lose traveling in traffic
- the lack of flexibility of a face-to-face course schedule
  - particularly for candidates who are in positions of leadership at their schools
  - or who have demanding family responsibilities
- some prefer the learning modality of an online environment, where they can take the time to respond to discussions and Constructivist activities in a thoughtful, informed manner. Many have noted that they feel they have “found their voice” in an online collaborative environment, where every participant has an equal opportunity to share her/his thoughts and receive an attentive response from peers and the professor.

Individuals who are drawn to the online environment in other courses our Department offers often belong to ethnic groups and races which are underrepresented as school leaders in California’s schools. It supports our mission to enable these students to earn their administrative services credential and M.S. degree in an environment which best serves their circumstances and learning style.

This program will increase the total number of graduate students who will be able to complete our program, without increasing the demands on the physical plant at the university. It also provides California with more highly trained school leaders, a need which is growing due to the large number of administrators who are retiring in the next five years.

Our M.S. graduates have a track record of gaining knowledge and skills so that they can serve as effective school leadership. They also learn how to conduct collaborative inquiry; taking knowledge of action research methodology and applying it as part of their practice as a professional at their own school site. With this knowledge our graduates are able to work to bring about school improvement, particularly to bring about equity of learning for all children.

Our Department has sponsored a number of courses using the online modality during the past 10 years. These courses provide students with an engaging learning environment, where they can seek and find peer support, practice their writing and critical thinking skills, and develop their own voice or their own way of articulating their values and informed opinions. These courses are listed earlier in this document.

Being given permission to offer one of our cohorts this all online option also meets the mission parameters for our College and Department, it meets the needs of prospective students, it meets the
needs of California schools, and it fits our strategy of seeking to maintain or increase the number of graduate students we serve in California.

B. Process and results used to establish the need - Please provide a summary of the findings, not the full study

Our Department has had an enthusiastic response from students who are seeking to serve as school leaders and who wish to take our courses online. The courses we offer which are online are consistently chosen as often or more often than face-to-face courses. Offering an all online M.S. program is in response to a need which has been mentioned to us by many of our students, all of whom are professional educators. Last year a survey of all of our graduate students indicated that approximately 30 individuals had a strong interest in an all online M.S. program. Twenty five of them enrolled in the program last fall.


C. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels - If the program is planned to be offered for a finite period, provide the enrollment data for the length of the program. If the program is planned to be offered continuously, then provide enrollment projections for the first three years. These enrollment projections should be reflected in the budget.

Enrollment Projection for the MS in Educational Leadership

<table>
<thead>
<tr>
<th>June</th>
<th>Number of All Online Candidates</th>
<th>Total number of all MS Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>n/a</td>
<td>71*</td>
</tr>
<tr>
<td>2005</td>
<td>n/a</td>
<td>32*</td>
</tr>
<tr>
<td>2006</td>
<td>n/a</td>
<td>56*</td>
</tr>
<tr>
<td>2007</td>
<td>n/a</td>
<td>64*</td>
</tr>
<tr>
<td>2008</td>
<td>n/a</td>
<td>79*</td>
</tr>
<tr>
<td>2009</td>
<td>n/a</td>
<td>80</td>
</tr>
<tr>
<td>2010</td>
<td>25</td>
<td>95</td>
</tr>
<tr>
<td>2011</td>
<td>50 (includes second year students)</td>
<td>105</td>
</tr>
<tr>
<td>2012</td>
<td>50 (includes second year students)</td>
<td>105</td>
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</table>

* From S Russell (12/08)

e. 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.
This program prepares school leaders to manage schools using the best practices found in school leadership. It also teaches students how to use collaborative inquiry research methods, to assist their school community in identifying problems related to inequity of learning, to develop data to address those problems, to analyze the data, and then to develop a plan of action to address the problem. This program has been modified over the last ten years however, the basic approach of taking this knowledge and applying it to the practice of educational leadership has been recognized by graduates and their employers as being effective. This knowledge improves our schools, the opportunities for students who have not had equal educational opportunities, and our society as a whole.

D. Attach the recruitment and/or marketing plan for the program

Marketing Plan

The current recruitment procedures the Department uses will be continued and a new option of an all online instructional modality will be added. We currently market the program though referrals from faculty, current students, and graduates. Additionally we currently have a website which allows candidates to apply online.

Once approved, we will add these marketing methods for the all online program:

- The program will be included on CSU East Bay’s Online program site: http://www20.csueastbay.edu/online/index.html
- The program will be advertised through web postings to partner school districts and County Offices of Education.
- The program will be marketed directly through emails.
- Faculty will conduct face-to-face informational meetings in the East Bay and in rural locations not currently served locally by the CSU system.

Planning/Approval Process

A. Description of the planning and approval process within the institution, indicating how faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the new site or program.

The proposed online M.S. in Educational Leadership not a new degree. It is a new instructional modality. The online version of this existing degree will follow the same program accredited (California Commission for Teaching Credentialing) degree program, with the same course outlines, learning outcomes, and major assessments.

Existing faculty will teach in this program. The review process included consideration and approval, after serious discussions regarding the importance of offering students the same learning opportunities in both the existing face-to-face/hybrid program and the new online version of the program, from: the faculty of Department of Educational Leadership and with key stakeholders, the CEAS Curriculum Committee—the Chairs of the College of Education and Allied Studies, the Dean of the College of Education and Allied Studies, and the Vice President of Academic Affairs.
Section III: Program Description and Evaluation

Curriculum

A. Overall description of the program including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.

We are designing this to be a unique degree in many ways. Students will be able to complete the entire Master’s online. They will be exposed to a wide variety of critical issues in the field and will be able to pursue their interests through the Site Collaborative Inquiry projects they choose. All first and second year projects will support the candidates in their work to bring about equity of learning at their school sites. This work will enable students to take knowledge and theory from the online portion of the program and apply it in the fieldwork components of the program. We believe having more practitioners become both intelligent consumers as well as producers of research will advance our field.

Master’s Degree in Educational Leadership—Required Courses

Year One:
- EDLD 6000 Introduction to Educational Leadership (Fall) 4 units
- EDLD 6400 Instructional Leadership (Winter) 4 units
- EDLD 6410 Supervision and Staff Development 4 units
- EDLD 6550 School Site Leadership & Organizational Behavior (Spring) 4 units
- EDLD 6650 Educational Law 4 units
- EDLD 6675 Finance and Human Resources 4 units
- Fieldwork 12 units

Year Two:
- EDLD 6720 Use of Research to Solve School Problems 4 units
- EDLD 6020 Research in Education 4 units
- EDLD 6908 Graduate Synthesis 4 units
- ELECTIVES (Approved by Graduate Advisor) 9 units

TOTAL 45 units (In addition 12 units of fieldwork is required to earn the Tier I Administrative Services Credential. These courses are offered at candidates’ school sites and since these are performance/competency based, they cannot be offered online.)

B. Has the method of design of the program been reflected in the curricular design and pedagogy?

The program is being designed for full online implementation. Each faculty member will complete training in Online Course Design at CSU East Bay and will have the help of an instructional designer from the CSUEB Online and Hybrid Support Center. The courses are not solely reading and posting but will use learning activities which require students to collaborate while completing constructivist activities. Students will apply new knowledge in their settings and report back to the group. By using "real life" examples from the students in the class, the learning in contextual and immediate. Our goal is to connect theory and practice. This is the goal of many university programs but this has been the way it has been most successful in our experience. Courses will also be
designed to require "group" assignments. In corporations around the globe, teams of people are required to create products and services and those teams never meet in person. Learning this skill and being able to successfully function in a virtual team will serve all graduates well.

C. Program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree.

**California Standards for Administrative Credentials**

The California Commission for Teacher Credentialing, our program accreditation agency for the Administrative Services Credential, requires each candidate to learn and practice the following six California Professional Standards for Educational Leaders (CPSELS). Students achieve these standards in the first year of the M.S. in Educational Leadership Program. Students who have not fully met the standard must retake work until they meet the objective, or the student is not recommended for the credential.

Standard 1: Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
Standard 2: Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard 3: Ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.
Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard 5: Modeling a personal code of ethics and developing professional leadership capacity.
Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

For the second year of the M.S. in Educational Leadership program, students continue their growth and they focus on the Department standards for Bold, Socially Responsible Leadership. Students work to become prepared to transform the world of schooling. Our graduates will work collaboratively in their educational settings to create vital, democratic and caring places for powerful teaching and learning. They will be reflective, skillful, democratic, and inquiry-oriented leaders who mobilize the school community to take on difficult issues and change what needs to be changed.

To foster these leadership preparation outcomes, Department programs engage students who become active members in a community of leaders and learners who support one another in exploring timely issues and challenges; developing new leadership and management skills; practicing, reflecting and receiving feedback; aligning values, beliefs, and vision with leadership action in schools; and completing their credential and degree programs within manageable time frames.

The Department understands that if our programs provide essential skills for Bold, Socially Responsible Leaders, then the schools in which our graduates are leaders should be improving. The Department has therefore developed a set of “Mindscapes” and a corresponding Rubric for Bold, Socially Responsible Leadership. These Mindscapes—including the impacts, essential questions,
and skills—comprise the outcomes we expect of our students in their lifelong journey as developing leaders. Significantly, the Mindscapes encompass and align with the California Professional Standards for Educational Leaders. In all of our courses and programs, the Mindscapes Rubric serve as a framework, touchstone and filter for sharing problems of practice, exploring new skills and knowledge, and providing critical friendship to one another. This Rubric is presented in part D.

D. Curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels.

M.S. Educational Leadership: Year I’s coursework aligned to state’s standards.

Alignment of Required Courses with California Commission For Teaching Credentialing Program Accreditation Standards

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<td>Standard 1: Program Rationale &amp; Design</td>
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<td>Standard 2: Program Coordination</td>
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<td>Standard 3: Development of Professional Perspective</td>
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<td>Standard 4: Equity, Diversity &amp; Access</td>
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<td>Standard 5: Role of Schooling in a Democratic Society</td>
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<td>Standard 6: Opportunities to Learn Instructional Leadership</td>
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<td>Standard 7: Nature of Field Experience</td>
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<td>Standard 8: Assistance &amp; Feedback</td>
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<td>Standard 9: Assessment of Candidate Performance</td>
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<td>Standard 10: Vision of Learning</td>
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<td>Standard 11: Candidate Learning &amp; Professional Growth</td>
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<td>Standard 12: Organizational Management for Candidate Learning</td>
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<td>X</td>
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<td>Standard 13: Working with Diverse Families &amp; Communities</td>
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<tr>
<td>Standard 14: Personal Ethics &amp; Leadership Capacity</td>
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<td>X</td>
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<tr>
<td>Standard 15: Political, Social, Economic, Legal &amp; Cultural Understanding</td>
<td>X</td>
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Program Goals
The Department believes that schools should work as democratic institutions. This concept includes the recognition that all people associated with schools (teachers, administrators, students, staff, parents and other community members) possess leadership qualities directly related to achieving school goals. Thus educational leaders must learn how to work effectively with the processes that bring these qualities to the fore among all those in their school community, to assist in the further development of those qualities, and focus them toward desired outcomes for children and adults.

Our program is designed so that participants will achieve the goal of becoming leaders who effectively work with individuals, groups, and agencies in efforts to create a more democratic and just society in their school community and their larger community.

**Student Learning Outcomes**

In addition to the California Professional Standards for Educational Leaders listed in part C (just above), the program’s goals are met as students move from practicing skills at the level of “emerging leaders” to “practicing leaders.” As students continue to gain experience after they have completed the program, they begin to demonstrate leadership skills at the “integrating leader” level, as outlined in the program document which follow at the end of this document.

**E. Listing of courses, identifying which are required**

All courses are required.

**Master’s Degree in Educational Leadership—Required Courses**

EDLD 6000 Introduction to Educational Leadership (Fall) 4 units
EDLD 6400 Instructional Leadership (Winter) 4 units
EDLD 6410 Supervision and Staff Development 4 units
EDLD 6550 School Site Leadership & Organizational Behavior (Spring) 4 units
EDLD 6650 Educational Law 4 units
EDLD 6675 Finance and Human Resources 4 units
EDLD 6720 Use of Research to Solve School Problems 4 units
EDLD 6020 Research in Education 4 units
EDLD 6908 Graduate Synthesis 4 units
ELECTIVES (Approved by Graduate Advisor) 9 units

TOTAL 45 units (In addition 12 units of fieldwork is required to earn the Tier I Administrative Services Credential (in the first year of this two year program.) These courses are offered at candidates’ school sites and since these are performance/competency based, they cannot be offered online.)

**F. Process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes 2) materials are current 3) pedagogy is appropriate for the modality of the course**

Syllabi are reviewed by the Department curricular committee (the entire Department’s faculty) and
the Chairperson to ensure that learning objectives match the learning outcomes approved for each course, that material is current, and that the content is as rigorous as the material taught in the face-to-face cohorts. All courses, online or face-to-face, use the same course outlines, which have been reviewed by accreditation agency and faculty governance committees.

G. Attach three sample syllabi that are representative of the program and attach the capstone/thesis or culminating experience syllabus (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and be appropriate to the level of the degree - Syllabi should also reflect information literacy requirements and use of the library.

**Syllabi Attached:**
EDLD 6720 Use of Research to Solve School Problems 4 units
EDLD 6020 Research in Education 4 units
EDLD 6908 Graduate Synthesis 4 units

H. Internship requirements and monitoring procedures, if an internship is required
Not Applicable for this program. Students do fieldwork and are supervised by faculty and a site mentor. The Fieldwork Handbook is available for detailed information on this activity.

I. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.

Each candidate completes an action research collaborative Inquiry, which must be approved by the student’s cohort professor (EDLD 6908) and it is presented for review to a Review Panel.

**Schedule/Format**

A. Length of time that the typical student is expected to complete all requirements for the program

The program is designed to be completed over two years/six quarters.

B. Description of the cohort or open registration model being used - Minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time

Students are expected to enroll in the Fall quarter, however, depending on the demand for the program, an option to also allow students to begin the program in the Winter quarter may be added.

Students who drop out may re-enter the program the following year.

C. How will the institution ensure that timely and appropriate levels of interactions between students and faculty, and among students are maintained?

Students and faculty are required to be online and “present” on a weekly basis.
Faculty are expected to read all postings, assignments, and discussions every week. Faculty are also expected to regularly give feedback to all students, as they do in face-to-face classes.

Students are required to respond to discussion prompts, to be engaged in thoughtful, informed discussions with peers, to completed assignments on time, and to support their peers through peer editing/discussions, and to participate regularly in collaborative activities.

Faculty will regularly check student’s level of involvement both qualitatively through reviewing/assessing all activity and quantitatively by reviewing the online program’s Blackboard Performance dashboard. (This tool allows faculty to see at a glance every participant’s activity on all discussion boards.) Faculty are expected to send warning emails or call any student who falls more then one week behind on their course activities. (As we would do for a face-to-face cohort student who was missing from class for more then a week.)

D. Timeframe of courses, i.e. accelerated, weekend, traditional, etc. If the course timeframe is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, and the accelerated nature of the curriculum

All the M.S. in Educational Leadership courses have the same timeframe and all are a quarter in length. None of the courses are accelerated. All courses have reflection activities. In the second year of the program, these reflections are signature assignments, which are posted to TaskStream, where accreditation officials (including NCATE) can review student and cohort assessment data.

E. Sample schedule of courses for a full cycle of the program with faculty assignments, if available

YEAR ONE

<table>
<thead>
<tr>
<th>Fall 2009</th>
<th>Winter 2010</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 6000 Introduction to Educational Leadership (Fall) 4 units</td>
<td>EDLD 6400 Instructional Leadership (Winter) 4 units</td>
<td>EDLD 6550 School Site Leadership &amp; Organizational Behavior (Spring) 4 units</td>
</tr>
<tr>
<td>EDLD 6410 Supervision and Staff Development 4 units</td>
<td>EDLD 6675 Finance and Human Resources 4 units</td>
<td>EDLD 6650 Educational Law 4 units</td>
</tr>
</tbody>
</table>
YEAR TWO

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Winter 2011</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 6720 Use of Research to Solve School Problems 4 units</td>
<td>EDLD 6020 Research in Education 4 units</td>
<td>EDLD 6908 Graduate Synthesis 4 units</td>
</tr>
<tr>
<td>Elective: 3 units</td>
<td>Elective: 3 units</td>
<td>Elective: 3 units</td>
</tr>
</tbody>
</table>

Admissions
A. Admissions requirements

ADMISSION REQUIREMENTS
The following are Department requirements for admission:

· A current California teaching or services credential and a bachelor’s degree
· A minimum of three years full-time K-12 teaching or service experience under a credential. The verification form is available on our website. The verification form should be signed by district level personnel, human resources or a credential official.
· Satisfactory completion of CBEST (state test required for credentials)
· A minimum 3.0 GPA in university course work
· Strong recommendations from your professional colleagues
· Evidence of leadership activities demonstrating the leadership criteria described below
· Capacity to articulate your professional goals and why you want to enter the CSUEB administrative credential program at this time
· All credential candidates must apply for "Classified Graduate" status. Credential only students must also successfully meet the University Writing Skills Requirement. For information on meeting the University Writing Skills Requirement, see the testing Web site at or call 510.885.3661.

LEADERSHIP CRITERIA
The faculty carefully reviews all of the documentation and materials provided by candidates as required in the application process. Interviews with candidates may also occur. The following criteria are used in the review and selection process:

· Leadership: Recognized as a school leader who has taken on progressively
complex leadership roles.
  · Sense of Purpose: Demonstrates a sense of purpose related to education and leadership.
  · Equity: Committed to producing equitable outcomes for students across race, gender, language, sexual orientation and socio-economic class.
  · Instructional Focus: Active participation in district or site curriculum and instructional improvement.
  · Collaboration: Propensity toward collaborative, democratic and inclusive decision-making processes. Shows skillful use of conflict resolution strategies.
  · Inquiry: Uses inquiry to explore issues, generate conversations and inform decisions.
  · Community: Fosters positive interpersonal relationships among staff, students and parents.
  · Reflection: Demonstrates a capacity to reflect on own practice as a teacher and leader.
  · Communication: Demonstrates strong oral and written communication skills.

B. Identification of the type of student targeted and qualifications required for the program

Although all are welcome to apply, we will target those who have been underrepresented in as school leaders, particularly those who have been unable to attend traditional face-to-face programs due to various limitations related to challenges of careers, families, and location. All candidates will need to meet the requirements outlined above in part A.

C. Credit policies including the number of credits that students may transfer in

According to the Department’s Student Handbook, there is a 13-unit limit for transferring any combination of extension or non-resident units. Units taken as part of a previous degree or credential cannot be used towards this masters degree. Transferable units must be less than 5 years old and must be approved by the Department Graduate Advisor.

D. Process for awarding credit for prior learning (applicable only to undergraduate level)

Not offered.

E. Residency requirements, if applicable

Students must successful complete 30 units in Residence at CSUEB.
Plan for Evaluating Educational Effectiveness

A. Plan for assessing the program at various stages in the first year including achievement of student learning outcomes and how findings from the review will be used to improve the program

The M.S. in Educational Leadership program has signature formative assessments for each of its courses over both years of instruction. Some of these assessments require the student to become engaged in the process of authentic assessment, reflection, and growth. Program faculty evaluate each of the signature assignments using a Rubric and this feedback is given to the student. Additionally statistical reports allow the program and Department faculty to compare and contrast each cohorts growth compared to cohorts in the past and cohorts who meet face-to-face in Hayward, Concord, or at partner district locations (such as Fremont.) Candidates are also given feedback using Fieldwork assessment protocols with the input of a site mentor and a university supervisor. All of these assessments are tied to the course outlines and program’s expected learning outcomes.

Lastly, our M.S. candidates complete an action collaborative Inquiry project, which improves their school in some way. They present to their project through a portfolio and a verbal presentation to a M.S. Panel of experts, and this presentation is part of their summative assessment.

B. Plan for incorporating assessment of this program into the school and/or institution’s existing program review process;

This plan is part of our College-wide Assessment process which is part of the greater University Assessment Plan. All undergraduate and graduate programs in the University use a process where yearly reports are required by Committee on Resources Allocation (CAPR) and then are required for the 5 Year Review Process.

Our Department recently adopted signature assignments, all posted to TaskStream. Faculty member, Dr. Michelle Collay, Accreditation Liaison, has spent three years working with accreditation agencies, Department faculty, and College Accreditation committee members to provide our programs with guidance on how to implement a standardized formative assessment process.

C. Evaluation of the educational effectiveness of distance learning programs (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs

As mentioned in parts A and B, all cohorts in the M.S. program, including the online program, will participate in the same assessment activities. Each quarter each student will be assessed at least twice, via these signature formative assessments, which will be posted to TaskStream and scored.
according to a common rubric. This is in addition to the assessments each professor conducts as part of her/his coursework.

Additionally, the students will complete the same course evaluation form that students complete in the face-to-face cohorts. The Department will compare and contrast the satisfaction of students between the different cohorts, including the online cohort.

The Department will collect student retention data for each cohort and compare and contrast this data between the different cohorts, including the online cohort.

D. If the program is offered on-campus or in a traditional format, then it would be appropriate to include a summary of a recent program or curricular review to determine if appropriate changes have been made to the proposed program

The M.S. program, with its first year credential in Administrative Services, did undergo a program review in 2005. This program review resulted in several major changes to the program, including the development of several new courses. This program review informed the Department’s application to continue to offer the administrative credential. The Commission for Teacher Credentialing agreed that the proposed changes would improve the program. These changes are reflected in the materials included in this application.

To summarize, the courses which were re-conceptualized and constructed as new courses give a greater degree of emphasis to school equity. Additionally the courses were organized so that supervision could focus on instruction and so that finance could be paired with human resources. The new courses are:

- EDLD 6410 Supervision and Staff Development 4 units
- EDLD 6650 Educational Law 4 units
- EDLD 6675 Finance and Human Resources 4 units

These courses are described in part B, where all of our course descriptions are provided.

E. Description of how the student's ability to succeed in distance education programs will be addressed and linked to admission and recruiting policies and decisions

Students are self selecting this program because it is online. Students must maintain a 3.00 in order to graduate (University policy). Online students review and sign an Online Contract which makes the expectations of the program very clear. These candidates are also subject to the same advising and selection procedures as other students in this program.

Additionally, online students will be given an Orientation which explains to them all of the requirements of the program and provides them with an opportunity to ask questions.

F. Procedures to evaluate teaching effectiveness in the distance education modality.

We have a strong support mechanism for teaching online in our Department. We assign a veteran instructor to each new faculty teaching online. The "mentor" teacher is in the online class to
support the new faculty. The mentor monitors design of the course before it starts and makes suggestions to the faculty about design and structure.

The faculty who teach online in our M.S. in Educational Leadership program will also be provided training from the Online and Hybrid Support Center/Faculty Support Services. The Director of this center, Dr. Nan Chico, has already reviewed our online course sections (under development) and has written a letter of commendation to our Dean, congratulating us. She wrote, “…this is the best program design I have ever seen, and I have seen a lot. The master courses are full of complex materials and rich assignments, but are extremely simple to navigate.”

As mentioned earlier in parts A, B, and C:

*All cohorts in the M.S. program, including the online program, will participate in the same assessment activities. Each quarter each student will be assessed at least twice, via these signature formative assessments, which will be posted to TaskStream and scored according to a common rubric. This is in addition to the assessments each professor conducts as part of her/his coursework.*

*Additionally, the students will complete the same course evaluation form that students complete in the face-to-face cohorts. The Department will compare and contrast the satisfaction of students between the different cohorts, including the online cohort.*

*The Department will collect student retention data for each cohort and compare and contrast this data between the different cohorts, including the online cohort.*

**Section IV: Resources**

**Faculty**

A. Number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness

It is anticipated that three tenure track faculty will teach in the program and that several practitioners or recent practitioners with an adjunct status will teach in the program. The Department plans to staff the online cohort in the same way it staffs face-to-face cohorts.

B. Information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising

Our Department has eight tenure track faculty and one full time lecturer. It also has the equivalent of about one 50% adjunct faculty member. We anticipate that tenure track or tenured faculty will teach 80-90% of the units in this program.
C. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

This new online M.S. in Educational Leadership program will likely be taught by the faculty who are currently assigned to teach many of the hybrid courses currently being offered for students in the M.S. program. The program will only be offered if additional funds are provided to hire additional faculty to teach the increase in the number of students included in the projection in Section II, Part C. Each faculty member will be expected to advise no more than 25 students. However, it should be noted that the Tier I (year one) Coordinator and the M.S. Coordinator (year two), have release time to provide all M.S. students with pre-enrollment and graduation advice.

D. Preparedness of faculty to support the modality of instruction – Are faculty development opportunities available? Include any faculty guidelines for online instruction.

Our university has a two day "Back to the Bay" workshop right before school starts in the fall and extensive workshops during the year. This provides new faculty with basic information on how to teach online.

New faculty are assigned a Department mentor, who provides them with as much assistance as the new faculty member is comfortable receiving.

Additionally individual coaching is provided by the Online & Hybrid Support Center/ Faculty Support Services.

Lastly, all faculty who teach in this program will be required to attend training on how to make all online materials accessible, under the Americans with Disability law and university policy.

E. Overview of the key credentials and experience of primary faculty responsible for the program – Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.) Vitae will be attached.

Our Department’s policy is that any faculty member could be given any course in its programs.

Dr. Michael Fanning, who is the principal designer of the online M.S. in Educational Leadership, and Dr. Barbara Storms, principal designer of the program’s current online and hybrid courses, are likely to continue to take leadership roles in the development and implementation of the online M.S. program. Dr. Storms is a tenured Professor and Dr. Fanning is in year four of the tenure tract, serving as an Assistant Professor. Additionally Dr. Peg Winkelman, Coordinator of year one/Tier I of the M.S. program.
However, we believe all of our faculty are capable of teaching almost all of the courses in this program, and all of our faculty have some experience creating course websites and/or teaching hybrid courses.

Student Support Services

A. Assessment of student support needs including, but not limited to:

i. Ongoing academic advising and academic support

Each Fall Quarter all enrolled students in the online degree program will be provided with an on campus face-to-face orientation session. (Students who cannot physically get to campus will be provided with an online orientation). During the orientation, students will be given academic advising and support. At that time, we will instruct students on how to contact us via email, discussion board, chat room and telephone for ongoing advising and support, and will answer their questions. Students living within commuting distance will also have the option of coming to campus to meet with faculty on a face-to-face basis. The Department of Educational Leadership is in the process of improving our Department's web site. One proposed feature of the web site will be a forum for FAQ's (frequently asked questions).

Each student will be assigned an academic advisor. Students will also have the services of the Tier I Coordinator (year one of the M.S. program) and the M.S. Coordinator (year two of the program.) Additionally students will be given support from their field site mentor.

ii. Financial aid advising

Students who are matriculated in a regular education program that is completely held online will be treated the same as other financial aid students. All financial aid advising can be conducted online or by phone.

iii. Career placement services

The Career Development Center offers a sophisticated, user-friendly website on which students can research occupations, sign up for interviews, and learn how to improve their job hunting - all online. Many of our human resource managers notify our Career Development Center any time they have an opening.

Additionally the M.S. program offers an elective course which prepares students to complete a resume and to practice interviewing for a position.

iv. Availability of support services for students and faculty including helpdesk hours

The university CSUEB Blackboard Help Desk supports the instructional and administrative goals of the University by coordinating help requests with appropriate technical support personnel to resolve
both hardware and software problems. Students, faculty and staff can submit requests for assistance by using online forms, email and voicemail. Requests can be submitted twenty-four hours a day.

**Information Literacy and Library Resources**

**A. Description of the information literacy competencies expected of graduates and how they will be evaluated**

As part of their information literacy competence, students are required to seek multiple perspectives and use diverse sources of information to inform conclusions. Students develop an understanding that information and knowledge in education is in part a social construction and is subject to change as a result of ongoing dialog and research.

In addition, graduates with the online M.S. in Educational Leadership will be able to:
1) identify the main disciplines, fields and organization which generate and publish knowledge in their area of research;
2) develop in-depth knowledge of the literature in their area of research;
3) evaluate the significance and validity of information found, both in the context of the disciplines and fields consulted, and also within their own knowledge base and value systems;
4) develop knowledge of Copyright, Fair Use and Intellectual Property law relevant to their use of online and other education-relevant materials and
5) demonstrate their ability to perform the above objectives when they communicate the results of their inquiry to others, using the American Psychological Association conventions for citing literature.

Students are expected to demonstrate these literacy competencies throughout their required coursework for the degree. Their level of competence will be evaluated frequently in their cohort courses in the second year of the program.

**B. Description of how library resources will be used in the curriculum**

An introduction to the library will be part of the on campus orientation held for all students Fall Quarter of each academic year.

At this yearly orientation, to be held in one of the campus computer laboratories, a reference librarian will provide all students with instruction on how to utilize all of the libraries resources to conduct graduate level research.

This instruction has been provided for the regular M.S. cohorts for a number of years.

**C. Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty in support of this program including a description of the library's information literacy program**

The CSUEB's Library website includes a list of librarians who serve as subject specialists and as liaison to academic Departments on campus. They are not only available for individual students
with research questions, but they work with faculty as well in course planning and design. Faculty who need special assistance receive individualized support from reference librarians with subject matter knowledge in that professor’s discipline.

For those students who need special assistance, three elective courses are offered by the Library to support the development of information literacy skills:
1) *Introduction to Information Literacy* (LIBY 1210)
2) *Information Skills for the Electronic Age* (LIBY 1551)
3) *Discipline-Based Information Research* (LIBY 3200)

**D. If additional information literacy and library resources are deemed necessary, specify what these resources are and detail the institution's long-term financial commitment to implement this program**

No additional literacy and library resources are deemed necessary. Our library has provided excellent service, including a 24 hour a day phone to “ask a librarian,” for many years. Faculty and students have been well served.

**E. Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students**

The CSUEB Library has an entire link on its website entitled "Library Services for Students Enrolled in Online/Distant Education Classes." Faculty also have access to this link. The University Library offers a wide range of services to help both students and faculty, including information on how to access: 1) HAYSTAC, the Library's online catalog; 2) CSUEB's more than 80 online full-text journals and databases; 3) and Off-Campus databases. Materials not located in HAYSTAC may be searched in Link+, a combined catalogue of university libraries, including many in the California State University system. Link+ provides Interlibrary loan services to students and faculty. Materials such as books, periodical articles, dissertations, musical scores and government documents can be ordered by completing an online Interlibrary Loan form.

**F. Staff and services available to students and faculty for instruction on how to use, access, and support information resources, onsite and remotely, as applicable**

Staff and services available to students and faculty for instruction on how to use, access and support information resources include the following: 1) Instant Messaging; 2) 24/7 Chat with a professional using a web browser, 24 hours a day, 7 days a week - no special account or special software is required; 3) Email - CSUEB librarians will respond usually within 24 hours during the normal work week; 4) In Person - available at both the Hayward and Concord campuses during Reference Service Hours Monday through Thursday 8:00AM to 9:00 PM; Friday 8:00 AM to 5:00 PM; Saturday 11:00 AM to 5:00 PM; and Sunday 11:00 AM to 7:00 PM; and 5) Phone - available at both the Hayward and Concord campuses during Reference Service Hours.

**Technology**
A. Description of the institution’s technological capacity to support teaching and learning in the proposed program

CSUEB has a university wide implementation of the Blackboard Course Management system software. It is available 23 hours every day with 1 hour for backup and maintenance. The University also has a Center for Teaching & Learning with Technology (CTLC) with eight full-time Information Technology professional specialists involved in instructional design, development and production. The CTLC staff are available for large group, small group and individual consultations for faculty. The Center also sponsors frequent workshops on diverse areas of education-relevant technology issues. A few examples of workshop topics are the following: Making Your Power Points Accessible; Accessibility and Universal Course Design; and Online Communication Tools. An annual two day conference focusing on the most recent developments in educational technology is held by CTLC for all faculty every year just before Fall classes begin.

B. Description of the institution’s provisions for students in the proposed program to gain full access to course materials

CSUEB is on track to be in total compliance with Americans With Disabilities Act, following the guidelines and timeline established by the California State University Chancellor's Office. The proposed program will work fully within these guidelines, following the established timeline.

C. Description of the level of technology proficiency expected of students and faculty

We expect students and faculty to be able to access the internet and be able to use a browser as well as the ability to use email and word processing. With these as a basis, we expect students and faculty to easily learn to use: Discussion Boards, External Links and other similar online communications.

D. Description of how students will receive training on how to utilize program required technology

Students participating in the proposed program will attend an orientation at the beginning of the academic year. A large part of this orientation will focus on introducing students to various campus resources devoted to assisting them in learning and using Blackboard. For example, students will be introduced to the University Help Desk, which offers 24/7 assistance via email and phone to students who are experiencing technological difficulties.

E. Description of how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions

Students and faculty are notified in advance of scheduled service interruptions; they are notified of the status of down time during system failures. The university has configured Blackboard to run in a "load-balanced" state, which in the event of a server failure will move operations to a backup server.
F. Description of the provisions available to faculty to ensure that the enrolled student is the student completing the coursework

Students are issued a Net ID from their first day of enrollment in the University. In order to receive this Net ID at the initial orientation program, they will have to provide documentary evidence of identity. There is a feature of Blackboard which enables each professor to track the course participation of all students in his or her courses through following the Net ID. This creates a situation where it is clear that the person turning in the work is the person enrolled in the course. Of course in face-to-face and online courses, it is always possible that someone has assisted or collaborated with the student beyond the guidelines established by the professor. Given that most assignments and discussion boards for this M.S. program are so closely tied to the individual’s school location and the equity Inquiry the student has selected, this has not been an issue for our face-to-face, hybrid, or online courses.

Physical Resources

A. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution. This includes, but is not limited to the physical learning environment - classrooms, study spaces, student support areas

The proposed online degree program will have no impact on the physical resource capacity of the University.

Financial Resources

A. Assessment of the financial viability and sustainability of the program including:

i. Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost) or is it intended to meet a specific need while being subsidized by the institution – Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included

The start-up costs of implementing the online M.S. in Educational Leadership is expected to be funded through funds the College of Education and Allied Studies (CEAS) will receive from an increased allocation in the funding it receives from the University. The costs involved are primarily due to the cost of additional faculty hours charged to the Department. Classes will be taught by both regular (tenured/tenure track) faculty and lecturers. Marketing and publicity expenses such as brochures would be kept to a minimum by providing these through the Department’s internet site. The Department will also share information regarding the program through public and private school systems’ information systems (such as email, links to our website, etc.) Lastly, a series of informational meetings will be held to share information regarding all of the Department’s programs, including the online options for the M.S. in Educational Leadership.

ii. Total cost of the program to students, including tuition and any special fees
The CSU system does not charge tuition to California residents. Instead, it charges educational fees. The California State University, East Bay full time graduate student fee amounts to $1329 a quarter or $7,974 for the six quarters of the program. The rates quoted are subject to change.

iii. Financial impact of the change on the institution including evidence that the institution has the capacity to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required

CSUEB is a state-supported educational institution and student fees and other revenue cover approximately 55% of the educational funding allocation to the campus. The remaining 45% is authorized by the state budget created by the governor and approved by the legislature. As a result, the implementation and continuation of the online degree program is not dependent on costs being covered completely by projected revenues. The institution has the capacity to absorb start-up costs as evidenced by the creation of a graduate program in Social Work four years ago that now has seven tenured/tenure track faculty and a nationally accredited program with 169 graduate students enrolled as of Fall 2006.

iv. Statement of the minimum number of students per year necessary to make the program financially viable - the budget should reflect anticipated attrition and should include plans to respond to low enrollment

Enrollment in online sections in our Department have a history of attracting at least as many students as face-to-face courses.

We expect 25 new students to enter the online M.S. in Educational Leadership program each Fall. If fewer then 18 applicants are accepted for a new cohort, the program will be delayed until the next quarter or until there are an adequate number of participants.

Attrition: Our experience is that a cohort of 25 students has about 2-3 who take a leave of absence, etc., the first year and another 1-2 in the second year. This is built into our budget. On the other hand, we usually have 1-2 students who had previously taken a leave of absence reenter the program in each cohort each year. The Department and the College will take whatever action that is necessary to “teach out” the two years of courses for a cohort, even with greater than normal attrition. This year, one M.S. cohort which meets face-to-face dropped from approximately 20 students to 14 in the Fall quarter, however the Department (with the support of the College of Education and Allied Services) adjusted the course load of the remaining courses/professors to allow the cohort and professor in question to continue into the Winter quarter in the second year of the M.S. program with this very small group of students.

The California State University budgetary system is complex and is subject to the decisions of the campus administration, the Chancellor, the Legislator and the Governor. All budgetary information is to illustrate our current expectations, which are subject to changes dependant on the public funding process.

v. Budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs - The
budget should include all budgetary assumptions

The budget below demonstrates both the projected income and projected expenses. Infrastructure provided by the University (computers, course delivery platform, Blackboard) are covered in this budget in the 50% portion of the income not allocated to the Department. The University is providing those things for all faculty and this program does not necessitate added expenses. This budget does cover faculty costs and projected income derived from the generation of FTES.

Budget Narrative

Faculty costs- We estimated faculty cost at $2000 per unit as this is the average (range 1800-2200) for tenure track faculty.

Graduate Coordinator- This is funded from current programs and budget.

Clerical Support- This is funded from current programs and budget.

Supplies and Services- Office supplies: this is estimated to be $500 per year for this cohort.

Professional Travel- All new Tenure track faculty will be working on research, writing and presenting at conferences in order to be tenured. The current faculty allotment is about $400 per professor.

<table>
<thead>
<tr>
<th></th>
<th>2009-2010 25 students</th>
<th>2010-2011 50 students (inc 2nd year)</th>
<th>2011-2012 50 students (inc 2nd year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income from fees (3,987 per year per student)</td>
<td>99,675</td>
<td>199,350</td>
<td>199,350</td>
</tr>
<tr>
<td>Number of units taught X $2000 per unit (36 units Yr 1 &amp; 21 units Yr 2)</td>
<td>72,000</td>
<td>114,000</td>
<td>114,000</td>
</tr>
<tr>
<td>Funds for operating expenses, including travel, supplies, etc.</td>
<td>2,675</td>
<td>5,350</td>
<td>5,350</td>
</tr>
<tr>
<td>Balance available to the university</td>
<td>25,000</td>
<td>80,000</td>
<td>80,000</td>
</tr>
</tbody>
</table>

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Section V: Teach-out

Teach-out A. Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed

The program will stop admitting students and will commit to instructing those who are still in program by continuing to offer courses online for the remaining of the two year course of study.