

## CALIFORNIA STATE UNIVERSITY SAN MARCOS

For Academic Programs Office Use Only

R. E. \_\_\_\_\_ Catalog \_\_\_\_\_ File \_\_\_\_\_

## PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE ☐ CHABSS ☐ CoBA ☒ CoEHHS ☐ CSMTITLE OF PROGRAM Educational Administration  
of Education

Discipline School

Check one: ☒ Change to Program☐ Program Deletion

TITLE OF DEGREE PROGRAM: \_\_\_\_\_

This form is the signature sheet for a change to, or deletion of, an existing program.

Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?Does this proposal impact other disciplines or units? \_\_\_\_\_ Yes ☒ No \_\_\_\_\_ If yes, obtain signature(s).

Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Discipline/Unit	Signature	<input type="checkbox"/>	Date	Support	Oppose
Discipline/Unit	Signature	<input type="checkbox"/>	Date	Support	Oppose
Discipline/Unit	Signature	<input type="checkbox"/>	Date	Support	Oppose
Discipline/Unit	Signature	<input type="checkbox"/>	Date	Support	Oppose

1. Carol Van Vooren 11/9/16  
 Originator (Please Print) Date

2. Pat Stal 12/1/16  
 Program/ Department - Director/Chair Date

3. Myung 3/27/17  
 College Curriculum Committee^ Date

## APPROVAL PROCESS

4. Denise Garcia 3/27/16  
 College Dean (or Designee)\* Date

5a. \_\_\_\_\_ \_\_\_\_\_  
 University Curriculum Committee^ Date

5b. \_\_\_\_\_ \_\_\_\_\_  
 Budget and Long-Range Planning Committee (if applicable)^ Date

6. \_\_\_\_\_ \_\_\_\_\_  
 Academic Senate Date

7. \_\_\_\_\_ \_\_\_\_\_  
 Provost (or Designee) Date

8. \_\_\_\_\_ \_\_\_\_\_  
 President Date

9. \_\_\_\_\_  
 Date to Chancellor's Office (if applicable)

\* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.

^ Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.

Academic Programs

RECEIVED  
 MAR 28 2017  
 BY: \_\_\_\_\_

Tracker ☒  
 RP \_\_\_\_\_  
 PS \_\_\_\_\_

Revised 10/10/13



**Program Elevation  
Master of Arts, Educational Administration  
November 2016**

**Elevating Options or Concentrations to a Full Degree Program Template**

- 1. Program Type (Please specify any from the list below that apply—delete the others)**
  - a. State-Support
  - b. Self-Support (also complete #6 below)
  - c. Option Elevation
- 2. Program Identification**
  - a. *Campus:* California State University San Marcos
  - b. *Full and exact degree designation and title:* Master of Arts in Educational Administration
  - c. *Term and academic year of intended implementation:* Fall 2017
  - d. *Total number of units required for graduation:* 30 semester units
  - e. *Name of the department that would offer the proposed degree major program:* School of Education in the College of Education, Health, and Human Services
  - f. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option or concentration elevation to a full degree major program.* Dr. Carol Van Vooren, Associate Professor, MA in Educational Administration Program Coordinator
  - g. *Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.* No, the proposed program is not subject to WASC Substantive Change review.
  - h. *Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code*



# California State University SAN MARCOS

CSU degree program code: 08271

Classification of Instructional Program (CIP) code: 13.0401

- i. *Please provide teach-out policy language to accommodate those students who will complete the original program with the option or concentration.* Students who applied and matriculated in the General Option: Educational Leadership, on or before Fall 2016 will have the degree posted at Master of Arts: General Option, Educational Leadership. There will be no substantive change in the program.
- j. *Provide evidence the current option will be discontinued once all existing students exit the program.* The current option will no longer exist in the catalog nor in the School of Education. See the revised catalog description.

### 3. Program Overview and Rationale

- a. *Provide a rationale for option or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option or concentration to a full degree program at this time.*

The College of Education, Health, and Human Services currently offers a Masters of Art: General Option with specializations, including Educational Administration and others. The specializations are administered as separate cohorts, curriculum, admission processes, and unique credentials or certificates. The rationale for this option elevation proposal is to acknowledge a more extensive core curriculum and depth of the program of study for students, and the program recognition by the community.

The School of Education first began to offer the MA General Option in Educational Administration in the School of Education in 1991 and in Extended Learning (EL) in 2016-2017. The purpose of the specialization was to offer a program that answered a need and significant demand for school leaders both locally and across California. Local school superintendents joined to found and develop the initial program.

Currently, the State of California is at the front end of a wave of principal retirements, as some 40 percent of school leaders are expected to leave their jobs over the next decade. Large numbers of principals are also expected to depart the profession well before retirement age, making the recruitment of replacement talent and the retention of existing talent even more crucial (Maxwell, 2009). With local school administrators continuing to be the concentration of faculty members, the program has a strong reputation in the community.

Students completing the program qualify for the Preliminary Administrative Credential as well as a Masters of Arts: General Option. Graduates of the program are quickly hired by school districts, charter schools, and private schools in California as beginning administrators or Teachers on Special



## California State University SAN MARCOS

Assignment. The program trains current teachers for all three levels of schooling: elementary, middle, and high schools. In addition, candidates cover the California Administrative Performance and Content Expectations through coursework, field studies, and performance assessments, preparing them for the work of a beginning school leader.

This program aligns with the mission of the university in that it focuses on the student as “an active participant in the learning process”. The Educational Administration students are involved with their community, participate in collecting K-12 student data, conduct real world field studies, and develop plans for school improvement. The program is distinguished by “exemplary teaching, innovative curricula, and the application of new technologies” through a faculty who has not only excelled as leadership practitioners in the field, but who have also proven their scholarly merit with advanced degrees.

The current curriculum offered in the MA in Educational Administration is very similar to other "Masters in Educational Administration" programs offered in California and elsewhere. Elevating the MA in Educational Administration program, to a separate degree will more easily market the program and will also align it with current students, schools, and district expectations.

- b. *Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).*

### **Proposed Catalog Copy**

Program Overview: The Master of Arts in Educational Administration consists of the Core Coursework (Preliminary Administrative Services Credential classes) and the Culminating Project (Thesis classes).

The Core Coursework: All master's students in the Master of Arts in Educational Administration will complete the Core Coursework for a total of 24 units as follows:

Semester 1:

EDAD 610 Leading School Communities in a Diverse Society (3 units),  
EDAD 612 Development of Professional Leadership Perspectives (2 units),  
EDAD 624A Field Study, Beginning (1 unit),

Semester 2:

EDAD 614 Leading Instruction (3 units),  
EDAD 616A The Role of Schooling in a Democratic Society (2 units),  
EDAD 626A Field Study, Beginning (1 unit),

Semester 3:

EDAD 618A Leading Assessment and Accountability (2 units),  
EDAD 618B Leading School Improvement (2 units),  
EDAD 626A Field Study, Advanced (2 units),



## California State University SAN MARCOS

### Semester 4

EDAD 616B School Finance and Resource Allocation (2 units),

EDAD 620 Visionary Leadership (3 units), and

EDAD 626B Field Study, Advanced (1 unit).

The Culminating Experience: All master's students in the Master of Arts in Educational Administration must complete two additional courses:

EDUC 622 Research Methodology (3 units) and

EDUC 698 Master's Culminating Experience Seminar (3 units)

The culminating experience may be a thesis or a project.

### Admission Requirements:

1. A valid prerequisite credential. See <http://www.ctc.ca.gov/credentials/leaflets/cl574c.pdf>.
2. Application for the Master of Arts in Educational Administration in the School of Education, and paid fee.
3. Two (2) letters of recommendation from individuals familiar with the candidate's work in the field of education, preferably candidate supervisors.
4. Statement of Purpose or reply to prompt on social justice describing the candidate's interest in pursuing the degree.
5. GPA according to the university admission policy.
6. At least three (3) years of full time classroom teaching or other qualifying experience as recognized in writing by the candidate's employer's human resource officer.
7. Completion of the Graduate/Post-baccalaureate application to the university.

All materials will be evaluated to assess an applicant's qualifications for admission; however, no one indicator shall determine acceptance of an applicant.

Completion Requirements: The following completion activities apply to all Master of Arts in Educational Administration students:

1. Successful completion of the core courses with a minimum 3.0 GPA
2. Advancement to candidacy
3. Completion of a culminating experience under the direction of a faculty committee
4. Continual enrollment in EDUC 698 until successful completion of the culminating experience
5. Acceptance of up to nine (9) units of graduate-level coursework from another Educational Administration approved program may be transferred into the CSUSM program with faculty approval.

Grading: All coursework will earn a letter grade except field studies that will earn credit/no credit. A grade-point average of 3.0 must be maintained and any grade of less than a B- will be subject to review.



## California State University SAN MARCOS

Master's Student Graduate Writing Assessment Requirement (GWAR): Students need to fulfill the Master's Student Graduate Writing Assessment Requirement before advancing to candidacy. Please refer to page 118 of the catalog for more information regarding this requirement.

Program Student Learning Outcomes: Students graduating with a Master of Arts in Educational Administration will master the following outcomes:

1. Demonstrate the disposition standards for educational leadership (measured through EDAD 610, EDAD 618A, EDAD 620 surveys)
2. Demonstrate proficiency in the California Administrator Performance Expectations (measured through the EDAD 620 digital portfolio)
3. Develop and apply research skills to address practice within the candidate's teaching or educational setting (measured through EDAD 618A, EDAD 618B case study and action plan to improve school achievement).
4. Analyze and integrate research (EDUC 622, EDUC 698 thesis)

- c. *Provide written documentation of the campus approval process with written evidence of a significantly greater campus and administrative commitment to sustain the stand-alone program than was required to establish it as a specialization area.*

The campus approval process includes approval of both the stateside and Extended Learning program leaders. On the stateside, the program elevation will be reviewed, discussed for approval, and signed by:

1. The School of Education Director
2. The College of Education, Health and Human Services Associate Dean
3. The chair of the College Curriculum Committee
4. The chair of the University Curriculum Committee
5. The chair of the Academic Senate
6. The Provost
7. The University President
8. The Chancellor's Office

The Program Director, Associate Dean of Extended Learning, and Dean of Extended Learning will review the program elevation proposal. The stateside approval will be accepted by Extended Learning as meeting the required criteria.

The Dean of Academic Programs is overseeing the process and reviewing all documents for accuracy, timeliness, and the approval.

The process to establish the stand-alone program is not known by any of the participants in the current process, and thus the level of commitment can't be compared to that of the current proposal. The current proposal does include this master's degree being additionally offered through Extended Learning in an online format, which will broaden the interest and enrollment of the program.



# California State University SAN MARCOS

## 4. Curriculum – (These requirements conform to the revised 2013 WASC Handbook of Accreditation)

- b. Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.

The proposed elevation to MA in Educational Administration makes no curricular modifications to the existing Master of Arts: General Option-Educational Administration. Set forth below is a curriculum comparison with regard to the proposed elevation:

Side-by-Side Comparison MA: Gen Option, Ed Admin (15-17 catalog) with proposed					
MA: General Option-Educational Administration			MA in Educational Administration		
Course	Title	Units	Course	Title	Units
<u>EDAD 610</u>	Leading Communities in a Pluralistic Society	3	<u>EDAD 610</u>	Leading Communities in a Pluralistic Society	3
<u>EDAD 612</u>	Elementary, Middle, and Secondary School	2	<u>EDAD 612</u>	Elementary, Middle, and Secondary School Organization and	2
<u>EDAD 624A</u>	Beginning Field Experience	1	<u>EDAD 624A</u>	Beginning Field Experience	1
<u>EDAD 614</u>	Culture of Teaching and Learning: Leading	3	<u>EDAD 614</u>	Culture of Teaching and Learning: Leading Instruction	3
<u>EDAD 616A</u>	Ed Law and Personnel Admin	2	<u>EDAD 616A</u>	Ed Law and Personnel Admin	2
<u>EDAD 624B</u>	Beginning Field Experience	1	<u>EDAD 624B</u>	Beginning Field Experience	1
<u>EDAD 616B</u>	Resource Allocation	2	<u>EDAD 616B</u>	Resource Allocation	2
<u>EDAD 618A</u>	Leading for Assessment and Accountability	2	<u>EDAD 618A</u>	Leading for Assessment and Accountability	2
<u>EDAD 626A</u>	Advanced Field Experience	1	<u>EDAD 626A</u>	Advanced Field Experience	1
<u>EDAD 618B</u>	Leading School Improvement	2	<u>EDAD 618B</u>	Leading School Improvement	2
<u>EDAD 626B</u>	Advanced Field Experience	1	<u>EDAD 626B</u>	Advanced Field Experience	1
<u>EDAD 620</u>	Leadership Applied to Educational Issues	3	<u>EDAD 620</u>	Leadership Applied to Educational Issues	3
<u>EDUC 622</u>	Research Methodology	3	<u>EDUC 622</u>	Research Methodology	3
<u>EDUC 698</u>	Thesis	3	<u>EDUC 698</u>	Thesis	3
Total units		30	Total units		30



# California State University SAN MARCOS

b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements;
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

## *Master of Arts in Educational Administration Comprehensive Assessment Plan*

<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>
<i>PSLOs</i>	<i>Courses (Where SLOs are assessed)</i>	<i>Assessment activities (to measure each SLO)</i>	<i>Suggested assessment tools</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How will data/ Findings be reported?</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Anticipated closing the loop strategies</i>
Meet the required standard for dispositions for the profession	EDAD 610, 618A, 620	Reflection and peer feedback	Digital survey	Four times in four semesters	Quantitative data, average scores	Assessment specialist, program coordinator	Yearly	Follow up on dissemination schedule and completion
Demonstrate proficiency in the California Administrator Performance Expectations	EDAD 620	Collect and select artifacts, reflection	Digital portfolio	Culmination of program	Quantitative data in scores, qualitative from reviewer feedback	Program coordinators	At the conclusion of the cohort program	Reviewer team to validate scoring process
Develop and apply research skills to address student improvement within the candidate's teaching setting	EDAD 618A 618B	Collect data, develop literature review, draw conclusions and write an action plan	Site-based Case Study Paper based on four assignments over 15 weeks	One time in four semesters, 15 weeks	Quantitative data in scores	Faculty of record for EDAD 618A, EDAD 618B	Semester 3	Communication between faculty of EDAD 618A and EDAD 618B





# California State University SAN MARCOS

Analyze and integrate research	EDUC 622, EDUC 698	Write a five chapter research paper	Thesis	One time at or near the conclusion of the credential coursework	Completion or non-completion	Thesis chair	At the conclusion of the cohort program	Coordination with the library, student services, and IRB
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Course #	EDAD 610	EDAD 612	EDAD 624A	EDAD 614	EDAD 616A	EDAD 624B	EDAD 618A	EDAD 618B	EDAD 626A	EDAD 616B	EDAD 626B	EDAD 620
PSLO 1	I	D	D	D	D	D	D	D	D	D	D	M
PSLO 2	I	D	D	D	D	D	D	D	D	D	D	M
PSLO 3							I	D	D			M
PSLO 4									D			

Course #	EDUC 622	EDUC 698
PSLO 1		
PSLO 2		
PSLO 3		
PSLO 4	D	M

Key to the following matrix:



Matrix abbreviations:

I: Standard Introduced

D: Developing content knowledge of Standard

M: Sufficient evidence of Mastery of Standard

Course names:

EDAD 610: Leading School Communities in a Diverse Society

EDAD 612: Development of Professional Leadership Perspectives

EDAD 624A: Professional Field Study, Beginning

EDAD 614: Leading Instruction

EDAD 616A: The Role of Schooling in a Democratic Society

EDAD 624B: Professional Field Study, Beginning

EDAD 618A: Leading Assessment and Accountability

EDAD 618B: Leading School Improvement

EDAD 626A: Professional Field Study, Advanced

EDAD 616B: School Finance and Resource Allocation

EDAD 620: Visionary Leadership

EDAD 626B: Professional Field Study, Advanced



# California State University SAN MARCOS

See key to the matrix on page 8 for course titles

Table One: The Content Expectations														
Course Titles  Content  Expectation	EDAD 610	EDAD 612	EDAD 624A	EDAD 614	EDAD 616A	EDAD 624B	EDAD 618A	EDAD 618B	EDAD 626A	EDAD 616B	EDAD 626B	EDAD 620	EDUC 622	EDUC 698
CE A-1	I	D	D	D	D	D	D	D	D	D	D	M		
CE A-2	I	D	D	D	D	D	D	D	D	D	D	M		
CE A-3	I	D	D	D		D	D	D	D	D	D	M		
CE A-4	I	D	D	D	D	D	D	D	D		D	M		
CE A-5	I	D	D	D		D	D	D	D		D	M		
CE A-6	I	D	D	D	D	D	D	D	D	D	D	M		
CE A-7	I		D		D	D		D		D	M	M		
CE A-8	I	D	D	D	D	D	D	D	D	D	D	M		
CE A-9	I	D	D	D	D	D	D	D	D	D	D	M		
CE A-10							D	D	D	D	D	D		
CE A-11				I				D						
CE A-12	I	D	D	D	D	D	D	D	D	D	D	M		
CE A-13	I	D	D	D	D	D	D	D	D	D	D	M		
CE A-14	I							D		D	D	M		
CE A-15		I	D	D	D	D				D	D	D		
CE A-16	I	D	D	D	D	D	D	D	D	D	D	M		
CE A-17	I	D	D	D	D	D	D	D	D	D	D	M		
CE A-18				I	D	D		D		D				
CE A-19				I				D						
CE A-20	I	D	D	D	D	D	D	D	D	D	D	M		
CE B-1	I	D	D	D	D	D	D	D	D	D	D	M		
CE B-2				I	D									
CE B-3				I		I	D	D	D		D	M		
CE B-4				I		D		D						
CE B-5				I	D	D								
CE B-6	I	D	D	D	D	D	D	D	D		D	M		
CE B-7				I		D	D	D	D			M		
CE B-8	I		I				D	D	D			M		
CE B-9				I	D	D	D							
CE B-10				I		D	D					D		
CE B-11				I		D	D		D			M		
ICE B-12				D		D	D		D			M		
CE B-13	I	D	D	D	D	D	D	D	D	D	D	M		
CE B-14				I		D					D	D		



# California State University SAN MARCOS

Table One: The Content Expectations

Course Titles Content Expectation	EDAD 610	EDAD 612	EDAD 624A	EDAD 614	EDAD 616A	EDAD 624B	EDAD 618A	EDAD 618B	EDAD 626A	EDAD 616B	EDAD 626B	EDAD 620	EDUC 622	EDUC 698			
CE B-15								D									
CE B-16	I	D	D	D	D	D	D	D	D	D	D	M					
CE B-17					I	D											
CE B-18	I	D	D	D	D	D	D	D	D	D	D	M					
CE B-19							I	D	D			M					
CE B-20		D	D	D	D	D	D	D	D	D	D	M					
CE B-21	I	D	D	D	D	D	D	D	D	D	D	M					
CE B-22	I	D	D	D	D	D	D	D	D	D	D	M					
CE B-23				I		D		D			D	D					
CE B-24	I	D	D	D	D	D	D		D	D	D	M					
CE B-25	I		D		D	D	D	D	D			M					
CE B-26		I	D	D	D	D	D										
CE B-27				D			D										
CE B-28	I	D	D	D	D	D	D	D	D	D	D	M					
CE B-29	I	D	D	D	D	D	-	D	D	D	D	M					
CE B-30	I	D	D	D	D	D	D	D	D	D	D	M					
CE B-31	I	D	D	D	D	D	D	D	D	D	D	M					
CE B-32	I	D	D	D	D	D	D	D	D	D	D	M					
CE C-1	I	D	D	D	D	D	-	D	D	D	D	M					
CE C-2	I	D	D	D	D	D	D	D	D	D	D	M					
CE C-3	I	D	D	D	D	D	D	D	D	D	D	M					
CE C-4	I			D		D	D	D	D			M					
CE C-5	I	D			D	D		D									
CE C-6	I		D				-	D		D	D	M					
CE C-7				I			D	D	D								
CE C-8				I	D	D	-	D	D	D	D						
CE C-9	I						D	D	D			M					
CE D-1	I	D	D	D	D	D	D	D	D	D	D	M					
CE D-2	I	D	D	D	D	D	D	D	D	D	D	M					
CE D-3	I	D	D	D	D	D	D	D	D	D	D	M					
CE D-4	I	D	D	D	D	D	D	D	D	D	D	M					
CE D-5				I	D	D											
CE D-6	I		D	D		D		D		M							
CE D-7	I	D	D	D	D	D	D	D	D	D	D	M					
CE D-8	I	D	D	D	D	D	D	D	D	D	D	M					
CE D-9	I	D	D	D	D	D	D	D	D	D	D	M					



# California State University SAN MARCOS

Table One: The Content Expectations

Course Titles Content Expectation	EDAD 610	EDAD 612	EDAD 624A	EDAD 614	EDAD 616A	EDAD 624B	EDAD 618A	EDAD 618B	EDAD 626A	EDAD 616B	EDAD 626B	EDAD 620	EDUC 622	EDUC 698			
CE D-10	I	D	D	D	D	D	D	D	D	D	D	M					
CE D-11	I	D	D	D	D	D	D		D	D	D	M					
CE E-1	I	D	D	D	D	D	D	D	D	D	D	M					
CE E-2					I	D	-	D	D	D	D	M					
CE E-3	I	D	D		D	D	D		D	D	D	D					
CE E-4		I	D		D	D					D	D					
CE E-5	I	D	D	D	D	D	D	D	D	D	D	M					
CE E-6				I			D										
CE E-7	I	D	D	D	D	D	D		D	D	D	M					
CE E-8							-	D	D	D	D						
CE E-9	I	D	D	D	D	D	D	D	D	D	D	M					
CE E-10	I	D	D	D	D	D	D	D	D	D	D	M					
CE E-11	I	D	D	D	D	D	D	D	D	D	D	M					
CE E-12	I	D	D	D	D	D	D	D	D	D	D	M					
CE E-13					I	D											
CE E-14					I	D											
CE E-15				I	D	D		D									
CE E-16					I	D											
CE E-17					I	D				D	D						
CE E-18					I	D				D	D						
CE E-19	I	D	D	D	D	D	D	D	D	D	D	D					
CE E-20		I	D	D	D	D	D										
CE E-21				I	D	D	D										
CE E-22				I		D		D									
CE E-23																	
CE E-24					I	D											
CE E-25								I		D	D						
CE E-26					I					D	D						
CE E-27	I	D	D	D	D	D	D	D	D	D	D	M					
CE F-1	I	D	D	D	D	D	D	D	D	D	D	M					
CE F-2	I	D	D	D	D	D	D	D	D	D	D	M					
CE F-3	I	D	D	D	D	D	D	D	D	D	D	M					
CE F-4	I	D	D	D	D	D	D	D	D	D	D	M					
CE F-5	I	D	D	D	D	D	D	D	D	D	D	M					
CE F-6	I	D	D	D	D	D	D	D	D	D	D	M					
CE F-7	I	D	D	D	D	D	D	D	D	D	D	M					



# California State University SAN MARCOS

Table One: The Content Expectations

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Course Titles	EDAD 610	EDAD 612	EDAD 624A	EDAD 614	EDAD 616A	EDAD 624B	EDAD 618A	EDAD 618B	EDAD 626A	EDAD 616B	EDAD 626B	EDAD 620	EDUC 622	EDUC 698		
Content																
Expectation																
CE F-8																
CE F-9	I	D	D	D	D	D	D	D	D	D	D	M				
CE F-10	I	D	D	D	D	D	D	D	D	D	D	M				





# California State University SAN MARCOS

Table Two: The Performance Expectations

Course Titles															
Performance Expectations	EDAD 610	EDAD 612	EDAD 624A	EDAD 614	EDAD 616A	EDAD 624B	EDAD 618A	EDAD 618B	EDAD 626A	EDAD 616B	EDAD 626B	EDAD 620			
CAPE 1	A	P	P	P	P	P	P	A	P	P	P	A			
CAPE 2	A	P	P	P	P	P	P	A	P	P	P	A			
CAPE 3	A	A	A	A	A	A	-	A	A	A	A	A			
CAPE 4	A							A		P	A				
CAPE 5	P			A	P	P	A	P	P			A			
CAPE 6	P			A		P	A	A	P			A			
CAPE 7	A	P	A	A	P	A	A	A	A	P	A	A			
CAPE 8	P	P	P	P	P	P	-	A	P	P	P	A			
CAPE 9	P	P	P	P	P	P	A	A	A	P	A	A			
CAPE 10	P	A	A	P	P	P	A	A	A	P	A	A			
CAPE 11	P	P	P	P	P	P	A	A	A	A	A	A			
CAPE 12							P	A	P		P	P			
CAPE 13	A						A	A				A			
CAPE 14			A			A			A		A				
CAPE 15							A	A				A			
CAPE 16	A	A	A	A	A	A	P	A	A	A	A	A			
CAPE 17	P	P	P	P	A	P	P	P	P	A	A	P			
CAPE 18	P			P	A	P	P	P		P					
CAPE 19	P	P	P	P	P	P	P	A	P	P	P	P			
CAPE 20	P	P	P	P	P	P	P	A	P	P	P	A			

Key: A=Assessed, P=Practiced

## 5. Evidence of Potential Student Demand

	Enrollment Numbers	Projection
Stateside		
2013-14	26	X



## California State University SAN MARCOS

2014-15	41	X
2015-16	33	X
2016-17	29	X
2017-18	X	
Extended Learning		
Cohort 1, 9/21/16	30	X
Cohort 2, 10/30/16	22	X
Cohort 3, 1/06/16	10	18
Cohort 4	X	
Cohort 5	X	
Cohort 6	X	

### 6. Self-Support Programs

- a. *Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.*

Master of Arts in Educational Administration will be offered fully online in an accelerated format. The program courses will be offered in a carousel that allows students to begin the program at six different points throughout the year. Offering the program online allows CSU San Marcos to reach students outside of the local service area.

- b. *Explain how state-support funding is either unavailable or inappropriate.*

The proposed program will be offered through self-support without use of State General Fund appropriation. Without a self-support initiative, a M.A. Education degree would be unavailable in an accelerated format fully online. Due to the program admitting six times per year there is a need of additional faculty resources and section offerings. The current FTE allocation cannot accommodate the increase of students. Also, the increase of students will require additional student services, online retention, and admission and advising resources which are at a cost beyond what could be reasonably provided within CSU Operating Funds.

- c. *Explain how at least one of the following additional criteria shall be met:*

- i. The courses or program are primarily designed for career enrichment or retraining;
- ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
- iii. The course or program is offered through a distinct technology, such as online delivery;





## California State University SAN MARCOS

- iv. *For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;*
- v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.

Explanation iv. The proposed program will be offered through self-support without use of State General Fund appropriation. Without a self-support initiative, a M.A. Education degree would be unavailable in an accelerated format fully online. Due to the program admitting six times per year there is a need of additional faculty resources and section offerings. The current FTE allocation cannot accommodate the increase of students. Also, the increase of students will require additional student services, online retention, and admission and advising resources which are at a cost beyond what could be reasonably provided within CSU Operating Funds.

- d. The self-support budget is included as a separate document.

### **Submit completed proposal packages to:**

[APP@calstate.edu](mailto:APP@calstate.edu)

Academic Programs and Faculty Development  
CSU Office of the Chancellor  
401 Golden Shore  
Long Beach, CA 90802-4210

### **Contact Us**

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Assistant Vice Chancellor  
Academic Programs and Faculty Development

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Fax (562) 951-4982

[cmallon@calstate.edu](mailto:cmallon@calstate.edu)

Academic Programs and Faculty Development is on the Web

<http://www.calstate.edu/APP/>

### **Contact Extended Education**

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