Department Name: Educational Leadership and Policy Studies

Degree or Credential Awarded:
- Preliminary Administrative Services Credential
- Preliminary Administrative Services Internship Credential
- MA in Education: Educational Leadership
- MA in Education: Higher Education Leadership

Program Contact: Dr. Francisco Reveles, Department Chair

Phone #: 278-4957

E-Mail: revelesf@csus.edu
SECTION A – PROGRAM SPECIFIC INFORMATION

I. CONTEXT

Introduction

The Educational Leadership and Policy Studies Department brings together all aspects of leadership and management for educational enterprises. Student interests encompass public and private schools, educational agencies, and institutions of higher learning.

A significant dimension of all the programs in Educational Leadership is an interest in and commitment to the full development of student potential and capability. Course work, advising, and field experiences are carefully orchestrated to insure a full range of faculty support for student achievement. The student, as a responsible autonomous agent, is expected to assume the role of equal partner in this effort.

Table 1: Total Number of Candidates Enrolled and Completers*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of candidates enrolled</td>
<td>119</td>
<td>82</td>
</tr>
<tr>
<td>(Preliminary Admin. Srvs. Credential)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of completers</td>
<td>47</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of candidates enrolled</td>
<td>130</td>
<td>164</td>
</tr>
<tr>
<td>(MA in Education: Education Leadership)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of completers</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of candidates enrolled</td>
<td>43</td>
<td>35</td>
</tr>
<tr>
<td>(MA in Higher Education/Community College/Student Affairs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of completers</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of candidates enrolled in EDLP 495 Field Study in Ed. Adm.</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>Number of completers</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Fall 2009</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Number of candidates</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>enrolled in the Internship Program in Ed. Adm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of completers</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

* Difference between enrolled and completed student figures primarily due to students who 1) completed program but chose not to apply for Ed. Admin. Credential, or 2) chose to continue program into following semester.

**Preliminary Administrative Services Credential**

The credential program in the Department of Educational Leadership and Policy Studies is based on a shared philosophical foundation with strong theoretical underpinnings, and designed on the principles needed for graduating highly skilled, effective, and caring educational leaders. Although new research is continuously being integrated into the program, the classic works of Dewey, Vygotsky, Bourdieu, Sergiovani, and Covey have helped form an integrated structure of coursework. The integration of theory and practice is the basis for the design of the program and for student assignments.

Although the program is comprised of distinct courses, the design of integrated curriculum and fieldwork creates a strong programmatic structure for developmental learning. The program integrates collaboration, learning communities, and action research in the design of all coursework. Coursework addresses developing visions, strategic planning, motivation, resiliency, as well as the general topics of diversity, supervision, evaluation, legal issues, special education, categorical programs and curriculum.

The program is organized in three phases. The first phase (9 units) contains three courses intended to ground students in the theories, research, and practice of leadership in education. The second phase (six courses, 18 units) emphasizes concrete skill areas identified in accordance with the CTC-defined standards, and culminates with the capstone seminar preparing candidates for field study. The third phase (field experience, 6 units) contains the fieldwork component, providing students the opportunity to apply knowledge and skills learned in the first two phases. All courses emphasize both the development of a knowledge base and the application of this knowledge in school settings (See Table 2 below). Course content focuses on essential themes, concepts and skills set forth by CTC under Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Program, Category I (Program Design, Coordination, and Curriculum). Before registering for fieldwork, students must complete an approved plan for the fieldwork experience.
Table 2: Coursework for Preliminary Administrative Services Credential

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Units</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLP 200</td>
<td>Administrator’s Role in Multicultural Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDLP 201B</td>
<td>Foundations of Educational Administration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDLP 250</td>
<td>Educational Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDLP 203</td>
<td>Financial Resources Planning and Allocation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDLP 204B</td>
<td>Administrator’s Role in Categorical Programs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDLP 205B</td>
<td>Curriculum Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDLP 209B</td>
<td>Human Resources in Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDLP 202</td>
<td>Legal Basis of Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDLP 255</td>
<td>Field Experience Seminar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDLP 495</td>
<td>Field Study in Educational Administration</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Preliminary Administrative Services Internship

The Internship Program differs slightly in coursework. A minimum of three semesters are required for the Interns and they take additional Intern coursework. The Program includes a substantial field component and actual coursework approximates the preliminary program. Since students in this program are functioning as school administrators, they complete supervised on-the-job field experience in administrative functions and a supportive seminar each semester they are in the program. Students in this program receive direct instruction and are able to apply their learning directly to their jobs.

In order to appropriately address the learning needs of interns, who begin their credential program without formal instruction in the theoretical foundations of educational leadership and administration, the program requires that students take EDLP 201B: Foundations of Educational Leadership and EDLP 255 during their first two semester: Field Study Seminar concurrent with their on-the-job internship experience. Both courses involve weekly class meetings during which students are provided with curriculum that covers the theoretical constructs and concepts that inform and undergird the professional practice of leadership. Interns are also expected to participate in site visits to a variety of educational settings, providing them with a broader view of the leadership role with regard to the education of diverse students and service to diverse communities.
Masters in Education Leadership / Higher Education

The mission of both the Masters in Educational Leadership and Higher Education is to equip present and future leaders with the knowledge and skills to manage, change, build communities, and effectively apply theories and skills of leadership and management to practice. This is accomplished through a partnership with current leaders in higher education systems in public and private institutions.

The programs are organized around four interrelated core themes that are central to the professional leadership and management of all educational organizations:

- Visionary Leadership and Management
- Policy into Practice
- Data for Decision-Making
- Building Community in a Diverse Society

Each of these themes is infused across the curriculum and addressed with a combination of teaching and learning strategies, including service learning, problem-based learning, and cooperative learning.

The Master of Arts in Education is a 30-unit program reflective of the preliminary administrative credential program. The required core content courses are similar in both programs. The MA requires 6 units of culminating requirement, which, for this program, has been focused on the development of a research-based project or thesis. The intent of the culminating experience is that students may demonstrate their mastery of leadership skills, research, professional writing, and their grasp of the research literature in their professional field. The current evidence for those is the project or thesis. The department continues its discussion of a potential third alternative that may expand students' options for effectively demonstrating their skills and knowledge gained from participation in the program.

The Masters in Higher Education was conceptualized for people with an interest in professional practice of leadership in middle and upper management in a postsecondary institution of higher education. The program is designed to be completed in 18 months, resulting in the award of Master of Arts in Higher Education Leadership with an emphasis in Community College Leadership or Student Affairs Leadership. Program delivery methods will include traditional classroom instruction, use of Internet and Intranet technology, and site-based experiential (service learning) opportunities.

The program is designed to prepare exemplary leaders for the 21st century in higher education in public and private postsecondary institutions, as well as other educational organizations. This program promotes learning, equity, and achievement for all students in a pluralistic society.
II. CANDIDATE ASSESSMENT/PERFORMANCE AND PROGRAM EFFECTIVENESS INFORMATION

During academic year 2009-2010, the EDLP department continued its focused approach on how we conceptualize and operationalize our programs in these tight budget times as well as how we, individually and as a department, could enhance our teaching practices.

This collaborative effort represents our attempt in developing a strategic blueprint that reflects our department’s graduate academic expectations, revised assessment practices and our collective aspirations. It emphasizes program content, student learning outcomes and pedagogy.

As in the previous academic year, we continue to emphasize:

III. Greater peer collaboration as evidenced by more productive and structured faculty meetings

IV. Greater awareness of and ownership for the development and compilation of college, university, and state mandated reporting documents

V. Improved strategic planning for the department, especially in the areas of course design and delivery relative to current school practices and research, student assessment and school district collaboration,

In keeping with past practice, the following key elements were highlighted during our ongoing faculty meetings this academic year:

• **Course Syllabi Review**
  The faculty (core and part-time) is engaged in a review of all syllabi for all program offerings in order to develop common course assessments across courses. Model course syllabi have been identified and are being used as templates by faculty for their respective courses.

• **Departmental Response to Program Standards**
  The Department is engaged in an ongoing process of revising and updating our courses. We have developed an updated course matrix that serves as a guide for aligning the curriculum with the CTC Standards. (See Appendix A)

• **Key Course Assessments**
  Last year the department decided to initially focus on two specific courses (EDLP 201: Foundations of Educational Administration and EDLP 200: Administrator’s Role in Multicultural Education) in developing specific key course assessments. These specific assessments were part of a broader plan to develop a more comprehensive portfolio assessment process for each candidate.
In academic year 2009-10 five additional key assessments were identified in EDLP 202B, EDLP 203B, EDLP 204B, EDLP 209B, EDLP 250, establishing a total of seven key assessment indicators to determine students' level of competencies across CTC Standards. For each Key Course Assessment, a signature assignment has been selected to determine evidence of competence that is measured through the use of a rubric that is aligned with the CTC Standard.

Now that these Key Course Assessment indicators have been determined, the next step is to identify a central database to store the evidence collected to meet the CTC Standards for each student. TaskStream data base system is being reviewed by faculty to see if it would meet the needs for storing signature assignments and collect student data required for program effectiveness.

Additionally, given the complete turnover of office staff, including the identification of a new department chair for the 2008-2009 academic year, our current efforts have again focused on increased faculty input, ownership, and decision-making.

- **Mid-Semester Student Feedback**
  The department developed and implemented an online student survey in spring 2009 to assess program effectiveness and gather specific student recommendations for improving the program. The results were discussed in our department meetings during fall 2009 and have definitely shaped our approach to teaching and student feedback.

- **Preliminary Administrative Services Credential**
  As a department, we reaffirmed our efforts to develop a Candidate Portfolio System (CPS) during the 2009-2010 academic year. As illustrated in Appendix B, a candidate portfolio is to be maintained from the beginning and throughout the program until it is reviewed by faculty and the candidate is recommended for the preliminary credential. Admittedly, sufficient progress was not made in this effort during 2009-2010, but we are planning on making the implementation of a CPS process a priority for the coming academic year.

As noted in last year's report, key elements that will become a part of the student portfolio include:

- Pre-Program Assessment of Candidate Competencies
- Key Course Assessments
- Candidate Reflection for each course
- Successful completion of course objectives for EDLP 495 Field Study in Educational Administration
- Post-Program Assessment of Candidate Competencies
The student’s course of study is reviewed on a periodic basis, at least once a semester, by the academic advisor. Similarly, portfolios are reviewed and assessed with the academic advisor each semester. Student progress is also monitored via grades and ongoing faculty advising.

The capstone course, EDLP 255: Field Study Seminar requires students to demonstrate the knowledge and skills developed through the first five courses. This is the second point of assessment. Students are required to conduct appropriate assessments, development action plans and establish work teams in “real-world” school environments where their knowledge and skills in educational leadership can be implemented and continue to develop.

Finally, candidates enrolled in EDLP 495: Field Study or EDEA 401, 402, and 403: Internship On-the-Job Experience, are assessed by the University field supervisor and agency/site supervisor for competence of the domains under Category III. Student logs and assessment reports are submitted, once completed, to the student's academic advisor. The academic advisor reviews the student's portfolio, grades, assessment reports from University and site supervisors, and general requirements, e.g., three years full-time teaching in public schools, completion of personnel assignment requirement, etc. The academic advisor, if all requirements are met, signs the candidate's advising sheet indicating the program has been completed.

**Proposed Program Changes for the 2010-2011 Academic Year**

Although the EDLP department has made significant progress in addressing program assessment issues and challenges that existed prior to the 2008-2009 academic year, the evolving state and university budget crises will further exacerbate and have a major impact on new student recruitment and program delivery (both credential and Masters) for 2010 and beyond. Especially significant was the inability of our department to admit students for the spring 2010 semester as per university directive, greatly limiting our student enrollment for fall 2010 and forcing students to consider other institutions.

In meeting these challenges, the department has continued to emphasize a strategic approach in helping ensure that we will not only survive, but succeed as a viable department. During 2009-2010, we continued our efforts in the identification and implementation of student assessment systems and instruments. Other department focus areas included:

- **Student Recruitment and Technical Support for School Districts**
  We are moving forward with the development of a series of video seminars for educators showcasing our faculty’s expertise and, at the same time, providing technical assistance at no cost to school districts on pressing issues such as School/Gang Violence, English Language
Learning, and Organizational Leadership and Communication. We feel these seminars will not only provide school districts with access to best practices, but also greatly aid our student recruitment efforts by showcasing the department’s expertise.

• **e-Learning / Distance Learning**
  This is an area where we are also moving ahead in making our department more attractive to prospective students. We have currently identified two (2) core course (EDLP 201 - Foundations of Educational Administration, ELDP 200 - Educational Research) and interested faculty to pilot our effort in delivering course content over the internet scheduled to begin in fall 2010. We are working closely with the university’s Director of Academic Technology and Creative Services.

• **Masters in Education**
  The MA requires 6 units as a culminating experience which, for our department, has been focused on the development of a research-based project or thesis. We are currently exploring alternate ways students can meet this requirement and still effectively demonstrate their skills and knowledge associated with earning a Masters. During our spring 2010 department retreat, we identified a number of such options.

• **Professional Clear Administrative Services Credential (Tier II)**
  Due to a lack of student enrollment for the last couple of years, we have not had an operational Tier II program. Budget constraints and faculty teaching load considerations are additional factors that have been considered. While designating our Tier II program as ‘inactive’ is a possibility, we are engaged in ongoing discussions with the Dean and Associate Dean regarding ways to maintain and revitalize this important component.
APPENDIX A

Preliminary Credential Program Standards

Category I - Program Design, Coordination and Curriculum

Standard 6: Opportunities to Learn Instructional Leadership

The program provides an opportunity for the candidate to learn to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community.

- (Specific course syllabi objectives and program activities)

<table>
<thead>
<tr>
<th>6a</th>
<th>6b</th>
<th>6c</th>
<th>6d</th>
<th>6e</th>
<th>6f</th>
</tr>
</thead>
</table>

Preliminary Credential Program Standards

Category III - Standards of Candidate Competence

- Standard Specific Objectives
- Only select 2 for March Report
- Develop Timeline for others

<table>
<thead>
<tr>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
</table>

Key Course Assessments Corresponding to each Standard

- Signature Assignment Corresponding to each Course
- Four Point Learning Outcome Scoring Rubric
- Each 200 Level Course to have a Key Course Assessment (9). Some Courses may refer to more than one Standard.
- Sub-standards (10a-10b & 13a-13g) not covered by signature assignment will still be addressed as per syllabi.

EDLP 201

- Key Course Assessment

EDLP 200

- Key Course Assessment
**APPENDIX B**

**Pre-Program Assessments of Candidate Competencies**

**Post-Program Assessments of Candidate Competencies**

**Key Course Assessments (Formative)**

**Candidate Portfolio**

* Evolving Portfolio to be reviewed each term by faculty advisor.
* Performance data used to suggest additional learning activities in areas where candidate has not met standards
* Cumulative assessment in EDLP 255 (Summative)

**Candidate Reflection for each Course**

**EDLP 495:**
- Candidates will be required to develop project objectives specifically in response to CTC Standards 10, 11, 12, 14, 15.
- A four point rubric will be utilized.
- EDLP 200B will provide the primary evidence for standard 13.