

**PROGRAM REPORT FOR  
THE PREPARATION OF EDUCATIONAL LEADERS  
(School Building Leadership Level)**

**Educational Leadership Constituent Council (ELCC)**

**C O V E R   S H E E T**

**Institution** Howard University **State** District of Columbia

**Date submitted** February 2008

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**Program documented in this report:**

**Name of institution's program (s)** Educational Administration and Policy

**Grade levels for which candidates are being prepared** K-12

**Degree or award level** Masters of Education; Masters of Arts

**Is this program offered at more than one site?**  **Yes**     **No**

If yes, list the sites at which the program is offered \_\_\_\_\_

**Title of the state license for which candidates are prepared**

Administrative Services Credential

**Program report status:**

**Initial Review**

**Response to a Not Recognized Decision**

**Response to National Recognition With Conditions**

**Response to a Deferred Decision**

**State licensure requirement for national recognition:**

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

**Yes**

**No**

## **SECTION I—CONTEXTUAL NARRATIVE**

### **Program's Mission**

The Educational Administration and Policy programs at Howard University are designed to provide experiences that will prepare effective school leaders. We believe that this entails building connections between the theory and practice of educational leadership and maintaining close relationships with practitioners in public and private school administration. The faculty, through teaching, research, and community service, seek to contribute to the understanding and the resolution of educational leadership and development issues with particular attention to African Americans and other historically excluded ethnic groups.

### **Program Overview and Standards**

The Masters Programs and Certificate of Advanced Graduate Studies (CAGS) in Educational Administration and Policy are designed for persons preparing to become administrators or specialists in education- related professions.

The programs also aim at producing individuals who have knowledge and skills in all phases of the organization and management of educational institutions, especially school systems; who are familiar with the forces and influences which impinge on the process of education; who can use with intelligence and discrimination the findings of research and evaluation; and, finally, who are sensitive to the interrelationship between school systems and the communities that they serve. The integrated curriculum design incorporates the Interstate School Leaders Licensure (ISLLC) Standards for School Leaders (1996) and the Educational Leader Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership (2002) developed for preparation programs and adopted by the National Council for Accreditation of Teacher Education (NCATE) for review and accreditation of administrator preparation programs. The curriculum has also been designed to meet the academic administrative certification requirements for the surrounding states, which include the District of Columbia (DC), Virginia and Maryland. Since Howard University is centrally located in the Metro DC area many of our candidates work and live in the three aforementioned locations. Meeting the certification requirements for these three areas provide our candidates with more professional options upon graduation.

### **Description of Programs**

The Department of Educational Administration and Policy offers two specializations: Educational Administration and Educational Supervision as two interrelated streams of graduate study and one Post Master's Certificate.

The *professional stream*, administered directly by the School of Education includes the Master of Education (M.Ed.) and the CAGS. The *research stream*, administered by the School of Education through the Graduate School of Arts and Sciences, includes the Master of Arts (M.A.). The programs are designed for persons preparing to become school

administrators as well as those who are practicing administrators in need of upgrading specific knowledge and skills.

The Supervision program has, over the past several years, not attracted many candidates; however courses that would be used to prepare supervisors are available. In recent years, candidates have opted for the Administration degree program instead. The curricula in the Educational Administration program aim at producing individuals who:

- ❖ Have knowledge and skills in all phases of the organization and management of educational institutions, especially urban schools and other school districts that serve people of color (EDAP 280; 286; 386; 455)
- ❖ Are familiar with the forces and influences which impinge on the processes of education (EDAP 231; 253)
- ❖ Can use with intelligence and discrimination the findings of research and evaluation (HUDE 200; 201; 220)
- ❖ And who are sensitive to the interrelationship between school systems and the communities they serve (EDAP 231; 252; 253; 284; 455)

Table 1 (Section I), included as an attachment, provides an overview of the MEd, MA, and CAGS required credit hours for program completion.

### **Field/Clinical Experiences**

The Practicum experience is an integral part of the preparation for future positions in educational administration and supervision. It is designed to provide the candidate with practical experiences as an educational administrator. The candidate is expected to engage in real-life situations, carry out responsibilities, and have the opportunity to apply the knowledge and theory learned during graduate coursework. In this process, the candidate also learns to think critically; analyze and solve problems; make ethical decisions; understand and use technology; know and understand self, history and community; demonstrate knowledge, sensitivity and skill in working with special needs and diverse populations; and gain the confidence necessary to provide effective educational leadership. The Practicum is a three credit course comprising a full semester (500 clock hours) of full-time mentored experience at the assigned school or educational site. Prior to the Practicum Course candidates are expected to have completed a minimum of five specialization (administration) courses.

Candidates are supervised by licensed and experienced school administrators/mentors. The Practicum is integrated with periodic classroom instruction during the semester of the clinical experience by the faculty Practicum Coordinator. The field supervisors are provided with the Practicum handbook that outlines responsibilities, activities/assignments and performance evaluation assessments. The faculty Practicum Coordinator also visits the school sites to observe the candidate and meet with the field supervisor.

## Admission, Retention and Exit Criteria

### ADMISSION

#### Masters (M.Ed. and M.A.)

- Bachelors' degree from an accredited institution;
- GPA of 2.7 or higher (M.Ed.); 3.0 or higher (M.A.)
- Degree major from a teacher-training program (Preferred);
- Teaching experience (Preferred);
- Graduate Records Exam (M.A. only);
- Three (3) letters of recommendation;
- Completed HU Graduate Application
- Processing fee (Payable to HU)
- A Statement of interest (1 page);
- Autobiographical sketch;
- Candidate's program worksheet; and
- Resume

#### Certificate of Advanced Graduate Study (CAGS):

- Masters degree from an accredited institution;
- GPA of 3.0 or higher;
- Degree major from a teacher-training program (Preferred);
- Teaching experience (Preferred);
- Three (3) letters of recommendation;
- Completed HU Graduate Application;
- Processing fee (Payable to HU);
- A Statement of interest (1 page);
- Autobiographical sketch;
- Candidate's program worksheet; and
- Resume

Candidates are expected to have classroom experiences that allow them to have a broad understanding of the entire educational enterprise. Program requirements include not only the theory for administering the school, but also the social, ethical, historical and psychological courses that put into context the role of an instructional leader/administrator. These concepts are then, through our internship course requirements, validated in the real world.

### RETENTION

Once enrolled in the Department of Educational Administration and Policy candidates are closely monitored by their assigned faculty advisors. Candidates must attend a mandatory

orientation session upon admission. Candidates must also meet with their advisors once a semester for academic planning and retention. Prior to taking the Comprehensive Examination, candidates must attend a mandatory preparation session. In the event that a candidate is not successful on their first attempt of the exam, candidates must meet with a designated member of the faculty to discuss intervention strategies before the candidate is permitted to re-take the exam.

#### EXIT REQUIREMENTS (MA and M.Ed.)

- Successfully complete all coursework with a minimum of a 3.0 GPA.
- Not accumulate 9 or more semester hours of grades below B.
- Demonstrate competency in the English language as evidenced by a passing score on the Graduate Expository Writing Examination administered under the Graduate School, or by the satisfactory completion of the expository writing course(s) prescribed by the Graduate Expository Writing Program. The Expository Writing Examination must be completed successfully before the candidate may sit to take the Comprehensive Examination.
- Pass a written comprehensive examination as prescribed by the faculty of the major department. Students desiring to take the examination must give notice of intent by the announced deadline the semester preceding the examination. *(The student is given only two (2) opportunities to successfully complete all sections of the comprehensive examination).* Eighteen credit hours of required and specialization courses must be completed successfully before the candidate may sit to take the Comprehensive Examination.
- Complete an approved practicum for a minimum of one (1) semester (full-time). Five prerequisite specialization courses must be completed successfully before the candidate may enroll in Practicum.
- **M.A. STUDENTS ONLY- in addition to the above requirements M.A. students must:**
  - Develop a scholarly research proposal in the major field;
  - Develop and defend a thesis proposal that demonstrates an ability to organize and present effectively findings and results of a research study; and
  - Pass a final oral examination in defense of the thesis.

#### Certificate of Advanced Graduate Study

- Successfully complete all coursework with a minimum of a 3.0 GPA.
- Not accumulate 9 or more semester hours of grades below B.
- Demonstrate competency in the English language as evidenced by a passing score on the Graduate Expository Writing Examination administered under the Graduate School

#### **Conceptual Framework**

The programs under Educational Administration and Policy are aligned with the School of Education's (SOE) Conceptual Framework. The SOE has high quality professional

educational programs derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The Conceptual Framework for programs in the School of Education has emanated from the commitment to high quality teaching, service and scholarship that have constituted the traditional mission and core values of Howard University since its founding in 1867. Our candidates are consistently being prepared to become leaders in their chosen fields and change agents who will seek solutions to problems that affect schooling and the needs of under-served populations. In re-examining the multidisciplinary programs of the School of Education, we have concluded that collective and collaborative goals should focus on the development of educators who perform as Reflective Educators/Practitioners, Competent Researchers, Educational Leaders and Change Agents.

The framework also contains statements of desired candidate outcomes. The School of Education faculty has defined eight critical abilities/outcomes that it believes all candidates must demonstrate if they are to become leaders in education. These candidates' abilities/outcomes permeate the curriculum in each department in the School of Education and are as follows:

1. Think critically;
2. Analyze and solve problems;
3. Make ethical decisions;
4. Apply knowledge by linking theory with practice;
5. Understand and use technology;
6. Know and understand self, history and community;
7. Assume leadership roles in global communities; and
8. Demonstrate knowledge, sensitivity, and skill in working with special needs and a diverse population.

The candidate outcomes are reinforced by the set of belief statements that are inherent in each education program provided by the University and Unit.

### **Program Assessments**

The Masters Programs in the Educational Administration and Policy department utilize assessments that are a part of the SOE's Assessment plan as well as tools that are specific to the program. Assessments for M.Ed. and M.A. candidates include the Graduate Writing Expository Exam, the Comprehensive Exam, portfolio assessment, and the Practicum Evaluation by the field supervisor, faculty coordinator and a self evaluation by the candidate. In addition to the assessments mentioned, M.A. students must pass an oral and final defense of their thesis research project. Numerous other assessments (work products and projects) are used to assess candidates' performance throughout the program courses. This includes case studies, learning teams, class presentations, role playing and peer evaluations.

**Attached is the following contextual information:**

1. A program of study that outlines the courses and experiences required for candidates to complete the program. This program of study includes course titles.
2. Chart with the number of candidates and completers (Attachment A at end of form).
3. Chart on program faculty expertise and experience (Attachment B at end of form).
4. Table 1 for Section I that illustrates an overview of the Programs.
5. Department comprehensive examinations for fall 2006 and spring 2007
6. Rubric used for the comprehensive examination
7. Practicum self evaluation and rubric
8. Field supervisor evaluation and rubric

## SECTION II— LIST OF ASSESSMENTS

In this section, list the 7-8 assessments that are being submitted as evidence for meeting the ELCC standards. All programs must provide a minimum of seven assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	<b>Name of Assessment<sup>1</sup></b>	<b>Type or Form of Assessment<sup>2</sup></b>	<b>When the Assessment Is Administered<sup>3</sup></b>
1	[Licensure assessment, or other content-based assessment]	Department Comprehensive Examination	During the 3 <sup>rd</sup> or 4 <sup>th</sup> Semester of study
2	[Assessment of content knowledge in educational leadership]	Department Comprehensive Examination Case Study Evaluations	During the 3 <sup>rd</sup> or 4 <sup>th</sup> Semester of study Conceptual Cases in Educational Administration
3	[Assessment of ability to develop supervisory plan for classroom-based instruction]	Professional Portfolios for Human Resource Administrators  EDAP 284 (Public School Administration) & EDAP 280 (Supervision of Instruction)	EDAP 435 Human Resource Management  During the 1 <sup>st</sup> and 2 <sup>nd</sup> semester of study
4	[Assessment of internship/clinical practice]	Practicum (EDAP 384) Practicum Field Supervisor Evaluation Self Evaluation in the Practicum	During the last semester of study
5	[Assessment of ability to support student learning and development]	Presentation of student learning activities	EDAP 382 (Conceptual Cases in Educational Administration) during the 3 or 4 <sup>th</sup> semester of study
6	[Content-based assessment – application of content]	Practicum (EDAP 384) Practicum Field Supervisor Evaluation Self Evaluation in the Practicum	During the last semester of study

<sup>1</sup> Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

<sup>2</sup> Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, action research, field experience, state licensure test, portfolio).

<sup>3</sup> Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

	<b>Name of Assessment<sup>1</sup></b>	<b>Type or Form of Assessment<sup>2</sup></b>	<b>When the Assessment Is Administered<sup>3</sup></b>
7	<b>Assessment of abilities in organizational management and community relations]</b>	Learning Team evaluations Case study evaluations	EDAP 382 (Conceptual Cases in Educational Administration) and EDAP 286 (Administrative Behavior and Theory)
8	<b>Additional assessment that addresses ELCC standards (<i>optional</i>) ]</b>		

## SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ELCC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ELCC standards.

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.	
1.1 Develop a School Vision of Learning.	<input type="checkbox"/> #1 <b>X</b> 3 <b>X</b> 5 <b>X</b> 7 <b>X</b> 2 <b>X</b> 4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
1.2 Articulate a School Vision of Learning.	<input type="checkbox"/> #1 <b>X</b> 3 <b>X</b> 5 <b>X</b> 7 <b>X</b> 2 <b>X</b> 4 <b>X</b> 6 <input type="checkbox"/> #8
1.3 Implement a School Vision of Learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <b>X</b> 4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
1.4 Steward a School Vision of Learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <b>X</b> 4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
1.5 Promote Community Involvement in School Vision.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <b>X</b> 5 <b>X</b> 7 <input type="checkbox"/> #2 <b>X</b> 4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	
2.1 Promote a Positive School Culture.	<input type="checkbox"/> #1 <b>X</b> 3 <b>X</b> 5 <input type="checkbox"/> #7 <b>X</b> 2 <b>X</b> 4 <b>X</b> 6 <input type="checkbox"/> #8

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
2.2 Provide Effective Instructional Program.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> #8
2.3 Apply Best Practice to Student Learning.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
2.4 Design Comprehensive Professional Growth Plans.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
<b>Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</b>	
3.1 Manage the Organization.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
3.2 Manage the Operations.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
3.3 Manage the Resources.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
<b>Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</b>	
4.1 Collaborate with Families and Other Community Members.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
4.2 Respond to Community Interests and Needs.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> #6 <input type="checkbox"/> #8

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
4.3 Mobilize Community Resources.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <b>X7</b> <b>X2</b> <b>X4</b> <input type="checkbox"/> #6 <input type="checkbox"/> #8
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner	
5.1 Acts with Integrity.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <b>X5</b> <b>X7</b> <input type="checkbox"/> #2 <b>X4</b> <input type="checkbox"/> #6 <input type="checkbox"/> #8
5.2 Acts Fairly.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <b>X5</b> <b>X7</b> <input type="checkbox"/> #2 <b>X4</b> <input type="checkbox"/> #6 <input type="checkbox"/> #8
5.3 Acts Ethically.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <b>X5</b> <b>X7</b> <input type="checkbox"/> #2 <b>X4</b> <input type="checkbox"/> #6 <input type="checkbox"/> #8
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	
6.1 Understand the Larger Educational Context.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <b>X7</b> <b>X2</b> <b>X4</b> <b>X6</b> <input type="checkbox"/> #8
6.2 Respond to the Larger Educational Context.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <b>X7</b> <b>X2</b> <b>X4</b> <b>X6</b> <input type="checkbox"/> #8
6.3 Influence the Larger Educational Context.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <b>X4</b> <b>X6</b> <input type="checkbox"/> #8
Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.</p>	<p><input type="checkbox"/>#1    <input type="checkbox"/>#3    <input type="checkbox"/>#5    <input type="checkbox"/>#7  <input type="checkbox"/>#2    <input checked="" type="checkbox"/>4    <input type="checkbox"/>#6    <input type="checkbox"/>#8</p>

## SECTION IV—EVIDENCE FOR MEETING STANDARDS

### Assessment #1 Content Knowledge

#### Educational Administration and Policy Comprehensive Examination

The School Leaders Licensure Assessment is not required for candidates. However, several candidates and graduates take the certification exam. The primary manner in which content knowledge is assessed is through the Department's Comprehensive Examination. All candidates for the Masters of Education and the Masters of Arts in Educational Administration and Policy take the Comprehensive Examination in their third or fourth semester of study. The exams are constructed and graded by department faculty. The exam consists of three sections: Section A covers content from the foundation courses (Multicultural Education: Issues and Trends, The History of Black Education and Philosophy of Education). Section B covers Educational Supervision content (Supervision of Instruction, Legal Aspects of Education and School Finance). Section C covers Educational Administration content (Administrative Behavior and Theory, Public School Administration and Conceptual Cases of Administration). The exam is in essay format. Students are asked to respond to questions and/or scenarios wherein the use of the categories outlined in the cognitive domain of Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation) are requested. Additionally, the Comprehensive Examination questions are developed to reflect situations and issues of current educational leadership practice and each item assesses multiple ELCC/ISLCC standards. The rubric for the exam was developed collaboratively by the faculty and is used consistently to score the exams. During the prep session, students also receive a copy of the rubric to be aware of what constitutes a successful exam response.

The data included in this report are from the exams administered in the 2006-07 academic year. As the scoring rubric indicates, the scores range from 1-5, with 1 being the lowest possible score and 5 being the highest. The minimum passing score is 3.0. The Fall 2006 and Spring 2007 exam and scoring rubric is included in the attachment section.

Table 2. Fall 2006 Comprehensive Exam Results

#### Fall 2006

Content	N	Range	Minimum	Maximum	Mean	Std. Deviation
<b>Foundations (F)</b>	6	.70	3.00	3.70	<b>3.3667</b>	.25033
<b>Administration (A)</b>	6	1.10	3.30	4.40	<b>3.9000</b>	.44721
<b>Supervision (S)</b>	6	1.00	3.60	4.60	<b>4.0500</b>	.41833

In Fall 2006, two students were re-taking portions of the exam for the second time (student 1- Foundations; student 2- Supervision and Administration). Both students were successful on their second attempt in those respective areas.

Table3. Assessment Matrix by Standard (Fall 2006)

Question	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3
F 1	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	X	x	X
F 2																			X	x	X
S 1	x	x				x	x	x	x	x						x	x	x			
S 2										x	x					x	x	x	X	x	X
A 1	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	X	x	X
A 2													x	x	x						

Table 4. Spring 2007 Comprehensive Exam Results

Content	N	Range	Minimum	Maximum	Mean	Std. Deviation
<b>Foundations (F)</b>	7	1.85	2.90	4.75	<b>3.6500</b>	.69522
<b>Supervision (S)</b>	6	.85	3.25	4.10	<b>3.7250</b>	.35036
<b>Administration (A)</b>	6	.79	3.06	3.85	<b>3.3933</b>	.31948

In Spring 2007, one student failed the Foundations section of the exam. This student subsequently passed this section in their retake during the Fall 2007 semester. In the event that students fail a section of the exam or the entire exam, they are to meet with a designated member of the faculty to assist in the preparation of the retake. This sometimes may mean that students take an additional course in the subject matter, audit a course, or given a focus of study.

Table 5. Assessment Matrix by Standard (Spring 2007)

Question	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3
F 1																			X	x	
F 2	x	x	x	x	X	x	X	x	x	x	x	x	x	x	x	x	x	x	X	x	X
S 1										X	x	x	x	x	x	x	x	x	X	x	X

S 2	x	x				x	X	x	x	X	x					x	x	x			
A 1	x	x				x	X	x	x	X	x	x				x	x	x			
A 2	x	x				x	X	x	x	X	x	x	x	x	x	x	x	x	X	x	X

**Assessment #2 Content Knowledge**

**Case Study Evaluations**

**ELCC Standards that apply: 1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3**

Case studies are used in the course Conceptual Cases in Educational Administration to teach students new information, concepts and theories, permitting students to deal with new knowledge and the mastery of learned concepts through the process of reflection. Simulated cases are used as vehicles for applying acquired knowledge and skills in specific situations. The case studies are replications of real occurrences designed to sharpen student skills with regard to problem solving, formulating and weighing alternative decisions, and assessing their own leadership behaviors. Candidates prepare written decisions to questions related to assigned case-studies in preparation for each class meeting. Candidates present his/her written decisions to the class and share how he/she analyzed the problem. He/she should be ready to describe the process in which he/she arrived at a solution to each problem. Each candidate learning team present its assigned case and the problems associated in class. “Student Learning Teams” of two candidates are assigned case studies for each class meeting. Supported by class textbook reading assignments, each learning team makes a ten to fifteen minute group presentation designed to facilitate a full understanding of the case under review, including the applied theories and administrative practices involved. The presentation will be complimented by class participation for clarifying the theories and their application to leadership in learning organizations. Below are the titles of the case studies used for assessment along with the topics of analysis.

**Case 1** – May the Best Clerk Win – Issues: Leadership, Employee Relations, Conflict Management, Ethics, & Technology

**Case 2** – When Diplomacy Fails – Issues: Curriculum & Instruction, Employee Relations, Student Conduct, Conflict Management

**Case 3** – Got Lunch? – Issues: Student Conduct, Budget & Finance, Governance & Politics

**Case 4** – In the Wrong Place at the Wrong Time – Issues: Race & Gender Relations, Student Conduct, Community Relations, Ethics, Governance & Politics

**Case 5** – Reclaiming Rose Place – Issues: Curriculum & Instruction, Leadership, Race & Gender Relations, Community Relations, Special Education, & Diversity

**Case 6** – Whose Problem Is It Anyway? – Issues: Student Conduct, Health & Safety, & Diversity

**Case 7** – When Students Take Matters Into Their Own Hands – Issues: Curriculum & Instruction, Leadership, Budget & Finance, Conflict Management, & Special Education

- Case 8** – No Matter What, It Isn't Working – Issues: Employee Relations, Ethics, Governance & Politics
- Case 9** – Lice Aren't Nice: Parents Can Be Worse – Issues: Community Relations, Conflict Management, & Governance & Politics
- Case 10** – Mistake in Identity – Issues: Leadership, Health & Welfare, Community Relations, Governance & Politics, & Technology
- Case 11** – A Slip on Candy, Not Too Dandy – Issues: Race & Gender Relations, Student Conduct, Health & Welfare, Conflict Management, & Diversity
- Case 12** – The Custodian from Hell – Issues: Employee Relations, & Conflict Management
- Case 13** – To Be or Not to Be the Substitute – Issues: Curriculum & Instruction, Leadership, Health & Welfare, Community Relations, Budget & Finance, & Ethics
- Case 14** – The Hip Club Ain't Happening – Issues: Race & Gender Relations, Student Conduct, Ethics, Governance & Politics, & Diversity
- Case 15** – The Parent Who Ran Away With the Child – Issues: Curriculum & Instruction, Leadership, Ethics, & Special Education
- Case 16** – An Unwise Decision – Issues: Curriculum & Instruction, Leadership, Race & Gender Relations, Community Relations, Governance & Politics, & Diversity
- Case 17** – Cultural Clash & Curriculum Chaos – Issues: Curriculum & Instruction, Bilingual Education, Leadership, Employee Relations, Community Relations, Budget & Finance, Conflict Management, Governance & Politics, & Diversity
- Case 18** – The Best of Friends at the Worst of Times – Issues: Curriculum & Instruction, Leadership, Employee Relations, Ethics, & Technology
- Case 19** – From Rookie to Reality – Issues: Health & Welfare, & Community Relations
- Case 20** – Caught in the Web – Issues: Curriculum & Instruction, Leadership, Budget & Finance, Diversity, & Technology
- Case 21** – The Gatekeeper – Issues: Curriculum & Instruction, Leadership, Community Relations, Conflict Management, Governance & Politics, Special Education, Diversity, & Technology
- Case 22** – A Question of Balance– Issues: Curriculum & Instruction, Leadership, Race & Gender Relations, Budget & Finance, Governance & Politics, & Diversity
- Case 23** – Golden Oldies – Issues: Leadership, Employee Relations, Community Relations, Governance & Politics, & Technology
- Case 24** – Here Today and Gone Tomorrow – Issues: Curriculum & Instruction, Leadership, Community Relations, Conflict Management, & Governance & Politics

Below are the results from the Spring 2007 semester for case study assessments presented through Learning Teams in Conceptual Cases in Educational Administration.

<u>Learning Team</u>	<u>Evaluation</u>
1	A
2	B
3	A
4	A

Grade Standards  
Evaluations and Grade Values

A & B = Candidate's quality of work in and out of class meets COURSE STANDARDS for graduate study.

C (or less) = Candidate's quality of work in and out of class does not meet COURSE STANDARDS for graduate study (and is considered less than satisfactory.)

It is an established course requirement that the quality of a candidate's work in and out of class meet an achievement standard consistent with the requirements for graduate study, determined for the achievement of an "A" or "B" grade.

**Assessment #3 Professional Knowledge, Skills and Dispositions  
Professional Portfolios for Human Resource Administrators  
ELCC standards that apply: 1.2, 1.4, 1.5, 2.1, 2.4, 5.1, 5.2, 5.3,**

The Human Resource Management Course provides graduate degree candidates with a broad perspective and insights into the purposes, policies, plans, procedures and projects of the human resource function, and their impact on the work, working arrangements, and work motivation of school administrators, teachers and support personnel in educational organizations. Candidate prepared portfolios include the following information and are prepared with:

- Table of Contents
- Cover Letter
- Resume
- Professional Portfolio of an Aspiring Principal
- Leadership Framework
- Your VALUES
- Your Educational Philosophy Questionnaire
- Your Inventory of Supervisory Beliefs
- Entry Plan
- Artifacts (i.e. Budget Analysis, Strategic Plan, School Improvement Plan, etc)
- Summary – "What I Learned in the Course"
- Recommendations for Improving the Course

The following results are from the Portfolio assessment during the Fall 2006 semester of Human Resource Management.

<u>Student</u>	<u>Evaluation</u>
1	A
2	C

3	A
4	C
5	B
6	A

Grade Standards  
Evaluations and Grade Values

A & B = Candidate's quality of work in and out of class meets COURSE STANDARDS for graduate study.

C (or less) = Candidate's quality of work in and out of class does not meet COURSE STANDARDS for graduate study (and is considered less than satisfactory.)

It is an established course requirement that the quality of a candidate's work in and out of class meet an achievement standard consistent with the requirements for graduate study, determined for the achievement of an "A" or "B" grade.

**Assessment #4 Professional Knowledge, Skills and Dispositions**  
**Self Evaluation via Practicum Experience**  
**ELCC Standards that apply: 7.0 and 7.3**

The Practicum experience is an integral part of the preparation for future positions in educational administration and supervision. It is designed to provide the candidate with practical experiences as an educational administrator. The candidate is expected to engage in real-life situations, carry out responsibilities, and have the opportunity to apply the knowledge and theory learned during graduate coursework. In this process, the candidate will also learn to think critically; analyze and solve problems; make ethical decisions; understand and use technology; know and understand self, history and community; demonstrate knowledge, sensitivity and skill in working with special needs and diverse populations; and gain the confidence necessary to provide effective educational leadership. With respect to activities, programs, personnel, meetings, conferences, surveys, problems, etc. – the candidate should have the opportunity to:

- Engage in discussions
- Observe
- Participate
- Initiate action
- Lead or help facilitate
- Critique, evaluate, and study
- Supervise

The objective is to create an environment in which these administrative skills would be observable by the candidate, required of the candidate, and/or self-initiated by the candidate.

**Evaluation Activities by Candidates:** *(All assignments are to be submitted to the Department Practicum Coordinator.)*

1. Weekly Log/Journal outlining: dates, hours, experiences, observations, learning
2. Practicum Self-Evaluation Form (3 pages)
3. Reflective Paper: personal evaluation of the Practicum experience
4. Oral presentation at the University to classmates and/or department practicum coordinator at the completion of the practicum experience

Attached is the assessment tool that describes what candidates are asked to provide in their Self Evaluation Form. The rubric is embedded in this document. Below are the aggregate results for the self evaluation during the Fall 2006 and Spring 2007 semesters.

	Fall 2006 (N=6)	Spring 2007 (N=7)	<b>Total MEAN</b>
Leadership	3	2.7	2.85
Problem Analysis	2.7	2.8	2.75
Instructional Leadership	2.8	2.6	2.7
Personal and Interpersonal	2.5	2.6	2.55
Communication	2.8	2.7	2.75
Writing	2.6	2.8	2.7

Note: Commendable= 3; Satisfactory =2; Needs Work = 1

**Assessment #5 Effects on Student Learning**

**Conceptual Cases in Administration**

**Assessment of Student Learning Activities**

**ELCC Standards that apply: 1.1, 1.2, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3**

Student Learning Activities are used in the course Conceptual Cases in Administration in order to facilitate a full understanding of assigned topics, including the theory and practice of issues (e.g., Curriculum & Instruction, Student Conduct, Health & Safety, Diversity, Leadership, Budget & Finance, Conflict Management, Special Education, Employee Relations, Ethics, Governance, Politics, etc.) involved in the area under review. Each learning activity presents a concept and interprets theory related by application to leadership and practice in learning organizations primarily to facilitate student learning. During the course of the semester, each candidate responds in writing to seven (7) student learning activities from a choice of approximately 30. The data included in this report is from the Spring 2007 semester. The following is a select list of

Student Learning Activities in which candidates were able to choose from. This list also represents the most commonly chosen student learning activities.

1. Using the Internet, list the resources available in your area that provide training for school violence intervention. Write a memo to convince the superintendent that you need one of these services for a professional development program that offers training to your staff.
2. Using the Internet, locate a school district policy on the press (or others) interviewing students on school facilities. Write an administrative procedure of how you and your staff would respond if a television reporter and a camera crew came onto the campus at the end of the school day and started interviewing students.
3. Using the Internet, investigate diversity training used in other school districts with multiculturally, racially, ethnically diverse student populations. Design an outline for a staff development plan to include diversity training in a school district for which have been appointed superintendent.
4. Using the Internet, locate two (or more) school district policies on the topics of head lice and/or bomb threats. Write an administrative regulation of steps for schools to follow in the event of a student epidemic of head lice, or in response to a bomb threat.
5. Using the Internet, locate two (or more) school district policies concerning the issues of teacher supervision of students, and the reprimand of employees. Using the information of the case as background, write a memo to Ms. Johnson for her lack of supervision for the Dance Club.
6. Using the Internet, research the provisions of Section 504 of the Rehabilitation Act of 1973 (and its subsequent amendments/addendums) for the placement and services required for students diagnosed as having Attention Deficit Hyperactivity Disorder (ADHD). Plan a parent in-service program that addresses how to help parents deal effectively with children diagnosed with ADHD.
7. Using the Internet, locate two (or more) school district policies on teachers transporting students in their private vehicles during and after the school day. Plan an in-service training session for your staff that focuses on the rights and responsibilities of teachers transporting students during and after school hours as well as the legal ramification of such activities.
8. Using the Internet, locate two (or more) school district policies on testing procedures of school districts of comparable size to your own. Investigate your district's policy regarding student testing procedures, and determine if your district follows the same procedures. Describe how are they are alike and/or different.

9. Using the internet, locate two (or more) school district policies with regard to tracking students in class according to their skill or ability level. Draft a letter to parents in your community that introduces a new tracking schedule and convinces them that it will be beneficial to all of the students at your school.

The following results illustrated in Table 7 represent the composite disaggregated scores for the Student Learning Activities.

Table 7. Results from Student Learning Activities.

<b>STUDENT</b>								<b>Total</b>
	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Activity 4</b>	<b>Activity 5</b>	<b>Activity 6</b>	<b>Activity 7</b>	
1	5	5	4	5	5	5	4	33
2	5	4	4	5	5	4	5	32
3	3	4	4	5	4	4	4	28
4	4	4	5	4	4	5	5	31
5	5	4	5	4	4	3	4	29
6	4	5	5	3	4	5	5	31

Each assignment was worth a maximum of 5 points. The highest possible total score was 35. As Table 6 illustrates the total scores ranged from 80% mastery to 94% mastery. The rubric used to evaluate the response is the same scoring guide developed for the department's Comprehensive Examination. This rubric is included in the attachment section of this report.

**Assessment #6 Assessment of the application of content knowledge in educational leadership**

**Field Supervisor Evaluation**

**ISLLC/ELCC standards that apply: All ELCC standards apply in this assessment**

The responsibility of the Field Supervisor during the practicum is to provide the candidate with practical experiences as an educational administrator in a work environment. The Field Supervisor will be expected to require the candidate to carry out the administrative and supervisory responsibilities inherent in the position and serve as a mentor and coach to the candidate.

**Field Supervisor Responsibilities:**

1. Consent to serve as the field supervisor.
2. Identify and supervise specific assignments.
3. Monitor the activities of the candidate

4. Collaborate with the Department Practicum Coordinator on matter related to the practicum experience.
5. Provide observations and comments on the performance of the candidate.

**Evaluation by Field Supervisor (Principal):**

1. Practicum/Internship Evaluation Form (2 pages) – Observations and Comments
2. Any other narrative the Field Supervisor’s may wish to add (commendations, and recommendations for improvement or further study).

Attached is the assessment tool that describes what the Field Supervisors are asked to use to evaluate the candidates. The rubric is embedded in this document. Below are the aggregate results for the Field Supervisor’s evaluation during the Fall 2006 and Spring 2007 semesters.

	Fall 2006 (N=6)	Spring 2007 (N=7)	Total MEAN
Problem Analysis	2.8	2.75	2.77
Judgment	3	3	3
Organization	2.9	3	2.95
Decisiveness	2.7	2.8	2.75
Leadership	3	3	3
Sensitivity	3	3	3
Stress Tolerance	3	3	3
Oral Communication	2.75	3	2.87
Written Communication	3	3	3
Range of Interest	3	3	3
Personal Motivation	3	3	3
Educational Values	3	3	3

Note: Commendable= 3; Satisfactory =2; Needs Work = 1

**Assessment #7 Professional Knowledge, Skills and Dispositions**

**Organizational Behavior Simulations**

**ELCC standards that apply: 1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3**

Candidate’s assessment of professional knowledge, skills and disposition in the area of organizational behavior is completed during the course Administrative Behavior and Theory. The objective of this assessment is to give candidates an opportunity to think thoroughly about a particular organizational situation and consider how organizational theory can help to understand and address a complex situation. This analytical assessment is not meant to represent an exhaustive research on the topic, but rather to provide a clear presentation of an organizational issue, problem or situation. The simulation provided

must be a real case. It may be an organization that you belong to, one you know quite well, or one that has been heavily publicized in the media. Several case studies during the class sessions are analyzed to help provide examples to prepare candidates for this assignment. In particular, the organizational case study simulations as presented to the candidates include the following:

- An introduction and background section that describes the situation (i.e., an occurrence, crisis, dramatic event, etc.) and provides relevant data. This may include a brief history of the situation and/or context, a summary of policies and past practices, and/or descriptions of personalities and authority positions involved.
- Analyze the processes, actions, roles, symbols, and other features in the case study that describe what happened and why.
- Describe and summarize YOUR analytic position, as a reflective practitioner, of the situation by reframing it. That is, you may apply each of the four frames articulated by Bolman and Deal to the problem to clarify the situation and generate options or locate the situation in another organizational theoretical paradigm. Summarize by suggesting how this situation should best be handled administratively, and make a link to organizational theory(ies). There is never only one way to examine a situation, so do your best to present an argument for why your analysis is solid and cogent. Attach an organizational chart if it helps clarify the organizational structure. The case study should run between 10-15 pages including references.

The following results are from the Organizational Behavior simulations during the Fall 2006 semester of Administrative Behavior and Theory. The highest possible points available on this assessment is 40.

<u>Student</u>	<u>Evaluation</u>
1	38
2	36
3	40
4	34

### **Standards for written assignment**

1. Content/Development
  - a. All key elements of the assignment are covered in a substantive way.
  - b. Content is comprehensive, accurate, and/or persuasive.
  - c. Major points are stated clearly, are supported by specific details, examples, or analysis.
  - d. Where appropriate, the paper supports major points with theory relevant to development of the ideas, and uses the vocabulary of the theory correctly.
  - e. There is integration of theory and practice whereby the writer is able to link theories to practical experience (i.e., application to the “real world” work setting).

- f. Research is adequate and timely for the topic.
  - g. The context and purpose of the writing is clear (e.g., critique, research, sample memos, business plan, etc.)
2. Organization
- a. The structure of the paper is clear and easy to follow.
  - b. The paper's organization emphasizes the central theme or purpose and is directed toward appropriate audience.
  - c. Ideas flow in a logical sequence.
  - d. The introduction provides sufficient background on the topic and previews major points.
  - e. Paragraph transitions are present and logical, and maintain the flow of thought throughout the paper.
  - f. The conclusion is logical and flows from the body of the paper.
  - g. The conclusion reviews the major points.
3. Format
- a. The paper, including headings, citations and the reference page, follows APA guidelines for format.
  - b. The paper is laid out effectively and uses reader-friendly aids (e.g., sections, summaries, tables of contents, indices, appendices, etc.) when appropriate.
  - c. The paper utilizes references appropriately.
  - d. Headings, the use of italics, etc., aid in the readability of the paper and are not "overdone."
  - e. The paper is neat, with attention given to format requirements.
4. Grammar/Punctuation/Spelling
- a. Rules of grammar, usage, and punctuation apply and are followed.
  - b. Spelling is correct. (Use computer Tools - Spelling and Grammar Check)
5. Readability/Style
- a. Sentences are complete, clear, and concise.
  - b. Sentences are well structured, with consistently strong, varied structure.
  - c. Sentence transitions are present and maintain the flow of thought.
  - d. Words used are precise and unambiguous.
  - e. The tone is appropriate to the content and assignment.

## SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(response limited to 3 pages)

Useful assessment processes help faculty and staff make appropriate decisions about improving programs and services, developing goals and plans, and making resource allocations. The assessment process can be viewed as a cycle. It begins with (1) articulating clear departmental and programmatic goals; (2) designing and articulating objectives to achieve those goals; (3) assessing the achievement of those goals in multiple ways; and (4) using the results of those assessments to improve programs, courses and services for greater student achievement. This section of the report will focus on the latter giving attention to (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning. Because learning organizations, students and their environments are continually evolving, assessments cannot be static. They must be reviewed and modified periodically to remain useful. Departmental meetings have served as a venue to review such matters.

By far, the largest assessment that measure content knowledge and student learning in the Master's Programs of the Department of Educational Administration and Policy is the Comprehensive Examination. This assessment takes place towards the completion of the program. The Comprehensive Examination assess students in the areas of (1) foundations of education, which include educational philosophy, educational history and multicultural education; (2) supervision of education, which include legal issues, fiscal issues, and instructional leadership; and (3) administration, which includes K-12 administrative leadership and management, administrative theory and behavior and conceptual problems in educational administration.

Over a five year period, three changes have occurred in the Department in order to make an effort to increase the initial pass rate on the Comprehensive Examination. It was observed by the Department faculty that the initial pass rate (for first time takers) of the exam was lower than what was expected. Therefore, the department faculty implemented mandatory attendance at our prep sessions for the Comprehensive Exam. We notice that students that

were not successful on the first administration of the exam were more likely to have not attended the prep session organized by the Department. Secondly, in the event that candidates fail a section of the exam or the entire exam, they are to meet with a designated member of the faculty to assist in the preparation of the retake. This sometimes may mean that the candidate take an additional course in the subject matter, audit a course, or be given a focus of study. Candidates are not allowed to retake the exam without first going through this intervention. Lastly, faculty have begun matching the assessment format of the exam similar to the assessment formats of course exams.

The largest assessment that measures professional and pedagogical knowledge as well as student learning is the practicum experience for the candidates. The Practicum experience is an integral part of the preparation for future positions in educational administration and supervision. It is designed to provide the candidate with practical experiences as an educational administrator. The candidate is expected to engage in real-life situations, carry out responsibilities, and have the opportunity to apply the knowledge and theory learned during graduate coursework. In this process, the candidate will also learn to think critically; analyze and solve problems; make ethical decisions; understand and use technology; know and understand self, history and community; demonstrate knowledge, sensitivity and skill in working with special needs and diverse populations; and gain the confidence necessary to provide effective educational leadership. There are several ways that these areas are assessed during the practicum. Candidates complete a self evaluation in the form of a questionnaire and journal log. They are also evaluated by their field supervisor and the department's practicum coordinator. We have learned that the practicum experience for candidates is one of the strongest aspects of the program. Candidates have been delighted by the variety of placements and field supervisors have been equally impressed by the leadership and professionalism of the candidates. One way that we were able to strengthen the practicum experience for all involved was to increase the amount of time that candidates met with the practicum coordinator and their student colleagues during the semester. This increased interaction allowed for a stronger support system to ensue, greater guidance, and a more efficient manner for the exchange of ideas. Additionally, in order to strengthen the practicum component of the program, we made its application more formal. Instead of merely requiring pre-requisite courses, a practicum handbook was formalized. This handbook, which is about 30 pages, includes an overview, application, responsibilities for all parties, suggested activities, all evaluation instruments, syllabus, etc. This handbook assists in the standardization of knowledge for the candidate, site supervisor, practicum coordinator and candidate's academic advisor. All parties are clear about expectations.

Additionally, there has been discussion around instituting a mandatory administrative licensure exam for candidates to pass before graduation. While this discussion is very new, it is being researched by the department faculty. Lastly, the Department recognized that the students could benefit from the academic fellowship of a student organization in their discipline. Therefore, the Graduate Student Advisory Council (GSAC) was created. GSAC has been an important and welcomed addition to our Department. Their membership increases each academic year. They provide guidance to new and existing students. They present workshops for networking and academic enrichment outside of

course work. As members, they have also been able to assume student leadership positions in preparation for professional leadership positions.