Mission:

The mission of the Department of Educational Administration, based on our Conceptual Framework, is to prepare informed, dynamic professionals for diverse settings. The faculty members of the Educational Leadership Program are dedicated to helping students to develop competencies in each domain:

A. Educational Leadership
   - Philosophy
   - Learning
   - Teaching/Instruction
   - Curriculum
   - Research
   - Teacher Supervision
   - Instructional Evaluation
   - Staff Development
   - Student Services Program Evaluation

B. Managerial Competency
   - Information Management and Utilization
   - Legal/Policy
   - Plant & Facilities
   - Finance
   - Personnel
   - Labor Relations
   - Technology as an Administrative Tool

C. Political/Leadership Ability
   - Strategic Planning
   - Problem Analysis & Decision-making
   - Conflict Resolution
   - Change Management
   - Community Relations
   - Organizational Theory
Philosophy

Our philosophy for the preparation of educational administrators is predicated on the SPECTRUM MODEL. The basic tenet of the Model is that each program should produce informed, dynamic professionals. The SPECTRUM consists of an array of components (Knowledge, Skills and Values), which are thought to be key in the preparation of students.

The Knowledge component represents those areas of knowledge, information, conceptual understandings, and the like that the informed professional should exhibit. These have been identified by the faculty and are embodied in the substantive objectives listed for each course offered in the program.

The Skills component represents those abilities, competencies, techniques, etc., that should be exhibited by a dynamic professional. These have been identified by the faculty and are embodied in the substantive objectives listed for each course offered in the program.

The Values component represents a focus on the development of key values, ethics, conventions, principles, and dispositions that should be exhibited by a committed professional. These are not prescribed by the faculty, but rather their development is cultivated through studies and process activities embodied in certain aspects of the program's courses.

The Application component represents an effort to encourage students to apply the knowledge and skills acquired through their studies in the field, under real-life circumstances. This component is addressed primarily through the supervised field study experience(s) required of all students.

Assessment Process:

The assessment process for the Advanced Programs of the College of Education is explicitly designed to be a system that measures the achievement of the Advance Programs Learning Outcomes designated into the categories of Knowledge, Skills, and Dispositions. The Department of Educational Leadership has a Conceptual Framework (an NCATE requirement) that has at its core, the SPECTRUM Model of Advanced Programs Learning Outcomes. A student chooses between the following Advanced Programs: MA in Educational Administration, Post MA in Educational Administration, MA in School Business Administration, Post MA in School Business Administration, and the Ed.D. in Urban Leadership. Each of the Advanced Programs have their courses and assessments aligned with the Advanced Programs Learning Outcomes as well as to their programs’ national standards. Direct Measures and Indirect Measures that serve as evidence that our candidates are meeting the Department of Educational Leadership Advanced Learning Outcomes as well as their programs’ national standards are uniform across the programs. For the Department of Educational Administration’s NCATE accreditation, it is incumbent upon us to collect program data across the unit that is our evidence that our students are meeting outcomes and standards. Table 1 provides a chart that shows where indirect and direct measures are taken at transition points through their program. The culminating direct-measure assessments (thesis, comprehensive exams, portfolios, or a dissertation in the EdD program) are carried out in the appropriate end-of-program coursework and experiences. The Assessment System for the Department of Educational Leadership uses common data collected across the programs from the Direct and Indirect Measures for program improvement through a program review and report process. See Table 3 for a graphic representation of how the data is used in decision-making for program improvement.
Program Student Learning Outcomes (See Table 1 for alignment with KU and GE SLOs.)

Department of Educational Leadership’s Advance Programs Student Learning Outcomes (SLOs) (3 Categories)

Knowledge
A. The candidate knows subject/field and knows appropriate pedagogy, strategies, practices.
B. The candidate understands the role of social, psychological, political, historical and technological forces in making sound educational/clinical decisions.
C. The candidate examines the nature of teaching and schooling as a reflective practitioner and formulates a personal education philosophy.
D. The candidate demonstrates understanding of diversity and multiple perspectives.
E. The candidate is knowledgeable about various federal, state, and/or local educational agencies and professional organizations.
F. The candidate understands the range of technological applications within the field and recognizes the importance of technology in professional practice.
G. The candidate demonstrates knowledge of national, professional and state standards (New Jersey Core Curriculum Content Standards).
H. The candidate demonstrates knowledge of assessment and evaluation appropriate to field.
I. The candidate demonstrates an understanding of research terminology, concepts and practices.
J. The candidate interprets educational/clinical data, issues and trends.

Skills
A. The candidate applies knowledge and content pedagogy and/or professional practice appropriate to field and setting.
B. The candidate applies a practical problem-solving perspective sensitive to the context of school, community and society.
C. The candidate evaluates, clarifies and refines personal philosophy of professional practice.
D. The candidate fosters and participates in collaboration in all professional settings.
E. The candidate demonstrates ability to assess, analyze, monitor and promote student/client progress.
F. The candidate uses technology appropriate to field.
G. The candidate implements effective strategies for teaching/supervision/professional practice and supports and fosters the belief that all children can learn.
H. The candidate integrates knowledge derived from professional research into practice in various educational/clinical settings.
I. The candidate applies action research to discover new information and/or solve problems in professional settings.
J. The candidate demonstrates effective oral and written communication skills.
K. The candidate analyzes and evaluates his/her own professional skills.

Dispositions
A. The candidate promotes an appreciation and understanding of diversity in schools and society and demonstrates a commitment to meet the educational needs of all stakeholders in a caring, non-discriminatory and equitable manner.
B. The candidate commits to collaborative professional partnerships in schools and other learning communities.
C. The candidate creates a positive school climate in which teaching and learning are primary concerns.
D. The candidate recognizes the ethical implications surrounding contemporary problems and issues.
E. The candidate commits to ethical principles of research.
F. The candidate commits to moral and ethical principles of leadership; affirms human dignity and an ethic of caring for all people.
G. The candidate models professional and leadership behaviors in all interactions with school and community.

*KU Student Outcomes: Kean University graduates should be able to:
1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;
3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (Prof. pgms)

**General Education Student Learning Outcomes

Student Learning Outcomes – Knowledge: Students will demonstrate proficiency in knowledge and content by:
(K1) applying the scientific method to comprehend natural concepts and processes;
(K2) evaluating major theories and concepts in social sciences;
(K3) relating historical references to literature; and
(K4) evaluating major theories and concepts in the fine arts.

Student Learning Outcomes – Skills: Students will demonstrate the skills necessary to:
(S1) write to communicate and clarify learning;
(S2) communicate effectively through speech;
(S3) solve problems using quantitative reasoning;
(S4) think critically about concepts in multiple disciplines; and
(S5) show information literacy.
<table>
<thead>
<tr>
<th>KU SLOs</th>
<th>Kean’s SPECTRUM MODEL Advanced Learning Outcomes</th>
<th>ELCC</th>
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<tbody>
<tr>
<td>KU4</td>
<td>A. The candidate knows subject/field and knows appropriate pedagogy, strategies, practices.</td>
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<td></td>
<td>B. The candidate understands the role of social, psychological, political, historical and technological forces in making sound educational/clinical decisions.</td>
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<td>C. The candidate examines the nature of teaching and schooling as a reflective practitioner and formulates a personal education philosophy.</td>
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<td>D. The candidate demonstrates understanding of diversity and multiple perspectives.</td>
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<td>E. The candidate is knowledgeable about various federal, state, and/or local educational agencies and professional organizations.</td>
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<td>F. The candidate understands the range of technological applications within the field and recognizes the importance of technology in professional practice.</td>
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<td></td>
<td>G. The candidate demonstrates knowledge of national, professional and state standards (New Jersey Core Curriculum Content Standards).</td>
<td>2,6</td>
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<tr>
<td>H.</td>
<td>The candidate demonstrates knowledge of assessment and evaluation appropriate to field.</td>
<td>2</td>
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<tr>
<td>I.</td>
<td>The candidate demonstrates an understanding of research terminology, concepts and practices.</td>
<td>2,3,6,7</td>
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<td>J.</td>
<td>The candidate interprets educational/clinical data, issues and trends.</td>
<td>2,6,7</td>
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<td>B.</td>
<td>The candidate applies a practical problem-solving perspective sensitive to the context of school, community and society.</td>
<td>3,6,7</td>
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<td>C.</td>
<td>The candidate evaluates, clarifies and refines personal philosophy of professional practice.</td>
<td>1,5</td>
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<td>D.</td>
<td>The candidate fosters and participates in collaboration in all professional settings.</td>
<td>3,4,7</td>
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<td>E.</td>
<td>The candidate demonstrates ability to assess, analyze, monitor and promote student/client progress.</td>
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<td><strong>G.</strong> The candidate implements effective strategies for teaching/supervision/professional practice and supports and fosters the belief that all children can learn.</td>
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<td><strong>H.</strong> The candidate integrates knowledge derived from professional research into practice in various educational/clinical settings.</td>
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<td>2,7</td>
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</table>
D. The candidate recognizes the ethical implications surrounding contemporary problems and issues. 5,7

E. The candidate commits to ethical principles of research. 7

F. The candidate commits to moral and ethical principles of leadership; affirms human dignity and an ethic of caring for all people. 3,5,7

G. The candidate models professional and leadership behaviors in all interactions with school and community. 2,3,4,5,7

<table>
<thead>
<tr>
<th>Assessment Points at Critical Stages and Standards/Outcomes</th>
<th>Benchmarks</th>
<th>Assessment Tools Internal (I) and External(E) Measures</th>
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<tbody>
<tr>
<td>Prior to Comprehensive Exam</td>
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<tr>
<td>Content Knowledge</td>
<td>Satisfactory completion of required courses</td>
<td>Transcripts (E)</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>Successful completion of assignments in identified courses</td>
<td>Course specific rubrics (I)</td>
</tr>
</tbody>
</table>

Table 2: Assessment System for Advanced Programs
| Pedagogical Knowledge & Skills | Satisfactory completion of internship/practicum | Internship/practicum evaluation forms (I) |
| Dispositions | Satisfactory completion of internship/practicum | Internship/practicum evaluation forms (I) |

### At Program Completion

| Content Knowledge | Satisfactory completion of qualifying exam | Qualifying Exam (E) |
| Content Knowledge | Satisfactory completion of coursework | Transcripts (E) |
| Pedagogical Knowledge & Skills | Satisfactory completion of internship/practicum | Internship/practicum evaluation forms (I) |
| Pedagogical Knowledge & Skills | Satisfactory completion of Action Research/EDD Action Research Dissertation | Action Research/Action Research Dissertation grades (I) |
Table 3

COLLEGE OF EDUCATION ASSESSMENT SYSTEM/DEPARTMENT OF EDUCATIONAL ADMINISTRATION ADVANCED PROGRAMS ASSESSMENT SYSTEM

INITIAL PROGRAMS

- Praxis I & II Data by Program
- Field Experience Data by Program
- TWS Data by Program
- Report Card Data by Program
- Graduate Survey Data by Program
- Program Review Data (6-8 Key Assessments)

ADVANCED PROGRAMS

- Employer Focus Group Data
- Graduate Focus Group Data
- Employer Survey Data
- Report Card Unit Data
- Praxis I & II Unit Data
- Field Experience Data
- TWS Portfolio Unit Data
- Program Review Data (6-8 Key Assessments)

Department/Program

Actions

Administrative Council
Other Unit Committees & Councils

New Program Development
New Course Development
Refining of Assessments & Data Collection
Program Improvement

COE Dean

Admissions Data
Qualifying Exam Scores/Projects
Clinical/Practicum Data
Report Card Data by Program
Graduate Survey Data by Program
TWS Portfolio Unit Data

COE Dean

Admissions Data
Qualifying Exam Scores/Projects
Clinical/Practicum Data
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TWS Portfolio Unit Data

Department/Program

Actions

Unit Mission & Outcomes
Monitor Recruitment &
Faculty Development &
Review & Change Policies & Procedures

Department/Program

Actions

Unit Mission & Outcomes
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