

X First Critique
Second Critique
Special Critique

**NCATE
Approval with Specialized Professional Association
Guidelines**

Professional Organization: **Educational Leadership Constituent Council (ELCC)**

Institution Submitting Program: Eastern Michigan University

Program: Educational Leadership, Masters (M)
Educational Leadership, Specialist (S)

Date of Review: 7/22/03

Degree Level: Master's, 6th year Specialist

SPECIALIZED PROFESSIONAL ASSOCIATION'S RECOMMENDATION(S):

Program(s) Recognized: Educational Leadership, Masters (M)

Program(s) Deferred: Educational Leadership, Specialist (S)

Due Date for Submission of Additional Information: November 7, 2003

Additional Information Needed for Compliance: Clarification and documentation is needed of candidate performance activities and assignments in the syllabi referenced for the guideline indicators noted below.

PERCEIVED PROGRAM STRENGTHS: The information included with the rejoinder report clarified many areas of concern noted in the previous report. It is evident that the department has made strides toward revising its programs to meet the expectations for many of the guideline indicators. With the changes described in the rejoinder report, the following guideline indicators are now in compliance: 2.3 (S), 3.3 (M), 3.4, 3.6, 3.7 (S), 3.9, 4.1, 4.2, 5.1, 5.2, 5.3, 5.5, 6.1 (S), 6.2, 6.3, 6.4, 7.5, 10.1 (M), 10.2 (M), 10.3 (M), 10.4 (M), 10.6, 11.7, and 12.3.

GUIDELINES/COMPETENCIES STILL NOT MET: 3.5, 4.6 (S), 5.4, 7.4 (S), 8.1 (S), 8.2 (S), 8.3 (S), 8.4 (S), 9.1 (S), 9.2 (S), and 9.3 (S).

PERCEIVED PROGRAM WEAKNESSES:

Guideline Indicator 3.5: It is still unclear how candidates in EDLD 5XX are given an opportunity to align curricular goals and objectives with instructional goals and objectives and desired outcomes. While this indicator has been listed as a course objective/goal in this course, there is no description of corresponding candidate performance activities or assignments to support the performance requirements of this indicator.

Guideline Indicator 4.6 (S): It is still unclear how all candidates in the Specialist program are given an opportunity to effectively negotiate and manage collective bargaining or written agreements. While the activity/assignment presented in EDLD 615 does align with this indicator, it is an elective course and not all candidates may choose to take it and gain mastery of this competency.

Guideline Indicator 5.4: It is still unclear how all candidates in EDLD 513 are required to address student and family conditions affecting learning. While the activity/assignment presented in this course does align with this indicator, candidates are only "encouraged" to complete this, not required; therefore, it is not assured that all candidates will gain mastery of this competency.

Guideline Indicator 7.4 (S): It is still unclear how all candidates in EDLD 513 are required to promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation. While the activity/assignment presented in this course does align with this indicator, candidates are only "encouraged" to complete this, not required; therefore, it is not assured that all candidates will gain mastery of this competency.

Guideline Indicator 8.1 (S): It is still unclear how candidates in EDLD 612 are required to identify and analyze the major sources of fiscal and non-fiscal resources for schools and districts. The rejoinder narrative statement refers to evidence that could not be substantiated because the course syllabus is missing from the rejoinder report materials. In addition, EDLD 612 is listed as an optional course; therefore, not all candidates may choose to take it and gain mastery of this competency. Clarification and submission of supporting documentation is needed to ascertain compliance for this indicator.

Guideline Indicator 8.2 (S): It is still unclear how candidates in EDLD 612 are given an opportunity to acquire and manage financial and material assets, capital goods and services, and allocate school or district resources. The rejoinder narrative statement refers to evidence that could not be substantiated because the course syllabus is missing from the rejoinder report materials. In addition, EDLD 612 is listed as an optional course; therefore, not all candidates may choose to take it and gain mastery of this competency. Clarification and submission of supporting documentation is needed to ascertain compliance for this indicator.

Guideline Indicator 8.3 (S): It is still unclear how candidates in EDLD 612 are given an opportunity to develop an efficient budget planning process. The rejoinder narrative statement refers to evidence that could not be substantiated because the course syllabus is missing from the rejoinder report materials. In addition, EDLD 612 is listed as an optional course; therefore, not all candidates may choose to take it and gain mastery of this competency. Clarification and submission of supporting documentation is needed to ascertain compliance for this indicator.

Guideline Indicator 8.4 (S): It is still unclear how candidates in EDLD 612 are given an opportunity to perform budget management functions. The rejoinder narrative statement refers to evidence that could not be substantiated because the course syllabus is missing from the rejoinder report materials. In addition, EDLD 612 is listed as an optional course; therefore, not all candidates may choose to take it and gain mastery of this competency. Clarification and submission of supporting documentation is needed to ascertain compliance for this indicator.

Guideline Indicator 9.1 (S): It is still unclear how candidates in EDLD 518 are required to use technology, telecommunications, and information systems for the enrichment of curriculum and instruction. The rejoinder narrative statement refers to evidence that could not be substantiated because the course syllabus is missing from the rejoinder report materials. In addition, EDLD 518 is listed as an optional course; therefore, not all candidates may choose to take it and gain mastery of this competency. Clarification and submission of supporting documentation is needed to ascertain compliance for this indicator.

Guideline Indicator 9.2 (S): It is still unclear how candidates in EDLD 518 are given opportunities to apply and assess current technologies for school management and business procedures. The rejoinder narrative statement refers to evidence that could not be substantiated because the course syllabus is missing from the rejoinder report materials. In addition, EDLD 518 is listed as an optional course; therefore, not all candidates may choose to take it and gain mastery of this competency. Clarification and submission of supporting documentation is needed to ascertain compliance for this indicator.

Guideline Indicator 9.3 (S): It is still unclear how candidates in EDLD 518 are required to develop and monitor long range technology plans and make informed decisions about computer hardware and software. The rejoinder narrative statement refers to evidence that could not be substantiated because the course syllabus is missing from the rejoinder report materials. In addition, EDLD 518 is listed as an optional course; therefore, not all candidates may choose to take it and gain mastery of this competency. Clarification and submission of supporting documentation is needed to ascertain compliance for this indicator.

OTHER COMMENT: The department is to be commended on providing a strong Master's program that is now in substantial compliance with each of the 12 guideline areas.

REJOINDERS: A rejoinder may be filed with NCATE to be reviewed by the ELCC if you feel that a recommendation is not correct for a given guideline indicator. Please include clarified and supporting evidence needed to re-evaluate approval. Do not refer to previous program reports. If another review of the program is requested, please submit three bound copies of the rejoinder to ELCC, via NCATE. Please do not send a rejoinder unless explanations and candidate performance evidence support a case for approval.