EDUCATIONAL LEADERSHIP PROGRAM

- Preliminary Administrative Services Credential (Tier I)
- Master of Arts in Educational Administration

The Commission on Teacher Credentialing (CTC) has mandated a two-step process for obtaining an Administrative Services Credential: a Preliminary (Tier I) phase and a Clear (Tier II) phase. Completion of the Kalmanovitz School of Education (KSOE) program in Educational Leadership allows the candidate to be recommended for a Preliminary Administrative Services Credential. A Master of Arts in Educational Administration degree can also be obtained by completing an additional ten (10) units of coursework after the completion of the Preliminary Administrative Services Credential (Tier I) coursework.

The KSOE no longer offers a coursework route to the Clear (Tier II) Credential as a number of low-cost alternative routes to the credential have recently been created that allow a candidate to clear the Tier I by working through employing districts, professional organizations, in-service training, and/or examination.

Note: that acceptance into any KSOE graduate degree program requires a separate application and acceptance process from the credential and certification programs.

Mission Statement
The mission of the Saint Mary’s College Educational Leadership Program is to prepare highly qualified educators to meet the challenges and opportunities for education in our rapidly changing society and enable them to provide enlightened and competent leadership in the 21st century.

Graduates of the Educational Leadership Program emerge as competent professionals and are able to act as agents for change in their communities.

The Educational Leadership Program trains administrators who will:

- Provide leadership to schools and school systems marked by the participation and collaboration of the professional staff and community stakeholders.
- Become active voices in the struggle to bring an excellent education to all communities
- Demonstrate the ability to work through the difficult ethical inquiry decisions confronting school leaders.
- Continue to develop the capacity to engage in critical inquiry about education and its relationship to society.

Preliminary Administrative Service Credential (Tier I)
All applicants must have completed three years of full-time teaching, or work which requires a service credential (such as counseling), by the time they have completed the Preliminary Administrative Credential Program in order to be recommended for a credential.

Completed applications for admission to the program must be filed no later than August 15 for the fall term and January 15 for the spring term. If the classes are not filled on these dates, late applications are accepted up to the dates that the classes begin.

Three letters of recommendation are required. One of these letters of recommendation should be from the candidate’s administrative supervisor, attesting to the candidate’s fitness and temperament, personality, and ability to serve effectively in an administrative position. An interview with the Program Director is required. The interview will assess the applicant’s readiness for the program and will provide the applicant with a thorough knowledge of what is expected of the candidate and what the candidate may expect from the faculty. A 3.0 grade point average in graduate work is required for full admission.

The Preliminary Administrative Services Credential Program covers two semesters, three weekends in the summer and one additional weekend in January. Classes are held on Saturdays, 8am-5pm with approximately nine (9) hours per month online, at the time and place the student chooses. Classes meet for eight (8) or nine (9) Saturdays each semester.

Most faculty members in the program are practicing administrators and the curriculum integrates theory and practice.

**Requirements for the Credential:**

- Possess one of the following California credentials:
  - a valid California teaching credential requiring a baccalaureate degree
  - a valid California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree
  - a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent

- Complete a minimum of three years of successful, full-time experience in public schools, nonpublic schools, or private schools of equivalent status (this experience may be teaching, pupil personnel work, librarianship, health services, or clinical or rehabilitative services. “Full-time service” means service for at least a minimum day for three-fourths of the total days in the school year. Substitute or part-time service does not apply.)

- At the time of admission to the program the applicant must either have fulfilled the
California Basic Skills Requirement (BSR) or be registered for the next offering of one of the approved routes to the BSR. Before beginning participation in the second semester of the program the candidate must have fulfilled one of the approved routes to the BSR.

**Preliminary Administrative Service Credential (Tier I)**

**Required Courses (24 units)**

**Semesters One and Two**

EDAD 331 - Employee Management and Supervision (3)

EDAD 332 - Leading Curriculum and Instruction (3)

EDAD 333 - Introduction to Educational Leadership and Administration (3)

EDAD 341 - Budgets, Resources and Facilities, Schedules (2)

EDAD 342 - Technology in Leading and Managing (1)

EDAD 343 - Education Law, Regulations and Policy (3)

EDAD 344 - Research to Lead an Educational Community (1)

EDAD 345 - Special Needs Students: Leading and Managing Programs (2)

EDAD 347 - Executive Communication Skills for Educators (3)

EDAD 349 - Supervised Field Experience in Administration (3)

**Master of Arts in Educational Administration**

Completion of Tier I program is a prerequisite to completing the master’s degree program of study. The Master of Arts in Educational Leadership degree in Educational Administration requires 10 additional units of course work beyond the Preliminary Administrative Services Credential.

The Master of Arts in Educational Administration degree can be obtained by completing an additional ten (10) units of coursework after the completion of the Preliminary Administrative Services Credential (Tier I) coursework (24 units). Classes are held on weekends along with a special seminar dealing with major issues in administration at the district office level.

The Educational Leadership Program (ELP) also offers a Doctorate of Education (Ed.D.) in Educational Leadership. The Ed.D. Program accepts professionals from a variety of fields who have completed a master’s degree or the equivalent and have three years of experience as a professional in their field. Applicants who are not interested in K–12 school administration are also encouraged to apply.
Note: acceptance into any KSOE graduate degree program requires a separate application and acceptance process from the credential and certification programs.

Master of Arts in Educational Administration  
(10 units in addition to Tier I Courses)

EDAD 520 - Special Studies Seminar (1)

EDAD 572 - Research Seminar I (3)

EDAD 582A & EDAD 582B - Research Seminar II (3) (Prerequisite: EDUC 572)

EDUC 592 - Thesis (3) (Prerequisite: EDUC 572 and EDUC 582)

OR

EDUC 597 - Synthesis Project (3)

Educational Leadership Courses

EDAD 331 Employee Management and Supervision (3)  
In this course candidates learn to manage human resources. Topics include: recruitment, observations, the process of supervision, evaluations, professional development, collective bargaining, implementing employee contracts, grievances, and the rights of disabled employees. Candidates learn to develop school and district employee procedures to fit law and policy.

EDAD 332 Leading Curriculum and Instruction (3)  
This course explores the theoretical foundations and current research in leadership of curriculum development, assessment and the implementation of curriculum. Candidates learn to supervise instructional staff. Candidates discuss strategies for collaboratively effecting changes in curriculum, improving instructional strategies so that every child will succeed, using assessment data to drive instructional strategies and materials, and methods which have been found to improve low-socioeconomic schools. Candidates are given opportunities to solve problems and practice using their leadership skills and knowledge through real life scenarios.

EDAD 333 Introduction to Educational Leadership and Administration (3)  
Candidates discuss the educational philosophies influential in the United States and the relationship of philosophy to effective practice. Candidates investigate the Lasallian tradition practiced at this college. The topic of ethics is explored and each candidate clarifies his or her values. Candidates investigate the structures that create an effective learning community/culture by leading a school towards the development of a shared vision, common goals, and agreed-upon values. The need to meet the needs of all children, including students who are: low wealth, English Learners, newcomers, and Gifted and Talented, is discussed. Candidates learn
techniques and strategies of shared governance and leadership. Additional topics include: alternative schools, charter schools, effective meeting management and facilitation, career planning for educational leaders, and the job search process for school administrators. Candidates focus on making progress toward meeting California Commission for Teaching Credentialing (CCTC) standards and develop both short and long term goals.

EDAD 341 Budgets, Resources and Facilities, Schedules (2)
Candidates learn to use fiscal and other resources to strategically support student learning. The course explores: methods used when collaboratively prioritizing resources, and the process used for planning, allocating, tracking, and managing fiscal, curriculum, and building resources. Candidates prepare or revise one of the following: a school budget, a facilities improvement plan, and/or a written strategy to institute a process in which the entire school community will be involved in developing a new school plan. The budget planning process is explored using interactive activities.

EDAD 342 Technology in Leading and Managing (1)
(January)
In this course each candidate conducts an individual assessment using the National Education Technology Standards for School Administrators (NETS-A) as a guide. The candidate works with a faculty member to determine the technology learning objectives she or he needs to achieve during the course. These objectives become part of an individual technology-learning plan, which guides the independent study of the candidate. As part of their professional portfolio, all candidates prepare a multimedia presentation. Candidates also provide evidence that they are utilizing technology in the work they perform at their job site or fieldwork location.

EDAD 343 Education Law, Regulations and Policy (3)
This is a survey course of federal, state, and local laws and policies that apply to educational institutions. Topics of discussion include: civil rights, freedom of speech, student behavioral management systems, school safety, sexual harassment, equitable treatment for all, church/state issues, the governing authority of federal, state, and county/local school districts, and enforcement of educational policy. Candidates are given the opportunity to examine cases and to practice their analytical skills as they determine the best course of action in these particular situations. The federal and state constitutions are reviewed along with case studies of major U.S. Supreme Court cases impacting education. Tort law and negligence issues are examined, as well as effective use of legal counsel. [Note: This course does not focus on employee bargaining rights.]

EDAD 344 Research to Lead an Educational Community (1)
In this course candidates consider the quantitative point of view including: using data to design, implement, support, evaluate and improve instructional programs and to drive the professional development of staff. Candidates learn about the primary quantitative research methodologies and how to interpret fundamental statistical data. Candidates also consider the qualitative point of view including the methodology and techniques of: observation, fieldwork, data reduction, validation methods, and methods of reporting data and conclusions. Two of the primary goals of the course are for candidates to develop the ability
to analytically critique published research and to learn how to develop a research question. Candidates also consider the ethical challenges of research on human subjects.

**EDAD 345 Special Needs Students: Leading and Managing Programs (2)**
Candidates learn to provide oversight and personal accountability for district policies and all government laws/regulations governing: Individuals with Disabilities Education Act (IDEA), Student Study Teams, federal and state categorical programs, Americans with Disabilities Act-“504” requirements, special education programs, bilingual and English Learner education, and other programs which have a significant impact on students with special needs. Candidates consider how to balance advocacy for the child’s best interests with the school/district need to maximize its limited resources to provide a Free Appropriate Public Education (FAPE). Candidates will learn techniques of how effective administrators lead teams to a consensus. A goal of the course is that all participants will have an understanding of diagnostic testing and how to utilize assessment results for eligibility for special programs. Candidates learn of the alternative programs available through non-public agencies, districts, SELPAs County Offices of Education, and Court Schools.

**EDAD 347 Executive Communication Skills for Educators (3)**
This is a survey course teaching communication skills to school leaders, including: listening skills, non-verbal communication skills, oral presentations skills, and writing skills. Candidates learn how to communicate while under pressure, the psychological principles in communication, and how to use technology to improve communication. Candidates practice making the type of presentations that site and district leaders give to their educational community. During the course participants learn the importance of communicating values, including their respect for diversity. Participants practice: facilitating communication in small group settings, working with the press and other media, and making written and verbal presentations.

**EDAD 349 Supervised Field Experience in Administration (3)**
(completed over a semester and summer)
Prerequisite: Completion of nine or more units in the ELP program
*Note: some students must attend the summer session in order to arrange their fieldwork in a variety of settings, including at least one, which has a diverse student population.*

In this course candidates have the opportunity to practice each of the skills they have learned in their preparation to lead a school community through supervised, planned activities in partnership schools which are in a variety of settings and at least one of which is in a setting with a diverse student population. This practice follows a plan, which is developed collaboratively with a college advisor, the partner fieldwork supervisor, and the candidate. Each student develops a program portfolio, which documents the candidate’s reflective, self-analytical formative assessment and the candidate’s record of professional, intellectual, and personal growth using artifacts from the field experience. The college advisor, the partner fieldwork supervisor, and the candidate work together to assess this portfolio at the end of the semester. As part of these fieldwork experiences, the partner fieldwork supervisor and the college advisor verify that the candidate practices shared decision-making techniques and is engaged in activities, which have long-term educational policy issues. The college advisor, the partner fieldwork supervisor, and the candidate collaborate throughout the course to conduct formative and summative assessments. At the end of the course
candidates complete a Summative Fieldwork Assessment to determine if the candidate has met all of the objectives of the course.

**EDAD 520 Special Studies Seminar (1)**
This course allows faculty and students an opportunity to investigate certain topics in educational leadership in a seminar setting. Although the topics will often focus on foundational knowledge of educational theories and philosophies, other special interest topics will occasionally be the focal point of the seminar. For this term, this course will focus on the different career pathways available to those who wish to serve an entire district, either as a district office employee or as an “itinerate” specialist or manager who services several sites.

**EDAD 572 Research Seminar I (3)**
This course has three primary goals: Help students become skilled and critical consumers of education research; encourage educational and clinical professionals to base their work on inquiry and reflection, and to become practitioner-researchers; and provide the tools to prepare students to conduct original research in pursuit of their Masters thesis and beyond. Parallel course to EDUC 572.

**EDAD 582A and B Research Seminars II (3)**
This course has three primary goals: help students finalize their research/synthesis project topic and design; continue to encourage students to base their work on inquiry and reflection, and to become practitioner-researchers; and support students in conducting and completing original and high quality research, beginning with design development and continuing through data collection, analysis and interpretation. Parallel course to EDUC 582. Prerequisite: EDUC 572

**EDUC 592 Thesis (3)**
Development and writing of the thesis as proposed in EDUC 593. Individual conferences with advisors. Prerequisites: EDAD 520, 572, 582A and B

**EDUC 597 Synthesis Project (3)**
An extensive project at the close of the candidate’s Master’s program, involving a synthesis of the knowledge and understanding of educational and psychological principles developed during the program. The project may take various forms approved by the advisor: research, a curriculum unit, videotape or film. Individual conferences with advisers. Prerequisites: EDAD 520, 572, 582A and B