College of Education
Department of Educational Leadership
Credential/Masters Program Handbook
Summer and Fall 2017

Dear Candidate:

Congratulations on being selected as a member of the aspiring administrators group. You are embarking on a wonderful mission to increase educational opportunities for all PreK-12 students.

School leadership is a compelling responsibility that requires a positive disposition and a well-developed skill and knowledge base. The Department of Educational Leadership (EDL) faculty is confident that we have selected wisely and that you will be successful in making schools better places.

The SDSU Educational Leadership Program will provide you with skills and knowledge through a variety of coursework and field experiences that are tied to the California Administrator Performance Expectations (CAPEs). Your fieldwork experiences will provide you with the opportunity to apply those skills and be supervised by university instructors along with your site supervisor.

Your cohort is your learning community. Achieving all the requirements for the credential in 3 semesters and the masters in 5 semesters will require commitment and dedication. It can only happen through your hard work, flexibility, perseverance and professional attitude. Your cohort will serve as a support system providing encouragement as needed.

The faculty and staff in the Educational Leadership Department are here to assist you in any way. Please do not hesitate to call with your questions and/or concerns.

Our best wishes for a very productive experience.

Sincerely,

EDL Department Personnel
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Do you aspire to be an Equity-Driven School Leader responsible for empowering Engaged, Inspired, and Successful Learners?

If so, we are ready to help you achieve that goal. It’s our guarantee! The Educational Leadership program at San Diego State University will prepare you to lead.

Engaged, Inspired, and Successful Learners are those who see connections between their academic and personal performance as a student and their educational, civic, social, and familial aspirations and responsibilities.

Engaged, Inspired, and Successful Learners affirm the following types of ambitious statements regarding their voice, agency, and aspirations:

- *I feel safe at school as a valued member of this school community.*

- *I feel my family and school staff works together to help me succeed, have high expectations for me, and believe in me and in my abilities.*

- *I believe I am receiving excellent instruction in my classes. I understand what is required to be successful in each of my classes, am challenged in my classes, and I am achieving.*

- There are lots of leadership opportunities for students at my school. I am a leader.

- *Staff provides me opportunities based on knowing my interests. I have aspirations.*

- *I think believe our school connects me to meaningful real-world issues and experiences.*

School is a place that is helping me dream about my future. I like who I am. I know where I am going. I am prepared to work hard to reach my dreams.

School is helping me discover what life is all about. I feel I have lots of chances to ask and answer questions about myself, and how I fit in the world. I can look in the mirror and smile at whom I see.

An Equity-Driven School Leader insists that gaps in opportunities to learn are eliminated by creating the conditions necessary for all students to set goals and achieve in school and in life. They ask themselves these questions to stimulate thought and provoke action:

- How do we know our stakeholders (including students) feel informed, valued and engaged in creating conditions for all students to aspire and achieve in school and in life?

- How do we know our student body is fully composed of engaged, inspired, and successful learners?

- Does each member of our student body learn and perform at the ambitious academic levels needed to succeed in school and community?

- Do our stakeholders have shared agreements about expectations for the success our entire student body?

- In what ways do my words and behavior as a school leader build trust?

- Do my words and behavior as a school leader communicate, model, and promote our shared vision of engaged, inspired, and successful learners?

- How can we operate in such a way that we create meaningful opportunities for all students, and seek to expand opportunities to learn for the entire student body?
The Mission of the Educational Leadership Department is to prepare future school leaders who desire to make a powerful difference in the lives of students. The EDL Department is committed to developing the skills and dispositions of future leaders who want to:

- **Learn** how to respond to emerging challenges and opportunities facing schools,
- **Lead** and nurture the capacity of others toward a vision of excellence for all demographic groups of students, and
- **Transform** schools into dynamic learning communities that focus on results.

The credential program in the EDL Department is comprised of two main strands. The two elements of the credential program are: courses with benchmark assignments and field experience.

There are seven benchmark assignments that are distributed throughout EDL coursework. They include:

- Target group improvement plan (EDL 630)
- Educational platform (EDL 610, 655)
- Community relations project (EDL 640)
- Clinical supervision cycle (EDL 652)
- Budget project (EDL 600)
- Self-assessment of leadership development and final reflection (EDL 655)
- Shadowing (EDL 680, 655)

The field experiences, through EDL 660, include two semesters of working with a site based advisory committee focused on increasing student achievement for a target group. Tasks include:

- Field Work agreement signed by site supervisor
- Target Group Selection Process
- Advisory Group meeting 1 reflection
- Advisory Group meeting 2 reflection
- Advisory Group meeting 3 reflection
- Advisory Group meeting 4 reflection
- Advisory Group meeting 5 reflection
- Advisory Group meeting 6 reflection
- Self assessment of leadership development baseline tool and reflection
- Evaluation of plan
- Mid-point self assessment of leadership development and reflection
- Checking in
The master’s program adds a third strand that includes:

- Research and evaluation methods
- Research seminar that culminates in an evaluation of a program

All master’s and credential programs in the Department of Educational Leadership are cohort based. You will take classes in sequence with your peers. Exceptions to this format need to be addressed with the Department Chair.

All candidates who wish to be recommended for a Preliminary Administrative Services Credential must meet the following requirements:

Apply and be accepted into the EDL Credential Program. In order to be accepted candidates must demonstrate that they possess a Master’s degree from an accredited university, have taken the CBEST, and have been employed full time for a minimum of three years in a position that requires the Teaching, Pupil Personnel Services, School Librarian, or School Nurse Credential. If the candidate does not possess a Master’s degree then he/she must select the Master’s option in EDL. Five years experience must be completed by the time the credential program has been completed.

All Preliminary Administrative Credential Candidates must complete the classes outlined in the following table:

### Fall 2017 Course Sequence

<table>
<thead>
<tr>
<th>Term</th>
<th>Course No.</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester I</strong></td>
<td>EDL 680</td>
<td>Seminar: Evidence-Based Leadership</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td>EDL 630</td>
<td>School Improvement Leadership</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>EDL 610</td>
<td>Visionary Leadership</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>EDL 660</td>
<td>Field Experience</td>
<td>5 units</td>
</tr>
<tr>
<td><strong>Semester II</strong></td>
<td>EDL 640</td>
<td>Community Leadership</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>EDL 652</td>
<td>Improvement Leadership</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>EDL 660</td>
<td>Field Experience</td>
<td>5 units</td>
</tr>
<tr>
<td></td>
<td>EDL 680</td>
<td>Seminar: Evidence-Based Leadership</td>
<td>2 units</td>
</tr>
<tr>
<td><strong>Semester III</strong></td>
<td>EDL 600</td>
<td>Organizational and Systems Leadership</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>EDL 650</td>
<td>Professional Learning &amp; Growth Leadership</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>EDL 655</td>
<td>Communication, Problem Solving &amp; Decision</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making in PK-12 Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDL 680</td>
<td>Seminar: Evidence-Based Leadership</td>
<td>2 units</td>
</tr>
</tbody>
</table>

*Course sequence is subject to change
## Summer 2017 Course Sequence

<table>
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<th>Title</th>
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<tbody>
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<td>Semester I</td>
<td>EDL 680</td>
<td>Seminar: Evidence-Based Leadership</td>
<td>2 units</td>
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<tr>
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<td>EDL 680</td>
<td>Seminar: Evidence-Based Leadership</td>
<td>2 units</td>
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<td></td>
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<td>Visionary Leadership</td>
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<td>Field Experience</td>
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<td>EDL 600</td>
<td>Organizational and Systems Leadership</td>
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<td>EDL 652</td>
<td>Improvement Leadership</td>
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<td>Field Experience</td>
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<td></td>
<td>EDL 680</td>
<td>Seminar: Evidence-Based Leadership</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td>EDL 655</td>
<td>Communication, Problem Solving &amp; Decision Making in PK-12 Systems</td>
<td>3 units</td>
</tr>
</tbody>
</table>

*Course sequence is subject to change*

### Master Degree candidates:

As indicated above, application for the Preliminary Administrative Credential requires a Master’s Degree. If you do not have one, you may take classes that will lead to both the Masters in Educational Leadership and the Preliminary Administrative Services Credential.

1. Candidates must apply and be accepted into both the EDL Credential and MA Programs.

2. In addition to the classes listed above, Master Degree Candidates must take the following classes:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course No.</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester III</td>
<td>ED 690</td>
<td>Methods of Inquiry</td>
<td>3 units</td>
</tr>
<tr>
<td>Semester V</td>
<td>ED 795A &amp; B</td>
<td>Seminar</td>
<td>6 units</td>
</tr>
</tbody>
</table>
Master’s Research Project

Master’s candidates participate in a focused research project. They conduct a literature review, gather and analyze data and then arrive at conclusions and recommendations. They work together as part of a professional learning community, exploring leadership topics through a variety of research questions. The first stage of the process involves learning about investigation in ED 690. In ED 795A and B, candidates work with an advisor. Master’s candidates meet with their advisor on selected dates to ensure project success.

PERFORMANCE EXPECTATIONS OF ALL CREDENTIAL/MASTERS CANDIDATES

- Students must maintain a minimum grade point average of 3.0 in all credential coursework with no less than a grade of C+ in any course. Only three units of coursework with a grade of C+ will count towards the credential. A maximum of three units of coursework can be repeated. (From Graduate Bulletin, 2017-18) Falling below a minimum 3.0 GPA or receiving any single grade of C+ or lower (including NC) regardless of GPA, will initiate a faculty review.

- Candidates must have at least a rating of 2 (meets standards) on all of the aforementioned benchmarks in the EDL program. If a candidate receives less than a 2, the benchmark task should be revised in a timely manner and resubmitted. Students will be afforded one opportunity to revise a benchmark task. If the final revision does not receive a rating of 2 (meets standards), the student may be subject to a faculty review that could result in a recommendation for dismissal from the program.

- Candidates must receive a rating of meets or exceeds standards on the Comprehensive Oral Exam in order to be recommended for the administrative credential. Students who do not meet standards will be provided with one additional opportunity to retake the exam. If standards are not met on the second attempt, the candidate will have exhausted all remedies and will not be recommended for credential eligibility.
Students in the EDL program will use several web-based tools, including TaskStream and Blackboard. Blackboard is an educational platform that professors often use as a support for face-to-face classes. It includes basic course information, resources and collaborative or individual workspaces. You will automatically be enrolled in Blackboard each semester when you register for your courses. Task Stream is an electronic space used for storing and providing feedback on documents. This is where you will upload your benchmarks and field tasks described previously. Use of this space has a cost. Students must purchase a 2 year license for TaskStream.

Any student seeking exceptions to program requirements, or any other programmatic issues, may appeal via the following procedures:

1. Discuss the issue with the professor of record and/or the Department Coordinator (depending on the issue).
2. If the issue is not resolved, discuss with his/her Cohort Program Coordinator
3. If the issue is not resolved, bring grievance to the EDL Department Chair.
4. If the Department Chair is not able to resolve the problem to the candidate’s satisfaction, the candidate can send a letter of appeal to the Department of Educational Leadership’s Admissions and Exceptions Committee.
5. Decisions of the Admissions and Exceptions Committee may be appealed to the Assistant Dean for Student Affairs in the College of Education.

Informal procedures must be attempted before a student may file a grievance with the Student of Grievance Committee.

If the problem is not resolved informally, students may file a grievance with the Student Grievance Committee. Any type of student complaint or problem may be presented to the Student Grievance Committee for official review. This campus hearing body follows a set of formal procedures, and the Ombudsman will assist students in presenting their case. The deadline for filing a grievance is the last day of the semester (excluding summer and winter session) after the semester during which the student was allegedly aggrieved. Decisions made by the Student Grievance Committee are not subject to appeal.

Examples of student problems which may be resolved through this process include, but are not limited to: disputes over grades, course requirements, faculty or staff conduct, fines, and administrative policies and procedures.
The Student Grievance Committee does not lend itself to quick solutions, so resolution at a lower level is always more desirable. Attempts at such a resolution are required before the committee will accept a case. Paperwork is available in the Office of the Ombudsman.

SDSU student appeal process is delineated at the following web site: http://www.sa.sdsu.edu/ombuds/index.html

**THE COMPREHENSIVE ORAL EXAM**

The Comprehensive Oral Exam is an opportunity for students to demonstrate mastery of the California Administrator Performance Expectations required for credentialing and to demonstrate that they have successfully led a target group improvement project. This exam takes place after students have completed all credential coursework. The exam is conducted on an individual basis before a panel of faculty members. Candidates must receive a rating of meets or exceeds standards in order to be recommended for the administrative credential.

**UPON COMPLETION OF THE PROGRAM**

**Certificate of Eligibility**

The Certificate of Eligibility serves as documentation of successful completion of the Preliminary Services Administrative Credential Program. It is strongly recommended that you **immediately** apply for the Certificate of Eligibility **upon completion of your credential and/or master’s program**. There is no expiration for the Certificate of Eligibility, and this certificate ensures prospective employers that you are eligible to serve in an administrative capacity. (However, there is an expiration date for **application** for the Certificate of Eligibility. If you do not apply within 5 years of program completion, you will have forfeited your rights to apply for such certificate). See Department website for procedures to apply for the Certificate of Eligibility.

You should **not** apply for the Preliminary Administrative Services Credential until you have secured your first administrative position. The Preliminary Administrative Services Credential is valid for five years. During the first 5 years of your initial administrative position, you must complete a professional clear administrative program.

**Application for Graduation (Master’s Degree only)**

Graduation is not automatic upon the completion of degree requirements. An Application for Graduation (along with the graduation services fee) must be filed with the Division of Graduate Affairs via the Cashier’s Office. The university begins accepting applications for graduation the semester or term prior to the
anticipated graduation. However, the deadline occurs during the first few weeks of the semester or term in which the student expects to be graduated. (Refer to the most recent academic calendar for deadline dates.)

Students who do not graduate in the semester or term for which they have applied must reapply for graduation for the subsequent semester or term in which they expect to be graduated. An additional fee will be charged.

**Exit Survey**

Each December, candidates completing their credential coursework are asked to complete an Exit Survey developed for our department and the College of Education. The survey is conducted on-line, is totally anonymous, and is of immense use to us as we seek to enhance and improve program quality and relevance.
Field Work Agreement

Name of School and School District: ________________________________

Date: ____________________

Candidate’s Commitment

I will complete all of the candidate responsibilities that are defined in the Educational Leadership Handbook. To this end I will:

• work with my supervising site administrator to establish and implement my target group intervention plan and field work plan to develop the competencies needed to meet the requirements of the Preliminary Administrative Services Credential;
• present my work to my university supervisor/mentor and supervising administrator for approval in a timely manner; and
• provide my supervising site administrator with documentation of my work as defined in the handbook, and at the conclusion of the fieldwork experience will schedule a joint meeting with my supervising site administrator and the university supervisor/mentor to review my performance in meeting the Standards of Candidate Competence and Performance.

I understand the commitment I am making to the school site that accepts me for fieldwork. I will fulfill the responsibilities of my fieldwork assignment in a professional and ethical manner.

Candidate’s Signature: __________________________________________

Supervising Site Administrator’s Commitment

I will carry out all of the supervising site administrator responsibilities that are defined in the Educational Leadership Handbook. To this end I will:

• work with the candidate and support her/him in designing, developing, and implementing a target group intervention plan and field work activities to attain the competencies needed to meet the requirements of the Preliminary Administrative Services Credential; and
• meet with the candidate on a regular basis to review progress and to establish new areas of activities for field work.

At the end of the fieldwork I will meet with the candidate and with the university supervisor/mentor to summarize the experience. I will provide the candidate and the university with my written evaluation of the candidate’s level of competency on the standards for an entry-level administrator.

Supervising Site Administrator’s Signature: ____________________________