



Department of
Educational Leadership



Student Handbook



PREFACE

The purpose of this handbook is to assist students in fulfilling the requirements and in meeting the deadlines of the university and department. It is not designed to replace nor duplicate the Bulletin of the College of Graduate Studies. Therefore, students are advised to thoroughly review the current Bulletin along with this handbook.

DIRECTORY INFORMATION

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EDUCATIONAL LEADERSHIP CHECKLIST FOR STUDENTS

- _____ Apply for admission to the College of Graduate Studies
- _____ Apply for admission to the Department by submitting an admissions portfolio
- _____ Submit a petition for reclassification (from conditional admission to regular admission)
- _____ Develop and submit an authorization for degree program (in conjunction with advisor)
- _____ Prepare and submit The Professional Portfolio (MA/Plan B)
- _____ Complete and defend a thesis (Ed.S./Plan A)
- _____ Submit a Plan A/Plan B completion sign-off form
- _____ Apply for graduation to the College of Graduate Studies

The following needs to be completed under certain circumstances:

- _____ Submit a transfer request form
- _____ Request transcripts from previous institution if transferring credit
- _____ Submit a course substitution form
- _____ Submit an Institutional Review Board Application (if doing research involving human subjects)
- _____ Submit application forms for internships, readings, and any independent study

PROGRAMS

The Department of Educational Leadership offers programs that lead to the Master of Arts (M.A.) and Specialist in Education (Ed.S.) degrees. Individual programs may be designed to suit the individual student's career goals.

The M.A. degree in educational administration or community leadership prepares students for entry-level administrative positions. All educational administration students complete a basic core of studies involving educational administration theory, research techniques, public school finance, public school law, and personnel administration. Students who specialize in community leadership study leadership theory and practice of administering human service agencies and community school programs.

The Ed.S. degree program expands students' knowledge and offers opportunities for specialization. To enroll, applicants must hold a master of arts degree with at least 30 credit hours of course work involving advanced administrative theory, research, law, instructional supervision, and electives. A thesis is required.

Master of Arts--M.A.

•**Educational Leadership.** An M.A. in educational administration is typically sufficient for any entry-level administrative position. Students in this area can select elective courses that match their goals. Graduates qualify as school business managers, placement coordinators, grants and contracts administrators, personnel directors, principals or for various administrative positions in higher education. This area may meet standards for the central office certification in Michigan.

•**School Principalship.** This program is designed to provide knowledge and skills for individuals to function in principalship positions in elementary or secondary schools. Graduates of this program should qualify for either elementary principal certification or secondary principal certification depending upon program emphasis.

•**Community Leadership.** This program provides students with the administrative skills needed to direct community-based agencies and various school programs. Graduates in this specialty area direct human service agencies such as departments of social services or programs that provide services to the elderly. It is a major educational program for community school and adult education directors.

Specialist in Education--Ed.S.

•**General Educational Administration.** This advanced degree program is designed to prepare individuals for roles as district superintendent, elementary or secondary principal, director of curriculum and instruction, or for various administrative positions in post-secondary education.

ADMISSIONS

Students pursuing a degree must be admitted to both the College of Graduate Studies, for the purpose of taking graduate courses, and to the Department, for the purpose of pursuing a specific degree. See the Graduate Bulletin for admissions requirements.

To the College of Graduate Studies

Students must first submit an application for admission to the College of Graduate Studies. Upon acceptance, by both graduate studies and the department, an advisor will be assigned. An applicant may receive conditional admissions status at this time.

To the Department of Educational Leadership

Students must complete and submit an **admissions portfolio** to the Department of Educational Leadership. Applicants for the Educational Specialist degree must have three years experience in educational or other human service organizations. Students will receive regular admissions status only after the admissions portfolio has been reviewed and deemed acceptable by the faculty of the department.

It is advantageous for the applicant to submit the admissions portfolio as early as possible since **no more than twelve credits taken during conditional admission status will be counted towards a degree**. A Petition for Reclassification form should be submitted with the admissions portfolio. Admissions portfolios need not be submitted in a binder.

It is the responsibility of the applicant to prepare and submit the admissions portfolio to the department. The following items are to be included in the contents of the portfolio.

1. Current resume identifying training, experience, and professional accomplishments.
2. Minimum of two letters of reference from individuals who can address the applicant's potential as an administrator.
3. One page statement addressing the applicant's beliefs about administration.
4. One page statement of professional goals and actions the applicant intends to take to achieve them.
5. Identification of three to five significant activities that indicate experiences, abilities, and potential for administration. For each activity identified, the applicant should indicate the nature of the activity, type and number of persons involved, roles and responsibilities of the applicant, budget (if applicable), and a reflective statement addressing what learning occurred for the applicant.

PROCESSES

As may be seen in the checklist noted earlier, there are several forms and other items that must be processed from time to time. Students are responsible for seeing that those items are processed.

•**Application to College of Graduate Studies** - Students must apply to the College of Graduate Studies for the purpose of taking graduate level courses. Students may receive conditional admission if all materials have not been submitted nor all requirements for regular admission met. An advisor is assigned at that time to assist the student in planning the appropriate program of study.

•**Application to the Department** - An admissions portfolio is submitted to the department. This must be submitted **prior to the completion of twelve credits**. A student's application may be accepted, rejected, or returned for additional information. This portfolio is used by the faculty not only to make a decision regarding admission but also to assist in planning an appropriate program for the applicant. The admissions portfolio is maintained in the department files. This process must be completed before an applicant can receive regular admission.

•**Petition for Reclassification** - This form must be processed if the student originally received conditional admission. This reclassifies the status to regular admission. This form is processed after the student has been accepted by the department, and should be submitted with the Admissions Portfolio.

•**Authorization for a Degree Program** - Students should meet with their advisor early in their program to officially plan the program of study. This will help assure that all courses taken are appropriate for the program selected. This form serves as an agreement between the student and the University as to what must be accomplished in order to complete the program.

•**Transfer Credit** - If credits are being transferred to CMU from other institutions, a Transfer Credit Request Form must be completed. Also, the student must request the other institution to send an official copy of the transcript to the College of Graduate Studies at CMU.

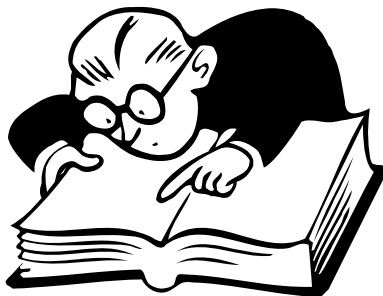
•**Course Substitution** - If a student and an advisor agree to a change in the program after the Authorization for a Degree Program form has been submitted to the Graduate Office, a Course Substitution Form needs to be submitted changing the original program.

•**Plan A/Plan B** - In order to meet the requirements for a graduate degree, each student must fulfill this requirement, which is designed to provide evidence of sound scholarly endeavor. Plan A is a thesis and is primarily used at the Ed.S. level. Plan B is a Professional Portfolio that is more fully explained later in this document. At the successful conclusion of Plan A or Plan B, a Plan A/Plan B Sign-Off Form is submitted to the Graduate Office.

•**Institutional Review Board (IRB)** - As mandated by the federal government, CMU has policies and procedures for research involving human subjects. These are mandatory policies that apply to all research conducted at or under the auspices of CMU. ***Before any research involving human subjects can begin***, the investigators ***must obtain approval*** from the Institutional Review Board. There are several forms and specific procedures involved in this approval process. Before a student begins any research he/she should meet with his/her research advisor and obtain a complete IRB packet.

•**Internships, Independent Study, Readings** - Prior to registering for these educational activities, students should obtain appropriate application forms from an advisor or study/internship director. The Internship experience also requires that an Affiliation agreement be processed with the agency in which the student is interning.

•**Application for Graduation** - During the semester in which the student plans to graduate, the student needs to submit an Application for Graduation with the Graduate Office. This should be accomplished before the deadline date that is noted in the Graduate Bulletin. Upon the receipt of this application, the College of Graduate Studies will complete a graduation audit to assure that the program of studies as agreed upon in the Authorization for a Degree Program has been completed and that all other requirements have been met. Students are then informed of the results of that audit.



THE PROFESSIONAL PORTFOLIO

Plan B for Master's degree candidates in the Department of Educational Leadership consists of the development and presentation of a **Professional Portfolio**. The portfolio should articulate the patterns and themes that portray an individual's uniqueness as an educational or other human services agency leader.

The Professional Portfolio is different from the Admissions Portfolio. Whereas the Admissions Portfolio is used for admission purposes and is maintained in the departmental files, the Professional Portfolio is developed and maintained by the student during the graduate education experience. It should be considered a living document that evolves as the student develops through the graduate experience and other professional endeavors. As such, the preparation for the portfolio should begin early in the student's graduate experience and should be developed and maintained throughout it.

Portfolios should be neat, visually appealing, and well organized. Substance, clarity, and coherence are the goals. During the semester when the student applies for graduation, the student will submit to his/her advisor for review the Professional Portfolio with an extra copy of the Professional Platform segment of the portfolio. The extra copy of the Professional Platform segment will be placed in the permanent file kept in the office of the Department of Educational Administration and Community Leadership. The Professional Portfolio will be returned to the student after a faculty review.

Submission of the Professional Portfolio to the student's advisor shall occur no later than **November 1** for fall semester graduation, **April 1** for spring semester graduation, and **July 1** for summer session graduation.

Students preparing a Professional Portfolio in school administration should concentrate on including evidence of their competence in the four leadership areas included in the curricular guidelines developed by the National Policy Board for Educational Administration. Students preparing for leadership positions in human service agencies other than educational institutions should use these topic areas as guidelines as appropriate. These guidelines comprise the knowledge and skills necessary to lead and administer educational enterprises. They are:

- I. Strategic Leadership
 - a. Professional and Ethical Leadership
 - b. Information Management and Evaluation

- II. Organizational Leadership
 - a. Organizational Management
 - b. Interpersonal Relationships
 - c. Financial Management and Resources Allocation
 - d. Technology and Information Systems

III. Instructional Leadership

- a. Curriculum, Instruction, Supervision, and the Learning Environment
- b. Professional Development and Human Resources
- c. Student Personnel Services

IV. Political and Community Leadership

- a. Community and Media Relations
- b. Law, Public Policy, and Political Systems

More specifically, the following should be included:

•**Resume** -- Detailed education and professional experience.

•**Professional Platform** --The educational leadership platform consists of a series of beliefs and assumptions that expresses what an individual believes is true, possible, and desirable. The platform provides the foundation that guides an individual's thinking and decisions he or she makes about educational leadership issues.

The platform development process should be useful to administration students in clarifying their values and in synthesizing their beliefs about educational leadership. In addition, the platform should be useful to students for communicating their professional positions on educational issues to others. The Professional Platform should include one's professional positions on:

- | | |
|-----------------------------|---|
| ✓ Leadership | ✓ Student Assessment |
| ✓ Management/Administration | ✓ Supervision and Evaluation |
| ✓ Decision Making | ✓ Problem Solving |
| ✓ The School | ✓ Education Change |
| ✓ The Student | ✓ Other positions about which
the student feels strongly |
| ✓ The Teacher | |
| ✓ The Administrator | |

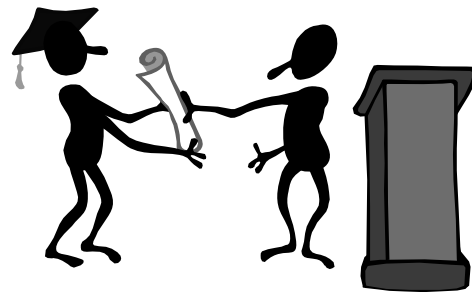
Students preparing for leadership positions in human service agencies other than educational institutions should consult with their advisor for appropriate guidance.

An extra copy of the Professional Platform is to be prepared to go on file at CMU. It should be neat, well written, and include a cover page. The Professional Platform is eight to twelve pages in length and should include the following evidence:

- Products from graduate course work or internships that demonstrate administrative knowledge and skills.
- A self assessment of areas for continued professional growth.
- A review and assessment of leadership experiences.

- Other items that attest to the individual's administrative knowledge, skills, abilities, and dispositions. Some examples are:
 - Newspaper articles
 - Notes of commendation
 - Grants received
 - Research completed
 - Works published
 - Presentations

Brief written explanations of each piece of evidence should be included.



ADMINISTRATIVE CERTIFICATION

Although the State of Michigan is currently not certifying school administrators, many school districts require administrators to qualify for certification. The degree programs in educational administration at CMU are designed to lead to qualification for administrative certification.

Central Michigan University will provide a letter stating that an individual has successfully completed CMU's approved school administration preparation program. The application form requesting this letter is available in the Teacher Education and Student Services Office in Ronan Hall, Room 203. Phone (989) 774-3309.

In general, the requirements for certification typically include a Master's degree, a teaching certificate (except for business officials), and graduate level courses in the following areas depending upon the specific endorsement desired.

- a. Leadership theory and practice
- b. Management of education systems
- c. Instructional supervision and evaluation
- d. Curriculum development
- e. Methods and processes for school improvement
- f. School finance
- g. School law
- h. Personnel management
- i. Community relations
- j. Adult and community education

Graduate credits required for certification have traditionally been:

Elementary Administrator	21 credits
Secondary Administrator	21 credits
Business Official	21 credits
Central Office Administrator	30 credits
Superintendent	40 credits