

EDUCATIONAL ADMINISTRATION & FOUNDATIONS

PROGRAM GOALS AND INTENDED OUTCOMES

EAF Assessment Plan (2003 update)

MISSION

The mission of the Department of Educational Administration and Foundations is to prepare people of diverse backgrounds for leadership roles in education. The academic programs in the department are based on the assumption that leadership in educational systems is essential for the society successfully to produce an enlightened citizenry. The programs and degrees are grounded in the belief that educational leaders require knowledge, skills, values, and commitment appropriate for administrative, policy, instructional, and research roles in societies striving to realize the democratic ideal.

(EAF Department: passed 10/23/01)

PROGRAM GOALS

The master's and doctoral programs with concentrations in P-12 and Higher Education Administration at Illinois State University are focused on the preparation of individuals for leadership positions. International educational administrators are a welcome part of the program. Required courses in educational finance, education law, organizational planning, foundations, and research provide experiences that are oriented to students' gaining critical understanding and multiple perspectives about educational organizations. With this expertise, graduates are prepared for leadership positions in colleges, universities, higher education organizations, P-12 schools and districts, educational associations, and agencies.

GENERAL OUTCOMES FOR THE MASTER'S DEGREE PROGRAM

(Both P-12 and College Student Personnel Administration [CSPA] Concentrations)

1. A master's graduate will have acquired skills, knowledge, values, and commitment necessary to succeed at entry-level educational leadership positions.
2. A master's graduate will develop and demonstrate understanding, appreciation, and application of appropriate knowledge, skills, values and commitment within the respective administrative, policy, instructional, and research roles identified for educational leadership.

SPECIFIC OUTCOMES FOR THE P-12 MASTER'S DEGREE CONCENTRATION

A master's degree graduate with the P-12 concentration will have developed the ability to approach challenges and opportunities in schools using multiple perspectives and leadership skills in order to:

1. Develop, articulate, implement, administer, and share with the school community a vision focused on learning.
2. Develop and sustain a school instruction program that promotes student learning and staff professional growth at the building level.
3. Manage a school's organization, operation and resources to produce a safe, efficient, and effective learning environment.
4. Work positively with families and community members by identifying and responding to diverse community interests and needs, and mobilizing community resources.
5. Promote the success of all students in their building by acting with integrity, fairness, and in an ethical manner.
6. Understand and respond to the political, social, economic, legal and cultural context of the school and larger community.

SPECIFIC OUTCOMES FOR THE CSPA MASTER'S DEGREE CONCENTRATION

A master's degree graduate with the CSPA concentration will have the knowledge and skills necessary to:

1. Be conversant in the historical, philosophical, organizational, and student developmental issues in higher education and student services.
2. Be committed to the continual education, growth, and understanding of college students.
3. Facilitate the success of college students and staff through effective management of personnel, resources, and facilities.
4. Work successfully in student service settings at colleges and universities.
5. Fulfill the obligation to educate him/herself in order to become a more informed consumer of research in student affairs and higher education.
6. Assess, evaluate, and improve student services in colleges and universities.

GENERAL OUTCOMES FOR THE DOCTORAL DEGREE PROGRAM

(Both P-12 and Higher Education Administration Concentrations)

1. A doctoral graduate will have acquired the skills, knowledge, values, and commitment necessary to lead educational organizations and institutions.
2. A doctoral graduate will develop and demonstrate understanding, appreciation, and application of appropriate knowledge, skills, values, and commitment within the respective administrative, policy, instructional, and research roles identified for educational leadership.

SPECIFIC OUTCOMES FOR THE P-12 EDUCATIONAL ADMINISTRATION DOCTORAL DEGREE CONCENTRATION

A doctoral degree graduate with the P-12 concentration will have developed the ability to approach challenges and opportunities in schools using multiple perspectives and leadership skills in order to:

1. Develop, articulate, implement, administer and share with the district's community a vision focused on learning.
2. Develop and sustain a district instruction program that promotes student learning and staff professional growth at the district level.
3. Manage a district's organization, operation and resources to produce a safe, efficient, and effective learning environment.
4. Work positively with families and community members by identifying and responding to diverse community interests and needs, and mobilizing community resources.
5. Promote the success of all students in a school district by acting with integrity, fairness, and in an ethical manner.
6. Understand and respond to the political, social, economic, legal and cultural context of the school district, the community, the state, and the nation.
7. Conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences.

SPECIFIC OUTCOMES FOR THE HIGHER EDUCATION EDUCATIONAL ADMINISTRATION DOCTORAL DEGREE CONCENTRATION

A doctoral degree graduate with the higher education concentration will have the knowledge and skills necessary to:

1. Apply scholarship on higher education administration to the leadership of higher educational institutions and organizations. In particular, graduates will be well-versed in the following areas:
 - o Cultural and societal issues that affect higher education
 - o Economic, legal, political, and social issues that affect higher education
 - o Organization, governance, leadership, and administrative theories
 - o Higher education finance, law, and planning
2. Understand and utilize design and analysis factors when interpreting research literature and when conducting research and evaluation studies.
3. Identify and utilize appropriate software for administrative purposes (i.e. database management, presentation, statistical, spreadsheet, word processing, web-page design).
4. Understanding the roles, functions, and interrelationships among a college's or university's major constituents, including students, faculty, staff, and trustees.
5. Understand, articulate, and advance the interests of the institution in promoting a diverse community involving students, faculty, staff, and programs.
6. Conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences.

[EAF Assessment Plan](#) - Click here for the assessment plan for EAF, including a description of the electronic portfolio program

