

Teacher Education Accreditation Council (TEAC)

**Summary of the Case  
Centenary College  
Graduate Leadership Program <sup>1</sup>  
Audit Dates: Apr 7–Apr 9, 2010**

*The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty is making for accreditation.*

**Authorship and approval of the *Inquiry Brief*:**

The *Inquiry Brief* was written primarily by Professor Sandra Genduso, Chair of the Education Department, Dr. Marianne Pratschler, Assistant Professor of Education and Dr. Simon Saba, Assistant Professor of Education. Seven additional faculty members contributed to the *Brief*. The faculty of Centenary College approved the *Inquiry Brief*, on February 16, 2010.

**Introduction**

Centenary College, founded in 1867 by the United Methodist Church, is an independent college, located in Hackettstown, New Jersey with an enrollment of approximately 3000 students. Its Department of Education seeks accreditation status for its Graduate Educational Leadership program. The college overall has 67 full-time faculty members, 261 part-time faculty members and maintains a 16:1 student faculty ratio.

The nine program faculty members who are responsible for the teacher education and special education programs are also responsible for the educational leadership program. About 29 students complete the program<sup>1</sup> each year and they are predominantly female and Caucasian (with less than 5% African-American, Asian and Hispanic).

**Claims**

The program faculty members make the following three claims about the Centenary students' preparation for their roles as principal or supervisor:

1. Professional Knowledge – Throughout the program, but particularly during the principal internship, the students demonstrate the knowledge and skills required for their future roles.
  2. Strategic Decision-Making – They also demonstrate that they can make strategic decisions in the areas of school law, curriculum, ethics, diversity, instructional planning and modification, assessment, collaboration, supervision, conflict resolution, and finance.
  3. Caring Leadership Skills – They also demonstrate that they have the skill to
-

## Teacher Education Accreditation Council (TEAC)

understand and accept the differences in their students, colleagues and families, with regard to ability, socio-economic status and cultural diversity.

These three claims are also linked and aligned with the New Jersey INTASC and ISSLC Standards, the TEAC *Quality Principles*, and the six propositions of the Greater Expectations project and are the focus of the program's requirements in courses, standardized tests, and field experiences.

### **Evidence Supporting the Claims**

The program faculty members support these claims with evidence from the following sources: Praxis II results on the principal test, course grades, grades in the 150 or 300 hour field experience course, scores on various artifacts and projects related to the three claims. For the most part the faculty members have benchmarked the 14 separate assessments they make at the 80% proficiency level and most assessments exceed that standard.

The faculty investigated the reliability and validity of their assessments by determining levels of inter-rater agreement and the magnitude of correlations between selected assessments. On the whole they found insignificant differences where they expected to and significant positive correlations where they expected to. They probed the validity of their assessments with correlational techniques and by content validity methods.

### **Internal Audit**

Four persons (two administrators and two faculty members) conducted the internal audit, three of whom were not education staff and one was a former faculty member in education. The audit team selected 13 graduate students and developed a checklist of questions about each aspect of the quality control system. The audit team examined artifacts including student folders, course syllabi, grade distributions, transcripts, and assessment instruments. The internal audit generally found that the system functioned as designed, but some issues were found with regard to the quality of advising, record-keeping, and the need for more internal auditor training in the use of No and NA verdicts. The non-education faculty members offered helpful suggestions on the language used.

### **Evidence of capacity**

The faculty undertook an extensive analysis of commitment (parity) and found the program was generally equivalent to the institutional norms. They have much heavier advising loads and their students are less diverse racially and predominately female. On the other hand they have a greater share of the academic budget and more administrative support than the norm. The faculty concluded, on the bases of this analysis, that Centenary is fully committed to the program and that it has the capacity to offer a quality program.

## Teacher Education Accreditation Council (TEAC)

---

<sup>1</sup> Program options include:

One program option, the MA in Educational Leadership, is designed to lead to a New Jersey Principal's License and the other option (the MA in instructional leadership) may lead to certification as a supervisor.

The state of New Jersey, at its discretion, offers teaching licenses to program completers in these the option areas.