

UNIVERSITY OF REDLANDS

SCHOOL OF EDUCATION

Location Address

*University Hall North
On Brockton Avenue
Between University Street & Grove Street*

Phone

(909) 335-4010

Mailing Address

*1200 East Colton Avenue
P.O. Box 3080
Redlands, CA 92373*

Fax

(909) 335-5204

COURSE SYLLABUS

Course: EDUC 678a
Course Title: Educational Administration Program Induction
Credits: 1
Term: Winter
Days/Times: Mondays – 5:30 – 8:10
Class Location: Hall of Letters # 105

Faculty: Dr. Christopher H. Hunt
Office: University Hall North #134
Phone: Office (909) 748-8796* *please only use during office hours
Home (Tuesday – Thursday) (909) 338-5905 (mornings only)
Home (Friday – Sunday) (760) 671-5907
Office Fax: (909) 335-5204
E-mail: chris_hunt@redlands.edu
Office Hours: Mondays, Tuesdays, Wednesdays and Thursdays 2:00 to 4:00

CATALOG COURSE DESCRIPTION

Designed to introduce students to the expectations of the Educational Administration program and make a commitment to educational justice. Consists of a semester's work to develop a program completion plan, set up a portfolio demonstrating the achievement of competencies based on CCTC Standards.

GOALS AND OBJECTIVES

1. Gain a thorough understanding of the expectations of the Educational Administration Program. (CTC Standard #1)
2. Understand the School of Education policies on academic honesty, attendance and technology. (CTC Standards 1,2,7,18)
3. Develop a Gant Chart that will guide students through the program and credentialing process (CTC Standard #10)

4. Demonstrate understanding of the California Commission on Teaching Credentials (CCTC) standards for administrative services. (CTC Standards 1-18)
5. Demonstrate understanding of the ***California Administrative Standards*** (California Professional Standards for Educational Leaders (CPSELS) (CTC Standards 1-18)
6. Demonstrate a strong commitment to cultural diversity and educational justice. (CTC Standards # 4,5)
7. Demonstrate use of technology to enhance administrative skills. (CTC Standard # 18)
8. Organize the professional portfolio that will provide evidence of competency and eligibility for a Preliminary Administrative Services Credential. (CTC Standards # 1,2)
9. Begin planning a change project that will make a significant contribution to a school. (CTC Standards 2,3,6,7,9,12)
10. Contribute to the learning of others. (CTC Standard #17)

CREDENTIAL REQUIREMENT SATISFACTION

The following CTC Administrative Standards are partially addressed by this course:

#	CTC Standards
1	Program Design, Rationale and Coordination
2	Program Coordination
3	Development of Professional Leadership Perspectives
4	Equity, Diversity and Access
5	Role of Schooling in a Democratic Society
6	Opportunities to Learn Instructional Leadership
7	Nature of Field Experiences
8	Guidance, Assistance and Feedback
9	Assessment of Candidate Performance
10	Vision of Learning
11	Student Learning and Professional Growth
12	Organizational Management for Student Learning
13	Working with Diverse Families and Communities
14	Personal Ethics and Leadership Capacity
15	Political, Social, Economic, Legal and Cultural Understanding

VI SCHOOL OF EDUCATION POLICY

Academic Honesty

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University. If more than 5 words from any source are copied, they must be cited. This includes forms, form letters, & student records from the candidates' place of work.

Attendance

Active class participation and attendance is a required and vital part of the course. You are expected to arrive on time and stay for the entire class; there are no excused absences. You will be allowed, however, to do an alternative assignment for up to two (2) classes that are

missed. *Failure to make up classes will result in an Incomplete Grade if the student grade average is above 80.*

Technology

University of Redlands School of Education MA and Administrative Credential candidates are not required to take a technology course because this requirement is embedded into all courses. Students must (1) check their University of Redlands Email account at least weekly, and use it exclusively in all correspondence to their professors and Uof R staff. (2) Visit blackboard at least weekly to check for announcements, assignments and information. (2) All work must be done with 1"x1"x1"x1" margins, Times New Roman font #12, double spaced in APA format unless specifically told otherwise.

EVALUATION

1. Students will develop a GANT chart specifying what courses and tasks will take place during their MA/Credential program, and when they will take place. (CTC Standard # 3,6,7)
2. Students will set up their Educational Administration Portfolio, a collection of professional documents and fieldwork experiences that will demonstrate mastery of all six CPSEL standards and CTC standards 2-18. (CTC Standards # 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15)
3. Students will develop six tentative Fieldwork Proposals that they will use in their courses to demonstrate mastery of the CPSELs. (CTC Standards # 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15)
4. Students will participate in mentoring with a partner from EDUC 678b

Activity	Points
Gant Chart	10
Portfolio Organization	10
Fieldwork Proposals (6 at 10 points each)	60
Mentoring Program Participation	10
Class Participation	10
TOTAL	100

A = 95-100 A- = 90-94 B+ = 88-89 B = 84-87 B- = 80-83 C = 70-79

Students not achieving at least a C must repeat the course.

Week	Date	Activity	Assignment
1	Jan 13	Orientation Appointment setting	Develop Gant Chart
2	Jan 20	No class- meet with mentor	Organize Portfolio
3	Jan 27	No class- voluntary appointments	
4	Feb 3	No class – meet with mentor	Write Fieldwork Proposal #1
5	Feb 10	Presentation of Gant Chart ,Portfolio, and fieldwork proposal # 1	Write Fieldwork Proposal #2
6	Feb 17	No class – Meet with mentor	Write Fieldwork Proposal #3
7	Feb 24	No class – voluntary appointments	Write Fieldwork Proposal #4
8	Mar 3	No class – voluntary appointments	Write Fieldwork Proposal #5
9	Mar 10	Read around – Fieldwork Proposals	Write Fieldwork Proposal #6
10	Mar 17	No class – voluntary appointments	Complete re-writes/make-ups
11	Mar 24	No class – mandatory appointments	
12	Mar 31	Evaluation	

RECOMMENDED READING

Lindsey, Randall B. (2004) *Cultural Proficiency; A Manuel for School Leaders*, Thousand Oaks, CA., Corwin Press Inc.

EXTENDED RECOMMENDED READING

Banks, James. (1994) *An Introduction to Multicultural Education*. Needham Heights, MD:

Allyn & Bacon Inc.

Barth, Roland S. (1990). *Improving schools from within*. San Francisco: Jossey-Bass

Publishers,

Barth, Roland S. (2001) *Learning by Heart*. San Francisco: Jossey-Bass Publisher

Covey, Steven. (1989) *The Seven Habits of Highly Effective People*. New York

Simon & Schuster Inc.

Covey, Steven (1991). *Principle Centered Leadership*. New York. Simon &

Schuster, Inc.

Freire, Paulo. (1993). *Pedagogy of the Oppressed*. New York: Continuum.

Fullan, Michael (1988) *What's Worth Fighting For in the Principalship?* Ontario, Canada, The Regional Laboratory for Educational Improvement,

Harvey, Thomas (2003) *Building Teams; Building People*. La Verne: Scarecrow Press

Hodgkinson, H. (1991). "Reform versus reality." *Phi Delta Kappa*, 73(1), 8-16.

Kappan

Lezotte, Lawrence (2002). *Assembly Required: A Continuous School Improvement System*. Okemos, Michigan, Effective School Products, Ltd.

Lezotte, Lawrence. (1992). Okemos, Michigan. *Creating the Total Quality Effective School*. Effective Schools Products Ltd.

Marzano, Robert (2003). *What Works in Schools: Translating Research into Action*. Alexandria, Virginia, ASCD.

Owens, Robert G. (1995). *Organizational Behavior in Education*. Englewood Cliffs, New Jersey: Prentice Hall.

Phillips, Donald T. (1992). *Lincoln on Leadership: Executive Strategies for Tough Times*. New York: Warner Books, Inc.

Reeves, Douglas B. (2001) Denver. *101 Questions and Answers about Standards, Assessment, and Accountability*. Advanced Learning Press

Schmoker, Michael (1996). *RESULTS; The key to continuous school improvement*, Alexandria, ASCD,

Sergiovani, Thomas (1992) Why we should seek substitutes for leadership. *Educational Leadership*. 5/41 – 45.

Sleeter, C. E. (1991). *Empowerment through multicultural education*. Albany: SUNY Press.

Thornburg, David. (2002) Alexandria, VA. "The New Basics: Education and the Future Of Work in the Telematic Age". ASCD