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|  | [**EDUC 678A**](#E678A) | [**EDUC 601**](#E601) | [**EDUC 602**](#E602) | [**EDUC 670**](#E670) | [**EDUC 671**](#E671) | [**EDUC 673**](#E673) | [**EDUC 674**](#E674) | [**EDUC 675**](#E675) | [**EDUC 676**](#E676) | [**EDUC 678B**](#E678B) |
| ***Induction*** | ***The Counseling Process*** | ***Pluralism in Education*** | ***Program Administration and Evaluation*** | ***Leadership*** | ***School Finance*** | ***School Politics and Law*** | ***Curriculum and Program Development*** | ***School Personnel*** | ***Fieldwork Practicum*** |
| ***I = Introduced P = Practiced A = Assessed*** | | | | | | | | | | |
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| **STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION** | | | | | | | | | | |
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| [I](#E678Ac)**CAPE 1B** | *Developing a shared vision and community commitment* | | | | | | | | | |
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| **CAPE 1C** | *Implementing the vision* | | | | | | | | | |
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| **STANDARD 2: INSTRUCTIONAL LEADERSHIP** | | | | | | | | | | |
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| **CAPE 2B** | *Promoting effective curriculum, instruction, and assessment* | | | | | | | | | |
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| **CAPE 2C** | *Supporting teachers to improve practice* | | | | | | | | | |
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| **CAPE 2D** | *Feedback on instruction* | | | | | | | | | |
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| **STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT** | | | | | | | | | | |
| **CAPE 3A** | *Operations and resource management* | | | | | | | | | |
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| ***I = introduced P = Practiced A = assessed*** | | | | | | | | | | | | | | | | | | | | |
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| **STANDARD 5: ETHICS AND INTEGRITY** | | | | | | | | | | | | | | | | | | | | |
| **CAPE 5A** | *Reflective practice* | | | | | | | | | | | | | | | | | | | |
| [I P](#E678Ad) | | [I P](#E601e) | | [I](#E602a) [P](#E602b) | |  | | [P](#E671b) [A](#E671d) | | [P](#E673a) [A](#E673d) | |  | | [P](#E675a) [A](#E675d) | |  | | [A](#E678Bd) | |
| **CAPE 5B** | *Ethical decision-making* | | | | | | | | | | | | | | | | | | | |
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| **CAPE 5C** | *Ethical Action* | | | | | | | | | | | | | | | | | | | |
| [I P](#E678Ad) | | [P](#E601h) | | [I](#E602a) [P](#E602b) | |  | | [P](#E671b) [A](#E671d) | | [P](#E673a) [A](#E673d) | | [P](#E674a) | | [P](#E675a) [A](#E675d) | |  | | [A](#E678Bd) | |
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| **STANDARD 6: EXTERNAL CONTEXT AND POLICY** | | | | | | | | | | | | | | | | | | | | |
| **CAPE 6A** | *Understanding and communicating policy* | | | | | | | | | | | | | | | | | | | |
|  | |  | |  | |  | |  | | [P A](#E673e) | | [P](#E674a) | | [P](#E675a) [A](#E675d) | |  | | [A](#E678Bd) | |
| **CAPE 6B** | *Representing and promoting the school* | | | | | | | | | | | | | | | | | | | |
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| **Redlands%20logo%20style%202%20blk**  **SCHOOL OF EDUCATION**  (http://www.redlands.edu/SchoolOfEducation.asp)  *COURSE SYLLABUS*  **Counseling Process**  **EDUC 601**  Fall 2016  **Classroom:** 207 Hall of Letters  **Days/Times:** Tuesday, 5:30pm  **Faculty:**  **Office:** 110 North University Hall  **Phone:** 909-748-8800  **Office Fax:** 909-335-5204  **Office Hours:** Professor \_\_\_\_ is in most of the time, Monday through Thursday so feel free to drop by (though better to email in advance if possible)    ***Catalog Course Description***  Examination of the principles involved in helping relationships. Emphasis on implications and applications of such concepts for people who work in various helping professions.  ***Note for counseling students only*:** This is gateway course for field placement. Students need at least a B (3.0) to be eligible to be placed in a counseling field placement.  ***Course Objectives***  **BACK**  **to MATRIX**  This course is designed to help students develop the basic counseling skills that are foundational to effective work with clients in all helping professions (counseling, but also teaching, student affairs work in higher education, and administration). They are imperative to the development of a trusting, therapeutically effective relationship. Students will be trained in basic communication skills, the counseling process, basic helping skills, and the ethical and multicultural implications of counselor interviewing in various situations, as well as recognition of the effect of their own interpersonal style on their clients.  Although there are readings and some didactic presentations will be offered, the course primarily will be a laboratory experience in which counseling skills can be learned and practiced in controlled situations. At completion of this course, students should be prepared to begin seeing real clients under conditions of close, careful supervision  **Specific learning objectives include:**   1. Students will demonstrate an understanding of the communication process. (**CAPE 1A-1C, 2A-2C, 4A-4B Practiced)** 2. Students will demonstrate and understand appropriate intentional use of micro- counseling skills, and will be able to identify desired anticipated results for each skill used. **(CAPE 3B; 4A Practiced)** 3. Students will acquire a basic understanding of the counseling process. **(CAPE 1A-1C, 2A-2C, 4A-4B Practiced)** 4. Students will engage in critical self-evaluation designed to enhance their understanding of their skill development and their use of self as a therapeutic tool. **(CAPE 4A-4B Practiced)** 5. Students will increase their awareness of how their personal style and implicit cultural assumptions impact and influence their interpersonal interactions (personally and professionally) and their professional identity**. (CAPE 3B; 4A-4B Practiced)** 6. Students will identify and demonstrate ethical and developmentally appropriate professional demeanor in preparation for practicum/clinical work. (**CAPE 3B, 4A-4B, 5A- 5B Practiced)**   ***Student Assessment***   1. Questions, weeks 2-11 (10%): Each week, by Sunday evening, the day before class, students are to upload to Moodle one issue from that week’s readings that they would like discussed, along with a brief note about what there is about that issue that is interesting and/or confusing to them. **(CAPE 1A-1C, 2A-2C, 4A-4B Introduced, Practiced)** 2. Transcripts 1 and 2, 5% each – (total, 10%) **(CAPE 1A-1C, 2A-2C, 4A-4B Practiced)** 3. Video 1 (10%) – see grading criteria p. 9 **(CAPE 3B, 4A-4B, 5A- 5B Introduced, Practiced)** 4. Video 2 (15%)– see grading criteria p. 9 **(CAPE 3B, 4A-4B, 5A- 5B Practiced)** 5. Reflection: current skill levels; skills yet to work on (5 %) **(CAPE 3B, 4A-4B Introduced, Practiced)** 6. Practice video upload (0%) – this is to establish mastery of uploading 7. Video 3 (40%) – see grading criteria p. 9 **(CAPE 3B, 4A-4B, 5A- 5B Practiced)** 8. Final examination: (10%) **(CAPE 1A-1C, 2A-2C, 3B, 4A-4B, 5A- 5B Practiced)**   ***Technological Resources***   1. Course Management System: <http://moodle.redlands.edu/login/index.php> <http://moodle.redlands.edu/> 2. YouTube: the username and password will be assigned later in the term (for uploading the final video)   **BACK**  **to MATRIX**  ***Required Readings***   |  |  | | --- | --- | | Hill, C. E. (2009). *Helping skills: Facilitating exploration, insight, and action* (3rd Ed.). Washington, D.C.: American Psychological Association |  |   ***Organization of the Class***  This is primarily a skills course. Class time, though, will be divided into two sections. During the first section, we will discuss the theory and practice the skill of the day. During the second section, students will practice their developing skills.  Students will be expected to have completed the readings PRIOR to coming to class and be prepared to discuss the readings in the class.  ***Expectations***  *Professionalism, confidentiality, respect*: I expect all students to act like professionals at all times, especially when we are practicing helping. Acting professionally means that you should treat everyone with respect, pay attention (including listening and not talking when the instructor or classmates are speaking), keeping everything you hear confidential, following instructions during practice session and consulting with the instructor when in doubt to safeguard the welfare of those serving as clients, and value diverse opinions.  **Confidentiality with regard to client material heard in class is an absolute requirement.** Audio and video recordings made in the process of class should be guarded carefully and erased at the conclusion  In the client role, you have two options:   1. You may choose to disclose relatively safe personal information. You are not expected to share very intimate details or problems, but rather to talk about minor issues or problems in your life (e.g., career decision, graduate applications, roommate problems, time management, academic issues). Note that even if you are comfortable disclosing very intimate topics, your helper may not be comfortable.   **BACK**  **to MATRIX**  2. You may assume the role of a client (i.e., adopt a persona). In this way, you are not disclosing your own personal information, but rather you are acting ***as if*** you are another person. You should think carefully about your character, consider the issues this person would have, and think about how this person would react in a helping situation.  You do not need to reveal whether you are disclosing real information or whether you have made up a character—and indeed classmates should assume that the person may be making up a character.  Note: If you choose to adopt a persona, please present yourself in that role as someone with problems, but not someone who is psychotic or in danger of hurting self or others. Responding to problems like that is beyond the scope of this class and simply will bring the session to a halt.  Please note that you are not required to disclose personal information, although you may do so if you wish (please do not disclose abuse or an intent to harm yourself or another person as that goes beyond the limits of confidentiality and would thus mean that we would need to report this to the appropriate authorities; in addition, it can be very difficult for the group to respond to such disclosures and thus disrupt the learning experience). You will not be evaluated based on which option you choose or how well you play the role of a client (or helper). You can start out role playing another person but switch if and when you feel more comfortable.  Regardless of which option you choose, practice sessions in this class should not be used as a substitute for “real therapy.” Students experiencing personal distress should arrange to be seen at the Counseling Center (909) 748-8108  ***Student Assessment***   * **Questions, weeks 2-11 (10%):** Each week, by Sunday evening, the day before class, students are to upload to Moodle one issue from that week’s readings that they would like discussed, along with a brief note about what there is about that issue that is interesting and/or confusing to them. * **Transcripts 1 and 2, 5% each – (total, 10%)** * **Video 1 (10%)** – see grading criteria p. 9 * **Video 2 (15%)**– see grading criteria p. 9 * **Reflection: current skill levels; skills yet to work on (5 %)** * **Practice video upload (0%) – this is to establish mastery of uploading** * **Video 3 (40%)** – see grading criteria p. 9   **BACK**  **to MATRIX**   * **Final examination: (10%)**   **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.  Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.  **(For complete text of student responsibility please see the University of Redlands *Catalog* under Academic Standards;** <http://www.redlands.edu/Docs/Academics/Redlands_2009-11_Catalog.pdf>  **Policy on “Do-Overs”**   * Students who receive less than a B for the first of the three videos may request to resubmit a new video within a week of getting that grade. * For the videos 2 and 3: the grade given for that video will stand. Students are to turn in a tape that best shows off their work (using criteria in the syllabus) and so this amounts to a “take home” examination for which student have control over the quality of what they submit.   ***Note***. Videos will be done in class as part of the role-plays. But students have the right instead to turn in videos made outside of class, with friends and colleagues as clients  Two caveats:   1. It is inadvisable to use someone very close to you as a client in that situation (e.g., spouse or significant other, parent, child) 2. Whether done in or outside of class, students should understand that role played situations are likely to disadvantage them in terms of the skills they can demonstrate EDUC 601   **Course Schedule**  **BACK**  **to MATRIX**   |  |  |  | | --- | --- | --- | | ***Meeting 1***  September 9, 2014 | Introductions  Overview of class.  confidentiality.  Skit (“lousy counseling”)  Film and discussion Carl Rogers (w. Gloria) | **Reminder**: You all now should have University of Redlands email. Notes to students about class-related matters will be sent to that email address | | ***Meeting 2***  *September 16, 2014*  **(CAPE 1A-1C, 2A-2C, 4A-4B Introduced, Practiced)** | Attending skills (SOLER); listening skills  Overview of helping;  Evaluating helping responses -Carkhuff | Read: Hill, Chapters 1, 2, 4, 5  Submit by midnight the evening before one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 2 Moodle.  Each question should be about something in the reading that interested you or that you found confusing in some way. Also, please offer a simple statement about what there was about this issue that interested or confused you | | ***Meeting 3***  *September 23, 2014*  **(CAPE 1A-1C, 2A-2C, 4A-4B Introduced, Practiced)** | Overview of exploration stage; empathy; therapeutic relationship. 3Skills for exploring thoughts  Skills for exploring feelings | **Be sure to bring an audio or video tape recorder for this class** Read: Hill, Chapters 6, 7  Submit by midnight the evening before one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 3 Moodle.  **Transcript 1**: to be uploaded to Moodle by class time. Be sure to use the format presented on p. 8. | | ***Meeting 4***  *September 30, 2014*  **(CAPE 3B, 4A-4B, 5A- 5B Introduced, Practiced)** | Presentation on Transactional Analysis (TA)  Ethical issues in helping. | Read: (1) Transactional Analysis overview on Moodle  (under Assignments) (2) Chapter3  Submit by midnight the evening before one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 4 Moodle. | | ***Meeting 5***  October 7, 2014  **(CAPE 3B, 4A-4B, 5A- 5B Practiced)** | Integration of the exploration skills | **Be sure to bring an audio or video recorder for this class**  Read: Hill, Chapter 8  Submit by midnight the evening before one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 5 Moodle.  **Transcript 2**: to be uploaded to Week 5 Moodle by class time**.** Be sure to use the format presented on p. 7. | | ***Meeting 6***  October 14, 2014  **(CAPE 3B, 4A-4B, 5A- 5B Practiced)** | Overview of the insight stage; Challenge | **Be sure to bring a video recorder for this class** Read: Hill, Chapters 9, 10  **BACK**  **to MATRIX**  Submit by midnight the evening before one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 6 Moodle.  **Video 1--** Meetings with Professor Goodyear during the remainder of the week and into the following week to review video | | ***Meeting 7***  October 21, 2014  **(CAPE 3B, 4A-4B, 5A- 5B Practiced)** | Facilitating insight | Chapter 11  Submit by midnight the evening before one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 7 Moodle. | | ***Meeting 8***  *October 28, 201* | Immediacy | Chapter 12  Submit by midnight the evening before one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 8 Moodle. | | ***Meeting 9***  November 4, 2014 | Immediacy; Integration of insight skills  Video: Hans Strupp (patterns in relationships) | **Be sure to bring a video recorder for this class**  Read: Hill, Chapter 13  Submit by midnight the evening before one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 9 Moodle.  **Reflection due by class time,** to be uploaded as a Word file to Moodle: A paper of roughly a page and a half, double-spaced, in which you discuss each of the following: (a) What have we covered so far have been easiest for you to master? Please elaborate. (b) What have we have covered so far have been most difficult for you to master? Please elaborate. (c) During the remaining few weeks of the course, what skills would you most want to hone?  **Video 2 --** Meetings with Professor Goodyear during the remainder of the week to review video | | ***Meeting 10***  November 11, 2014  **(CAPE 3B, 4A-4B, 5A- 5B Practiced)** | Overview of action stage, action skills, action steps  Video: Mary Goulding (TA/Gestalt) – illustrating some action stage technique | Read: Hill, Chapters 14, 15, 16  **BACK**  **to MATRIX**  Submit by midnight the evening before one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 10 Moodle. | | ***Meeting 11*** | Integrating the action | Read: Hill, Chapter 17  Submit by midnight the evening before one question about the above listed readings (same instructions as given for Meeting 2). Submit to Week 11 Moodle. | | **November 25** | **THANKSGIVING WEEK NO CLASS** | | | **Meeting 11**  December 2, 2014 | Wrap-up; celebration of the end of the semester.  **Final Examination** | **Be sure to bring a video tape recorder for this class**  **Video 3:**     1. Upload of 8-10 minute video of a counseling session. **Due by midnight December 7.** 2. Upload to Moodle a critique of that session.   (see p. 8 for annotation instructions; p. 9 for grading criteria)  Remember: This video will affect your grade and so you should upload the video that **shows you at your absolute best** | |

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| ***COURSE SYLLABUS***    **Course: EDUC 602**  **Course Title: Pluralism in Education**  **Term:** **Spring – Start date 9/15/2015**  **Days/Times: Tuesdays, 5:30 – 8:30 PM**  **Room: Hall of Letters 105**  **Faculty: Joe Castino**  **Office: Phone: (909) 748-8793**  **E-mail: joe\_castino@redlands.edu**  **Office Hours:** **After or Before class (By appointment)**  **Catalog Course Description**  Examination of the relationship of ethnicity, gender, class, and culture on student success in classrooms, schools, and educational systems. Cultural proficiency provides a model for study and practice.  **Course Objectives**   1. To understand that values, attitudes, prejudices, beliefs, values and disvalues develop through socialization and identify any institutional, systemic, interpersonal and/or intrapersonal barriers to learning. (CTEL 9.1, 9.2, 9.3, 9.4) **CPSEL 5A 1,4,5**   2. To recognize how the Declaration of Independence means attainment of a socially just society necessitating cultural proficiency of leaders who can help others understand the value of societal pluralism and the need for the inclusion of multiculturalism throughout curricula (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2)  3. To demonstrate cultural proficiency in relationship to groups marginalized by the dominant society that include but are not limited to diversity of ethnicity, race, gender, age, sexual orientation, preferred language, body type, and capability within the school setting, community, and the workplace. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) **CPSEL 1A 1-4**  4. To demonstrate cultural proficiency leadership as a moral imperative within public education institutions and evidence the ability to communicate effectively and create cultural proficient schools and classrooms respecting the wide range of identities, interests, attitudes, beliefs, and experiences present. (CTEL 9.1, 9.2, 9.3, 9.4) **CPSEL 5B 1-4**  5. To demonstrate cultural proficiency in working with marginalized students who have experienced or are vulnerable to hate crimes because of racism, heterosexism, sexism, classism, and ableism. (CTEL 10.1, 10.2, 10.3, 10.4) **CPSEL 1A 1-4**   1. To demonstrate cultural proficiency as a professional agent of change within educational institutions where racism, heterosexism, sexism, classism, and ableism have continued being perpetuated within these institutions. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1) **CPSEL 5C 1-4** 2. To demonstrate knowledge of how cultural proficiency is essential in effective learning for all students as well as contributing to their social, emotional, ethical, and intellectual growth. (CTEL 10.1, 10.2, 10.3, 10.4) **CPSEL 1B-1**   **Required Readings**  Sadovnik, Alan R. (2010). Sociology of education: A critical reader (2nd edition). Routledge, Taylor and Francis Group. ISBN: 978-0415803700  **Suggested Readings**  Oakes, Jeannie. (2005). Keeping track: How schools structure inequality. New Haven: Yale University Press.  ISBN-10: 0300108303  ISBN-13: 978-0300108309  See Professional Engagement on p. 5. *P*lease place cellular telephones on silent or vibrate.  Late work will be accepted up to 1 week after the assignment is due. Work that is turned in late will lose 1 letter grade. Rewrites will not be granted unless it is an extreme circumstance. Note: you cannot rewrite assignments for full credit.  Attendance Policy  Attending each class is a critical component and requirement in all courses. It is understood that emergencies may arise and students need to make important and difficult choices. Students are always responsible for making up class. All in class assignments, plus evidence of chapter readings must be completed for class make-up in a 3-4 page paper addressing the above material. (Maximum of 2 absences before re-taking class). You are expected to be on time for class and stay for the entire class.  **Course Norms**   1. **Speak your own truth** 2. **Suspend judgment** 3. **No repercussions** 4. **Unconditional consideration** 5. **Demonstrate respect**   **Professional Ethical Standards for Remaining in the Course**  This course is based on research indicating that adult learning occurs through perceptual changes in understandings. The assumption is that each participant possesses character traits known as Ethical Standards. Violations of these traits are indicators that remaining in the course is inappropriate and anyone violating any of the standards will be asked to leave. Read <http://www.redlands.edu/docs/URSB/CodeofStudentConduct_Revised5222014.pdf>  **BACK**  **to MATRIX**   |  |  | | --- | --- | | **Professional Ethical Standards** | | | Ethical Standards | Examples of Violations | | * Critical listening is an intentional monitoring of listening to maximize attainment of accurate understanding of the message. It is entering sympathetically and analytically into the perspective other others. It is treating them as intellectual equals deserving of the listeners full attention to their views. It includes suspension of judgment that occurs typically while listening uncritically [Elder & Paul, 2001]. | * Dismissing the “speaker’s voice” by engage in ands activity subtly trying to hide it from the professor * Engaging in any side-bar conversations, * Text messaging, surfing Internet, handling emails, leaving class to answer cell phones. * Whispering under one’s breath, * Writing comments/drawing cartoons conveyed to a colleague when one doesn’t think the professor is looking. * Leaving class except in the event of an emergency. | | * Intellectual perseverance in a conscious willingness to pursue intellectual insights by challenging unexamined assumptions. Faces difficulties, obstacles, and frustrations while struggling with confusion and unsettling questions over an extended time to construct transformed knowledge [Elder & Paul, 2001]. | * Demonstrating egocentrism where one’s desires, values, and beliefs are held as self-evidently correct or superior and uncritically used as the norm of all judgment and experience. Creating “boredom” rather than pursuing and demonstrating accurate understandings of the content [Elder & Paul, 2001]. | | * Coming to class with a positive attitude of moving the work forward productively; Being prepared for each class session by contributing to class discussions, having written notes from assigned readings, submitting work on time. | * Demonstrating one is not prepared to discuss the readings or participate knowledgeably in class. * Failing to submit working on time that is typed and in appropriate format. * Being absent. | | * Intellectual honesty is striving to understand the discourse of the discipline; meeting with the professor if there is anything she/he can do to help or improve the course | * Failing to meet with the professor if there is a problem, need, suggestion of a more effective way to get your needs met to master the discourse of cultural proficiency.   **BACK**  **to MATRIX** | | Paul, R. & Elder, L. (2001). Critical thinking: Tools for taking charge of your learning and your life. Upper Saddle River, New Jersey: Prentice Hall. | |   **Candidate Assessment**   1. Cultural Autobiography: Each student will write their own Cultural Autobiography. There are two examples found in the text, Culturally Proficient Leadership: The Personal Journey Begins Within. The authors of the book wrote their real cultural autobiographies revealing their own journey toward cultural proficiency (located in the back of the book). The text provides a guide that can be followed to create your cultural autobiography. In addressing your autobiography, include 5 of the 8 “isms” discussed in the course that are described on the handout entitled, “Social Justice Isms.” At the end of each ism you are to describe where you place on the continuum, comparing or contrasting any differences since the start of the class. (At least 8 pages typed doubled-spaced, using 12-point font and one-inch margins following the 6th edition of the APA manual.). (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) (**CAPE 1A-B, 4A-B, 5A-C Introduced)** 2. Reflections: The second assignment for the course is writing four 3-4 page reflective papers entitled “Me, The Only One.” Reflect on your experience related to the “isms” listed below. Each paper is a two-part assignment in which you 1) present your experience with the ism (e.g. perpetrator, witness, or victim of) and how it has affected you; and 2) you reflect on how you think this ism affects others (e.g. toxicity, others experiences) through a clear demonstration of empathy. Each paper should strongly reflect intellectual empathy whereby you put yourself in the position of someone victimized, harassed, or marginalized by the “ism.” (Note: If you were a witness, include any actions that you took to prevent the “isms” from continuing. If you did nothing, discuss your feelings about that.) The two “isms” required are: “racism” and “classism.” The other two papers can be on any other isms you choose. In writing your papers, please use the definitions presented in the handout entitled, “Social Justice Isms” from the Social Justice Center at Washington University handed out but **do not copy them into your papers**. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) (**CAPE 1A-B 1, 4A-B, 5A-C Practiced)**   3. **Group** Reading Reflections/ Presentation: The third assignment consists of 3-4 person group projects. Each group will be assigned chapters from “Diversity Matters”. You will have 40 minutes to present on the key concepts found within the chapters and produce a 1-2 page summary of its main ideas, with suggestions for application, interpretation, analysis, or experience *that may assist peers in navigating issues specific to the topic in their work environments and personal lives*. Make enough copies for each class member, make sure that there is an activity related to your topic that engages the audience and requires audience participation (interactive quiz, jeopardy, sentencing framing concepts, discussion, etc.). As often as possible, attempt to make real-life connections from the readings to your own current or intended work environment. The project should a typed, doubled-spaced summary of key concepts, using 12-point font and one-inch margins following the 6th edition of the APA manual. In addition to handouts visuals, and interactive activities that will stimulate the audience and build learning (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) (**CAPE 1B Introduced, Practiced)**  4. Leadership Project: For the fourth assignment students will develop a leadership project at a site of your choosing during the trimester to address a diversity issue(s) in public schools. This project can be in the form of an in-service workshop, diversity handbook, or some other equivalent task such as parent, student, or faculty activities on tolerance and cultural understanding. Students must also include the diversity profile of the school site using population data found on [www.cde.ca.gov](http://www.cde.ca.gov) that includes statistics for ELL students, ethnicity of students & teachers, students on free & reduced lunch, credentialing of teachers, student achievement. For example, create a diversity handbook for your school site that discusses the concepts behind diversity and may include ways of interacting with students, faculty, parents, etc. through culturally proficient lenses. The project should be submitted in a presentation folder that reflects professionalism detailing your project. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) **(CAPE 1C, 2B-C, 4A-B Introduced, Practiced)**  **BACK**  **to MATRIX**  **Leadership Project Proposal**: The professor must approve all leadership projects with proposals turned in by the 7th week. Your proposal should be submitted in paper format of no more than 1 page detailing your planned project and site. Also included in your proposal should be your rationale for the project.  **Leadership Project Presentation**: Students will share their projects briefly with the class along with a list of community resources to be handed out in class. Project presentations can be in the form of PowerPoint, Prezi, Concept Map, or some other presentation format. The presentation should **not** be more than 5-10 min. in length.  ***Note: Your project cannot be something that you have created and used before. This project should be something new for your toolbox.***  5.**Webliography/Bibliography:** The fifth assignment is to create an annotated webliography/bibliography of culturally relevant resources. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) **(CAPE 2B-C, 5B-C Introduced, Practiced)**   1. **Discussion Facilitation/ I AM Poem**: The class will require engagement in various controversial conversations. You will be called on to defend your positions on topics and to clearly articulate progression towards developing as a culturally proficient leader. You will respond to at least four in-class quick writes based on discussions and activities. You will write your own “I AM” poem from Faciane’s book. There will be discussions and quick writes on various topics from this book. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) 2. **Professional Engagement & Quickwrites**: In this assignment you will spend 1 hour in silence in the seventh week of class and in the 9th week of class. This assignment is based on a poem, “Silence is the loudest Kind of Noise”. More explanation will be given in class. (CTEL 9.1, 9.2, 9.3, 9.4)   Some of the relevant topics to consider include the following:  1. An understanding of the reciprocal process by which people act and react toward one another in cultural intersections on campuses through the use of culturally proficient discourse;  2. Cultural awareness and advocacy for equity as educational justice (e.g. each of the “isms”) through the use of cultural proficiency discourse;  3. Self-awareness - how inaction is complicity in inequity dynamics through the use of cultural proficiency discourse;  4. Creating a climate of learning across cultures through cultural proficiency discourse **(CAPE 1A, 5A-C Introduced, Practiced)**  5. Understanding the needs of diverse students, faculty, parents, and other stakeholders through the use of cultural proficiency discourse.   1. **Final Examination**: The final examination for the course will engage students in authentic critical reflection in which students will use course materials to address the final question. The final will be an in-class write held on the last night of class. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4)   **BACK**  **to MATRIX**  **Weighting of Grades**   * Cultural Autobiography = 20% * The Only One/Ism Reflections = 10% * Reading Reflections = 10% * Webliography/ Bibliography = 10% * Leadership Experience = 20% * Discussion Facilitation = 10% * Exam = 20%   100%  **BACK**  **to MATRIX**   |  |  | | --- | --- | | Grade | Rubric for Grading | | 4.0  A | All **professional standards** are evident each class meeting with out a single exception.  Work addresses the following criteria in comprehensive detail and elaborates the following elements in fully developed manner that addresses all the “isms” and the prejudices they represent:   * *Intellectual Empathy: Understanding the need to put oneself imaginatively in the place of others to genuinely understand them…. Intellectual empathy correlates with the ability to construct accurately the viewpoints and reasoning of others and to reason from premises assumptions, and ideas other than our own…*. * *Intellectual Humility: Awareness of the limits to one’s knowledge, including sensitivity to circumstances in which one’s native egocentrism is likely to function self-deceptively; sensitivity to bias and prejudice in, and limitations of, one’s viewpoint…* * *Intellectual Perseverance: …A sense of the need to struggle with confusion and unsettled questions over an extended time to achieve deeper understanding or insight*… * *Intellectual Integrity: …To practice what one advocates for others, and to honestly admit discrepancies and inconsistencies in one’s own thought and action…It requires honest acknowledgement of the difficulties in achieving greater consistency…* * *Intellectual Sense of Justice: Willingness and consciousness of the need to entertain all viewpoints sympathetically and to assess them with the same intellectual standards, without reference to one’s own feelings or vested interests, or the feelings or vested interests of one’s friends, community, or nation; implies adherence to intellectual standards without reference to one’s own advantage or the advantage to one’s group…*   [Paul. R. & Elder, L. (2001). Upper Saddle River, NJ: Prentice Hall, pp. 404-405].   * *Cultural Proficiency: Leading as an advocate for creating a socially just democracy through your personal values and behaviors* [where the rights of all marginalized people are upheld as being inclusive within a democracy: ethnicity, race, gender, age, sexual orientation, body type, age, and capability].   [Terrell, R. and Lindsey, R. (2009). Culturally proficient leadership: The personal journey begins within. Thousand Oaks, CA: Corwin Press, p. 25].   * The work progresses with a logical flow and consistency being maintained throughout. There is a command of language, organization, style, and mechanics in writing. The paper is free of spelling or typographical errors. Writing is consistent with APA style, 5th edition. * The writer addresses any egocentric issues and details ways to resolve them. | | 3.7  A- | All **professional standards** are evident each class meeting with a single exception.  Work addresses the following criteria in comprehensive detail and elaborates the following elements in a fully developed manner that addresses all the “isms” and the prejudices they represent. There is a command of language, organization, styles, and mechanics in writing. Writing is free of spelling or typographical errors. The work however clearly demonstrates the writer’s understanding of the democratic ideal of marginalized groups having rights to life, liberty, and the pursuit of happiness. The writer addresses an egocentric issues and details ways to resolve them. Writing is consistent with APA style, 5th edition.   * *Cultural Competence: Leading with your personal values and behaviors … that is inclusive of…*ethnicity, race, gender, age, sexual orientation, body type, age, and capability…*that are new or different from you and the school* [Terrell, R. and Lindsey, R. (2009). Culturally proficient leadership: The personal journey begins within. Thousand Oaks, CA: Corwin Press, p. 25]. | | 3.5  B+ | All **professional standards** are evident each class meeting with two exceptions.  Work addresses the following criteria in a comprehensive detail and elaborates the following elements in fully developed manner that addresses all but one of the “isms” and the prejudices they represent.   * *Cultural Competence: Leading with your personal values and behaviors … that is inclusive of…*ethnicity, race, gender, age, sexual orientation, body type, age, and capability…*that are new or different from you and the school* [Terrell, R. and Lindsey, R. (2009). Culturally proficient leadership: The personal journey begins within. Thousand Oaks, CA: Corwin Press, p. 25]. * Writing reflects using at least five of the six intellectual standards. * The writer addresses any egocentric issues and details ways to resolve them. * The writer specifies how she/he plans to develop Cultural Competency. * There may be a couple of spelling or typographical errors. Writing is consistent with APA style, 5th edition. Writing is organized with major command of organization and styles. * The writer addresses an egocentric issues and details ways to resolve them. | | 3.0  B | All **professional standards** are evident each class meeting with three exceptions.   * There is evidence that the writer possesses a positive awareness (Cultural Pre-competence) of not knowing how to work in diverse settings that include ethnicity, race, gender, age, sexual orientation, body type, age, and capability. * There is evidence that efforts were made to write using at least four of the six intellectual standards.   **BACK**  **to MATRIX**   * Work addresses the following criteria in relative detail and there is evidence of relative development of most of the intellectual standards. There is some command of language, organization, styles, and mechanics in writing. There may be spelling or typographical errors. | | 2.7  B- | All **professional standards** are evident each class meeting with four exceptions.   * There is evidence that the writer possesses an awareness of not knowing how to work in diverse settings that include ethnicity, race, gender, age, sexual orientation, body type, age, and capability. * There is evidence that efforts were made to write using at least three of the six intellectual standards. * Work addresses the following criteria in relative detail and there is evidence of relative development of most of the intellectual standards. There is some command of language, organization, styles, and mechanics in writing. There may be spelling or typographical errors. |   **Topic Outline, Readings and Activities**   |  |  |  |  | | --- | --- | --- | --- | | **Class Sessions** | **Activities** | **California Standards** | **Work Due** | | **Class 1** | Introduction to class and participants.  Cultural sharing.  Introduction to culture and “cultural proficiency”  Facilitation sign-ups for: Diversity Matters   * Chapters 1, 2, 11 * Chapters 3,4, 12 * Chapters 5,6, 13 * Chapters 7,8, 14 * Chapters 9,10, 15   Homework: Read Culturally Proficient Leadership - pp. xi-62 and write first “ism” Paper – Me The Only One: | CTC Admin Stand. 2, 6  CTC Counseling Stand. 3  CTEL 9.1, 9.2, 9.3, 9.4 | 09/10/13 | | **Class 2** | Discuss Culturally Proficient Leadership pp. xi-62 and discuss first paper written – Me the Only One. Submit paper to professor.  Video: The Shadow of Hate/ Road to Brown  Homework:   * Read Culturally Proficient Leadership - pp. 63-80 and write second “ism” Paper – Me the Only One: Classism | CTC Admin Stand. 18  CTC Counseling Stand. 14  CTEL 9.1, 9.2, 9.3, 9.4 | **First *Me the Only One* paper addressing racism due**  **09/17/13**  **BACK**  **to MATRIX** | | **Class 3** | Discuss Culturally Proficient Leadership pp. 63-80 and discuss second paper written – Me the Only One. Submit paper to professor.  Meet in Facilitation Groups to plan presentations of chapters  Video: Social Class in America  Homework:   * Read Culturally Proficient Leadership - pp. 81-188 and write third “ism” Paper – Me the Only One: Heterosexism * Read Diversity Matters – Chapter 5 -6 and write first chapter Reflection Paper | CTC Admin Stand. 5, 6  CTC Counseling Stand. 3,14, 23  CTEL 9.1, 9.2, 9.3, 9.4 | **Second *Me the Only One* paper addressing classism due**  **09/24/13** | | **Class 4** | Discuss Culturally Proficient Leadership pp. 81-188 and discuss third paper written – Me the Only One. **Submit paper to professor**.  Meet in Facilitation Groups to plan presentations of chapters  Video: Social Class in America/ Viva La Causa  Discussion first Chapter Reflection Paper:  Homework:   * Write fourth “ism” paper of your choice – Me the Only One * Read Diversity Matters – Chapters 7-9 * Begin writing Cultural Autobiography | CTC Admin Stand. 5, 6  CTC Counseling Stand. 3, 23  CTEL 9.1, 9.2, 9.3, 9.4 | **Third *Me the Only One* paper due**  **First Chapter Reflection due**  **10/01/13** | | **Class 5** | **Presentation and Discussion: Diversity Matters– Chapters 10-12**  Discussion of fourth “ism” paper and **submit to professor**  Homework:   * Write second Reflection Paper choosing one of the chapters * Continue Writing Cultural Autobiography | CTC Admin Stand. 5, 6, 12  CTC Counseling Stand. 3,14, 23  CTEL 9.1, 9.2, 9.3, 9.4 | **Second Chapter Reflection due**  **Facilitation of Class Activity**  **10/08/13** | | **Class 6** | **Presentation and Discussion: Diversity Matters**  Discussion of second Reflection Paper and **submit to professor**  Homework:   * Read Diversity Matters– Chapters 1 and 2 * Write third Reflection Paper choosing one of the chapters * Continue Writing Cultural Autobiography * Leadership Project | CTC Admin Stand. 5, 6  CTC Counseling Stand. 3,14, 23  CTEL 9.1, 9.2, 9.3, 9.4 | **Third Chapter Reflection due**  **BACK**  **to MATRIX**  **Facilitation of Class Activity**  **10/15/13** | | **Class 7** | **Presentation and Discussion: Diversity Matters Ch. 5 and 7**  Discussion of third Reflection Paper  Homework:   * Read Diversity Matters – Chapters 3 and 4 * Finish Writing Cultural Autobiography * Leadership Project | CTC Admin Stand. 5, 6  CTC Counseling Stand. 3, 14  CTEL 9.1, 9.2, 9.3, 9.4 | **Fourth Chapter Reflection due**  **Facilitation of Class Activity**  **10/24/13** | | **Class 8** | **Presentation and Discussion:**  **Submit Cultural Autobiography to professor**  Homework:   * Read Diversity Matters – Chapters 10 and 12 * Write fourth Reflection Paper choosing one of the chapters: 9 or 10 * Leadership Project | CTC Admin Stand. 6, 11, 18  CTC Counseling Stand.14,23  CTEL 10.1, 10.2, 10.3, 10.4 | **Cultural Auto-**  **biography**  **Due**  **Facilitation of Class Activity**  **10/29/13** | | **Class 9** | **Presentation and Discussion:** Homework:   * Write fifth Reflection Paper choosing one of the chapters: * Leadership Project | CTC Admin Stand. 11, 12  CTC Counseling Stand. 3, 23  CTEL 6.1, 6.2, 6.3, 6.4, 9.1, 9.2, 9.3, 9.4 | **Fourth Chapter Reflection due**  **Facilitation of Class Activity**  **11/05/13** | | **Class 10** | **Leadership Project Presentations and submit to professor**  **Deficit thinking and how to move along the continuum.** | CTC Admin Stand. 6, 11, 12  CTC Counseling Stand. 3,14, 23  CTEL 10.1, 10.2, 10.3, 10.4 | **Fifth Chapter Reflection due**  **Leadership Project Presentations**  **BACK**  **to MATRIX**  **11/12/13** | | **Class 11** | **Leadership Project Presentations and submit to professor**  **Silence is the loudest kind of noise.** | CTC Admin Stand. varies depending on topic  CTC Counseling Stand. 3,14, 23  CTEL 10.1, 10.2, 10.3, 10.4 | **Leadership Project Presentations**  **11/19/13** | | **Class 12** | **In Class Final Exam** | CTEL 10.1, 10.2, 10.3, 10.4 | 12/3/13 |   The instructor reserves the right to adjust the calendar as needed to accomplish all of the course objectives. |

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| University of Redlands  School of Education   |  |  |  | | --- | --- | --- | | ***Location Address*** |  | ***Mailing Address*** | | *University Hall North* |  | *1200 East Colton Avenue* | | *On Brockton Avenue* |  | *P.O. Box 3080* | | *Between University Street & Grove Street* |  | *Redlands, CA 92373* | | ***Phone*** |  | ***Fax*** | | *(909) 748-8064* |  | *(909) 335-5204* |   COURSE SYLLABUS   |  |  |  | | --- | --- | --- | | **Course:** | **EDUC 670** | | | **Course Title:** | Program Administration and Evaluation | | | **Credits:** | 3 | | | **Term:** | Educ. Spring, 2017 | | | **Sections:** | **ED 15** |  | | | **Days/Times:** | Tuesday/5:30–8:30 pm |  | | | **Location:** | Hall of Letters 111 |  | |  |  |  |  |  | | --- | --- | --- | --- | | **Faculty:** | Ross E. Mitchell, Ph.D. |  |  | | **Office:** | University Hall North 116 |  |  | | **Phone:** | **(**909) 748-8819 | Home: (909) 389-0309 | Text: 909-486-2762 | | **E-mail:** | *ross\_mitchell@redlands.edu* |  |  |   **Catalog Course Description**  **Emphasis on the theoretical and practical perspectives of management and evaluation of programs and program design. Introduction to organizational theory and management, team learning in a school environment, and curricular programming. Application of work required in a program proposal, including design, implementation, and evaluation strategies. Fieldwork required.** Goals and Objectives Students will be able to:   1. Work with others to identify diverse student and school needs and develop a comprehensive data-based school growth plan. (CAPE 7) 2. Develop a collaborative, ongoing process of monitoring and revise the growth plan based on student outcomes. (Partial CAPE 9) 3. Understand the complex interaction of the school’s systems. (Partial CAPE 13) 4. Communicate with the diverse school community about schoolwide outcomes data and improvement goals. (CAPE 15) 5. Understand local state, and federal laws, regulations, and guidelines. (Partial CAPE 19)   **Required Readings**  ***Books***  Owen, J. M. (2006). *Program evaluation: Forms and approaches* (3rd ed.). New York, NY: The Guilford Press.  Skrla, L., McKenzie, K. B., & Scheurich, J. J. (2009). *Using equity audits to create equitable and excellent schools.* Thousand Oaks, CA: Corwin.  Articles  Cooper, C. W., & Christie, C. A. (2005). Evaluating parent empowerment: A look at the potential of social justice evaluation in education. *Teachers College Record, 107*(10), 2248–2274.  Cosner, S. (2012). Leading the ongoing development of collaborative data practices: Advancing a schema for diagnosis and intervention. *Leadership and Policy in Schools, 11*(1), 26–65.  Murray, J. (2013). Critical issues facing school leaders concerning data-informed decision-making. *School Leadership & Management, 33*(2), 169–177.  ***Webpages/documents***  Accrediting Commission for Schools, Western Association of Schools and Colleges. (2017). ACS WASC/CDE 2017 edition self-study school report template [Word Doc and Google Drive (Docs) templates]. Available at http://www.acswasc.org/schools/public-california/  California Department of Education. (2014, February). *Single Plan for Student Achievement, Part I: A guide for developing the Single Plan for Student Achievement.* Retrieved from http://www.cde.ca.gov/nclb/sr/le/documents/templatespsa1.doc  California Department of Education. (2015, October 21). Schoolwide programs: Authorized programs and targeted assistance schools under the No Child Left Behind Act (NCLB). Available at http://www.cde.ca.gov/sp/sw/rt/  The Education Trust-West. (n.d.). Data equity walk toolkit. [Links to a set of documents] Available at https://west.edtrust.org/data-equity-walk-toolkit/  ———. (2015, December). The Every Student Succeeds Act of 2015: What it means for equity and accountability in California. *Equity Alert.* Available at http://west.edtrust.org/wp-content/uploads/sites/3/2015/11/Every-Student-Succeeds-Act-Implications-for-CA-FINAL-PDF.pdf  Fortner, C. K., Faust-Berryman, A., & Keehn, G. T. (2014). Atlanta Public Schools equity audit report. Atlanta, GA: Atlanta Public Schools. Available at http://www.atlantapublicschools.us/Page/41606  Partners for Each and Every Child. (2016, January). The Every Student Succeeds Act: Implications for California and equity – backgrounder. Berkeley, CA: The Opportunity Institute. Available at http://partnersforeachandeverychild.org/ESSA%20in%20CA%20Webinar%20Backgrounder\_1.11.16.pdf  **BACK**  **to MATRIX**  **Recommended Readings († for strongly)**  †Accrediting Commission for Schools, Western Association of Schools and Colleges. (2017). *Focus on learning joint ACS WASC/CDE process guide: ACS WASC/California Department of Education edition for all California public schools, including charter schools* (2017 ACS WASC ed.). Burlingame, CA: Author. Retrieved from http://www.acswasc.org/wp-content/uploads/2015/03/ACS-WASC-CDE-CHARTER-FOL-2017-Edition.pdf  Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and leadership* (5th ed.). San Francisco, CA: Jossey-Bass.  †Bryk, A. S., Gomez, L., Grunow, A. & Paul LeMahieu, P. (2015). *Learning to improve: How America’s schools can get better at getting better.* Cambridge, MA: Harvard Education Publishing.  †Fullan, M. (2014). *The principal: Three keys to maximizing impact.* San Francisco, CA: Jossey-Bass.  Jason, M. H. (2008). *Evaluating programs to increase student achievement* (2nd ed.). Thousand Oaks, CA: Corwin.  Johnson, R. S., & La Salle, R. A. (2010). *Data strategies to uncover and eliminate hidden inequalities: The wallpaper effect.* Thousand Oaks, CA: Corwin.  Kezar, A., & Maxey, D. (2016). The Delphi technique: An untapped approach of participatory research. *International Journal of Social Research Methodology, 19*(2), 143–160.  Koretz, D. (2008). *Measuring up: What educational testing really tells us.* Cambridge, MA: Harvard University Press.  Majchrzak, A., & Markus, M. L. (2014). *Methods for policy research: Taking socially responsible action.* Los Angeles, CA: Sage.  McKenzie, K. B., & Skrla, L. (2011). *Using equity audits in the classroom to reach and teach all students.* Thousand Oaks, CA: Corwin.  †McLaughlin, M., & London, R. A. (Eds.). (2013). *From data to action: A community approach to improving youth outcomes.* Cambridge, MA: Harvard Education Press.  Mertens, D. M. (2008). *Transformative research and evaluation.* New York, NY: Guilford Press.  Mitchell, R. E., & Romero, L. S. (2015). Responsibility at the core of public education: Students, teachers, and the curriculum. In D. E. Mitchell & R. K. Ream (Eds.), *Professional responsibility: The fundamental issue in education and health care reform* (pp. 11–37). New York, NY: Springer.  Pawson, R. (2003). Nothing as practical as a good theory. *Evaluation, 9*(4), 471–490.  Weiss, M. J., Bloom, H. S., & Brock, T. (2014). A conceptual framework for studying the sources of variation in program effects. *Journal of Policy Analysis and Management, 33*(3), 778–808. DOI:10.1002/pam.21760  **Students Assessment**    **BACK**  **to MATRIX**   |  |  | | --- | --- | | **Summary of Assessments** | | | Assignment | Points | | 1. Program Inventory & Description | 10 | | 2. Fieldwork Proposal | 10 | | 3. WASC Evaluation | 20 | | 4. Master Schedule | 10 | | 5. Program Evaluation (Fieldwork) | 20 | | 6. Fieldwork Reflection | 10 | | 7. Participation and Attendance | 20 | | Total: | 100 |   **Evaluation of your work will be based on the following criteria:**  **A/4.0:** Assignment is complete, on time, thorough, well edited, and exceeds stated course requirements. All written work shows superior graduate level quality in expression, *attention to detail,* evidence of originality, organization, reflection, and *demonstration of concepts mastered in class.* All discussions demonstrate *careful* preparation for class, and thoughtful contributions as an individual and group member.  **A-/3.7:** Assignment is complete, *on time, thorough,* *well* edited, and *exceeds* stated course requirements. All written work shows *superior* graduate level quality in expression, *evidence of originality,* organization, and reflection. All discussions demonstrate preparation for class, and thoughtful contributions as an individual and group member.  **B+/3.3:** Assignment is complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in *expression,* organization, and reflection. All discussions demonstrate preparation for class, and *thoughtful* contributions as an individual and group member.  **B/3.0:** Assignment is complete, edited, and at least meet *all* stated course requirements. All written work shows *graduate level quality* in organization and reflection. All discussions demonstrate *preparation* for class, and *contributions* as an individual and group member.  ***Note:* It is important to realize that overall course grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect the student’s degree and/or credential receipt.**  **B-/2.7:** Assignment is complete, *edited,* and *meet most stated course requirements.* Written work is *slightly* below graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level.   * **Student should arrange a conference with the professor.**   ***Note:* For an overall course grade of 2.7, the student should arrange conferences with the professor and advisor to discuss grade performance.**  **C+/2.3:** Assignment is complete and *some meets most stated course requirements.* Written work is below expected graduate level quality. *Preparation* for class and *contributions* as an individual and group member is slightly below an acceptable level.   * **Student should arrange a conference with the professor.**   ***Note:* For an overall course grade of 2.3, the student should arrange conferences with the professor; and a conference with the advisor is required.**  **C/2.0:** *Assignment is complete* but does not meet stated course requirements. *Written work* is well below expected graduate level quality.   * **A meeting with the professor must be arranged.**   ***Note:* For an overall course grade of 2.0, a meeting with the professor must be arranged; and a meeting with the advisor is required. The professor will notify the advisor of the grade.**  **D/1.7 and F 1.3 – 0.0:** Assignment is not met.  **BACK**  **to MATRIX**   * **A meeting with the professor must be arranged.**   ***Note:* Overall course grades below 2.0 are not acceptable for credit toward a degree or credential.**  **A conference with the advisor is required and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade**.  **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, as well as cheating, can result in dismissal from the University. Lesser sanctions may be imposed, including a failing grade for the assignment or a failing grade for the course.  **(For complete text see pp. 17–24 of the 2016–2018 University of Redlands Catalog)**  **Attendance Policy**  Quality class participation and a contribution to the community of learners are critical components and requirements in all courses, and students are expected to attend all class sessions. Emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence (in advance, unless that is impossible) and making up all required class assignments and activities in a manner approved by the instructor. Any student who misses more than two sessions of this course may be dropped and required to retake the course. To prevent being dropped upon the third absence, you must submit a written petition to continue to your instructor.  **Communication Technology Policy**  Students must:  (1) check their University of Redlands e-mail account at least weekly, preferably daily, and use it exclusively in all correspondence with their professors and U of R staff;  (2) visit Moodle at least weekly to check for announcements, assignments, and information.  **Accommodations for Students with Disabilities**  I am happy to provide accommodations to students with disabilities. Please contact the University of Redlands Disability Services office to set up these arrangements. Disability Services can be reached by telephone at 909-748-8108 (FAX: 909-335-5296) or e-mail at *amy\_wilms@redlands.edu* (Amy Wilms, Assistant Dean of Academics and Student Life) or *carole\_weeks@redlands.edu* (Carole Weeks, Administrative Secretary, Disability Services). Disability Services has a highly trained staff that has the experience and expertise to assist students with a wide range of disabilities. Assignments, Presentations, and Facilitation All assignments should be approached with professionalism as a foundation. Material is to be typed; no hand-written assignments will be accepted. Oral presentations will be graded on the basis of content as well as delivery. If you need help with effective presentation skills please feel free to seek my assistance. Learning to communicate well is an important quality to develop as an administrator.  **BACK**  **to MATRIX**  **Late Work**  Any work that is turned in late will automatically earn one half a letter grade less, unless prior approval has been granted (i.e. a 4.0 would become an 3.7, etc.) All late work must be pre-approved. If an incomplete grade for the course is requested (for an extenuating circumstance) a written plan defining requirements and specifying new deadlines will need to be developed and signed by the student and the instructor.  **Topic Outline, Readings and Activities (Subject to Change)**   |  |  |  |  | | --- | --- | --- | --- | | **Week** | **Date**  **(2017)** | **Topic/Activity** | **Assignments**  **(to be completed by the start of class)** | | 1 | Jan 10 | * Orientation * Equity * Evaluation domains * Programs to administer * Application to   + Fieldwork proposal | *In class:* Read and discuss Education-Trust West (2015) and Partners for Each and Every Child (2016); Discuss Skrla, McKenzie, and Scheurich (2009), chap. 1; Review and discuss CDE Program Categories document | | 2 | Jan 17 | * The Ws of evaluation * The Ps of evaluation * Application to   + Fieldwork proposal | Owen (2006), chaps. 1–3;  Skrla, McKenzie, and Scheurich (2009), chap. 2  *Bring:* Written list of programs at your site | | 3 | Jan 24 | * Getting started and doing evaluation * Administrative vs. other data for analysis * Analysis methods * Equity audits * Application to   + Fieldwork | Owen (2006), chaps. 4–5;  Skrla, McKenzie, and Scheurich (2009), chap. 3  *Bring:* Completed fieldwork proposal **(CAPE 1C, 2A-C, 5B Introduced, Practiced)**  *In class:*  Review and discuss Fortner, Faust-Berryman, and Keehn (2014); Complete subset of “Data Equity Walk” slides for your school site **(CAPE 3B Practiced, Assessed)** | | 4 | Jan 31 | * Making use of evaluation findings * Being responsible for evaluations * How teachers fit into the picture * Application to   + Fieldwork | Owen (2006), chaps. 6–7;  California Department of Education (2015);  Skrla, McKenzie, and Scheurich (2009), chap. 4  *In class:* Review and discuss California Department of Education (2014) | | 5 | Feb 7 | * Proactive evaluation * Data-informed decision making * Application to   + Fieldwork * Needs assessment * Accreditation | Murray (2013);  Owen (2006), chap. 9;  Accrediting Commission for Schools, Western Association of Schools and Colleges (2017)  **BACK**  **to MATRIX**  *Bring:* WASC documentation | | 6 | Feb 14 | * Clarificative evaluation * Relating processes to outcomes * Application to   + Fieldwork | Owen (2006), chap. 10;  **BACK**  **to MATRIX**  Skrla, McKenzie, and Scheurich (2009), chaps. 5–7  *Bring:* Fieldwork materials for discussion and development **(CAPE 1C, 5B, 2A Introduced, Practiced)** | | 7 | Feb 21 | * Interactive evaluation * Leading for equity * Application to   + Fieldwork | Owen (2006), chap. 11;  Skrla, McKenzie, and Scheurich (2009), chaps. 8–9  *In class:* Develop WASC evaluation **(CAPE 1C, 2A-C Practiced)** | | 8 | Feb 28 | * Monitoring evaluation * The core of public education and educational equity * Application to   + Fieldwork | Owen (2006), chap. 12;  Skrla, McKenzie, and Scheurich (2009), chaps. 10–12  *Bring:* WASC evaluation **(CAPE 2A-C, 3B-C Practiced)** | | 9 | Mar 7 | * Impact evaluation * Framing practice, where evaluation is but a part * Application to   + Fieldwork | Bolman and Deal (2013), chap. 1;  Cooper and Christie (2005);  Owen (2006), chap. 13  **BACK**  **to MATRIX**  *In class:* Building an equity audit**(CAPE 2A-C, 3B-C, 5B Practiced)** | | 10 | Mar 14 | * Change leadership * Collaborative data-use leadership * Application to   + Fieldwork | Bolman and Deal (2013), chap. 18;  Cosner (2012);  *Bring:* Fieldwork materials for discussion and development **(CAPE 2A-C, 3B-C, 5B Practiced)** | | 11 | Mar 21 | * ***Federal compliance*** * Ethical dimensions to evaluation and leadership * Application to   + Fieldwork report | Bolman and Deal (2013), chap. 19;  Owen (2006), Chapter 8  *Bring:* Federal compliance documents **(CAPE 2A-C, 3B-C, 5B Practiced)** | | 12 | Mar 28 | * Reflections and Connections * Application to   + Fieldwork report * Course evaluation | *Bring:* Fieldwork report for discussion and possible further development **(CAPE 1C, 2A-C, 3B-C, 5B Assessed)** | |

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| ***SCHOOL OF EDUCATION***  ***Location Address Mailing Address***  *University Hall North 1200 East Colton Avenue*  *On Brockton Avenue P.O. Box 3080*  *Between University Street &Grove Street Redlands, CA 92373*  ***Phone*** *(909) 335-4010* ***Fax*** *(909) 335-5204*    ***COURSE SYLLABUS***  **Course:** EDUC 671  **Course Title:** Leadership  **Term:** Spring 2017  **Days/Times:** Wednesday/5:30 p.m. – 8:30 p.m.  **Class Location:** HOL – 103  **Faculty:** Dr. Mallanie Avinger  **Office:** Palm Middle School  **Phone:** Office: 951.571-4260 Cell: 951.852-1528  **E-mail:** mallanie\_avinger@redlands.edu  **Catalog Course Description**  Features individual leadership assessments, administrative styles, employee motivation, and leadership theory. Emphasis on school improvement, decision-making and planning skills, and the sociology of organizations. Fieldwork assignments required.  **The Following California Professional Standards for Educational Leaders are partially addressed in this course:**  1. Development and Implementation of a Shared Vision Elements 1A-1C  2. Instructional Leadership Elements 2A-2C  3. Management and Learning Environment Elements 3A-3C  4. Family and Community Engagement Elements 4A-4B  **BACK**  **to MATRIX**  5. Ethics and Integrity Elements 5A-5C  **The following *California Administrator Performance Expectations* (CAPE) are partially addressed in this course:**  **CAPE 1A Developing a Student-Centered Vision of Teaching and Learning**  **CAPE 1B Developing a Shared Vision and Community Commitment**  **CAPE 1C Implementing the Vision**  **CAPE 2A Personal and Professional Learning**  **CAPE 2B Promoting Effective Curriculum, Instruction, and Assessment**  **CAPE 2C Supporting Teachers to Improve Practice**  **CAPE 2D Feedback on Instruction**  **CAPE 4A Parent and Family Engagement**  **CAPE 4B Community Involvement**  **CAPE 5A Reflective Practice**  **CAPE 5B Ethical Decision-Making**  **CAPE 5C Ethical Action**    **Course Objectives**  Upon successful completion of this course, the student should be able to:   1. Develop a philosophy and vision while experiencing common issues confronting a building principal. **(CAPE 1A-C; 2A)** 2. Have general understanding of how schools and districts are organized and how these organization structures relate to personnel management and leadership. **(CAPE 3B)** 3. Acquaint students with understanding the leadership role of the administrator and various leadership theories on effective schools. **(CAPE 2A-B)** 4. Develop a basic understanding of group dynamics, conflict, and collaboration in the school setting and with the community. **(CAPE 4B)** 5. Apply the theory, use, and application of decision-making models. **(CAPE 5B)** 6. Understand state mandates and value of improving student achievement through an accountability system. **(CAPE 2A-D)** 7. Develop a commitment to continuing personal/professional/ethical development. 8. Understand and value diversity as a strength, while ensuring equity in the school setting to establish a positive school climate. **(CAPE 4A-B)**     **Required Readings/References**   * Marzano, Robert et. al (2005) *School Leadership that Works.* Alexandria: ASCD * Collins, Jim (2001) *Good to Great*. New York: Harper-Collins   **BACK**  **to MATRIX**   * Fullan, Michael (2014) *The Principal - Three keys to maximizing impact*. San Francisco: Jossey-Bass   **Other Reference Materials**  Student’s district bargaining contract  Other articles and/or online sources as assigned (may vary from student to student)  Class handouts  **Candidate Assessment**   1. Complete weekly reading and post four *Good to Great* reflections on Moodle comparing the text chapters to an approved leader in the student’s field. Respond to other students’ postings on Moodle. 2. Demonstrate the ability to use the Internet to research leadership theories and/or approaches, current educational trends and apply to assignments from the university Moodle. **(CAPE 3B Practiced)** 3. Successfully complete 10 hours of leadership related fieldwork, accompanied by a one-page proposal, verification of completion, and a two-page evaluation of the experience. **(CAPEs 1A-C and 5A-C Practiced)** 4. Analyze a conflict in the workplace, describe the resolution strategies, and comment on additional strategies that could have been employed to more satisfactorily resolve the issue(s). **(CAPE 3A-B Practiced Assessed)** 5. Conduct a personal leadership analysis, identify personal leadership style, and develop a professional growth plan. **(CAPEs 1A-C, 5A-C Practiced, Assessed)** 6. Select a current trend in education using a related peer-reviewed case study; collaboratively identify issues; research relevant law, board policies, association contracts, and reform literature; and collaboratively prepare a four-five (4-5) page report; prepare relevant supporting documents and/or reports; attach copies of relevant law/contracts; and demonstrate leadership in a group presentation. **(CAPEs 1A-C; 2A, C, D; 4A-B; 5B-C Practiced)** 7. Interview a leader in the student’s “target position” to develop greater understanding of the position and the career path required to obtain the position. **(CAPEs 2A and 5B-C Practiced)** 8. Be an active participant in a stakeholder group and action team during the shared decision-making process. Additionally, be an active participant in classmates’ presentations. **(CAPEs 1A and 5B-C Practiced)**   **BACK**  **to MATRIX**   |  |  | | --- | --- | | Assignment | ***Points*** | | **Responses to Classmates’ Posts** | **20** | | **Fieldwork Proposal** | **10** | | **Leadership Interview** | **15** | | **Leadership Analysis** | **15** | | Leadership Growth Plan | **10** | | **Conflict Analysis** | **15** | | **Fieldwork (Completion, Verification, Evaluation)** | **20** | | **Four text-reflections of 2-3 pages posted on Moodle** | **20** | | **Hybrid Class Assignments (3 @ 5 points each)** | **15** | | Case Study | **20** | | Leadership Book Comparison | **30** | | **Participation/attendance** | **10** | | TOTAL | **200** |   **Grading System/Scale**   |  |  |  | | --- | --- | --- | | **95-100** | **A** | **4.0** | | **90-94** | **A-** | **3.7** | | **88-89** | **B+** | **3.3** | | **85-87** | **B** | **3.0** | | *80-84* | *B-* | *2.7* | | *78-79* | *C+* | *2.3* | | *73-77* | *C* | *2.0* | | *70-71* | *C-* | *1.7* |   **Evaluation of your work will be based on the following criteria:**  **A/4.0:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.  **BACK**  **to MATRIX**  **A-/3.7:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.  **B+/3.3:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization, and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.  **B/3.0:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.   * **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**   **B-/2.7:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.   * Student should arrange conferences with the professor and advisor to discuss it.   **C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.   * Student should arrange conference with the professor; and a conference with the advisor is **required.**   **C/2.0:** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.   * A meeting with the professor should be arranged; and a meeting with the advisor is **required.**  The professor will notify the advisor of the grade.   **Below 2.0:** Grades below 2.0 are not acceptable for credit toward a degree or credential. A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.  **D/1.7 and F 1.3 – 0.0:** Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.**  A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.  **BACK**  **to MATRIX**  **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.  **Attendance**  Active class participation and attendance is required and a vital part of the course. If you miss more than two classes, you may be asked to repeat the class at another time. You are expected to be on time for class and stay for the entire class. ADA statement:  Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation.Assignments Assignments are due the following class meeting date by 11:59 PM. ***The instructor must approve late work or exceptiona in advance.***  **Class Schedule**   1. Class starts at 5:30 and ends at 7:50 without a break – 7:50-8:00 questions/clarifications. 2. Dr. Avinger will meet with each student once for 30-minutes out of class time – 8:00-8:30 by sign-up.   **Student Meetings**  The following are the days student meetings will take place with a duo meeting. Only one day will have one one-on-one meeting: 1/24/17, 2/8/17, 2/15/17, 2/22/17, 3/1/17, 3/15/17, 3/22/17  **Topic Outline, Schedule, Readings and Activities**  \*Topic outline may be adjusted at the end of the first class session and/or updated/modified as necessary**. *Assignments are due the following week***.   |  |  |  |  | | --- | --- | --- | --- | | **Class Session** | **Activities** | Date | Assignment | | **Class 1** | Introduction /Overview of Course:  Defining Leadership; Leadership Approaches; Leadership Theories  Leadership Activity: Identify your personal style, philosophy, vision | **1/11/17** | Consider Fieldwork options  Post proposed leader on Moodle (name and position)\* - No duplications; first post gets priority  Post preliminary fieldwork proposal on Moodle (<50 words). | | **Class 2** | Leadership Approaches: Trait, Skills, Style and Situational  Fieldwork Discussion | 1/18/17 | Read Collins Ch. 1 – “Good is the Enemy of Great”  Comparison reading selection: *The Principal* by Michael Fullan  **BACK**  **to MATRIX** | | **Class 3** | Leadership Theories: Contingency, Path-Goal, Leader-Member Exchange  *School Leadership that Works* – Ch. 1-2  Collaborative Case Study Assignments – Presentation Dates Selected | 1/24/17  Student  Meeting (2) | Read Collins Ch. 2 – “Level 5 Leadership”  Begin reading *The Principal for comparisons* with *Good to Great*  **Fieldwork Proposal – One page** | | **Class 4** | Conflict Analysis: Difficult People Categories; Conflict Management Strategies; Documentation  Video: <https://www.youtube.com/watch?v=toUlJlYqKfQ&list=PLXerNiozYvi_-Oc39NxTgMuJym2w4ESVx&index=71> | **2/1/17** | Read Collins Ch. 3 – “First Who…Then What”  **Conflict Analysis**  Post **first** *Good to Great* Reflection on Moodle and respond to three classmates’ postings | | **Class 5** | Decision Making, Conflict Management, Climate  *School Leadership that Works* – Ch. 7  *Collaborative Case Study Presentations* | 2/8/17  Student  Meeting (2) | Read Collins Ch. 4 – “Confront the Brutal Facts” | | **Class 6** | Morale, Student Discipline, Power, Courageous Conversations - Employee Discipline  *School Leadership that Works* – Ch. 4 | 2/15/17  Student  Meeting (2) | Read Collins Ch. 5 – “The Hedgehog Concept”  Post **second** *Good to Great* Reflection on Moodle and respond to three classmates’ postings Plus Portfolios | | **Class 7** | Standards and Accountability  **Guest Speaker**  *Good to Great*  *Collaborative Case Study Presentations* | 2/22/17  Student  Meeting (1) | Read Collins Ch. 6 – “A Culture of Discipline”  Distribute Leadership Analysis Forms  **Leader Interview Report** | | **Class 8** | Culture and Leadership, Community, Ethics  *School Leadership that Works* – Ch. 5  *Collaborative Case Study Presentations* | 3/1/17  Student  Meeting (2) | Read Collins Ch. 7 – “Technology Accelerators”  **Personal Leadership Analysis** | | **Class 9** | Community Involvement, Diversity, Crisis Management | **3/8/17** | Read Collins Ch. 8 – “The Flywheel and the Doom Loop”  Post **third** *Good to Great* Reflection on Moodle and respond to three classmates’ postings  **Leadership Growth Plan**  **BACK**  **to MATRIX** | | **Class 10** | Types of Leaders: Transformation, Transactional, Team and Women;  Career Planning - Interviews  **Guest Speaker**  *Collaborative Case Study Presentations* | 3/15/17  Student meeting (2) | Read Collins Ch. 9 – “From Good to Great to Built to Last”  **Fieldwor**k (Completion, Verification, Evaluation-two pages) | | **Class 11** | Supervision of Curriculum and Instruction  Discussion: *School Leadership that Works* – Ch. 6  *Collaborative Case Study Presentations* | 3/22/17  Student meeting (2) | Complete Collins *Good to Great* and *The Principal*  Post **final** Moodle Reflection  **FINISH MAKE-UPS AND RE-WRITES** | | **Class 12** | *Good to Great* and *The Principal* presentations  Celebration  Evaluations | 3/29/17 |  | |

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| SCHOOL OF EDUCATION  Location Address Mailing Address  University Hall North 1200 East Colton Avenue  On Brockton Avenue P.O. Box 3080  Between University Street &Grove Street Redlands, CA 92373  Phone Fax  (909) 335-4010 (909) 335-5204    COURSE SYLLABUS  Course: EDUC 673  Course Title: School Finance  Term: Spring 2016 (May to July)  Days/Times: Monday: 5:30—8:30pm  Class Location: Gregory 271  Faculty: Dr. Casaundra McNair, Educational Administration Program Coordinator  Cell Phone: (951) 241-4090 (C)  E-mail: [casaundra\_mcnair@redlands.edu](mailto:casaundra_mcnair@redlands.edu)  Office Hours: Immediately before and after class or by appointment  Catalog Course Description  Sound fiscal procedures and budgeting are introduced, including an examination of federal, state and local educational financing. Resource management and setting budgetary priorities at the school site are studied.  Course Objectives   * 1. Develop the ability to identify revenue sources (LCFF, LCAP, State and Federal Categorically Funded Programs) and expend them in a manner that meets legal requirements. **(CAPE 1C, 3A, 3C, 6A, 6C Practiced and Assessed)**   2. Understand the basic history of school finance in California. **(CAPE 1C, 6A Practiced)**   3. Understand the various sources of revenue, how they are generated and distributed to address the individual and collective needs of students. **(CAPE 1C, 3C, 4B, 5A, 5C, 6A, 6B Practiced and Assessed)**   4. Understand how to develop and administer school site budgets. **(CAPE 1C, 3C, 4B, 5A, 5C, 6B Practiced and Assessed)**   5. Understand and evaluate the administration of LCFF, LCAP and remaining categorical funds, including how they can be used to enhance the school-wide programs. (**CAPE 1C, 4B, 3C, 6A, 6B Practiced)**   6. Develop a school site budget and populate and track the budget using a spreadsheet provided for you in class. (**CAPE 1C, 3C, 4B Practiced)**   7. Understand and implement the use of technology in field of education finance in support of the school and district-wide vision. (**CAPE 1C, 3C, 4B Practiced)**   Required Readings    Selected Readings on California School Finance 2014-15:    CASBO (California Association of School Business Officials) <http://www.casbo.org>  FCMAT (Fiscal Crisis & Management Team) <http://www.fcmat.org>  SSC (School Services of California)  [http://www.sscal.com](http://sscal.com)  Capitol Advisors  [http://www.capitoladvisors.org](http://capitoladvisors.org)  CSBA (California School Boards Association)  <http://www.csba.org>  EdSource  <http://www.edsource.org>  CDE (California Department of Education)  <http://www.cde.gov>  Student Assessment  **Each student will:**  **BACK**  **to MATRIX**   1. Be actively involved in the class, participating in discussions, activities and reading assignments. Timely completion is expected. **(CAPE 1C, 3A, 3C, 4B, 5A, 5C Practiced)** (10%) 2. Complete a budget interview with an administrator from your school or department who handles the budget**. (CAPE 1C, 3A, 3C, 4B, 5A, 5C Practiced**) (10%) 3. Using the site budget on your campus, trace all expenditures from each account and categorize each expense according to budget code categories from the current or previous school year on a spreadsheet that will be provided. Create a visual aid (Graph, chart, etc.) to demonstrate where all of the money has been proportionally expended. Summarize your findings in a 4-5 page paper**. (CAPE 1C, 3C, 4B, 5A, 5C Practiced)** (30%) 4. Complete Fieldwork project regarding school finance and write a 3-5 page paper summarizing your experiences and citing outside sources**. (CAPE 1C, 3C, 4B, 5A, 5C Practiced and Assessed)** (20%) 5. Complete an LCAP analysis presentation. This will be a multi-step process, which we will work on both in and outside of class throughout the semester. **(CAPE 3C, 4B, 6A, 6B Practiced and Assessed)** (30%)   Grading System/Scale  Evaluation of your work will be based on the following criteria:  A/4.0: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.  A-/3.7: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.  B+/3.3: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.  **BACK**  **to MATRIX**  B/3.0: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.   * It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.   B-/2.7: All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.   * Student should arrange conferences with the professor and advisor to discuss grade performance.   C+/2.3: All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.   * Student should arrange conference with the professor; and a conference with the advisor is required.   C/2.0: Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.   * A meeting with the professor should be arranged; and a meeting with the advisor is required. The professor will notify the advisor of the grade.   Below 2.0: Grades below 2.0 are not acceptable for credit toward a degree or credential. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.  ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~  Topic Outline, Readings, Activities- DRAFT subject to change  Meeting 1 **May 2, 2016**  Introductions  Review course objectives and requirements.  FREEWRITE: What do you know about budgets/school finance?  Intro to School Finance  Read assigned weekly reading  **(CAPE 1C, 6A Practiced)**  Meeting 2 **May 9, 2016**  History: Education in CA: Equity v. Adequacy  **BACK**  **to MATRIX**  Begin project planning.  Assignments: Work on Interview Assignment;  Read assigned weekly reading  <http://edsource.org/local-control-funding-formula-guide#1>  **(CAPE 1C, 6A Practiced)**  Meeting 3 **May 16, 2016**  Current Realities of California Education  Assignment: Work on Interview Assignment;  Begin collecting site budget information  Read assigned weekly reading  **(CAPE 1C, 6A Practiced)**  Meeting 4 **May 23, 2016**  Basic Accounting/Attendance  Assignments: Gather district LCAP info  Read assigned weekly reading  Continue working on site budget assignment  Due: Interview with Site Administrator  (**CAPE 1C, 3A, 3C, 4B, 5A, 5C Practiced**)    Meeting 5 **May 30, 2016**  Working Session  Assignment: Work on LCAP Project Presentations  **(CAPE 1C, 3C, 4B, 5A, 5C, 6A, 6B Practiced)**      Meeting 6 **June 6, 2016**  Budget Philosophy & Cash Control  California economy effect on school finances  Assignment: Work on LCAP info collection  Continue working on site budget assignment  Read assigned weekly reading  **(CAPE 1C, 3C, 4B, 5A, 5C, 6B Practiced)**  **BACK**  **to MATRIX**    Meeting 7 **June 13, 2016**  Basic Budgeting & LCFF  Assignment: Gather LCAP budget data  Read assigned weekly reading  Continue working on site budget assignment  (**CAPE 1C, 3C, 4B, 5A, 5C, 6B Practiced)**    Meeting 8 **June 20, 2016**  Staffing & Personnel Practices  Discuss project progress with group.  Assignment: Gather LCAP budget data  Read assigned weekly reading  Due: Site Budget Analysis Assignment  **(CAPE 1C, 3A, 3C, 4B, 6A, 6C Practiced)**      Meeting 9 **June 27, 2016**  Collective Bargaining  Discuss project progress with group.  Discuss site staffing ratios  Assignments: Work on Final Project Presentation  Complete Fieldwork Documentation  Read assigned weekly reading: given in class  Due: Fieldwork Project  **(CAPE 1C, 3C, 4B, 5A, 5C Practiced and Assessed)**    Meeting 10 **July 11, 2016**  ASB Fund Accounting & Booster Clubs  Assignment: Work on LCAP Project Presentation  **(CAPE 3C, 4B, 6A, 6B Practiced and Assessed)**    Meeting 11 **July 18, 2016**  **BACK**  **to MATRIX**  Complete course evaluation  LCAP Project Presentations  **(CAPE 3C, 4B, 6A, 6B Practiced and Assessed)**  Meeting 12 **July 25, 2016**  LCAP Project Presentations  **(CAPE 3C, 4B, 6A, 6B Practiced and Assessed)** |

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| ***SCHOOL OF EDUCATION***  ***Location Address Mailing Address***  *University Hall North 1200 East Colton Avenue*  *On Brockton Avenue P.O. Box 3080*  *Between University Street &Grove Street Redlands, CA 92373*  ***Phone Fax***  *(909) 335-4010 (909) 335-5204*  ***COURSE SYLLABUS***  **Course:** EDUC 674  **Course Title:** School Politics and Law  **Term:** Spring 2017  **Days/Times:** Thursday 5:30 p.m. – 8:30 p.m.  **Class Location:** Gregory Hall 270  **Faculty:** Dr. Casaundra McNair  **Phone:** Office @ North Ridge Elementary School: 951.571-4630; Cell: 951.241-4090  **E-mail:** casaundra\_mcnair@redlands.edu  **Catalog Course Description**  Federal and state laws, as well as court decisions and legal opinions, are presented and analyzed as they relate to educational policies and procedures. Contract law and laws dealing with school operations are highlighted. Exploration of the field of school governance and politics in relation to positive school climate and school improvement.  **The following CTC standards for Counseling are partially addressed in this course:**  Generic Standard 3 Socio-Cultural Competence  Generic Standard 6 Professional Ethics and Legal Mandates  Generic Standard 9 School Safety & Violence Prevention  Generic Standard 11 Learning Theory & Educational Psychology  Generic Standard 12 Professional Leadership Development  Specialization Standard 18 Professionalism, Ethics & Legal Mandates  **Course Objectives**  Upon successful completion of this course, the student should be able to:   1. Understand the origins and types of law and how they impact public education. **(Practiced CAPE 1A, 1B, 3A, 3B, 3C, 4A, 4B, 6A-B)** 2. Understand legal concepts as applied to education as well as the rights and responsibilities of students, parents, school employees and elected officials. **(Practiced CAPE 1A, 1B, 3B, 4A, 4B)** 3. Understand the ethical and legal mandates for the education of all children in California. **(Practiced CAPE 6A-6B)** 4. Analyze and understand the landmark state and federal court cases that have shaped public education policy and law, including those related to constitutional principles of freedom of speech, press, religion, and assembly, search and seizure, due process, state’s rights, and equal protection. **(Practiced CAPE 6A-6B)** 5. Understand state and federal laws related to privacy, special education and nondiscrimination. **(Practiced CAPE 1A, 1B, 4A, 6A-6B)** 6. Understand the causes of tension and conflict in setting public policy and meeting the legal mandates of a free public education. **(Practiced CAPE 1A, 1B, 3C, 4A, 6A-6B)** 7. Understand and identify significant groups who impact schools through the political process. **(Practiced 1A, 1B, 3A-3C, 5B, 5C, 6A-6B)** 8. Understand the legislative process and the roles of the various state agencies, legislature, administration, and the “third house.” **(Practiced CAPE 6A-6B)** 9. Understand the roles and responsibilities of the school professionals in local and state politics. **(Practiced CAPE 3A-3C, 6A-6B)** 10. Understand the intersection of state policy and the electorate, the legislative and political process, and the courts. **(Practiced CAPE 6A-6B)**   **Required Readings/References**   * The Constitution of the United States of America * Landmark United States Supreme Court decisions as assigned * Other on-line sources (court decisions, scholarly articles and opinion pieces) as assigned * A variety of class handouts   **Candidate Assessment**  **BACK**  **to MATRIX**  1. Written reviews of eight (8) United States Supreme Court cases as assigned. These reviews will contain the facts of the case, the findings of the court, and the implications of the decision on the educational profession. A case review template will be provided. Reviews generally will not exceed two (2) pages. **(CAPE 1A-B, 3A-3C, 4A, 4B, 5B, 5C, 6A-B and Counseling Standards 6, 11, 12 and 18 Practiced).**  **BACK**  **to MATRIX**  2. Participation in and successful completion of a comprehensive final examination. **(CAPE 3A-3C, 5B, 5C, 6A-6B and Counseling Standards 6, 11, 12 and 18 Practiced and Assessed).**  3. Regular, prompt class attendance; active, engaged participation during and contribution to class discussion and debate. Each student is expected to contribute to the learning of others. **(CAPE 5B, 5C, 6A-6B and Counseling Standards 3, 6, 11 & 12 Practiced)**  4. Attendance at and summary of a local school board meeting. (Required in lieu of class attendance on March 9, 2017) (**CAPE 5B, 5C, 6A-B Practiced)**  5. Board Policy Review: Executive Summary, law analysis, interview guide, and copies of appropriate board policy/statutory law/case law. **(CAPE 1A-B, 3A-3C, 4A, 4B, 5B, 5C, 6A-6C and Counseling Standards 6 & 18 *Practiced*)**  6. A 10-hour fieldwork project related to applicable standards involving policy, politics, regulatory, and legal mandates including proposal and summary of experience **(Standards practiced and assessed depend on topic- 3A, 5B, 5C, 6A, 6B)**. Students will submit a summary of their goals in observing the policy, politics, regulatory and/or legal mandates in their area of study (K-12 or Higher Ed). Students will submit a summary of what they accomplished in a 1-2 page paper on the last night of class regarding their fieldwork experience, indicating IF they accomplished their goals. (5 points)  **BACK**  **to MATRIX**   |  |  | | --- | --- | | Assignment | ***Points*** | | **Course Participation** | **20** | | **Fieldwork Proposal** | **5** | | **Case Reviews (8 @ 5 points each)** | **40** | | **Board Policy Review** | **5** | | Fieldwork Summary | **10** | | Final | **20** | |  |  | | TOTAL | **100** |   **Grading System/Scale**   |  |  |  | | --- | --- | --- | | 95-100 | A | 4.0 | | 90-94 | A- | 3.7 | | 88-89 | B+ | 3.3 | | 85-87 | B | 3.0 | | 80-84 | B- | 2.7 | | 78-79 | C+ | 2.3 | | 73-77 | C | 2.0 | | 70-71 | C- | 1.7 |   **Evaluation of your work will be based on the following criteria:**  **A/4.0:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.  **A-/3.7:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.  **B+/3.3:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.  **B/3.0:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.  **BACK**  **to MATRIX**   * **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**   **B-/2.7:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.   * Student should arrange conferences with the professor and advisor to discuss it.   **C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.   * Student should arrange conference with the professor; and a conference with the advisor is **required.**   **C/2.0:** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.   * A meeting with the professor should be arranged; and a meeting with the advisor is **required.**  The professor will notify the advisor of the grade.   **Below 2.0:** Grades below 2.0 are not acceptable for credit toward a degree or credential. A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.  **D/1.7 and F 1.3 – 0.0:** Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.**  A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.  **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.  **Attendance**  Active class participation and attendance is required. If you miss more than two classes, you may be asked to repeat the class at another time. You are expected to be on time for class and stay for the entire class. Assignments **BACK**  **to MATRIX**  Assignments are due on the due date in class. The instructor must approve exceptions in advance.  **Topic Outline, Schedule, Readings and Activities**  \*Topic outline will be adjusted at the end of the first class session and updated/modified each week as necessary.   |  |  |  |  | | --- | --- | --- | --- | | **Class Session** | **Activities** | Date | Assignment Due | | **Class 1**  **CAPE 1A- 1C, 3A- 3C, 4A-4B, 5B-5C, 6A-6B Practiced** | Introduction /Overview of Course  Sources of Law  Structure of the Government/Courts  Constitution of the United States  Educational Justice & Personal Ethics | 01.12.17 |  | | **Class 2**  **CAPE 3A**  **Practiced** | First Amendment – Freedom of Speech and Press; Student, Employee, School Rights and Responsibilities | 01.19.17 | Case Review 1- Tinker v. Des Moines | | **Class 3**  **CAPE 3A, 4A-4C, 5A-5C Practiced** | First Amendment – Establishment/Free Exercise – Individual Religious Freedom; Church & State Relationship | 01.26.17 | Fieldwork Proposal Due  Case Review 2 – Everson v. BOE;  Santa Fe Independent v. Doe; Barnette v. West Virginia BOE; Lemon v. Kurtzman | | **Class 4**  **CAPE 3A, 4A-4C, 5A-5C Practiced** | First Amendment – Freedom of Speech and Press | 02.02.17 | Case Review 3 – Lemon v. Kurtzman; Pickering v. Board of Education | | **Class 5**  **CAPE 1A- 1C, 3A- 3C, 4A-4B, 5B-5C, 6A-6B Practiced** | Fourth Amendment – Search and Seizure; Personal Liability – Qualified Immunity | 02.09.17 | Case Review 4- TLO v. New Jersey | | **Class 6**  **CAPE 1A- 1C, 3A- 3C, 4A-4B, 5B-5C, 6A-6B Practiced** | Fifth Amendment – Due Process  Student Discipline, Suspension/ Expulsion; CA Ed Code 48900-48927 | 02.16.17 | Case Review 5- Safford Unified School District v. Redding; Goss v. Lopez  **BACK**  **to MATRIX** | | **Class 7**  **CAPE 1A- 1C, 3A- 3C, 4A-4B, 5B-5C, 6A-6B Practiced** | Fourteenth Amendment – Equal Protection; Search & Seizure/School Safety/ Penal Code; Undocumented Children | 02.23.17 | Case Review 6– Brown v. BOE; [Community Consolidated Sch. Dist. #93 v. John F. (IL)](http://www.wrightslaw.com/law/caselaw/IL_dist93_johnf_00_10.pdf); | | **Class 8**  **CAPE 1A- 1C, 3A- 3C, 4A-4B, 5B-5C, 6A-6B Practiced** | Sexual Harassment, Hazing, Bullying, Hate Violence, Title IX  The Civil Rights Act of 1964 | 03.02.17 | Case Review 7–Hoing v. Doe; Lau v. Nichols; Plyler v. Doe; Davis v. Monroe | | **Class 9**  **CAPE 5B,**  **5C, 6A-6C,**  **Practiced** | Attend School Board Meeting | 03.09.17 |  | | **Class 10** | Special Education- IDEA, Rehabilitation Act, Section 504, ADA | 03.16.17 | Case Review 8– Davis v. Monroe  Rowley v. BOE | | **Class 11**  **CAPE 3A-3C, 5A-5C, 6A- 6C Assessed** | Governance- Local Political Structures, Policies, Regulations, and Procedures, NCLB to ESSA  Board Policy Review I | 03.23.17 | Board Policy Review Summary Due | | **Class 12**  **CAPE 3A-3C, 5A-5C, 6A- 6C Assessed** | Class Summary  Board Policy Review Part II  FINAL EXAM  Evaluations | 03.20.17 | Fieldwork Summary Due  Final | |

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| University of Redlands  School of Education   |  |  |  |  | | --- | --- | --- | --- | |  | ***Location Address*** |  | ***Mailing Address*** | |  | *University Hall North* |  | *1200 East Colton Avenue* | |  | *On Brockton Avenue* |  | *P.O. Box 3080* | |  | *Between University Street & Grove Street* | | *Redlands, CA 92373* | |  | ***Phone*** |  | ***Fax*** | |  | *(909) 748-8064* |  | *(909) 335-5204* |   COURSE SYLLABUS  **Course Goal:**  Develop a clear understanding of the concepts curriculum and inclusion and how those concepts inform educational practice.   |  |  |  | | --- | --- | --- | | **Course:** | **EDUC 675** | | | **Course Title:** | Curriculum and Program Development | | | **Term:** | Fall 2016 | | | **Days/Times:** | Thursday/5:30–8:30 pm |  | | | **Location:** | Hall of Letters 111 |  | |      |  |  |  |  | | --- | --- | --- | --- | | **Faculty:** | Dr. Casaundra McNair |  |  | | **Phone:** | **(**951) 241-4090 (Text) |  |  | | **E-mail:** | *casaundra\_mcnair@redlands.edu* |  |  |   **Catalog Course Description**  Consideration of the philosophical and historical elements of curriculum as well as emerging issues. Specific attention is given to planning, developing, implementing and evaluating programs. Additional topics include current research in teaching practices, special programs, and the process of change within a school. Specific fieldwork assignments required.  **Course Objectives**  The following *California Administrators Performance Expectations*(CAPEs) will be practiced and/or assessed in this class:  Students will have the opportunity to:   * Demonstrate an understanding of the historical and philosophical foundations of curriculum development and leadership. **(CAPE 1A-1C, 2B, 2C, 4B, 5A, 6A-6B Practiced)** * Develop an understanding of the basic elements of curriculum design and how it is implemented and process of implementation. **(CAPE 1A, 5A-5C, 6A-6B Practiced)** * Acquire tools necessary to transform theory into the dynamic realm of the school site-thus creating change. **(CAPE 5A-5C, 6A-6B Assessed)** * Collaborate with community-based organizations and agencies to gain familiarity with programs being offered to children with special needs**. (CAPE 1A-1C, 2A-2C, 3A-3C, 4A- 4B, 5A Practiced)** * Critique current trends and issues with an understanding of their viability within the current political climate. **(CAPE 1A- 1C, 2B, 2C, 4B, 5A, 6A-6B Practiced)** * Evaluate programs that are supportive of effective pupil learning and discuss how the school counselor as an agent of change is responsible for the development and implementation of these types of programs. **(CAPE 5A-5C, 6A-6B Assessed)** * Develop knowledge and skill in coordinating pupil support systems with public and private community-based organizations. **(CAPE 5A-5C, 6A-6B Practiced)** * Attend site-based collaborative meetings (such as 504’s, SST’s and IEP’s) to develop skill in working as a team-member in providing referral services to students with special needs. **(CAPE 1A-1C, 2A- 2C, 6A-6B Practiced)** * Understand and evaluate college and career readiness. **(CAPE 1A-1B, 2A-2C, 4A-4B, 6A-6B Practiced)**   **MC900440424[1]Required Readings: Textbooks**  Causton, J., & Theoharis, G. (2014). *The principal’s handbook for leading inclusive schools.* Baltimore, MD: Paul H. Brookes Publishing. (ISBN-13: 978-1598572988)  Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development: A guide to practice* (9th ed.). Boston, MA: Pearson. (ISBN-13: 978-0133572322)  **MC900437990[1]Other Required Readings**  Smith, T. E. C. (2016). Discipline and students with disabilities. *Serving students with special needs: A practical guide for administrators* (pp. 165–186). New York, NY: Routledge. (ISBN-13: 978-0415736084)  Other readings provided by instructor  **Course Policies & Expectations**  **MC900440428[1]Evaluation, Assessment, and Grading**  Narrative feedback will be provided on all written assignments. As well as the successful completion of assignments, students are asked to exercise professional responsibilities.   * Keep *alert*: Ask yourself questions like *What was just said? Is that new, or did I know that already? Is that what the book said?* etc. * Be *prepared*; bring your textbooks, written work, oral presentations, and a willingness to participate in class activities * Share *respect*; attend class, make contributions to class discussions, and listen to all points of view—this is our learning community, so please help to make it exciting, vibrant, and safe.   **Assignments, Presentations, and Facilitation**  All assignments should be approached with professionalism. Material is to be typed; no hand-written assignments will be accepted (except for in-class projects, and completion of in-class assessment questionnaires). Oral presentations will be graded on the basis of content as well as delivery.  **BACK**  **to MATRIX**  **Late Work**  The class has a tight timeline to provide students with adequate feedback on work. All late work must be pre-approved with a plan for completion. If an incomplete grade for the course is requested (for an extenuating circumstance) a written plan defining requirements and specifying new deadlines will need to be developed and signed by the student and the instructor.  MC900281970[1]**Grading System/Scale**  93-100 A 4.0  90-92 A− 3.7  87-89 B+ 3.3  83-86 B 3.0  80-82 B− 2.7  77-79 C+ 2.3  73-76 C 2.0  72-below—No Credit  **Evaluation of your work will be based on the following criteria:**  **A/4.0:** Assignment is complete, on time, thorough, well edited, and exceeds stated course requirements. All written work shows superior graduate level quality in expression, *attention to detail,* evidence of originality, organization, reflection, and *demonstration of concepts mastered in class.* All discussions demonstrate *careful* preparation for class, and thoughtful contributions as an individual and group member.  **A-/3.7:** Assignment is complete, *on time, thorough,* *well* edited, and *exceeds* stated course requirements. All written work shows *superior* graduate level quality in expression, *evidence of originality,* organization, and reflection. All discussions demonstrate preparation for class, and thoughtful contributions as an individual and group member.  **B+/3.3:** Assignment is complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in *expression,* organization, and reflection. All discussions demonstrate preparation for class, and *thoughtful* contributions as an individual and group member.  **B/3.0:** Assignment is complete, edited, and at least meet *all* stated course requirements. All written work shows *graduate level quality* in organization and reflection. All discussions demonstrate *preparation* for class, and *contributions* as an individual and group member.  **B-/2.7:** Assignment is complete, *edited,* and *meet most stated course requirements.* Written work is *slightly* below graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level.  **C+/2.3:** Assignment is complete and *some meets most stated course requirements.* Written work is below expected graduate level quality. *Preparation* for class and *contributions* as an individual and group member is slightly below an acceptable level.  **C/2.0:** *Assignment is complete* but does not meet stated course requirements. *Written work* is well below expected graduate level quality.  ***Note:* For an overall course grade of 2.0, a meeting with the professor must be arranged; and a meeting with the advisor is required. The professor will notify the advisor of the grade.**  **BACK**  **to MATRIX**  **D/1.7 and F 1.3 – 0.0:** Assignment is not met.  ***Note:* Overall course grades below 2.0 are not acceptable for credit toward a degree or credential.**  **A conference with the advisor is required and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade**.  **MC900448745[1]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. Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.  **(For complete text see pp. 16-22 of the 2014-2016 University of Redlands Catalog)**  **MC900056853[1]**  **Attendance Policy**  Quality class participation and a contribution to the community of learners are critical components and requirements in all courses, and students are expected to attend all class sessions. Emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence (in advance, unless that is impossible) and making up all required class assignments and activities in a manner approved by the instructor. Any student who misses more than two sessions of a course may be dropped and required to retake the course. To prevent being dropped after two absences, you must submit a written petition to continue and receive consent from the instructor.  MC900230382[1]**Communication Technology Policy**  Students must:  (1) Check their University of Redlands e-mail account at least weekly, preferably daily, and use it exclusively in all correspondence with their professors and U of R staff;  (2) Visit Moodle/Learn at least weekly to check for announcements, assignments, and information.  invisible_disability_stickers-r449f8209b2e24f9e99cbbfda6d03ece2_v9i40_8byvr_324[1]**Accommodations for Students with Disabilities**  I am happy to provide accommodations to students with disabilities. Please contact the University of Redlands Disability Services office to set up these arrangements. Disability Services can be reached by telephone at 909-748-8108 (FAX: 909-335-5296) or e-mail at *amy\_wilms@redlands.edu* (Amy Wilms, Assistant Dean of Academics and Student Life) or *carole\_weeks@redlands.edu* (Carole Weeks, Administrative Secretary, Disability Services). Disability Services has a highly trained staff that has the experience and expertise to assist students with a wide range of disabilities.  **Students Assessment**    **BACK**  **to MATRIX**   |  |  | | --- | --- | | **Summary of Assessments** | | | Assignment | Points | | 1. Class Participation/Attendance | 12 | | 2. Fieldwork Proposal | 10 | | 3. SST Meeting Reflection | 10 | | 4. IEP and Meeting Reflection | 15 | | 5. Group Research Presentation | 25 | | 6. Fieldwork Completion | 28 | | Total: | 100 |   **http://www.iconshock.com/img_jpg/PLASTICXP/business/jpg/256/graphic_report_icon.jpg**  **Candidate Assessment/Assignments**   1. **(Individual) Participation and Attendance**. Contribution to classroom activities is a must. It may include a periodic writing activity**. (Practiced CAPE 5A-5C, 6A-6B)** (12% of grade) 2. **(Individual) Fieldwork Proposal**. “Change Project” Complete a Fieldwork Proposal form, including identifying someone with whom you are working at a school as the Site Supervisor, so that you have a clear plan for what you are doing and when you will do it; specifying which curricular program you will examine and change. (CAPE assessed varies depending on project chosen) (10% of grade) 3. **(Individual) Attend an SST Meeting**. Write summary on key curricular areas that were observed (conceive of curriculum broadly and in line with the Wiles and Bondi text). **(CAPE’s Practiced 1A-1C, 2A- 2C, 5A- 5C, 6A-6B)** (10% of grade) 4. **(Individual) Attend an I.E.P. Meeting**. Bring to class a copy of the I.E.P. from the meeting you attended with all names and identifying information removed (including the school and district names). Write a one to two page reflection of the meeting you attended. In class, we will analyze the I.E.P. and discuss reflections focusing on the “educational benefit” of the I.E.P and the team dynamics. **(CAPE’s Practiced 1A-1C, 2A- 2C, 3A- 3C, 5A- 5C, 6A-6B)** (15% of grade) 5. **(Group) Research Presentation**.Select a trend or topic currently being implemented in a school or school district setting that is of interest to your group; one group must choose something related to teaching practices or one related to special programs, and/or one related to organizational change (e.g., some type of school reform). Develop a **10-minute** presentation focusing on the historical, philosophical, psychological and socio-political dimensions of the selected trend or topic. Research at least **five** sources on your topic other than our text(s). Presentations must include a PPT, prezi or some other visual presentation, an annotated bibliography of your sources and a one-page outline or narrative highlighting your findings. Please provide a copy of your outline and annotated bibliography to all class members. All topics must be approved by the instructor. (25% of grade) **(CAPE Practiced: 1A-1C, 2A- 2C, 3A-3C, 4A-4B) CAPE Assessed: 5A- 5C, 6A-6B)** 6. **(Individual) Fieldwork Completion**. **FOR ED Admin:** Complete a 10 hour Fieldwork Completion form, and attach your resource document and any other artifacts (at least one more) indicating the work you did and with whom while completing the field experience in a specific curricular area that was changed. **For Counseling Students:** Examine an area that you feel needs to be changed or a process refined related to a program or curriculum design. All topics must be pre-approved through fieldwork proposal. (28% of grade) (CAPE assessed varies depending on project chosen)   **COURSE CALENDAR** SESSION 1 September 8, 2016*Curriculum in the New Global Age: What is change?*  **CAPE 1A-1C, 2A-2C,**  **Practiced** Field Experience Specification and Discussion  In-Class Write #1 “Non-Negotiables”  **BACK**  **to MATRIX**  Syllabus Review  Homework: View next session for Reading assignment. \*Reading is to be complete **before** session it is listed under.  SESSION 2 **September 15, 2016**  *Philosophy and Curriculum Design: Changing Structures*  **CAPE 1A-1C, 2A-2C,**  **Practiced** Field Experience Specification and Discussion  In-Class Write #2  Wiles and Bondi: Chapters 1–2    *SESSION 3* ***September 22, 2016***  *Foundations of Curriculum Planning*  **CAPE 1A-1C, 2A-2C,**  **5A-5C, 6A-6B Practiced DUE: FIELDWORK PROPOSAL**  In-Class Write #3  Wiles and Bondi: Chapters 3  Causton and Theoharis: Chapters 1–2  Group Activity    *SESSION 4* ***September 29, 2016***  **GROUP MEETING TIME**  *Large Scale Curriculum Development*  Wiles and Bondi: Chapter 4  Causton and Theoharis: Chapter 3  Group Activity    SESSION 5 **October 6, 2016**  *Curriculum Development in Schools*  **CAPE 1A-1C, 2A-2C,**  **5A-5C, 6A-6B Practiced**  **DUE: SST SUMMARY**  In-Class Write #5  Wiles and Bondi: Chapter 5  Causton and Theoharis: Chapter 4  Group Activity    SESSION 6 **October 13, 2016**  *Curriculum Development and the New Technologies*  **CAPE 3A-3C**  **Practiced** In-Class Write #6  Wiles and Bondi: Chapter 6  Causton and Theoharis: Chapters 5–6  SESSION 7 **October 20, 2016**  **BACK**  **to MATRIX**  *Elementary School Programs and Issues*  **CAPE 1A-1C, 2A- 2D,**  **4A-4B, Practiced DUE: IEP REFLECTION**  In-Class Write #7  Wiles and Bondi: Chapter 7  Causton and Theoharis: Chapters 7–8  Group Activity  SESSION 8 **October 27, 2016**  *Middle School Programs and Issues: Master Scheduling*  **CAPE 1A-1C, 2A- 2D,**  **4A-4B, Practiced** In-Class Write #8  Wiles and Bondi: Chapter 8  **GROUP TIME: 7:00 – 8:30 p.m.**    SESSION 9 **November 3, 2016**  *Secondary School Programs and Issues: Behavior*  **CAPE 1A-1C, 2A- 2D,**  **4A-4B, Practiced** **DUE: GROUP RESEARCH PRESENTATION**  In-Class Write #9  Wiles and Bondi: Chapter 9  Causton and Theoharis: Chapter 9    SESSION 10 **November 10, 2016**  *Global Perspectives of the Curriculum Process*  **CAPE 6A-6B**  **Practiced** In-Class Write #10  Wiles and Bondi: Chapter 10    SESSION 11 **November 17, 2016**  *Organizational Change*  **CAPE 5A-5C, 6A-6B**  **Practiced** In-Class Write # 11  Group Activity  SESSION 12 **December 1, 2016**  Final Class Session  **CAPE 5A- 5C and 6A-6C**  **Assessed** **DUE: FIELDWORK COMPLETION**  Class Write # 12  Fieldwork Oral Presentations  **BACK**  **to MATRIX** |

**BACK**

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| SCHOOL OF EDUCATION  Location Address Mailing Address  University Hall North 1200 East Colton Avenue  On Brockton Avenue P.O. Box 3080  Between University Street &Grove Street Redlands, CA 92373  Phone Fax  (909) 335-4010 (909) 335-5204    COURSE SYLLABUS  Course: EDUC 676  Course Title: School Personnel Management  Term:  Days/Times: Wednesdays 5:30-8:30  Class Location: Gregory -271  Faculty: Dr. Robert Verdi  Office: By appointment  Phone: (909) 532-9041  E-mail: Robert\_verdi@redlands.edu  Catalog Course Description  Examination of techniques and styles for selecting, supervising, and evaluating school personnel. Includes opportunities to observe and monitor staff performance and offers various professional in-service approaches. Employee relations, motivation, and negotiations included as students develop skills in personnel management.  Course Objectives   1. Students will identify the major competencies of human resources administrators. CAPE 3A, 3B, 3C 2. Students will identify the ethics that apply to human resources administrators. CAPE 3B 3. Student will define strategies and operational planning and explain their use in the human resources strategic planning process.CAPE 3A 4. Students will describe the impact of organizational climate on student achievement and organizational commitment in schools. CAPE 3A 5. Students will identify the legal constraints in the recruitment process. CAPE 3B 6. Students will describe how the interviewer’s skills influence the interview process. CAPE 3B 7. Students will define staff development and its relationship to the success of educational programs. CAPE 2A 8. Students will identify techniques for establishing a culture that fosters employee engagement. CAPE 3A 9. Students will apply the writing conventions of the APA Format. 10. Students will demonstrate problem solving and collaboration skills. CAPE 3B  |  | | --- | | The following CTC CACEs are partially mastered in this course: | | A-8, A-12, A-13, A-14, A-16, A-17, A-18, A-19, A-20, B-5, B-9, B-21, B-29, B-30, B-32, C-5, C-8, D-2, D-3, D-7, D-8, D-9, D-10, E-1, E-3, E-4, E-11, E-12, E-13, E-14, E-15, E-16, E-17, E-18, E-19, E-23. |   Required Readings  Webb, L.D. & Norton, M.S. (2012). Human Resources Administration: Personal issues and needs in education (6th ed.). Upper Saddle River, NJ: Pearson Education.  **Other Supplemental Resources**  American Psychological Association (2009). Publication manual of the American  Psychological Association (6th ed.). Washington, DC: APA.  Blanchard, K. & Ridge, G. (2009). Helping people win at work: A business philosophy called “Don’t Mark My Paper, Help Me Get an A.” FT Press (need book for full info)  Cook, M.J. (1999). Effective coaching. New York: McGraw-Hill.    Macey, W. H., Schneider, B., Barbera, K. M. & Young, S. A. (2009). Employee engagement: Tools for analysis, practice and competitive advantage. UK: Wiley-Blackwell.  Senge, P.M., Cambron-Mc-Cabe, N., Lucas, T., Smith, B., Dutton, J., & Kliener, A. (2012). Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education. Crown Publishing Group. (Chapter XI only)  **BACK**  **to MATRIX**  Student Assessment   * Participation and attendance. It is expected that you will contribute to the learning situation during the class sessions. Since there is no final test, it is important that you be present and involved (10% of grade). * Reflections on Blackboard. (20% of grade) * Individual Research Paper. (20% of grade) * Group Presentation. (25% of grade) * Fieldwork Project. (25% of grade)   NOTE: Admin MA and Credential Candidates must have at least one  Fieldwork experience in each of the following areas: Public Elementary School, Public Middle School, Public High School. Fieldwork in the private sector or higher education is acceptable, but somewhere in the program the candidate must perform fieldwork in all three required settings.   | Activity | Point Assignment | | --- | --- | | Class Participation | 10 points | | Reflections - Blackboard Discussions | 20 points | | Individual Research Paper | 20 points | | Group Presentation | 25 points | | Fieldwork Project | 25 points |   **BACK**  **to MATRIX**   | Letter Grade | Points | | --- | --- | | A | 93-100 | | A- | 90-92 | | B+ | 87-89 | | B | 84-86 | | B- | 80-83 | | F | <79 |   **Grading System/Scale**  Evaluation of your work will be based on the following criteria:  A/4.0: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.  A-/3.7: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.  B+/3.3: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.  B/3.0: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.   * It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.   B-/2.7: All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.   * Student should arrange conferences with the professor and advisor to discuss grade performance.   C+/2.3: All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.   * Student should arrange conference with the professor; and a conference with the advisor is required.   C/2.0: Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.   * A meeting with the professor should be arranged; and a meeting with the advisor is required. The professor will notify the advisor of the grade   **BACK**  **to MATRIX**  **Below 2.0:** Grades below 2.0 are not acceptable for credit toward a degree or credential. A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.  **Course Assignments**  Reflections (4 total)  This assignment will promote the understanding of the various human resource functions and their role in education. Students will be able to articulate through reflection upon the social, political, legal and economic trends that impact personnel administration within a school and the school district.  Completed product will include four separate reflections (5 points each), focusing on school/district personnel issues. The four topics will be based on selected chapters in Webb and Norton. Reflection can be based on individual experience and knowledge without references outside the textbook. Each reflection should be equivalent to a one page, double-spaced document. Respond to Reflection of one colleague on Discussion Board (Minimum – 3 paragraphs.) Do not need to use references, other than the book.  Organization of Reflections:   * 1. Define an issue in the assigned chapter faced by schools today. **CAPE 3B (Introduced, Practiced)**   2. Identify the social, political, legal and/or economic trends that have created influenced this issue**. CAPE 3B (Introduced, Practiced)**   3. Provide a realistic resolution to this personnel issue. **CAPE 3B (Introduced, Practiced)**   **BACK**  **to MATRIX**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Reflection Rubric** | **0** | **.5** | **.75** | **1** | **5 Points**  **Possible** | | **Defining Issue** | Does not provide a definition. | Definition provided, but includes inappropriate or inaccurate information. | Appropriate definition; not concise. | Appropriate and clear, concise definition. | **/1 pt** | | **Identification of social, political, legal and/or economic trends relating to the issue** | Does not identify the social, political, legal, and/or economic trends. | Identifies some reliable information, but without extensive or comprehensive scope; shows limited familiarity with the issue. | Presents significant reliable information of the issue and demonstrates an understanding of how it evolved. | Encompasses reliable information of the issue and demonstrates an understanding of how it evolved. Highlights key findings and discusses them thoroughly throughout the reflection. | **/1 pt** | | **Realistic Resolution** | Does not include a resolution.  (0 point) | A resolution implied, but not explicitly provided.  (1 point) | Explicit resolution provided with some realistic and practical solutions.  (1.5 points) | Action plan demonstrates a depth of insight; resolution is appropriate, realistic, practical and clearly communicated.  (2 points) | **/2 pts**  **BACK**  **to MATRIX** | | **Writing style and language mechanics** | A clear sense of direction is lacking; material presented is not effectively organized;  Frequent errors in word use, spelling, grammar, punctuation, and word choice; not acceptable for graduate level work. | Material is somewhat general or vague, supporting information is not evident, paragraphs structured satisfactorily;  Errors in spelling, grammar, word choice, or punctuation that demonstrate a lack of proofreading. | Main ideas and purpose are evident, supporting information is incorporated, overall presentation fits together well;  Nearly error free, evidence of conscientious attention to conventions of writing. | Clear communication, of process and critique;, logical sequence, strong supporting information effectively presented, smooth transitions, engaging to reader;  Error-free, reflects careful effort, clear grasp of writing conventions and thorough proofreading. | **/1 pt** | |  |  |  |  |  |  | |  | | | | Total | **/5 pts** |   **Individual Research Paper** (Higher Education students may propose an optional topic  that is closely related.)  This assignment will promote understanding of (a) the history, rational, and terminology for certificated evaluation process and (b) the future implications of the current verdict regarding tenure (permanence) and seniority in California. (Vergara Decision, 2014)  This assignment will provide an opportunity to examine the history of the certificated evaluation, along with a current analysis of existing systems; and future systems without the acknowledgement of permanence (tenure) and/or seniority.  Completed product is a 5-7 page research paper (not including title page and reference list) that discusses recent research concerning teacher evaluation, an analysis of current practices and a forecast of future implications of teacher evaluation and the impact on teachers and students.  **BACK**  **to MATRIX**  Organization of Research Paper:   1. Provide a minimum of three reliable research reference points that support the historical context, including current trends of the certificated evaluation process. **CAPE 3B (I)** 2. Identify and analyze an existing evaluation system from a school district. **CAPE 3B (P)** 3. Discuss the future implications of the current verdict, using research related to teacher tenure (permanence) and evaluations. **CAPE 3B (A)**  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Individual Evaluation Process Rubric** | **0** | **2** | **3/4** | **5** | **25 Points Possible** | | **Utilizing a minimum of three reliable references to support the author’s discusses about the history and rationale for the certificated evaluation process.** | Does not utilize three reliable references and does not discuss the historical or rationale for the certificated evaluation process. | One to two reliable reference used and has a general discussion regarding the history and rationale for the certificated evaluation process. | Three reliable references utilized. The author clearly discusses the history and rationale for the certificated evaluation process. | Three or more reliable references utilized. The author clearly explains the history and rationale for the certificated evaluation process in a robust and thorough manner. | **/5 pts**  **BACK**  **to MATRIX** | | **Identification and analysis of a school district and evaluation process.** | Discussion/analysis is incomplete and/or poorly articulated. A school districts is not identified and evaluation process was not discussed. | Discussion/analysis  is complete, with vague connections to the school district and its evaluation processes. | Discussion/analysis is complete and based upon reliable resources (i.e. contracts.) The evaluation process was articulated with clarity. | Discussion is complete and demonstrates a depth of insight of the evaluation process and its effectiveness in a school district. | **/5 pts** | | **Identification and analysis of the current Vergara Decision.** | Discussion/analysis is incomplete and/or poorly articulated. | Discussion/analysis is complete, with vague connections to the decision. | Discussion/analysis is complete and based upon reliable resources. The decision was articulated with clarity. | Discussion/analysis is complete and demonstrates a depth of insight into the decision and its implications for the future. | **/5 pts** | | **Writing style and language mechanics** | A clear sense of direction is lacking; material presented is not effectively organized;  Frequent errors in word use, spelling, grammar, punctuation, and word choice; not acceptable for graduate level work. | Material is somewhat general or vague, supporting information is not evident, paragraphs structured satisfactorily;  Errors in spelling, grammar, word choice, or punctuation that demonstrate a lack of proofreading. | Main ideas and purpose are evident, supporting information is incorporated, overall presentation fits together well; Nearly error free, evidence of conscientious attention to conventions of writing. | Clear communication, of process and critique; logical sequence, strong supporting information effectively presented, smooth transitions, engaging to reader;  Error-free, reflects careful effort, clear grasp of writing conventions and thorough proofreading. | **/5 pts**  **BACK**  **to MATRIX** | | **APA format** | Unacceptable use of guidelines for APA format and style; or no evidence of attempt to adhere to APA standards. | Uses APA format for general document guidelines and text citations but fails to use APA style headings, quotations, and references. | Uses correct APA format for general document guidelines, text citations, quotations and references with some errors. | Uses correct APA format for general document guidelines, text citations, quotations and references with no errors.  Professional appearance throughout document. | **/5 pts** | |  | | | | | **/25 pts** |   Collaborative Presentation – Coaching, Mentoring, Support Plan for a Classified Employee or Administrator **CAPE 3B (A) CAPE 2A (A)**  This collaborative assignment will assess understanding of how to support an employee with induction, mentoring, coaching, improvement, and/or continuing staff development and training. In addition, knowledge gained through course readings, class discussions, and other research. (Three research references required.)  Completed product is a 20 to 30-minute collaborative presentation presenting and discussing an employee plan for employee support, mentoring, coaching, improvement, continuing staff development and training. There will be six groups of 3 and one group of 4.  Organization of presentation:   1. Prepare and deliver a 20 to 30-minute presentation to the class in a group of 2 or 3 students. 2. Engage the audience in consideration and discussion of the components of an employee support system and how it will promote the development highly effective employees and sustainable academic success for students. 3. Reference at least three reliable resources that support your research-based support system. 4. Include presentation strategies that will interest and engage the audience. 5. Practice a clear speaking voice, strong eye contact, coordination of technology or visual aids used, and compliance with the 20 to 30-minute time allocation.   **BACK**  **to MATRIX**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Collaborative Group Presentation**  **Employee Support** | 0 | 1-2 | 3-4 | 5 | **25 Points Possible** | | **Identify a Research-based system of support for an employee in a school district.** | Does not suggest a research-based employee- support process. | General discussion of an employee-support process. Includes some, but not all, practical components of a complete support system. | Presents all of the necessary steps for a successful employee support system. The steps are general in nature and lack reliable research support. | Presents all of the necessary steps for a successful employee-support system in a robust and thorough manner. The steps are specific, detailed, and have reliable research that supports the recommended support process. | **/5pts** | | **Research-based employee support steps/procedures that will promote employee success and the ultimate impact on students.** | Is unable to summarize and discuss the steps/procedures necessary to promote employee success and impact on students. No resources. | Summarizes and discusses the steps/procedures in a superficial way with some application to practice. Little to no resources. | Summarizes and discusses basic steps/procedures that will promote employee success and impact on students. Steps/procedures are evident but not elaborated upon. Little to no reliable resources. | Highlights a variety of research-based steps/procedures that promote employee success and ultimately impacts students. These steps/procedures were discussed thoroughly and profoundly in relation to practice. Reliable resources were used throughout the collaborative presentation. | **/5pts** | | **Clear communication through effective mode of presentation.** | Audience is unable to easily comprehend the material being presented. No use of technology.  0 points | One of the following is evident: clear speaking, or strong eye contact, or use of visual aids. Limited use of technology.  1-3 points | Two of the following are evident throughout presentation: clear speaking, strong eye contact, visuals aids. Some use of technology.  4-7 points | Speaks clearly, maintains strong eye contact, and incorporates visual aids effectively.  Creative uses of technology.  8-10 points | **/10pts**  **BACK**  **to MATRIX** | | **Engagement of Audience** | Presentation contains no intent to nor activity designed to promote audience involvement.  0 points | Minimal interaction with some audience members, through a question, prompt, or activity;  Or through responding to questions raised by audience members.  1-3 points | Presentation includes an activity that elicits some audience involvement; questions from audience members are addressed.  4-7 points | Incorporates a prompt, questions, or activity that engage all members of the audience throughout the presentation; responds to questions from audience; inspires further discussion.  8-10 points | **/5pts** | | Total | | | | | **/25pts** |   Course Outline and Schedule   | Sessions | Activities | Assignments/Due Dates | Reading Prior to Class | | --- | --- | --- | --- | | 1  May 4 | Introduction and overview of course |  |  | | 2  May 11 | Blackboard use  APA Pretest  APA Format and Research Expectations. | Assign Research Paper Employee Evaluations | **APA 6th Edition** – Review for Pretest. | | 3  May 18 | Class Activity – Reading research with Presentations by pairs of students. Review Chapters 1 & 2  CAPE 3A (I) | Assign Field Work Project | **Webb & Norton, 2012 Read** Chapters 1 & 2 – Organizational Dimensions; Strategic HR planning | | 4  May 25 | Class Activity – *Guest speaker* – Attorney specializing in HR law.  Review Chapter 6.  CAPE 3B (I) | Assign Group Presentations and begin work in class. | **Webb & Norton, 2012 Read** Chapter 6 – Motivation; Staff Development | | 5  June 1 | Recruitment, Selection and Induction Presentation  CAPE 3B (I)  CAPE 2A (I) | **Reflection 1 Due on Blackboard prior to class.**  Reflection 1– Recruitment (Chapter 3) | **Webb & Norton, 2012 Read** Chapter 3 - Selection  **BACK**  **to MATRIX** | | 6  June 8 | Mock Interviews; Employee Engagement  *Guest Speakers*  CAPE 3 B (P) | **Reflection 2 Due on Blackboard prior to class.**  Reflection 2 – Selection (Chapter 4) | **Webb & Norton, 2012 Read** Chapter 4 & 5 - Selection | | 7  June 15 | Evaluation and Teacher Tenure; Improvement Plan; Difficult Conversations; Group work on Presentation *Guest Speaker*  *CAPE 3B (I)* | **Reflection 3 Due on Blackboard prior to class.**  Reflection 3 – Collective Bargaining (Chapter 7) | **Webb & Norton, 2012 Read** Chapter 7, Performance Evaluation Bring Samples to class. | | 8  June 22  *online* | Collective Bargaining  CAPE 3B (I) | **Reflection 4 due on Blackboard prior to class.**  Reflection 4 – Legal Aspects (Chapter 10) | **Webb & Norton, 2012 Read** Chapters 8 & 10 | | 9  June 29  *online* | Interest Based Bargaining  CAPE 3B (I) |  | **Webb & Norton, 2012 Read** Chapter 9, Collective Bargaining | | 10  July 13 | Begin Group Presentations  *Guest Speaker* | **Group Assignment Due** |  | | 11  July 20 | Group Presentations |  |  | | 12  July 27 | Group Presentations | **Research Paper Due** |  |   **Course Bibliography**  Supervisor’s Guide to Documentation and File Building for Employee Discipline, 1998, Rudd, Ronald C. and Woodford, Joseph J., ISBN 0-913409-10-3.  All of the Master’s programs in the School of Education at the University of Redlands require a portfolio to demonstrate candidates’ learning, reflection, and professional growth throughout the program.  Specific guidelines (including appropriate CTC California Administrative Content Expectations (CACEs) and California Administrative Performance Expections (CAPEs) are available from each program director.  Consider which of the key assignments and/or assessments in this class might be appropriate to include in your final portfolio.  Course instructors can consult with you further on the desirable learning outcomes of their courses.  **BACK**  **to MATRIX** |

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| ***SCHOOL OF EDUCATION***  ***Location Address Mailing Address***  *University Hall North 1200 East Colton Avenue*  *On Brockton Avenue P.O. Box 3080*  *Between University Street &Grove Street Redlands, CA 92373*  ***Phone Fax***  *(909) 335-4010 (909) 335-5204*  ***COURSE SYLLABUS***  **Course:** EDUC 678a  **Course Title:** Educational Administration ProgramInduction  **Credits**: 1  **Term:** Fall 2016  **Days/Times:** Mondays – 5:30 – 8:30  **Class Location:** To Be Determined  **Faculty:**  Joseph A. Almasy, M.Ed  **Office:**  University Hall North #14  **Phone:** Office (909) 748.6289\* \*please only use during office hours  Home: Monday-Friday (951) 295-1142    **Office Fax:** (909) 335-5204  **E-mail:** joe\_almasy@redlands.edu  **Office Hours:** Mondays, 3:30 to 5:15  Tuesdays and Thursdays, by appointment      **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 California Commission of Teacher Credentialing and the California Professional Standards for Educational Leaders (CPSEL)** GOALS AND OBJECTIVES  1. Gain a thorough understanding of the expectations of the Educational Administration Program. 2. Understand the School of Education policies on academic honesty, attendance and technology. 3. Develop a Gant Chart that will guide students through the program and credentialing process 4. Demonstrate understanding of the California Commission on Teaching Credentialing and the California Professional Standards for Education Leaders (CPSEL) 5. Demonstrate understanding of the ***California Administrator Performance Expectations***(CAPES) 6. Demonstrate a strong commitment to cultural diversity and educational justice. 7. Demonstrate use of technology to enhance administrative skills. 8. Organize the professional portfolio that will provide evidence of competency and eligibility for a Preliminary Administrative Services Credential. Begin planning a change project that will make a significant contribution to a school. 9. Contribute to the learning of others.   **CREDENTIAL REQUIREMENT SATISFACTION**  The following California Commission on Teacher Credentialing and the CSPEL’s will be addressed in this course:  .  *The standards are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. The updated standards maintain the basic footprint of the six major leadership areas of the original CPSEL. This continuity helps educators, policymakers and programs align and link the updated CPSEL with existing California state policies and local uses, the national ISLLC standards (2008), research, and evidence-based practices across the states.*  *Each standard has a title that supports its identification and use:*  *o Development and Implementation of a Shared Vision*  *o Instructional Leadership*  *o Management and Learning Environment*  **BACK**  **to MATRIX**  *o Family and Community Engagement*  *o Ethics and Integrity*  *o External Context and Policy*  *The elements highlight three to four main focus areas within each standard. They serve to clarify the intention of the standard and help to organize and define key areas of leader actions within the standard. The indicators further delineate leader action. They are examples of how an education leader might demonstrate the element or standard within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard and element. The indicators can be used and/or adapted in a variety of ways by state and local education leaders to guide and support administrator leaders from preparation through levels of increasingly accomplished practice.*  **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 in 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. **(CAPE 2A Introduced, Practiced)**   **BACK**  **to MATRIX**   1. 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 the indicators developed within the stated domains. (**CAPE 2A-D Introduced and Practiced)** 2. Students will develop six tentative Fieldwork Proposals that they will use in their courses to demonstrate mastery of the CPSEL-based CAPEs. **(CAPE 1A-C Introduced)** 3. Students will participate in mentoring with a partner from EDUC 678b **(CAPE 5A-C Introduced, Practiced)**  |  |  | | --- | --- | | 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** | **September 12** | **Mandatory Class Attendance**  **Orientation**  **Appointment setting** | Develop Gant Chart | | **2** | **September 19** | **Mandatory Class Attendance**  **Standards Review and Organization** | Organize Portfolio Development  **BACK**  **to MATRIX** | | **3** | **September 26** | **Mandatory Class Attendance**  **Fieldwork Proposals, Mentoring Meetings and Schedules Finalized** | | *4* | **October 3** | *No Formal Class, Mentoring Meetings* | Fieldwork Shared Vision Due on October 10 | | **5** | **October 10** | **Mandatory Class Attendance**  **Work on Fieldwork Instructional Leadership *Shared Vision Due*** | Continue work of Instructional Leadership Due on October 31 | | *6* | **October 17** | *No Formal Class, Mentoring Meetings*  *Should be working on Fieldwork: Learning Environment* | Continue work on Management and Learning Environment Due on Oct 31 | | *7* | **October 24** | *No Formal Class, Mentoring Meetings* | Continue work on Management and Learning Environment Due on Oct 31  **BACK**  **to MATRIX** | | **8** | **October 31** | **Mandatory Class Attendance**  ***Leadership and Learning Environment Due***  **Portfolio Check** | Begin work on Family and Community Engagement  Due on November 28 | | *9* | **November 7** | *No Formal Class, Mentoring Meetings*  *Should be working on Fieldwork: Family and Community Engagement* | Continue work on Family and Community Engagement  Due November 28 | | *10* | **November 14** | *No Formal Class, Mentoring Meetings*  *Begin working on Fieldwork: Ethics and Integrity* | Begin work on Fieldwork: Ethics and Integrity  Continue Work on Fieldwork:  Ethics and Integrity  Due November 28 | | *11* | **November 21** | *No Formal Class, Mentoring Meetings*  *Begin working on Fieldwork: Ethics and Integrity* | | **12** | **November 28** | **Mandatory Class Attendance**  ***Fieldwork Due (2)***  **Fieldwork: Content and Policy**  **Portfolio Check** | Turn in Fieldwork: Family and Community Engagement and Ethics and Integrity  **BACK**  **to MATRIX**  Work on Content and Policy  Due December 12 | | *13* | **December 1** | **Mandatory Class Attendance**  **Completed Portfolio Submission**  **Evaluation** | Turn in Completed Portfolio |   **RECOMMENDED READING**  Lindsey, Randall B. (2004) *Cultural Proficiency; A Manuel for School Leaders*, Thousand Oaks, CA., Corwin Press Inc.  **EXTENDED RECOMMENDED READING**  Fullan, Michael. (2014) *The Principal: Three Keys to Maximizing Impact,* 1st Edition,  San Francisco, CA Jossey-Bass  Marzano, Robert; Waters, Timothy; McNulty, Brian A.: (2005)  School Leadership That Works: From Research to Results 0th Edition  Alexandria, VA ASCD  The Art of Coaching: Effective Strategies for School Transformation (2013) 1st Edition  by Elena Aguilar  Turn the Ship Around! A True Story of Turning Followers into Leaders Hardcover – May 16, 2013  by L. David Marquet  **BACK**  **to MATRIX** |

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| ***SCHOOL OF EDUCATION***  ***Location Address Mailing Address***  *University Hall North 1200 East Colton Avenue*  *On Brockton Avenue P.O. Box 3080*  *Between University Street &Grove Street Redlands, CA 92373*  ***Phone*** *(909) 335-4010* ***Fax*** *(909) 335-5204*  ***COURSE SYLLABUS***  **Course:** EDUC 678b  **Course Title:** Fieldwork Practicum  **Credits**: 2  **Term:** Fall 2016  **Days/Times:** Mondays 5:30 – 8:30  **Class Location:** TBD  **Faculty:** Joseph A. Almasy, M.Ed  **Office:** North University Hall 134  **Phone:** (909)793-2121  **Home:** (909) 338-5905  **Office Fax:** (909) 335-5204  **E-mail:** joe\_almasy@redlands.edu  **Office Hours:** Mondays, Tuesday, Thursdays 3:30 – 5:15  **CATALOG COURSE DESCRIPTION**  **Designed to fulfill major fieldwork requirments. Consists of a semester's work in educational settings to enable the student to apply administrative skills learned throughout the program. Degree and credential candidates develop a portoflio of evidences demonstrating the achievement of competencies based on CCTC Standards.** GOALS AND OBJECTIVES  1. Demonstrate mastery of the California Commission on Teacher Credentialing and the California Professional Standards for Educational Leaders (CPSEL) 2. Gain an understanding and demonstrate mastery of the California Administrator Content Expectations and Performance Expectations (CAPES) 3. Demonstrate a strong commitment to cultural diversity and educational justice. (CAPE 7) 4. Demonstrate use of technology to enhance administrative skills. 5. Gain practical leadership experience in an actual school setting. (CAPE 1-4) 6. Make a significant contribution to a school through development and facilitation of a change project. (CAPES 9-12) 7. Earn a Certificate of Eligibility for the Administrative Services Credential (or a Preliminary Administrative Services <Tier I> Credential if the candidate is working under an Intern Credential or has been offered employment in an administrative position) 8. Contribute to the learning of others. (CAPE 14)   **CREDENTIAL REQUIREMENT SATISFACTION**  The following CTC Administrative Standards are partially addressed by this course:  California Administrator Performance Expectations (CAPEs) ~The Tier I Preliminary Administrative Credential Foundation~  **Category A: Visionary Leadership (CACEs A1–A20)\***  CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency’s Overall Vision and Goals  CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community  CAPE 3: Leading by Example to Promote Implementation of the Vision  CAPE 4: Sharing Leadership with Others in the School Community  **Category B: Instructional Leadership (CACEs B1–B32)**  CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction  CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth  CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors  CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals  **Category C: School Improvement Leadership (CACEs C1–C9)**  CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan  **BACK**  **to MATRIX**  CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement  CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan  CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes  **Category D: Professional Learning and Growth Leadership (CACEs D1–D11)**  CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth  CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities  CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program  **Category E: Organizational and Systems Leadership (CACEs E1–E27)**  CAPE 16: Understanding and Managing the Complex Interaction of All of the School’s Systems to Promote Teaching and Learning  CAPE 17: Developing, Implementing, and Monitoring and Monitoring the School’s Budget  CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations  **Category F: Community Leadership (CACEs F1–F10)**  CAPE 19: Representing and Promoting the School’s Accomplishments and Needs to the LEA and the Public  CAPE 20: Involving the Community in Helping Achieve the School’s Vision and Goals  \* The “California Administrator Content Expectations” (CACEs) are 109 identified content knowledge expectations for a Tier I program. DESCRIPTION OF THE PROCESS The Practicum semester is a time to   1. emphasize the application of skills and knowledge (change project) gained throughout the Administrative Services Program at the University of Redlands. 2. engage in mentoring with an on-site supervisor and university faculty member, and 3. develop the portfolio of evidence for documentation.   There will be joint supervision of the candidate by an on-site supervisor(s), selected by the candidate and the practicum faculty and agreed upon by the school district, and the practicum faculty member(s). It is the candidate’s responsibility to handle any written requirements or approvals of the school district.  Near the beginning of the practicum semester or before, the candidate should arrange a meeting with the on-site supervisor(s) and the Practicum faculty together, to establish communication and develop an agreement of the practicum responsibilities.  **BACK**  **to MATRIX**  During the registered semester of the practicum, candidates are expected to participate in regular seminars relating to the practicum experience and professional requirements for credential holders.  The practicum is designed to provide a culminating experience in which the candidate may directly apply administrative skills and proficiencies in school situations. The practicum is organized to insure a broad range of experiences, a substantive area of responsibility, and a tangible contribution to the administrative process. While specific duties may vary among candidates, depending upon their individual work situations, the major domains of candidate competence and performance are specified. There is an expectation that candidates will work with diverse populations and in a breadth of administrative areas.  Although there will be a primary site, candidates must develop significant interaction at all levels of schooling (elementary, junior high or middle school and senior high school). It is intended that candidates engage actively in the administrative process rather than passively observe others doing it and that they raise questions and inquire to clarify their understandings. It is a time to acquire new skills and knowledge, self-evaluate, and seek the assessment of others.  **Fieldwork in previous courses and in the workplace may be used to demonstrate mastery of the *Administrative Standards* (California Professional Standards for Educational Leaders (CPSELS), but the fieldwork must reflect elementary, middle, and high school experience.**  Documentation of the fieldwork practicum should include a narrative description of the domains of competence and performance, evidence of understanding or proficiency, as well as reflective or self-evaluative comments by the candidate. The description should include tangible evidence of the work. At the completion of the Fieldwork experience the candidate, the on-site supervisor, and the practicum faculty will meet in a final assessment of the completion of the fieldwork competencies. At this meeting, a fieldwork completion document will be signed by the parties involved. In addition, the on-site supervisor may confirm the work completed through a letter or memo to the Director of the Administrative Services Program specifying the activities of the practicum candidate. This may be a duplicate of a letter that may be requested for placement purposes. These documents become a part of the candidate's file at the University of Redlands to support recommendation for credentials and/or degree. After the on-site final practicum assessment has been completed and the final portfolio documenting the fieldwork competencies is submitted and reviewed, the final exit oral assessment will be scheduled by the practicum faculty.  **Fieldwork Process**  1. Candidate enrolls in the Induction Course to plan credentialing program. (EDUC 678a)  2. Candidate completes coursework  3. Candidate enrolls in Fieldwork Practicum EDUC 678b  4. Initial orientation seminar  **BACK**  **to MATRIX**  5. Candidate, on-site supervisor, and practicum faculty meet to establish relationship, review expectations and agree on practicum activities.  6. Candidate attends university seminars and works on site(s) to apply skills and understandings to administrative situations. (Change Project)  7. Candidate develops portfolio of evidence to document areas fieldwork competencies and performances.  8. Candidate submits portfolio  9. Final on-site assessment of completion of fieldwork. Candidate, on-site supervisor, and practicum faculty meet to review completion of fieldwork activities and portfolio. Document signed.  10. Candidate demonstrates mastery of the California Professional Standards for Educational Leaders by passing a comprehensive examination  11. Final Exit Oral Assessment Interview  12. Outcome of assessment, professional conduct in all University of Redlands experiences and successful completion of program requirements determines recommendation by the Program Chair for eligibility for the Preliminary Administrative Services Credential  13. Candidate works with credential analyst to apply for Certificate of eligibility or credential. Portfolio: Domains of Candidate Competence and Performance (aligned to 2016 CAPES) The activities of candidates may interweave many of the domains into one or more projects. In the documentation, candidates must be clear about where and how they are addressing each of the domains of competence and performance.   * **Understanding Level:** Preliminary Administrative Services Candidates completing Fieldwork Practicum (EDUC 678) must demonstrate evidence of understanding (knowledge that can be applied to new situations) in the following areas:  Human Resource Administration (CAPE 3B Assessed) understand the importance and dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings. Organizational Management (CAPE 3A Assessed) understand the organization, structure, and cultural context of schools and the ability to lead others in the development and attainment of short-term and long-term goals. Fiscal Resource and Business Service Administration (CAPE 3C Assessed) understand the effective and efficient management of fiscal resources and business services. Legal and Regulatory Applications (CAPE 5A-C, 6A-B Assessed) understand the relationship of federal, state and local educational laws, regulations and other policies that govern schools, and knowledge of how to act in accordance with these provisions.  **BACK**  **to MATRIX** Policy and Political Influences (CAPE 4A-B, 5A-C, 6A-B) understand the relationships among public policy, governance, and schooling and the ability to relate policy initiatives to the welfare of candidates in responsible and ethical ways.   * **Proficiency Level:** Preliminary Administrative Services Candidates completing Fieldwork Practicum (EDUC 678) must demonstrate evidence of proficiency (applied skills and knowledge that can be evidenced by the outcomes of action) in the following areas:  Educational Leadership (CAPE 1A-C Practiced, Assessed) the ability to articulate a vision consistent with a well-developed educational philosophy and the ability to lead individuals and groups toward the accomplishment of common goals and objectives. Instructional Program (CAPE 2A-C Assessed) the ability to design, implement, and evaluate instructional programs and lead in their development and improvement. Management of Schools (CAPE 1A-C, 3A-C Assessed)the ability to plan, organize, implement, manage, facilitate and evaluate the daily operation of schools in ways that achieve organizational goals and lead to the safe, productive operation of schools.School-Community Collaborations (CAPE 4A-B Practiced, Assessed) the ability to collaborate with parents and community members; work with community agencies, foundations, and the private sector; and respond to community interests and needs in performing administrative responsibilities. Use of Technology (CAPE 2A, 6A-B Practiced, Assessed) the ability to effectively manage the various uses of technology for instructional and administrative purposes in the educational setting.   * **Portfolio Exit Presentation:**   In at least one area of proficiency, Preliminary Administrative Services Candidates completing Fieldwork Practicum (EDUC 678) must demonstrate evidence of systemic change in the form of a tangible contribution to the educational administrative process that is an enduring product or process. Enduring and systemic change describe products or processes that live after the candidate at the educational site or are transferable to other sites. As possible examples, these may be new models of clarifying relationships (handbooks), new policies and ways to administer them, the design and implementation (school-wide or district wide or beyond) of new curriculum, the creation of new systems in public relations or school business collaborations.  **BACK**  **to MATRIX** SYSTEMIC SCHOOL IMPROVEMENT Enduring product or process PROFICIENCY Educational Leadership - Instructional Program - Management of Schools  School Community Collaborations - Use of Technology UNDERSTANDINGS Human Resource Administration - Organizational Management  Fiscal and Business Service Administration - Legal and Regulatory Applications  Policy and Political Influences  **ASSESSMENT**   |  |  | | --- | --- | | ***Activity*** | ***Points*** | | Extended Fieldwork Proposal | 10 | | Exit Portfolio | 40 | | Portfolio Exit Presentation | 30 | | Participation (Mentoring Meetings) | 10 | | **TOTAL** | **100** |   **TIMELINE AND MEETING DATES**   |  |  |  |  | | --- | --- | --- | --- | | ***Week*** | ***Date*** | ***Activity*** | ***Assignment*** | | **1** | **September 12** | **Mandatory Class Attendance**  **Orientation**  **Class Organization**  **Portfolio Orientation** | CAPEs  **BACK**  **to MATRIX** | | **2** | **September**  **19** | **Mandatory Class Attendance** | Organize Exit Portfolio  Visionary Leadership | | **3** | **September 26** | **Mandatory Class Attendance**  **CAPE**  **CACE**  **Work on Portfolio** | Visionary Leadership  Plan for Instructional Leadership  Category A Due Oct. 10 | | 4 | **October 3** | No Formal Class-Mentoring Meetings | Work on Instructional Leadership  Due October 31 | | **5** | **October 10** | Mandatory Class Attendance  Turn in Category A: Portfolio Piece | Complete Instructional Leadership  Begin School Improvement | | 6 | **October 17** | No Formal Class-Mentoring Meetings | Work on School Improvement  Due October 31 | | **7** | **October 24** | No Formal Class-Mentoring Meetings | Work on School Improvement  Due October 31 | | **8** | **October 31** | Mandatory Class Attendance  Turn in Category B: Portfolio Piece  Turn in Category C: Portfolio Piece | Begin work on Professional Learning and Growth  Due November 28 | | 9 | **November 7** | No Formal Class-Mentoring Meetings | Work on Professional Learning and Growth  Due November 28 | | 10 | **November 14** | No Formal Class-Mentoring Meetings | Begin Work on Organization and System Leadership  Due December 1 | | 11 | **November 21** | No Formal Class-Mentoring Meetings | Continue Work on Organization and Systems Due Dec. 1  **BACK**  **to MATRIX**  Begin Work on Community Leadership | | **12** | **November 28** | Mandatory Class Attendance  Turn in Category D: Portfolio Piece | Work on Community Leadership Due Dec. 12  Begin to complete Portfolio | | 13 | **December 1** | Mandatory Class Attendance  Completed Portfolio Submitted  Portfolio Exit Presentation Submission of Comprehensive Examination  Evaluation |  | |

**BACK**

**to MATRIX**

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