

# UNIVERSITY OF REDLANDS

## *SCHOOL OF EDUCATION*

### *Location Address*

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

### *Phone*

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P.O. Box 3080  
Redlands, CA 92373*

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*(909) 335-5204*

## *COURSE SYLLABUS*

**Course:** EDUC 678A  
**Credits:** 1  
**Course Title:** Educational Administration Program Induction  
**Term:** Fall, 2011  
**Sections:** ED 11  
**Days/Times:** Monday/5:30 - 8:30 pm  
**Location:** Duke Hall 313

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### CATALOG COURSE DESCRIPTION

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

### GOALS AND OBJECTIVES

1. Gain a thorough understanding of the expectations of the Educational Administration Program. (CTC Standard 1)
2. Understand the School of Education policies on academic honesty, attendance and technology. (CTC Standards 1,2,7,18)
3. Develop a Gant Chart that will guide students through the program and credentialing process (CTC Standard 10)
4. Demonstrate understanding of the California Commission on Teaching Credentials (CCTC) standards for administrative services. (CTC Standards 1-18)
5. Demonstrate understanding of the *California Administrative Standards* (California Professional Standards for Educational Leaders (CPSELS) (CTC Standards 1-18)

6. Demonstrate a strong commitment to cultural diversity and educational justice. (CTC Standards 4,5)
7. Demonstrate use of technology to enhance administrative skills. (CTC Standard 18)
8. Organize the professional portfolio that will provide evidence of competency and eligibility for a Preliminary Administrative Services Credential. (CTC Standards 1,2)
9. Begin planning a change project that will make a significant contribution to a school. (CTC Standards 2,3,6,7,9,12)
10. Contribute to the learning of others. (CTC Standard 17)

### **CREDENTIAL REQUIREMENT SATISFACTION**

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

Standard 1	Program rationale and design
Standard 2	Program coordination
Standard 3	Development of Professional Perspectives
Standard 4	Equity, Diversity and Access
Standard 5	Role of Schooling in a Democratic Society
Standard 6	Opportunities to Learn Instructional Leadership
Standard 7	Nature of Field Experiences
Standard 8	Guidance, assistance, feedback
Standard 9	Educational Leadership
Standard 10	Organizational Management
Standard 11	Instructional Program
Standard 12	Management of Schools
Standard 13	Human Resource Administration
Standard 14	Fiscal Resource and Business Service Administration
Standard 15	Legal and Regulatory Applications
Standard 16	Policy and Political Influences
Standard 17	School and Community Collaborations
Standard 18	Use of Technology

### **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, and student records from the candidate's place of work.

**(For complete text see pp. 13-20 of the 2009-2011 University of Redlands Catalog)**

#### **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.

#### **Technology**

University of Redlands School of Education MA and Administrative Credential candidates are not required to take a technology course because this requirement is embedded into all courses. Students must:

- (1) check their University of Redlands Email account at least weekly, and use it exclusively in all correspondence to their professors and U of R staff;
- (2) visit blackboard at least weekly to check for announcements, assignments and information.
- All work must be done with 1”x1”x1”x1” margins, Times New Roman 12-point font, double-spaced, no spacing before or after paragraphs, and in APA format unless specifically told otherwise.

## **EVALUATION**

1. Ten point for your GANT chart specifying what courses and tasks will take place during their MA/Credential program, and when they will take place. (CTC Standard 1, 2, 10, 18)
2. Ten points for your Educational Administration Portfolio, a collection of professional documents and fieldwork experiences that will demonstrate mastery of all six CPSEL standards and CTC standards 2-18. (CTC Standards 1-18)
3. Sixty points for your six tentative Fieldwork Proposals that you will use in your courses to demonstrate mastery of the CPSELS. (CTC Standards 1-18)
4. Ten points for your participation in mentoring with a partner from EDUC 678b
5. Ten points for class participation (2 for Week 5, 3 for Week 9, 3 for Week 10, and 2 for Week 12)

Activity	Points
Gant Chart	10
Portfolio Organization	10
Fieldwork Proposals (6 @ 10 points each)	60
Mentoring Program Participation	10
Class Participation	10
<b>TOTAL</b>	<b>100</b>

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.

<b>Week</b>	<b>Date</b>	<b>Activity</b>	<b>Assignment</b>
<b>1</b>	<b>Sep 12</b>	<b>Orientation Appointment setting</b>	Develop Gant Chart
2	Sep 19	No class- meet with mentor	Organize Portfolio
3	Sep 26	<b>Proposal Writing Seminar (optional)</b>	
4	Oct 3	No class – meet with mentor	Write Fieldwork Proposal #1
<b>5</b>	<b>Oct 10</b>	<b>Presentation of Gant Chart, Portfolio, and fieldwork proposal # 1</b>	Write Fieldwork Proposal #2
6	Oct 17	No class – Meet with mentor	Write Fieldwork Proposal #3
7	Oct 24	No class – voluntary appointments	Write Fieldwork Proposal #4
8	Oct 31	No class – voluntary appointments	Write Fieldwork Proposal #5
<b>9</b>	<b>Nov 7</b>	<b>Read around – Fieldwork Proposals</b>	Write Fieldwork Proposal #6
<b>10</b>	<b>Nov 14</b>	<b>No class – mandatory appointments</b>	Complete re-writes/make-ups
<i>No class - Thanksgiving Break</i>			
11	Nov 28	No class – voluntary appointments	
<b>12</b>	<b>Dec 5</b>	<b>Evaluation</b>	

### **RECOMMENDED READING (most highly recommended marked with ‡)**

- Banks, J. (1994). *An introduction to multicultural education*. Needham Heights, MD: Allyn & Bacon.
- Barth, R. S. (1990). *Improving schools from within*. San Francisco: Jossey-Bass Publishers.
- Barth, R. S. (2001). *Learning by heart*. San Francisco: Jossey-Bass Publishers.
- Covey, S. (1989). *The seven habits of highly effective people*. New York: Simon & Schuster.
- Covey, S. (1991). *Principle centered leadership*. New York. Simon & Schuster.
- Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum.
- Fullan, M. (1988). *What's worth fighting for in the principalship?* Ontario, Canada, The Regional Laboratory for Educational Improvement,
- Harvey, T. (2003). *Building teams; Building people*. La Verne: Scarecrow Press.
- Hodgkinson, H. (1991). Reform versus reality. *Phi Delta Kappan*, 73(1), 8-16.
- Lezotte, L. (2002). *Assembly required: A continuous school improvement system*. Okemos, MI: Effective School Products.
- Lezotte, L. (1992). *Creating the total quality effective school*. Okemos, MI: Effective School Products.
- ‡ Lindsey, R. B. (2004). *Cultural proficiency: A manual for school leaders*, Thousand Oaks, CA: Corwin Press.
- Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.
- Owens, R. G. (1995). *Organizational behavior in education*. Englewood Cliffs, NJ: Prentice Hall.
- Phillips, D. T. (1992). *Lincoln on leadership: Executive strategies for tough times*. New York, NY: Warner Books.
- Reeves, D. B. (2001). *101 Questions and answers about standards, assessment, and accountability*. Denver, CO: Advanced Learning Press.
- Schmoker, M. (1996). *RESULTS; The key to continuous school improvement*, Alexandria, VA: ASCD.
- Sergiovani, T. (1992). Why we should seek substitutes for leadership. *Educational Leadership*, 5, 41-45.
- Sleeter, C. E. (1991). *Empowerment through multicultural education*. Albany, NY: SUNY Press.
- Thornburg, D. (2002). *The new basics: Education and the future of work in the telematic age*. Alexandria, VA: ASCD