Program Information Booklet

EDUCATIONAL LEADERSHIP AND ADMINISTRATION

Modeled after the elements found in exemplary leadership development programs across the nation.
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Cohort Model
- Collaborative model in which candidates progress through the program together
- Consistent, supportive, engaging, and powerful learning environment
- Cohorts foster a more personal learning experience and important networking opportunities

Program Design
- Integrated, problem based, and real-world curriculum
- Students participate in one course at a time for six weeks, allowing for focused study and deep learning and reflection.
- 25% of class time is on-line
- Mentoring and action research projects at the student’s school site
- Experienced and passionate teaching staff consisting of knowledgeable school leaders
- 9 courses-27 units for Preliminary Administrative Services Credential-One Year
- 10 courses or 3 additional units for the MAED in Educational Leadership/Students will be enrolled in both programs.
- General information about the program can be found at http://cehs.tu.edu/gsoe/credentialprogs/administrative.html.

Program Start Date, Class Times, Location, and Tuition
- The Fall Cohort starts mid-August and ends in July; Spring Cohort begins in January and ends in December.
- Contact Dr. Louise Santiago, Program Coordinator, to meet and talk about the program. louise.santiago@tu.edu (707) 638-5433.
- Classes take place on Sundays from 12:30 to 7:30 at Touro California campus on Mare Island in Vallejo. Program designed to be completed in one year.
- Currently tuition is $550 per unit.
- Financial Aid available for candidates pursuing the MA option. Contact Financial Aid at (707) 638-5280 or finaid@tu.edu
- For planning, calculate 10% additional costs for textbooks, software, credentialing fees, etc.
## Typical Course Progression

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<th>Fall Start</th>
<th>Fall</th>
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## Course Key:

- EDUC 601: Pre-Assessment (Induction) & Visionary Leadership (3 units)
- EDUC 602: Cultural Diversity, Equity & Leadership (3 units)
- EDUC 605: Instruction, Curriculum & Supervision (3 units)
- EDUC 606: Budget, Planning & Human Resources (3 units)
- EDUC 607: Law, Ethics & Special Education (3 units)
- EDUC 608A: Fieldwork in School Administration (3 units)
- EDUC 608B: Fieldwork in School Administration (3 units)
- EDUC 609: Interpersonal Communication & Post-Assessment (3 units)
- EDUC 610: ABCD: Internship in School Administration (3 units)
- EDUC 611: Innovative and Digital Age Leadership (3 units)
- EDUC 792: Capstone Seminar for Master’s Project (3 Units)
Course Descriptions

EDUC 601: Pre-Assessment (Induction) & Visionary Leadership (3 Units)
This course will present formative and summative assessment data on administrative leadership, knowledge, skills, and dispositions to be an effective educational leader at a school site or system. The course also will present the underlying foundational theories and philosophies of leadership with a particular focus on values, beliefs, and attitudes necessary for effective leadership, along with the unique role and function of educational leaders in a changing and diverse society. In addition, the course will demonstrate specific development elements that characterize effective leadership, including team building, school climate change, decision-making, and professional ethics. Lastly, the course will provide an understanding of the “art of leadership” linked with the concept of “change agent”, appreciation of change, and how it evolves.

EDUC 602: Cultural Diversity, Equity & Leadership (3 Units)
This course will provide a critical analysis of the educational system and how socially constructed paradigms create and maintain economic stratification and perpetuate ongoing educational disproportionality. The course will present how inequality is constructed in society in general and how it functions in educational institutions in particular. The course also will explore student diversity issues, equitable achievement outcomes in education, second language/English learner instruction, and prevailing attitudes and understandings around race, class, gender, socioeconomic status, etc. in a culturally diverse society. The course will illustrate the strengths and perspectives in teaching and learning as a culturally based process.

EDUC 605: Instruction, Curriculum & Supervision (3 Units)
This course will examine visionary instructional and curriculum planning, implementation and evaluation; meeting the need of a diverse learning community through content, social climate, instructional curriculum strategies and the role of the learner. The course will present current movements in curriculum and instruction and the use of technology in the curriculum as an educational tool; assessment and issues related to supervision, program evaluation, program development, implementation, staff development and support services. The hands-on as well as theoretical/analytical side of redefining curriculum; the role of staff, parents, students and community at large in curriculum development and planning will be reviewed. In addition, particular focus will be given on the instructional leader’s responsibility as a mentor and supervisor of classroom teachers and personnel decisions that have a direct impact on quality of instruction in the schools.

EDUC 606: Budget, Planning & Human Resources (3 Units)
This course will present various organizational, educational, and personnel decisions that have a direct impact on quality of instruction in schools. The course will highlight issues related to employment, teacher evaluation, due process, and implications for the quality of instruction. In addition, issues involving human resources (salaries, hiring, demographic characteristics, negotiations, and collective bargaining) also will be explored. The course also will provide an overview of the essential features related to financing and budgeting at every level, including significant codes and regulations. And lastly, the course will present an
analysis of the many factors involved in decisions that affect overall school finance, legislation, and the monetary implications personnel contracts play in school budgeting.

EDUC 607: Law, Ethics & Special Education (3 Units)
This course will present an examination of the issues in special education law and ethical behavior and the ways in which the law cannot be separated from professional ethics and morality. The course will highlight the theories of law and the relationship of special education and other laws to social and ethical values. The course will illustrate how to better understand the law and the politics associated with governance and the ability to assist people to work through moral dilemmas associated with the law, specifically scenarios involving cross cultural mis-communications, desegregation, and discrimination. The role of the school leader/administrator also will be explored in relation to serving disabled, non-conventional, at-risk, delinquent, truant, addicted, and troubled students.

EDUC 608A/B: Fieldwork Practicum In School Administration (3 Units)
This course focuses on real world application of course work and CCTC CPSEls. Students design fieldwork experiences around the six major themes and document their experiences in an electronic portfolio (TaskStream). Their activities are accomplished in conjunction with a school district or school and Touro University. Each student will gain experience and increase competence in the many areas of educational leadership. Personal growth and reflection are integral parts of each experience.

EDUC 609: Interpersonal Communication & Post-Assessment (3 Units)
This course will present theories processes on interpersonal communication and collaboration, effective listening, sending and confrontation, problem solving and conflict resolution. The course will specifically highlight theories related to communication such as cybernetics, information theory, and conflict resolution. In addition, this course will serve as the location for the collection of formal and summative assessment data on administrative candidacy’s leadership and administrative knowledge, skills, and dispositions to be an effective educational leader at a school site or system.

EDUC 610ABCD: Internship in School Administration (3 Units)
This course provides the framework for the intern process. In this course the intern, university supervisor, and school or district mentor meet to set goals and objectives for the intern process. The goals and objectives are related to fostering, showing and proving mastery of the California Teacher Commission’s California Professional Standards for Educational Leadership (CPSELS). The fieldwork expectations are job related with goals and objectives tied to both successful completion of job requirements and growth in understanding the role of school leadership through out the school, district and community. This course replaces ED608 for students employed on an Administrative Intern Credential.

EDUC 611 Innovative and Digital Age Leadership (3 Units)
The purpose of this course is to provide leaders with skills which will enable them to use, evaluate, plan, and implement instructional program development in diverse educational settings. The use of technology as a tool for teaching and learning and to support work an administrator will be explored. To help contextualize the concepts and skills needed for
demonstrating leadership supported by technology, students will be asked to examine the ways in which technology can support school-wide efforts to improve the teaching and learning process. The International Society for Technology in Education standards for administrators will be explored and applied to current educational initiatives. ISTE's NETS for Administrators (NETS•A) are the standards for evaluating the skills and knowledge school administrators and leaders need to support digital age learning, implement technology, and transform the education landscape.

**EDUC 792 (course number under revision) Capstone Seminar for Educational Leaders (3 Units)**

This course provides support and direction during the development and completion of the master's thesis or project requirement for the Master of Arts degree. This culminating research requirement may be fulfilled either individually or in collaborative teams through an action research study or an applied project with the approval of the faculty advisor. There are no prerequisites for this course.

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<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Required Text</th>
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| EDUC 606 | Budget, Planning & Human Resources                | FRISK MANUAL AND LGND, S. J., (2014). Fundamentals for Evaluators In Addressing Below-Standard Employee Performance  
                                                          TU ISBN: 9200000000067 
                                                          ONLY AVAILABLE FROM THE TU ONLINE BOOKSTORE |
                                                          HEUFNER, DIXIE SNOW & HERR, CYNTHIA M., (2012) NAVIGATING SPECIAL EDUCATION LAW AND POLICY. ISBN-13: 978-1578617821 – this textbook is currently under review and may be replaced. Please do not purchase until the text has been confirmed. |
<p>| EDUC 608A| Fieldwork in School Administration                 | No Text                                                                       |
| EDUC 608B| Fieldwork in School Administration                 | No Text                                                                       |</p>
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<td>Capstone Seminar (Educational Leadership)</td>
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Application Instructions

An interview is required as part of the application process. Please visit https://doodle.com/louisesantiago to schedule a 30 minute telephone appointment with the program director.

The application has a place to upload several attachments. It is helpful to secure electronic versions of the following documents for the application.

☐ Submit application online (http://admissions.tu.edu/Apply-Education.html)
☐ Pay the application fee online ($50)
☐ Complete an essay and submit with your application (upload on supplemental page of application)
  ○ "Please describe your work, interactions or experienced in culturally diverse situations. Your response should be no more than two pages, double-spaced, with a size 12 font."
☐ Submit your resume with your application
☐ Submit a verification of years of service with your application (available from your HR dept)
☐ Submit a copy of your CBEST results
☐ Submit 2 letters of recommendation with your application (scanned copies are fine, you don't need to fill out the request form online if you already have letters that you can scan)
☐ Submit unofficial transcripts with your application (and order your official transcripts. California now requires that we collect official transcripts from every university or college you have ever attended.
☐ Prospective candidates should review the CTC flyer on administrative credentials in California. http://www.ctc.ca.gov/credentials/leaflets/cl574c.pdf.
Draft Calendar – Fall 2016

Subject to final, university approval.

*Due to the rigor and time frame of the program, attendance is mandatory.

EDUC 601: Pre-Assessment (Induction) & Visionary Leadership (3 units)
August 21-Face to Face
August 28-Face to Face
Sept 4-OFF (Labor Day)
Sept 11- Face to Face
Sept 18 – Face to Face (Fieldwork class, see below)
Sept 25-Online
Oct 2 – Face to Face

EDUC 608A/610A: Fieldwork in School Administration (3 units)
Sept 18- Face to Face

EDUC 792: Capstone Seminar (Master’s students only) (3 units)
Oct 9-Face to Face

EDUC 602: Cultural Diversity, Equity & Leadership (3 units)
Oct 16- Face to Face
Oct 23-Face to Face
Oct 30-On-line
Nov 6- Face to Face
Nov 13-Face to Face

EDUC 792 EL: Master’s Capstone Seminar (continued)
Nov 20-Online
Nov 27-OFF (Thanksgiving)

EDUC 611: Innovative and Digital Age Leadership (3 units)
Dec 4-Face to Face
Dec 11-Face to Face
Dec 18-Online
Dec 25, Jan 1-OFF
Jan 8-Face to Face
Jan 15-OFF (Martin Luther King, Jr)
Jan 22-Face to Face

EDUC 608 B Fieldwork Intensive Session (3 units)
EDUC 792 EL: Master’s Capstone Seminar (continued)
Jan 29-Face to Face-Fieldwork/Capstone Class Session
EDUC 605: Instruction, Curriculum & Supervision (3 units)
Feb 5 -Face to Face
Feb 12- Online
Feb 19- OFF (President’s Day)
Feb 26- Face to Face
March 5-Face to Face
March 12- OFF (Purim)
March 19- Face to Face

EDUC 606: Budget, Planning & Human Resources (3 units)
March 26- Face to Face
April 2- Online
April 9- Face to Face
April 16- OFF (spring break)
April 23- Face to Face
April 30-Face to Face

EDUC 607: Law, Ethics & Special Education
May 7-Face to Face- SPED Law
May 14- Face to Face- SPED Law
May 21- Face to Face- SPED Law
May 28-OFF (Memorial Day)
June 4- Face to Face- General Law
June 11- Face to Face- General Law
June 18-Face to Face - General Law

EDUC 609: Interpersonal Communication & Post-Assessment (3 units)
June 25-Face to Face
July 2-Online
July 9-Face to Face
July 16-Face to Face
July 17-21, Sunday-Friday-Exit Presentations, by individual appointment