

EDUCATIONAL ADMINISTRATION

Graduate Courses

EDAD 6100 Visionary Leadership (3)

This course prepares Candidates to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the diverse urban school community. Coursework and fieldwork focus on the development of strategic capacity and vision through collecting data, constructing profiles, aligning resources to support the vision, developing a strategic plan to implement the vision in a multicultural setting. Students will be able to apply research findings to address diverse learning styles. [Requirement for this Course: Concurrent enrollment in Action Research Project 1 and Leadership Development 1.]

EDAD 6200 Instructional Leadership (3)

This course addresses the candidate's knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate's ability to assess classroom instruction and provide focused, constructive feedback to teachers. The program develops candidate's knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards. This course provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership as further defined in the course materials and the adopted Content Expectations and Performance Expectations. [Requirement for this Course: Concurrent enrollment in Action Research Project 1 and Leadership Development 1.]

EDAD 6300 Management and Learning Environment (3)

This course provides an opportunity for the candidate to learn how to ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Included is the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community. More specifically, this course is designed to prepare students to administer and manage public school's fiscal and personnel resources in the urban setting. Students will study management principles and philosophies regarding resource management, including technological services, personnel, transportation, facilities, budgeting, maintenance, and legal mandates and constraints. Additionally, students will study the interconnecting influences of federal, state, county, city, and district governance to develop the ability to understand, respond to, and influence the larger managerial and operational problems of urban schools and leadership that can positively affect academic achievement. The candidate will also practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with

key decision-makers in the diverse urban school community. Finally, the candidate will learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and activities that provide opportunities to find solutions for the fiscal realities facing urban public schools. [Requirement for this Course: Concurrent enrollment in Action Research Project 1 and Leadership Development 1.]

EDAD 6400 Family and Community Engagement (3)

This course prepares students to work effectively as collaborative and responsive leaders with diverse families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to multicultural community interests and needs; and mobilize community resources in the service of student achievement. In this regard, through coursework and fieldwork, students will examine and evaluate issues of equity and attitudes toward people of different races, cultures, sexual-orientation and ethnic backgrounds. Students will be able to be effective instructional leaders of all diverse students in multicultural settings. Coursework and fieldwork will focus on improving student achievement regardless of family structures, religions, races, cultures, socio-economic status and ethnic backgrounds. [Requirement for this Course: Concurrent enrollment in Action Research Project 1 and Leadership Development 1.]

EDAD 6500 Ethics and Integrity (3)

This course prepares Candidates to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the diverse urban school community. Coursework and fieldwork focus on the development of strategic capacity and vision through collecting data, constructing profiles, aligning resources to support the vision, developing a strategic plan to implement the vision in a multicultural setting. Students will be able to apply research findings to address diverse learning styles. [Requirement for this Course: Concurrent enrollment in Action Research Project 1 and Leadership Development 1.]

EDAD 6600 External Context and Policy (3)

This Preliminary Administrative Services Credential course is designed to prepare candidates to administer political, societal, economic, legal and cultural influences on urban and diverse schools. Through these interconnections, the candidate will develop the ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of urban schools and leadership. The candidate will practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the diverse urban school community. The candidate will also learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and activities that provide

opportunities to both lead and work collaboratively by interconnecting the political, societal, economic, legal and cultural influences on urban schools. [Requirement for this Course: Concurrent enrollment in Action Research Project 1 and Leadership Development 1.]

EDAD 6710 Leadership Development I (3)

Candidates will assess, create, implement and evaluate an induction plan designed to meet their needs as instructional leaders. The induction plan includes assessment of the candidate's professional development needs, interests, job responsibilities, learning and management styles, leadership dispositions, and career goals. Students will determine their progress in relationship to the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs). Using the pre-assessments and analysis of standards, students will design their individual plans to become school leaders including fieldwork components. Students will participate in seminars, case study analysis and other types of activities that will help them implement their induction plan's goals. A post-assessment and reflection will evaluate the growth of each individual. [Requirement for this Course: Concurrent enrollment in Fieldwork 1 and Content courses.]

EDAD 6720 Leadership Development II (3)

In this course candidates assess, create, implement and evaluate an induction plan designed to meet their needs as instructional leaders. The induction plan includes assessment of the candidate's professional development needs, interests, job responsibilities, learning and management styles, leadership dispositions, and career goals. Students will determine their progress in relationship to the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs). Using the pre-assessments and analysis of standards, students will design their individual plans to become urban school leaders including fieldwork components. Students will participate in seminars, case study analysis and other types of activities that will help them implement their induction plan goals. A post-assessment and reflection will evaluate the growth of each individual. [Requirement for this Course: Concurrent enrollment in Fieldwork 2 and the content courses.]

EDAD 6810 Fieldwork I (3)

This course prepares candidates at the school level for actual job performance in both supervision and administrative work. Students will have exposure to the essential themes, concepts and skills related to the performance of administrative services. Each student will develop a professional perspective by examining contemporary administrative practices and schooling policies in relation to fundamental issues, theories and research in education. Students will determine their progress in relationship to the California Professional

Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs) as they research, plan, implement and evaluate their fieldwork activities. Fieldwork activities will be conducted with an instructional leadership focus. In the program of administrator preparation, students participate in significant field experiences that are collaboratively designed to facilitate the application of theoretical concepts in practical settings. Each student addresses the major duties and responsibilities outlined in the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs) in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of school leaders or administrators and in longer-term policy design and implementation that address state and national policy standards for educational leaders.

EDAD 6820 Fieldwork II (3)

This course prepares students at the school level for actual job performance in both supervision and administrative work. Students will have exposure to the essential themes, concepts and skills related to the performance of administrative services. Each student develops a professional perspective by examining contemporary administrative practices and schooling policies in relation to fundamental issues, theories and research in education. Students will determine their progress in relationship to the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs) as they research, plan, implement and evaluate their fieldwork activities. Fieldwork activities will be conducted with an instructional leadership focus. (Prerequisites for the course: Acceptance into the School Leadership Program and concurrent enrollment in Visionary Leadership, Instructional Leadership, and Management and Learning Environment.). In the program of administrator preparation, students participate in significant field experiences that are collaboratively designed to facilitate the application of theoretical concepts in practical settings. Each student addresses the major duties and responsibilities outlined in the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs) in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of school leaders or administrators and in longer-term policy design and implementation that address state and national policy standards for educational leaders.

EDAD 6890 Culminating Project in Education (3)

This Preliminary Administrative Services Credential course is designed to prepare candidates to administer political, societal, economic, legal and cultural influences on urban and diverse schools. Through these interconnections, the candidate will develop the ability to understand, respond to, and influence the larger political, social, economic, legal and

EDUCATIONAL ADMINISTRATION

cultural context of urban schools and leadership. The candidate will practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the diverse urban school community. The candidate will also learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and activities that provide opportunities to both lead and work collaboratively by interconnecting the political, societal, economic, legal and cultural influences on urban schools. Concurrent enrollment in EDAD 6810 is required.