



School of Education and  
Counseling Psychology

**Preliminary Administrative Services Credential  
&  
Professional Clear Administrative Services  
Credential**

**Programs Handbook**

**2009 - 2010**

## **Mission and Goals of the Department of Education**

The mission of the Department of Education is to prepare professionals of competence, conscience, and compassion, who will promote the common good as they transform lives, schools, and communities. Rooted in the Jesuit tradition at Santa Clara University, core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

### *Department of Education goals:*

1. To prepare professionals who will work competently with individuals who have a variety of strengths; experiences and challenges, those with diverse backgrounds, and those in greatest need;
2. To develop positive habits of mind, identify and apply best practices in the field, and engage in critical reflection on practice;
3. To demonstrate mastery-level knowledge and skills in teaching and learning; and
4. To become leaders sensitive to the ethical and social consequences of their decisions.

The faculty of the Department of Education welcomes you to Santa Clara University.

Whether you are beginning the Preliminary Administrative Services Credential or the Professional Clear Administrative Program, the goal is to ensure that you receive not only the highest level of instruction but also a very personalized experience and interaction with the faculty and staff.

We are very pleased at your interest in our program and look forward to working with you and to a very rewarding and challenging experience. The program is designed to provide a sound theoretical and field-oriented experience for those who are already leaders and for those of you who wish to be the future leaders in education. All instructors are or have been practicing school administrators.

Leadership is not a mystical or mysterious activity. It requires talent, energy, sensitivity, compassion, and understanding. The goal of each program is to focus on the core mission of administration – leadership, and the ability to link intellectual leadership with effective leaders.

Educational leaders are not born but are made.

Once again, welcome to Santa Clara University.

Sincerely,

Susan Charles, Ed.D.  
Lecturer  
Director of Administrative Services Credential  
[scharles@scu.edu](mailto:scharles@scu.edu)  
408.554.4696

## **Academic Advising Overview**

The Director of the M.A/Administrative Services Credentials Program will be the assigned advisor for each credential candidate. The goal is to provide guidance in program planning, timely progress toward graduation and fulfilling the California Preliminary (Tier 1) or the Professional Clear (Tier II) Administrative Services Credentials requirements.

You are encouraged to meet the advisor before the end of the first quarter, when you begin the program. In this meeting you and your advisor will go over the Proposed Program Plan. To ensure that each candidate is making timely progress toward completing the credential program, student must arrange regular sessions with the advisor. Since candidates are all working people their needs will vary. Therefore each student is encouraged to see the advisor whenever a need arises.

The candidate will maintain one file and the advisor will also have a file. At each meeting the files must be cross-checked to keep track of the records. The goal is to maintain accurate and updated records.

***See Proposed Program Plan – M.A. and Administrative Services Credential form.***

## **FINANCIAL AID**

Students must be enrolled at least part-time status to receive Federal financial aid. Part-time status in the School of Education requires that the student be enrolled in a minimum of 5 units.

Please, read carefully pages 27 – 34, in the Graduate Handbook where there is more complete financial information.

## **Preliminary Administrative Services Credential (K -12)** **Master of Arts in Educational Administration (K - 12)**

The Preliminary Administrative Services Credential program is a 36 unit program designed to prepare candidates for recommendation for a Preliminary Administrative Services Credential. Candidates may also seek admission to the master's program and, with an additional 9 units of coursework, obtain a master's degree in educational administration. The preliminary administrative services program includes 12 three-unit courses in leadership, curriculum and instructional strategies, school organization and management, ethics, law and governance, interpersonal communication, human and fiscal services, community and public relations, fieldwork in school administration, principles of assessment, action research, cultural diversity and equality, and school intervention programs. Students are also expected to have or obtain relevant experiences working with individuals who exhibit differences in learning abilities. Students are further required to conduct a field experience (practicum) in which they undertake a project or activity that will provide related direct experiences in leadership and decision-making.

### **Prerequisites for the Preliminary Administrative Services Credential Program**

Candidates for the Preliminary Administrative Services Credential must :

- demonstrate a 3.0 grade point average in post-baccalaureate work,
- hold a valid teaching or pupil personnel credential,
- provide evidence of passing the California Basic Educational Skills Test (CBEST), and
- present evidence of three years of successful teaching or pupil personnel work and be recommended for the program by their immediate administrative supervisor.

### **Course Requirements**

EDUC 360 – Foundations of Leadership and Education

EDUC 361 - Foundations of Curriculum and instruction Improvement

EDUC 362 - Foundations of School Organization and Management

EDUC 363 - Ethics, Law and Governance

EDUC 364 - Interpersonal Communications

EDUC 365 - Human Resources and Fiscal Services

EDUC 366 - Community and Public Relations

EDUC 367 - Fieldwork/Practicum\*\*

EDUC 368 - Principles of Assessment

EDUC 369 - Action Research\*\* (Pre-Requisite to EDUC 367)

EDUC 370 - Cultural Diversity and Equality

EDUC 371 - School Intervention Programs

***Master of Arts candidates must complete an additional 9 quarter units of elective coursework.***

**The elective courses include the following:**

- EDUC 255 – Special Topics Seminar
- EDUC 355 – Introduction to Gifted and Talented Education
- EDUC 372 – Politics and Marketing Strategies in School Administration
- EDUC 374 – Current Issues in Administration
- EDUC 376 – Technology to Enhance Leadership
- EDUC 391 – Educational Ethics
- EDUC 392 – The Study of Teaching
- EDUC 393 – Curriculum and Program Development

## **Program Design**

The activities for each class are specifically designed to prepare individuals to perform the responsibilities of entry-level administrators. Program content includes knowledge and practice components designed to meet the needs of today's and tomorrow's schools. The coursework provides the opportunities to experience and learn from leaders in the field---those who are daily involved in providing leadership to the schools, districts, teachers, and most importantly, the students. All classes are developed, designed, and taught to meet the competency levels as established by the Commission on Teacher Credentialing (CTC).

There are ten (10) required courses, two or three are offered each quarter, and also in the summer. In addition, each student will be involved in significant field experiences focused on the development of leadership and management skills.

EDUC 369-Action Research is a pre-requisite for EDUC 367-Practicum and Field Studies – Capstone Project. The objective of the project is to implement the student's action research project and document its implementation through a multi-media project. This multi-media project must include a DVD with imported video demonstrating the implementation of the action research project.

Each student is also expected to build a Professional Portfolio. The professional portfolio should serve as a measure of the student's professional accomplishments, it should contain sufficient information to describe the student's work experience and it should be a well organized and an attractive presentation of materials.

## **Admission**

Completion of all admissions materials for the Preliminary Administrative Services Credential/M.A. should be done as soon as possible. Admissions are done on a quarterly basis. Students are expected to begin in the fall quarter at the beginning of the year, although they may begin earlier depending upon individual circumstances. Enrollment is open to others after this time. For fall quarter, students are asked to confirm their enrollment in the program by June 15. Do be in

touch with Paul Somoff , [PSomoff@scu.edu](mailto:PSomoff@scu.edu); for admission questions. Students beginning at this point are encouraged to develop an informal student cohort, and activities are planned to facilitate mutual support.

### **Financial Assistance**

Please see Student Affairs Counselor in the Graduate Service Office for information concerning financial aid.

### **Advisor**

When a student is admitted to the program, the director becomes the student's academic advisor. The student is strongly advised to make appointment with the academic advisor to make a plan of study. The advisor assists the student in completing and approving the course work plan. This plan enables the student to develop a schedule for taking courses, planning for the fieldwork and practicum and the capstone project.

### **Filing for Graduation**

Upon successful completion of the course work as well as the capstone project, students need to file for graduation. This is done the quarter before graduation. For example, if you plan to graduate in the spring; you must file in the winter quarter. Please follow the appropriate guidelines, given by the Graduate Service Office (GSO) and the contact person is [MVirasak@scu.edu](mailto:MVirasak@scu.edu); for more information.

### **Commencement/Graduation**

In completing the 45 quarter units for the Master of Arts degree in Educational Administration with the Preliminary Administrative Services Credential, is quite an accomplishment. Commencement occurs in the Spring Quarter of the academic year. Santa Clara University and the School of Education and Counseling Psychology applaud your hard work. Please follow the guidelines so that you are able to graduate when you intend to do so.

# SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY



## Education Administration

### Proposed Program Plan - M.A. and Administrative Services Credential

Candidate: \_\_\_\_\_  
 Student ID: \_\_\_\_\_  
 Email: \_\_\_\_\_

Advisor/Coordinator: \_\_\_\_\_  
 Date Admitted: \_\_\_\_\_ Projected Completion Date  
 BA/BS \_\_\_\_\_ from \_\_\_\_\_

#### CERTIFICATE REQUIREMENTS:

Prerequisite Teaching Credential: (check all that apply)	Letter from school district verifying 3 yrs of full time teaching exp <input type="checkbox"/>
<input type="checkbox"/> Multiple <input type="checkbox"/> Single <input type="checkbox"/> Pupil Personnel Services	Form CL-777 (to be filled out by employer) <input type="checkbox"/>
Credential Expiration Date(s):	
CBEST: (issuance date)	

Course	Title	Units	Qtr Planned	Qtr Completed	Initial	Course Substitute/Univ & Units*
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#### PRELIMINARY CREDENTIAL COURSES:

EDUC 360	Foundation of Leadership and Education	3				
EDUC 361	Foundations of Curriculum and Instruction Improvement	3				
EDUC 362	Foundations of School Organization and Management	3				
EDUC 363	Ethics, Law and Governance	3				
EDUC 364	Interpersonal Communications	3				
EDUC 365	Human Resources and Fiscal Services	3				
EDUC 366	Community and Public Relations	3				
EDUC 367**	Fieldwork / Practicum	3				
EDUC 368	Principles of Assessment	3				
EDUC 369**	Action Research	3				
EDUC 370	Cultural Diversity and Equality	3				
EDUC 371	School Intervention Programs	3				
	<b>Total Units</b>	<b>/36</b>				

#### M.A. Courses (in or to obtain an M.A., three additional electives are required from the list below)

EDUC 255	Special Topics Seminar	3				
EDUC 355	Intro. To Gifted and Talented Education	3				
EDUC 372	Politics and Marketing Strategies in School Administration	3				
EDUC 374	Current Issues in Administration	3				
EDUC 376	Technology to Enhance Leadership	3				
EDUC 391	Educational Ethics	3				
EDUC 392	The Study of Teaching	3				
EDUC 393	Curriculum and Program Development	3				
	<b>Total Units</b>	<b>/9</b>				

\*Transcripts and Waiver Form required for approval. \*\*EDUC 369 is a Pre-Requisite to EDUC 367

#### The undersigned approve the above proposed Program Plan:

Credential Candidate: _____	Date: _____
Academic Advisor: _____	Date: _____
Program Coordinator: _____	Date: _____
Credential Analyst:(upon program completion)	Date: _____

## **Clear Administrative Services Credential**

For individuals who hold a **Preliminary Administrative Services Credential** and are in an administrative position, Santa Clara offers an opportunity for candidates to achieve a Professional Clear Administrative Services Credential. This program is entirely field based, addresses the California Professional Standards for Educational Leaders (CPSELs), and is designed to provide candidates with practical, job-related experience. The candidate must have held an administrative position for at least two (2) years. The program consists of 14 quarter units and has been approved by the commission on Teacher Credentialing (CTC) as a recommended means to attain the second level administrative credential.

### **Course Requirements:**

- **EDUC 400A – Induction Planning and Monitoring**
  - An individual plan developed by the candidate, a mentor supervisor of the candidate, and the University program director for beginning administrators. The plan includes professional development, interests, job responsibilities, and career goals. The plan is monitored on an ongoing basis by the program director. **(3 units – 1 each quarter)**
- **EDUC 400B – Assessment and Portfolio**
  - An evaluation of the completion of the Professional Credential Induction Plan (PCIP) and the development of a portfolio of activities that includes goals and objectives and professional development plans. **(3 units – 1 each quarter)**
- **EDUC 407 – Field Activities and Contributions**
  - On-site related, field experiences designed to support the candidate's growth as a professional administrator. Candidates select these experiences following a self-evaluation. Both on-site and university mentors are provided to help the candidate succeed. **(8 units – 4 projects= 2 units each)**

## Educational Administration Program

*I am applying to the following Educational Administration Program at Santa Clara University:*

**Preliminary Administrative Services Credential (K-12)**

*This document certifies that I have three years, full time, work experience as a teacher/counselor*

**Clear Administrative Services Credential (K-12)**

*This document certifies that I have two years, full time, work experience as an administrator in a public or private school*

Name of Applicant: \_\_\_\_\_  
*Last* *First* *Middle*

is employed at \_\_\_\_\_  
PLACE

\_\_\_\_\_

CITY

STATE

ZIP

as a \_\_\_\_\_

and therefore fulfills one of the prerequisites for applying to an Educational Administration program at Santa Clara University.

\_\_\_\_\_  
SIGNATURE OF APPLICANT'S SUPERVISOR DATE

\_\_\_\_\_  
PRINTED NAME OF SUPERVISOR POSITION

\_\_\_\_\_  
PLACE OF EMPLOYMENT STREET ADDRESS

\_\_\_\_\_  
CITY STATE ZIP ( ) - TELEPHONE

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Applicants name, please print

*Please mail completed form to:*  
**Santa Clara University - School of Education & Counseling Psychology**  
**500 El Camino Real, 130 Loyola Hall**  
**Santa Clara, CA 95053-0201 Fax 408-554-4367**

# California Professional Standards For Educational Leaders

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

## Standard 1

Facilitating the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.

- 1.1 Develop a shared vision
- 1.2 Plan and implement activities around the vision
- 1.3 Allocate resources to support the vision

## Standard 2

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 2.1 Develop school culture and ensure equity
- 2.2 Guide the instructional program
- 2.3 Guide professional growth of staff
- 2.4 Create and utilize accountability systems

## Standard 3

Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

- 3.1 Ensure a safe school environment
- 3.2 Create an infrastructure to support an effective learning environment
- 3.3 Manage the school learning support systems
- 3.4 Monitor and evaluate the programs and staff

## Standard 4

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate to incorporate the perspective of families and community members
- 4.2 Establish and manage linkage between the site and the larger community context
- 4.3 Engage and coordinate support from agencies outside the school.

## Standard 5

Modeling a personal code of ethics and developing professional leadership capacity

- 5.1 Maintain ethical standards of professionalism
- 5.2 Guide sound courses of action using pertinent, state-of-the-art methods
- 5.3 Model reflective practices and continuous growth
- 5.4 Sustain professional commitment and effort

Standard 6

Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

- 6.1 Engage with the policy environment to support school success
- 6.2 Interact with stakeholders
- 6.3 Incorporate input from the public

Published

## Important Contact Information

<b>For assistance with...</b>	<b>Contact...</b>
Registration, schedules, transcripts, credential requirements	Minh Virasak – (408) 554-2134 <a href="mailto:mvirasak@scu.edu">mvirasak@scu.edu</a>
Admissions and Financial aid	Paul Somoff – (408) 554-7884 <a href="mailto:psomoff@scu.edu">psomoff@scu.edu</a>
Academic advising, program expectations and requirements	Susan Charles – (408) 554-4696 <a href="mailto:scharles@scu.edu">scharles@scu.edu</a>