College of Education and Integrative Studies
Educational Leadership Department

Preliminary Administrative Services Credential

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Welcome and Introduction

Welcome to Cal Poly Pomona, the College of Education and Integrative Studies (CEIS), and the Educational Leadership Department. Thank you for your interest in our Preliminary Administrative Services Credential program. Consistent with the University's mission, our programs reflect a polytechnic focus on learning by doing, student success, inclusiveness, and community engagement.

This Handbook contains substantial information on key elements of our program. Please read it carefully to understand program requirements and guidelines. The Cal Poly Pomona University Catalog contains course descriptions, required prerequisites, and essential information about registration procedures, fees, and policies. The Catalog constitutes the university's official document of record, and students are responsible for the information contained in it. Also, please pay close attention to Department and University e-mail announcements. Your Cal Poly email is the official method for communicating with students, so please check it regularly. The Class Schedule you will need for registration each semester is available through BroncoDirect. Although the Department makes every effort to advise students, students are responsible for remaining informed about all guidelines and deadlines regarding the program.

We are pleased to have you join our Educational Leadership Department community of learners. We encourage you to become active participants in the program, so that you gain as much as possible from your experiences at Cal Poly Pomona.

College of Education and Integrative Studies Mission Statement

The College of Education and Integrative Studies (CEIS) is a learning community focused on meeting the present and future needs of students in our communities. We educate students to become highly qualified and significant leaders in our society. We are committed to the principles of diversity, ethics and social justice, and life-long learning. Central to our mission are innovative and integrative thinking, reflective practice, collaborative action, and learning by doing.

Educational Leadership Department Mission Statement

The mission of the Department of Educational Leadership of the College of Education and Integrative Studies is to prepare educational leaders to serve the needs of diverse learners, families, schools, and communities across Southern California in ways that are caring, collaborative, and culturally responsive. We are committed to developing transformative educational leaders who embody the values of reflexive self-examination, critical inquiry, and intersectional praxis to lead educational institutions as scholar-practitioners. We commit to providing school leaders with the analytical tools they need to be advocates for equity, social justice, and asset-based approaches that provide opportunities for success to all students, especially historically and persistently minoritized populations.

Vision

The vision of the Educational Leadership Department and Educational Leadership is to be recognized as the premier program that prepares transformative, equity-minded leaders who advance a more socially just future across educational systems.

Values

- The importance of theoretically grounded praxis, in which leaders engage in reciprocal, recursive learning through dialogue, experiential learning, research, action, and reflection
- The development of educational leaders who exhibit a sense of agency and commitment to responsibility, care, and authenticity through their words and actions.
- Culturally responsive leadership in transforming schools to become anti-racist learning environments where culturally responsive teaching practices and asset-based approaches prevail.
- Authentic school-community-university partnerships that promote spaces for collaboration in achieving positive results.
- Cultures of care in which educational leaders advocate for social justice, high academic achievement, humanization, social-emotional development, and personal well-being of students, families, educators, and communities.
- The importance of strengthening organizational cultures where the intersections of race, creed, gender, sexual orientation, or disability is respected, where marginalization is disrupted, and where forms of oppression are dismantled.

Program Features

In our efforts to develop a program that meets your needs and facilitates the best possible experiences, we are committed to the following:

- **Cohort Model** – You will progress through the program in a cohort of peers who also aspire to be outstanding school leaders. As a professional learning community, you and your colleagues will be able to not only support one another as you progress through the program, but also develop a network that will be helpful in your career as a school administrator.
- **Classes in Schools** – In most cases, you will be taking your courses at a school site in one of our partner districts. While this is not always possible, we attempt to put you close to the action (and close to the freeway, too)
- **Strong Guidance and Advising** – We take pride in being able to support you through the program by providing information, responding to inquiries, and helping you through the complex process of credentialing. Our faculty members are credentialed and possess a wealth of experience in your area of study. They recognize the demands you have as a full time teacher or administrator, and understand the complexity of the credentialing process. Our staff members, like the classified employees at your school site, are professionals committed to facilitating your success. We want to be your partner in reaching your professional goals!

Preliminary Administrative Services Credential Program Themes

The conceptual framework of the leadership continuum, from aspiring to accomplished educational leaders, is foundationally rooted in four key over-arching principles of a shared sense of purpose: **L**eadership, **E**xpertise, **A**pplication of Knowledge, and **D**iversity and Global Awareness. To educate is to **LEAD.** The Ed.D. Program in Educational Leadership is designed to promote the advanced development of professional educators who exemplify:

- **L**EADERSHIP by setting an example of advocacy that influences people to collaborate in promoting transformative educational policies, pedagogies, and

practices that champion excellence, equity, and ethical responsibility for all students in diverse classrooms, schools, and communities.

- **E**XPERTISE by engaging in the reflective study, application, synthesis, and evaluation of educational theories, contemporary issues, pedagogical practices, and research findings to develop an informed, problem-solving perspective that permeates professional inquiry, ethical commitment, and decisive action.
- **A**PPLICATION OF KNOWLEDGE by designing and conducting research that is focused on an educational problem germane to the investigator's professional interests and concerns, systematically studied in an effective, ethical manner, and formally presented as an original contribution to educational scholarship.
- **D**IVERSITY And GLOBAL AWARENESS by continuing to learn about the world in the context of rapidly emerging social and technological change in order to make informed decisions and take responsible actions to cultivate, develop, and celebrate human potential in all its diverse forms.

Administrative Services Credentials and Authorizations

California has a two-tier credential structure. A five-year preliminary credential is the first credential issued after an individual meets the basic credential requirements. A clear credential is issued when all credential requirements have been completed.

The Administrative Services Credential Authorizes the holder to provide the following services in grades 12 and below, including preschool, and in classes organized primarily for adults:

- Develop, coordinate, and assess instructions programs
- Evaluate certificated and classified personnel
- Provide students' discipline, including but not limited to, suspension and expulsion
- Provide certificated and classified employees discipline, including but not limited to, suspension, dismissal and reinstatement
- Supervise certificated and classified personnel
- Manage a school site, district or county level fiscal services
- Recruit, employ, and assign certificated and classified personnel
- Develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services and technology support services.

An individual must hold and Administrative Services Credential to provide the following services in grades preschool, K-12 and adults:

- Evaluate the quality and effectiveness of instructional services at the school site level
- Evaluate certificated personnel employed at the school site level, with the exception of the site administrator
- Student and certificated personnel employee discipline services at the school site level

Requirements for the Five-Year Preliminary Administrative Services Credential
Individuals must satisfy **all** the following requirements:

1. Possess a valid prerequisite credential – See Terms and Definitions
   https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_10
2. Complete one of the following:
   - A Commission-approved program of specialized and professional preparation in the administrative services resulting in the formal recommendation of the program sponsor
   - A one-year Commission-approved administrative services intern program consisting of supervised in-service training resulting in the formal recommendation by the California college or university where the program was completed
   - Achieve a passing score on the California Preliminary Administrative Credential Examination (CPACE), administered by Evaluation Systems, Pearson – See detailed CPACE information https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_10
3. Satisfy the basic skills requirement https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_56
4. Complete five years of full-time experience – See Terms and Definitions
   https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_10
5. Verify employment in an administrative position on form CL-777
   https://www.ctc.ca.gov/docs/default-source/leaflets/cl777.pdf?sfvrsn=93bed076_4

An individual who has completed requirements 1-4 above but does not have an offer of employment in an administrative position may apply for a Certificate of Eligibility, which verifies completion of all requirements for the preliminary credential and authorizes the holder to seek employment as an administrator. The Certificate of Eligibility has no expiration date. Once securing an offer of employment, the holder of a Certificate of Eligibility may apply for the preliminary credential by submitting an application to CTC.

Requirements for the Clear Administrative Services Credential
Individuals must satisfy all of the following requirements:

1. Hold a valid Preliminary Administrative Services Credential – See Terms and Definitions
   https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_10
2. Verify a minimum of two years of successful experience in a full-time administrative position in a California public school, nonpublic school or private school of equivalent status, while holding the Preliminary Administrative Services Credential
3. Complete a Commission-approved Administrative Services induction program and obtain the program sponsor's recommendation for the credential. Enrollment in a clear administrative induction program is expected upon placement in an administrative position but must occur no later than one year from activation of the preliminary credential.

Administrative Services Intern Program

Students who receive a job offer for an administrative position while admitted to the program may be eligible to complete the program as an Intern. Individuals must satisfy all of the following requirements to be issued an Intern Credential:

Requirements for the Administrative Services Intern Credential

1. Possess a valid prerequisite credential – See Terms and Definitions
   https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_10
2. Satisfy the basic skills requirement https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_56
3. Complete five years of full-time experience – See Terms and Definitions
   https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_10
4. Verify employment in an administrative position on form CL-777
   https://www.ctc.ca.gov/docs/default-source/leaflets/cl777.pdf?sfvrsn=93bed076_4

Department requirements for Admission to the Administrative Services Intern Program

1. Complete the application for admission to the Intern Credential Program and recommendation of the Preliminary Administrative Services Intern Credential
   https://cpp.formstack.com/forms/administrative_services_credential_intern_program_application
2. Admission to the University
3. Admission to the Administrative Services Preliminary Credential Program
4. Approval of the Program Coordinator
5. Intern Agreement form signed by Program Coordinator and District HR Designee

College and Department Contact Information

For questions/assistance regarding credentials, contact the Administrative Credential Analyst, Bldg. 6-203, 909-869-2306 or see the Educational Leadership Department website.

College of Education and Integrative Studies

Dean Dr. Jenelle Pitt-Parker	jspittparker@cpp.edu	909-869-2307	
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Educational Leadership Department

Chair Dr. Betty Alford	btalford@cpp.edu	909-869-3060	94-226
Administrative Credential Coordinator Jeff Seymour	jjseymour@cpp.edu	909-869-3060	
Administrative Credential Analyst Jeanne Reynaga	jmreynaga@cpp.edu	909-869-2301	6-205
Administrative Support Urooj Khan	khan@cpp.edu	909-869-3060	94-226

University Services

The University offers a full range of support services staffed with fully qualified individuals who are readily available to students including:

- **Admissions and Outreach** – admission requirements, transfer information. Bldg. 121, 2nd floor; 909-869-5299. For an application to the University, go online to www2.calstate.edu/Apply.

- **Career Center** – assists students with career planning, student employment and with job search activities upon graduation. There is an extensive library of resources to assist students with research in different career areas. Bldg. 97-100, 909-869-2342.

- **Credential Services** – provides a variety of services to support students as they pursue their educational goals. A Credential Analyst is available to provide credential requirement advisement, reviews all credential applications, and issues recommendations based on the California Commission on Teacher Credentialing regulations. Bldg. 6, 2nd floor, 909-869-4400.

- **Disability Resource Center** – provides support services to students who have documented disabilities, including physical or functional limitations, serious medical conditions, as well as those with learning or emotional disabilities. Bldg. 9-103, 909-869-3333.

- **Learning Resource Center** – The Learning Resource Center serves all Cal Poly Pomona students regardless of program or major. There is no charge. The Center offers one-on-one tutoring for any writing assignment, and Graduation Writing Test (GWT) assistance. Library, room 2919, 909-869-3502.

- **Office of Financial Aid and Scholarships** – offers a variety of financial aid programs to assist students with college costs, including scholarships, grants, loans, and forgivable loans. Bldg. 121 1st floor; 909-869-3700.

- **Office of Student Success**- oversees areas of academic and semester conversion advising, academic support programs, the CSU Graduation Initiative 2025 and other student success initiatives. Serves all Cal Poly Pomona students, from admission to graduation. **studentsuccess@cpp.edu**

- **Registrar's Office** – enrollment, registration, transcripts. Bldg. 121, 909-869-3000.

- **Student Health and Wellness Services** – provides basic services to students with illnesses, injuries, or other health-related issues. Bldg. 46-110, 909-869-4000.

- **Testing Services** – is responsible for all university and state academic mandated testing such as the Graduate Writing Test. This office also provides registration information for entrance tests such as the CBEST and GRE. Bldg. 121 2nd floor; 909-869-5299.

- **Womxn's Resource Center** – crisis intervention, advocacy. Bldg. 95, 909-869-3112.

California Administrator Performance Expectations (CAPEs) and the California Professional Standards for Educational Leaders (CPSELs)

In addition to the topic-specific nature of coursework, allied fieldwork learning activities, the California Administrator Performance Expectations (CAPEs) and the California Professional Standards for Educational Leaders (CPSELs), administrative credential candidates must continuously consider the standards set forth by the California Commission on Teacher Credentialing (CCTC) with respect to school administrators in the state:

- *Implementing a Vision that Supports the Learning Needs of All Students* – Learn that professional leadership is an opportunity to examine, reflect upon and implement the principles of educational equity and diversity at school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. (Related to CCTC Program Standards 2, 5, 6, & 10)

- *Maximizing Their Understanding of the Fieldwork Experience* – Participate in significant field experiences designed to facilitate the application of theoretical concepts in practical settings through intensive experiences in a variety of diverse and realistic settings both in the day-to-day functions of administrators and in longer-term policy design and implementation. (Related to CCTC Program Standards 12, 13 & 14)

- *Developing their Professional Leadership Capabilities* – Learn the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building; communication skills; the ability to articulate, apply and evaluate theories of leadership; an understanding of and ability to apply, model, and analyze curriculum, instructional strategies, and assessment; an understanding of standards-based accountability systems; and the ability to use data to make decisions regarding program improvement. (Related to CCTC Program Standards 2, 3, 9 &14)

- *Political, Social, Economic, Legal and Cultural Understandings* – Demonstrate the skill and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context including but not limited to: ensuring that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations and statutory requirements; incorporating information about family and community expectations into school decision- making activities; and modeling a personal code of ethics. (Related to CCTC Program Standards 1, 2, 4, 10 & 11)

- *Instructional Leadership and Technology* – How to use a variety of technologies to support effective teaching, data-driven assessments, standards-based curriculum, effective/relevant staff development programs and student learning in the classroom while being mindful of the legal, ethical, and safety issues that are continuously changing as both students and educators use technology more extensively in learning and as part of lifelong needs. (Related to CCTC Program Standards 1, 7, 8 & 9)

Program Admission

Basic Steps to Apply for Admission

The University Application and Program Admission Application are both required for admission to the Education Leadership/Credential Program. Deadlines for applications are strictly enforced. Below are the basic steps for admission:

1. Apply for university admission through Cal State Apply
2. Apply for program admission
3. Complete an Advising and Interview session.

Detailed Information on Admission Requirements

All requirements listed here must be met to be considered for Administrative Services credential program admission (upload supporting documentation to your program application).

- **The completed application**
- **A copy of your valid Clear or Life California Credential:**

    - a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
    - a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
    - a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

- **Verification of 5 years of successful, full-time experience** completed in a public school, nonpublic school, or private school of equivalent status located in California or another state, or a combination of experience earned in California or another state. This experience may be teaching, pupil personnel work, librarianship, health services, clinical or rehabilitative services, or a combination of teaching and school services equal to five years. Substitute or part-time service does not apply. Verification of experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, director of human resources or HR designee. School or district personnel other than the applicant must verify all experience.
  See Terms and Definitions of full-time experience
  https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_10

- **Basic Skills Requirement** - proof of Bachelor's degree

- **Program Admissions Interview:** All candidates are required to attend an interview advising session. Please contact Mr. Jeff Seymour, Program Coordinator, at jjseymour@cpp.edu to schedule.

- **Processing Fee:** Receipt of payment for $25 Processing Fee. Payment can be made via BroncoDirect or through the Cashier's Office via phone at (909) 869-2010

- **GPA Requirements:** A 2.5 GPA for the candidate's most recent 60 units of university/college work.

Note: Official transcripts must be submitted directly to the Office of Admissions (not uploaded to the Program Application). The Credential Analyst will be able to access the information from the university's document system. For options (including e-transcripts) on submitting your transcripts to Cal Poly: https://www.cpp.edu/admissions/graduate/masters-requirements.shtml

Coursework Requirements

The following pages detail course requirements for the preliminary credential.

Requests to Waive Courses Based on Coursework from another University

Transcript evaluations of courses taken from another university will be conducted for currently accepted or enrolled Cal Poly students. Students wishing to waive a Cal Poly credential course and substitute a course or courses taken from another university must complete the Course Equivalency Request. Up to 3 semester units may be petitioned for course equivalency; the 7-year policy applies to petitioned courses. Attach a copy of transcripts along with a copy of the catalog course description for the year the course was taken. Submit these materials to the Department Chair.

Retention and Special Assistance

Candidates must maintain a 3.0 GPA to remain in the credential program. In each course, candidates will be assessed according to the standards and have numerous opportunities to demonstrate their written and verbal language proficiency. Those in need of additional support are guided to appropriate services and/or additional courses.

Course and Completion Requirements
Preliminary Administrative Services Credential

	Met	Units/ Grade	Need
PREREQUISITES			
Bachelor's Degree:			
Valid CA Clear Credential (Designated Subjects, PPS Teaching or Service)			
Five Years Experience			
GPA Requirement			
CORE REQUIREMENTS			
EDL 5460 - Theory & Practice I; Visionary & Inst. Leadership	Fall		
EDL 5490 - Learning to Lead Content Mod I; Prof Learning & Growth – 3 units	Fall		
EDL 5510 - Fieldwork I – 3 units	Fall		
EDL 5470 - Theory & Practice II School Improvement Leadership – 3 units	Spring		
EDL 5500 - Learning to Lead Content Mod II; Org & Systems Leadership – 3 units	Spring		
EDL 5520 - Fieldwork II – 3 units	Spring		
EDL 5480 - Theory & Practice III; Community Leadership – 3 units	Summer		
EDL 5530 – SWCI & Candidate Assessment – 3 units	Summer		
INTERN REQUIREMENTS			
Candidates must meet the admissions criteria listed above and the following:			
a. Signed Internship Agreement with the District			
b. Assignment to an Administrative position in the district			
c. Enroll in EDL 6920 Independent Research in each Semester until the requirements for the Preliminary Administrative Services Credential are completed			
CAL APA REQUIREMENT			
Cycle 1			
Cycle 2			
Cycle 3			
INTERN REQUIREMENTS			
Candidates must meet the admissions criteria listed above and the following:			
a. Signed Internship Agreement with the District			
b. Assignment to an Administrative position in the district			
c. Enroll in EDL 6920 Independent Research in each Semester until the requirements for the Preliminary Administrative Services Credential are completed			
ELIGIBILITY FOR CREDENTIAL			
Residency Requirement (15 Semester Units)			
Form CL-777 Employment as an Administrator			
Preliminary Administrative Services Credential			
Preliminary Administrative Services Certificate of Eligibility			

Fieldwork, Capstone, and School Wide Change Initiative Projects

A hallmark of the administrative credential program at Cal Poly Pomona is the "learn by doing" strand that includes two quarters of fieldwork (EDL 5510 & EDL 5520) along with the schoolwide change initiative (EDL 5530). Please refer to the following for more specific information about this aspect of the program

- The Fieldwork Manual includes not only the 26 distinct Learning Activities but also copies of the CAPE & CPSEL credential standards along with a Capstone Pamphlet that informs candidates on the preparation.

Linking the Credential with the Master of Science in Educational Leadership

The MS program is a logical extension of the advanced credential work in the Administrative Services Credential sequence. However, it is not required of administrative services credential candidates. The degree culminates your advanced study by guiding you in inquiry on your practice, your efforts to engage in school change, and to look at student data to understand how your leadership can impact student learning and school culture. The subject of your thesis or project is of your own choosing. If you are considering earning a doctoral degree, it is highly advisable to obtain your MS degree in tandem with your Preliminary Administrative Services Credential.

Only three additional courses are needed to complete the Master's of Science in Educational Leadership program with the Preliminary Administrative Services Credential. Students enrolling for the Master of Science in Education with the Preliminary Services Administrative Credential program will be eligible to apply for financial aid. Students only completing the Administrative Services Credential program are not eligible to apply for federal financial aid.

Course Requirements
Additional Master of Arts in Education

Course	Units
Required Research Courses	
EDL 5900 – Research for School Development	3
EDL 6930 – Initiatives, Policies, & Research	4
Terminal Requirement	
ERA 6950 – Master's Project or	3
ERA 6960 – Master's Thesis	3
Total Units for additional Master of Arts in Education	**9**

Academic Accommodations

Any student who feels he or she may need an academic accommodation based on the impact of a disability should contact the Disability Resource Center, which coordinates the provision of reasonable accommodations for students with documented disabilities. The DRC is located in Building 9, Room 103, drc@cpp.edu, phone 909-869-3333.

Student Learning Outcomes

Specific Learning Objectives for the Preliminary ASC program courses in the "Theory & Practice" strand

In EDL 5460, EDL 5470 and/or EDL 5480, the student will demonstrate knowledge of the following areas:

- leadership behaviors and administrative organizations designed to improve the implementation of effective instruction and proven staff development programs for the development of effective school. [CAPE Standards 1B, 2B, 2C, 2D, 3B, 4A & 5A]
- the effective use of the concepts of vision, mission and goals for the development of management and participatory management models. [CAPE Standards 1A, 1B, 3A & 5C]
- the development of a school culture conducive to creating a school culture committed to raising the bar for student achievement. [CAPE Standards 1A, 1B, 2B, 3A & 6A]
- the ethical standards of professionalism in effective school administration. [Standards 1B, 2A, 2C & 6A]
- the ability to use or develop decision-making models. [CAPE Standards 1C, 2B, 2D, 3C & 5C]
- the ability to identify and use models of decision making in problem-solving adverse organizational behaviors. [CAPE Standards 1C, 2B, 4A, 4B, & 5A]
- the ability to link social theory with practice leading effective educational systems. [CAPE Standards 1A, 1B, 1C, 2B, 2C, 3B, 4B & 5B]
- the relationship between an effective organizational design and a positive learning culture in their school. [CAPE Standards 1A, 1B, 2B & 2D]
- the social and political environment with its impacts on schools who endeavor to meet the challenges with the implications for the effective administration of the public schools. [CAPE Standards 2C, 3A, 4A, 5A, & 5C]
- the importance of creating an organizational environment that promotes a positive human relations climate within school. [CAPE Standards 1A, 1B, 1C, 2A, 3C, 5A, 5B & 6B]
- the use of technology as a vehicle for promoting communication on student achievement by facilitating data collection. [CAPE Standards 1C, 2D, 3B, 3C & 5B]
- the understanding and use of the formal and informal political context within the school which exists to promote the success of students. [CAPE Standards 1C, 2B, 2C, 2D, 3B & 5A]
- the concept of shared leadership with the responsibility to foster transformational leadership in others. [CAPE Standards 1B, 1C, 2C & 4A]
- the importance of developing community participation in promoting student achievement, strengthening the instructional program, improving the delivery of instruction, and offering strategies for meeting the needs of a student body with its student diversity. [CAPE Standards 2C, 4A, 5A, 6A & 6B]

Specific Learning Objectives for the Preliminary ASC program courses in the "Learning to Lead" strand

In EDL 5490, and/or EDL 5500, the student will demonstrate knowledge of the following areas:

- The legal structure of public education and the policy processes at the federal, state and local levels [CAPE Standards   2C, 2D, 3B, 3C, 5A, 5B, & 5C]
- The use of the Education Code and Title 5 for legal research [CAPE Standard 5C]

- Controversial issues involving sexual orientation, religious affiliation, health status, languages and cultural background [CAPE Standards 1C, 3A, 4B, 5A, 5C & 6A]
- The legal rights & responsibilities of students & teachers [CAPE Standards 2C, 3A, 3C & 5C]
- Student discipline, behavior/attendance issues & procedures CAPE Standards 5B, 3C & 5C]
- The awarding of contracts for goods and services [CAPE Standards 3C & 5C]
- Tort liability [CAPE Standards 1B, 1C, 5C & 6B]
- Equal educational opportunity, English language learners, communicating with families in a language they understand [CAPE Standards 1A, 3A, 3B, 5B, 5A, 5C & 6A]
- Legal requirements for hiring, evaluation, discipline, dismissal & release of certificated and classified employees including tips for documentation & case building [CAPE Standards 2C, 3A, 3C & 5C]
- The negotiations process including grievances and impasse procedures [CAPE Standard 5C]
- Basic allocation procedures under LCAP, LCFF, ESSA, etc. CAPE Standards 3B, 3C & 5C]
- Purchasing requirements [CAPE Standards 1B & 2B]
- Construction issues [CAPE Standards 3A, 3C, 4B & 5C]
- Civic Center rules [CAPE Standards 4B, 5C & 6A]
- Responsibilities for categorical funds and student body funds [CAPE Standards 3C & 5C]

Specific Learning Objectives for the Preliminary ASC program courses in the "Learn by Doing" strand

In EDL 5510, EDL 5520 and/or EDL 5530, the student will demonstrate knowledge of the following areas:

- All 18 of the California Administrator Performance Expectations (CAPEs) are addressed in this portion of the Preliminary ASC program at Cal Poly Pomona which includes the 26 over-arching "hands-on," school-site based learning activities for the two quarters of fieldwork and, depending upon each candidate's topic, the SWCI project. Students will demonstrate knowledge of all areas of the CAPEs and their relationship to the California Professional Standards for Education Leaders (CPSELs) which are the standards for the subsequent Clear Administrative Services Credential.

CalAPA

The CalAPA consists of three cycles focusing on instructional and school improvement leadership with specific candidate assessment rubrics for each cycle (data use for instructional improvement, coaching for instructional improvement and personnel evaluation). These are subjects included in the fieldwork sequence, capstone assignments, SWCI culminating project and to a lesser extent, the two learning-to-lead content modules so candidate preparation for the CalAPA will take place within those courses. The three full leadership cycles of CalAPA are structured to utilize the four steps of investigate, plan, act, and reflect. Each of these four steps will be addressed by each cycle, with candidates providing evidence of leadership practice for each step. Acceptable evidence may be in a variety of forms, including video recordings and written narrative.

Leadership Cycle One
This cycle focuses on analyzing multiple sources of school site/district data for the purpose of identifying equity gaps to inform an initial draft plan for equitable improvement in line with the school's vision and mission. Within the cycle of investigate, plan, act, and reflect, you will collect and analyze multiple sources of longitudinal quantitative and qualitative data. In addition, you will conduct an equity gap analysis to identify potential causal factors, all culminating in a problem statement defining a specific educational need related to equity. Based on your investigation and data analysis, you will develop strategies for equitable school improvement and identify resources needed to implement these strategies aligned with the school's shared vision of equitable learning opportunities for all students. At the conclusion of this leadership cycle, you will reflect on your capacity to analyze data to inform school improvement and promote equity for all students.

Leadership Cycle Two
This cycle focuses on facilitating collaborative professional learning within a community of practice for the purpose of improving teaching and student learning. Within the cycle of investigate, plan, act, and reflect, you will identify and work with a small group of educators to identify a problem of practice and select an approach for working together. Additionally, the group will identify an evidence-based strategy to address the problem of practice that will strengthen and increase equitable learning opportunities for all students. As part of the cycle, you will reflect on how your facilitation supports the group to address the problem of practice, and how you responded to the group's feedback on your facilitation and on your ability to support the professional learning of the community of practice.

Leadership Cycle Three
This cycle focuses on coaching an individual teacher to improve teaching and learning. Within the cycle of investigate, plan, act, and reflect, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and leader.

Applying for the Credential

Upon completion of all coursework and program requirements, students will need to complete the Administrative Services Credential Recommendation Request Form in order for the Credential Office to submit a recommendation for your Preliminary Administrative Services Credential document to CTC.
https://cpp.formstack.com/forms/administrative_services_credential_recommendation_request

Certificate of Eligibility
An individual who has completed all requirements but does not have an offer of employment in an administrative position at the time of completion may apply for a Certificate of Eligibility, which verifies completion of all requirements for the preliminary credential and authorizes the holder to seek employment as an administrator. The Certificate of Eligibility has no expiration date. Upon securing an offer of employment, the holder of a Certificate of Eligibility may apply for the preliminary credential by submitting an application directly to CTC. See link for more information https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_10

Preliminary Administrative Services Credential
Individuals currently employed in an administrative position or have an offer of employment for an administrative position may be recommended for the Preliminary Administrative Services Credential.

The valid period of the Preliminary Administrative Services Credential is limited by the expiration date of the prerequisite credential (which must remain valid). The preliminary credential may be renewed for any time remaining up to the five full years allowed at the same time of renewing the prerequisite credential by submitting an additional application to CTC. See link for more information https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_10

However, if the prerequisite credential is valid for the full five year period from the issuance date of the preliminary administrative credential, the administrative credential will be valid for the full five year period upon issuance. For this reason, it may take one complete renewal cycle to align the dates of the prerequisite and administrative credentials. By the end of the five-year preliminary period, the holder must meet the requirements for the clear credential.

APPROPRIATE CONDUCT

Disqualification/Dismissal from the Program

Students may be disqualified from the program for at least the following reasons:

a) **Failure to Make Satisfactory Progress -** Students who fail to make satisfactory progress in courses or on examinations or violate University requirements will be officially disqualified from the degree program. A student may be disqualified only after a careful review and written recommendation of the Doctoral Faculty. To ensure that a decision to disqualify a student from the program is warranted, University policy adheres to due process requirements, including opportunities for appeal by the student (see Section III, O, Student Grievances, University Catalog). A student who has been disqualified is considered to have been dismissed from the program and will not be allowed to continue in the program, enroll in courses, or register without readmission.

b) **Violation of Professional Ethics and Academy Integrity Policies** – See the section on university policies.

c) **Issues with Professional Dispositions** – Violation of the conduct, values, and dispositions expected of educational leaders. As reflected in the National Board for Professional Teaching Standards: National Board Certification for Educational Leaders, Cal Poly Pomona supports and expects the following:

- Accomplished educational leaders model professional, ethical behavior and expect it from others. (Ethics)
- Accomplished educational leaders ensure equitable learning opportunities and high expectations for all. (Equity)
- Accomplished educational leaders advocate on behalf of their schools, communities, and profession. (Advocacy)

All forms of academic dishonesty at Cal Poly Pomona are a violation of University policy. Students are expected to be knowledgeable about and adhere to the professional standards for their field as well as University standards of conduct. Students' continued participation in programs within the University is dependent upon their ability to adhere to professional standards. Standards of professional ethics and academic integrity are reviewed in each course and seminar.

Students admitted to the PASC. program are expected to be stewards for and leaders of the field of education. PASC students are held to the highest expectations for professional ethics and academic integrity in their roles as exemplars for the field. Faculty and students have a joint responsibility for assuring that the highest standards of professional ethics and academic integrity are adhered to by all participants in the program. Any suggestions that there may be a breach of these standards must be reported immediately and directly to the Educational Leadership Department Chair. Both faculty and students share this responsibility.

The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offense that can diminish the quality of scholarship, the academic environment, the academic reputation, and the quality of a Cal Poly Pomona degree. The University policy on academic integrity defines academic dishonesty at Cal Poly Pomona and the responsibility of students, faculty and in administrators relating to this

subject. The university catalog and the Judicial Affairs website each have definitions and resources related to Academic Integrity.

Standards of professional ethics and academic integrity in the Cal Poly Pomona PASC program are simply to:
   a) Behave in an honest and forthright manner.
   b) Follow standard scholarly practice in giving credit to sources used in assignments.
   c) Act according to norms of professional educators.
   d) Cooperate and collaborate with fellow candidates on projects and assignments.

Students will be considered for removal from the program if they:
   a) Fail to Exhibit academic dishonesty as defined by the University Catalog;
   b) Exhibit inappropriate student conduct as defined by the doctoral program and the University Catalog;
   c) Exhibit unacceptable academic behavior;
   d) behave according to standards of the profession, public schools, university, department and/or program.

Violations of Professional Ethics and Academic Conduct

Plagiarism, falsification, fabrication:
Plagiarism, falsification, and fabrication are intentionally or knowingly presenting other people's words, ideas or work as one's own work. Plagiarism, falsification, and fabrication include copying other students' assignments, computer programs, or other materials; using a work or a portion of a work written or created by another without crediting the source; using one's own work completed in a previous class for credit in another class, paraphrasing another's work without giving credit, and borrowing or using ideas without giving credit.
Examples and instructions about norms of citing and attributing others' work will be provided in courses. Any questions about appropriate attribution can be addressed to instructors and advisors.

Cheating:
Cheating includes unauthorized use of materials in examinations or assignments, including other students' work. Instructors will specify materials that are acceptable for students to use in exams and papers. All uses of materials prohibited by the instructor or not specifically authorized for exams will be considered cheating.

Unauthorized Use of Copyrighted or Proprietary Materials:
This includes utilization of other's computer programs or solutions, copying a copyrighted computer program without permission, or other misuses.

Falsifying University Documents:
This includes falsifying signatures on university forms, such as Add-Drop and Withdrawal forms, forging another student's signature and falsifying prerequisite requirements.

Discrimination and Harassment:
California State University (CSU) Executive Order 1045 - Cal Poly Pomona complies with federal and state laws prohibiting discrimination and harassment against students and applicants for admission, and adheres to the policy embodied in CSU Executive Order 1045. The policy

further prohibits that a student or applicant for admission be subjected to unlawful discrimination, harassment/sexual harassment, or retaliation for exercising his/her rights under CSU Executive Order 1045. A system wide procedure for filing complaints of discrimination, harassment and retaliation against CSU employees is provided in CSU Executive Order 1045. Employees who violate this policy and students who are found to have filed a false complaint may be subject to discipline. If discipline of a CSU employee is appropriate under this policy, it shall be administered in a manner consistent with applicable collective bargaining agreements, CSU policies, and provisions of California Education Code Sections 89535 et seq. Discipline of a student shall be administered in accordance with Section 41301 of Title 5, California Code of Regulations.

Cal Poly Pomona is committed to creating and maintaining a positive learning and working environment. Concerns and/or complaints by Cal Poly Pomona students or by those applying for admission to Cal Poly Pomona should be directed to the Director of Diversity & Compliance, Cal Poly Pomona, CLA Building 98, Room B1-10, telephone (909) 869-5152.

The policy prohibiting harassment, including the procedures for filing a complaint, in employment is available online at www.cpp.edu/~diversity (Policies and Complaint Procedures). Interested parties may also obtain information by contacting the Office of Diversity and Compliance, CLA Building 98, Room B1-10, (909) 869-4646.

Race, Color, Ethnicity, National Origin, Age and Religion:
The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, or religion in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Carmen Munoz-Silva, Director of Diversity and Compliance, has been designated to coordinate the efforts of Cal Poly Pomona to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to the Director of Diversity and Compliance, at (909) 869-5152, or by visiting the CLA Building, Room B1-10.

Disability:
The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Carmen Munoz-Silva, Director of Diversity and Compliance, has been designated to coordinate the efforts of Cal Poly Pomona to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to the Director of Diversity and Compliance, at (909) 869-5152, or by visiting the CLA Building, Room B1-10.

Sex/Gender/Gender Identity/Sexual Orientation:
The California State University does not discriminate on the basis of sex, gender, gender identity or sexual orientation in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Carmen Munoz-Silva, Director of Diversity and Compliance, has been designated to coordinate the efforts of Cal Poly Pomona to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may

be presented to the Director of Diversity and Compliance, at (909) 869-5152, or by visiting the CLA Building, Room B1-10.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.
Inquiries Concerning Compliance

Inquiries concerning compliance or the application of these laws to programs and activities of Cal Poly Pomona may be referred to the specific campus officer identified above or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.

Education and Training:
The University makes the campus community aware of the policy and procedures regarding the recognition and prevention of harassment/sexual harassment. The Office of Diversity and Compliance is charged with distributing this policy and ensuring that appropriate educational and training opportunities are provided to the campus community—employees and students

Frequently Asked Questions

1. **How long does the Program take?**
   Typically, the Preliminary Administrative Services Credential (PASC) Program is completed in three semesters (fall semester, spring semester, and summer I session). If you are also obtaining the Master's Degree, it may take an additional two-three semesters. In summer II, you could take the first master's course, and take one additional master's course in the fall, and complete your thesis or project in the spring semester. Some students complete two courses in the fall in order to complete the requirements by the end of the Fall semester.

2. **What are the fees for the PASC program?**
   At this time, the coast for obtaining the Preliminary Administrative Services Credential is about $17,000. If you are also getting the Master Degree, it would add an additional $2,500. Costs may vary from year to year. There are separate fees that must be paid to the CTC for submitting your CalAPA Cycles to them, as a part of your fieldwork. They total $425 at this time.

3. **What is considered a graduate student?**
   Graduate students are considered full time if they are taking 6 units

4. **What time are most PASC classes held?**
   Most PASC classes are held in the evening beginning at 4pm and are offered Tuesday through Thursday. Classes for the Preliminary Credential are held one day a week with two classes at a school site, not on the CPP campus. If you are in the Tuesday cohort group, you would take both classes on Tuesday (first class starting at 4:00, the second class starting at 6:45). You will have a dinner break, and would complete the classes by 9:00. The Fieldwork classes do not meet separately, and are integrated into the other classes. Site visit meetings will be held with your professor, you, and your fieldwork site mentor.

5. **Do I have to take the Graduate Record Exam (GRE)?**
   The GRE is no longer required for the Master of Science in Educational Leadership program.

6. **Are online courses available?**
   The courses are offered in hybrid mode and are not offered online.

7. **Is preparation for the CalAPA included in the coursework?**
   Yes, the courses will prepare you for the three cycles of the Cal APA which are to be submitted while you are in your courses.

8. **What is the difference between a project and a thesis?**
   A thesis is a paper written about original research you conduct. You may do research or inquiry on your teaching practices, the impact of administrative changes, student performance or any topic in which you are curious. To determine your research topic and scope of work, you must work closely with your thesis advisor. The project is based on a problem of practice or an identified need. Although a literature review is part of the project, research is not conducted. Instead, students complete a project, such as development of a handbook or a series of professional development sessions.

9. **How much time is involved in completing the classes required for the Preliminary Administrative Services Credential?**
   The classes involve attending the lecture classes at the cohort site, reading, research, preparing and submitting assignments, doing presentations, and completing your Fieldwork at your school site. The program is rigorous so that you will be prepared to assume an administrative position when you successfully apply for one. All of your instructors and colleagues are aware of the demands of your teaching jobs and try to balance the work load to make it manageable.

10. **What if I have a conflict during a time that class is scheduled?**
    Your instructors are all professionals who know and appreciate the demands of your teaching positions. Accommodations are made for such events, and such absences are usually not a problem.

11. **Can I take time off from completing my program?**
    Yes, you can take up to 1 semester off without having to fill out a Leave of Absence petition. If you need more than 1 semester off, you will need to fill out a Leave of Absence petition. Students can take up to 4 semesters off with a Leave of Absence petition. (See Leave of Absence section Part IV).
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