Program Handbook

FRESN⬥STATE

Educational Leadership

MA in Educational Leadership & Administration
and
P-12 Preliminary Administrative Services Credential

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Department of Educational Leadership
Full-Time P-12 Faculty Directory

https://kremen.fresnostate.edu/masters-educational-leadership-administration/index.html

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Full-Time Faculty (P-12)	Email	Phone
Dr. Jonathan Pryor *Department Chair*	jpryor@mail.fresnostate.edu	278-0294
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Dr. Jennifer Watson	jmoradianwatson@mail.fresnostate.edu	278-0354

Department Administrative Analyst Specialist, Educational Leadership   Room: ED 303
Tiffany Jennings	tijennings@csufresno.edu	278- 0455

Other Important Contacts
Graduate Program Technician, Education Student Services Center, Room: ED 100
Renee Petch	rpetch@mail.fresnostate.edu	278-0148

Credential Analyst, Education Student Services Center, Room: ED 100
Pahoua (Pea) Vang   pavang@csufresno.edu

Division of Research and Graduate Studies   278-2448
http://www.fresnostate.edu/academics/gradstudies/

Graduate Student Success Center   Library, 2nd floor (Room 2119)
https://academics.fresnostate.edu/drgs/gssc/
Schedule an Appointment: https://fresnostategssc.setmore.com/

Graduate Writing Studio Resources   278-2450
https://academics.fresnostate.edu/drgs/gssc/graduatewritingstudio.html

Graduate Statistic Studio Resources   278-2451
https://academics.fresnostate.edu/drgs/gssc/graduate-statistics-studio.html

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Future Students   Current Students   Alumni   Faculty/Staff   🔍   QUICK LINKS ›

🏠   MISSION, VISION AND CORE VALUES   GOALS   TIMELINE   PRESIDENT'S MESSAGE

Mission, Vision and Core Values

Mission

Fresno State **empowers students** for success through a **transformative education** rooted in **active service** with diverse communities.

Vision

With its **local focus and global impact**, Fresno State will be recognized as a model for advancing **social, economic and environmental progress** regionally, nationally and globally by providing an **accessible, transformative education**; conducting **research on critical issues**; and producing a generation of **diverse leaders**.

Core Values

- **Exploration.** We commit to cultivating the exploration of ideas and of creative expression through nurturing curiosity and open-mindedness. At Fresno State, we:
  - Challenge and empower our campus community to explore their personal and professional passions and potential
  - Foster the exploration of innovative research and pedagogy to address current and emerging local, national and global issues
  - Support the exploration of diverse, collaborative and interdisciplinary perspectives to enduring questions and problems
  - Prepare our students to explore the world, and experience other cultures and ways of thinking

- **Excellence.** We commit to growing excellence in research, teaching and professional development to reach our fullest potential. At Fresno State, we:
  - Recognize and reward the accomplishments of students, faculty and staff
  - Provide transformative educational experiences in an environment where we all continuously learn from each other
  - Nurture creative, engaged and diverse thinkers to discover the best solutions to complex problems
  - Engage students, faculty and staff with enriching personal and professional development programs and training to enhance personal growth, vocational satisfaction and job retention

- **Inclusion.** We commit to promoting diversity, equity, inclusion, access and belongingness based on a fundamental respect for others. At Fresno State, we:
  - Embrace and celebrate all races, colors, religions, histories, cultures, genders, gender identities and expressions, sexual orientations, national origins, genetics, abilities, ages, and military status
  - Ensure an environment that is welcoming and safe where identities and beliefs can be developed and shared
  - Strive towards an equitable and accessible education for our entire community
  - Teach our campus community to value the differences they see between themselves and others, and how these differences are sources of strength
  - Foster a culture where everyone feels comfortable expressing their views and beliefs and learns to listen and appreciate the views and beliefs of others

- **Community.** We commit to strengthening our community through education, research and service. At Fresno State, we:
  - Embody a campus community that reflects and implements the four Principles of Community: respect, kindness, collaboration and accountability
  - Value integrity and transparency to enhance shared governance
  - Elevate a conscientious culture of environmental sustainability on campus and in the community
  - Develop community partnerships to expand opportunities for students, faculty and staff to grow by serving and addressing regional issues in ways that could influence the world
  - Encourage a culture of giving back to the campus and the region
  - Inspire our students to be global leaders and to spread the knowledge, values and respect they have learned

Kremen School of Education and Human Development

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This NCATE accredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives.

The Kremen School of Education and Human Development prepares highly competent educators and human development specialists, while providing professional support and leadership to the community, promoting applied research, and providing experiences and opportunities that will enable employed professionals to remain current in their fields.

Students attend classes, study, and work in a state-of-the-art Education Building, which is a five-story facility that includes clinical areas and computer and micro-teaching laboratories.
Students also take classes and experience fieldwork in professional settings such as school districts and Fresno Family Counseling Center.

The Kremen School fosters the realization of human potential by preparing those who work in the field of education and human development to function more effectively and productively in a mutable and increasingly diverse society.

The Kremen School theme, "Leadership for Diverse Communities," places considerable emphasis on an educator who can function effectively as a leader in a culturally and linguistically diverse society.

Vision
Guided by our vision for an inclusive and equitable future, the Kremen School of Education and Human Development uses innovative models to prepare high quality teachers, counselors, and administrators who act as agents of change in our community.

Goals
- to recruit qualified candidates who are representative of the diversity in our community into the fields of education and counseling, beginning with students in the public schools;
- to be at the cutting edge of the application of best practice models and educational technology;
- to prepare education professionals who have a command of content knowledge and pedagogy and who continuously strive to improve their practice;
- to support the lifelong development of practicing professionals with services and programs, including the doctorate;
- to prepare professionals who are committed to leadership and service in diverse community settings;
- to integrate performance assessment as a key evaluation technique in each of our programs;
- to sustain a university work environment that is exemplary in its humanity, ethics, effectiveness, and intellectual vitality;
- to secure, through advancement efforts, the supplemental funding needed to provide the margin of excellence for programs and special initiatives; and
- to be the higher education partner of choice for the public schools and other relevant institutions of the five counties we serve in the Central Valley.

Department of Educational Leadership
P12 Educational Leadership and Administration Program

Mission

The Educational Leadership and Administration Program develops multi-faceted scholar-practitioners and prepares ethical and resilient leaders in education committed to advocating for equity, social justice and excellence in educational leadership for K-12 throughout California.

Core Values

Our values support leadership in:

- Equity Driven for Social Justice
- Transformational Leadership Praxis
- Student Centered
- Asset-Based Focused
- Courageous Leaders
- Action Research
- Impactful Advocacy
- Culturally Responsive

Vision

Educational Leadership and Administration graduates will become courageous transformational leaders advocating for equity and social justice from an asset-based frame who execute actions that have a profound positive impact on the lives of children, educators, and the community for K-12 throughout California.

Title IX Statement

Fresno State does not discriminate on the basis of sex, gender, or sexual orientation in the education programs or activities it conducts. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus).This university is dedicated to providing equal opportunities to male and female students in all campus programs, including intercollegiate athletics and carries out its educational mission in accordance with the California State University's (CSU) Notice of Non-discrimination on the basis of sex.

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811) or find information at http://fresnostate.edu/studentaffairs/ssd/

Program Information

Please read the entire handbook for a better understanding of the requirements of the preliminary administrative services credential (PASC) program and Master of Art in Educational Leadership and Administration. This handbook provides graduate degree program descriptions and requirements to earn a Master of Art degree. This handbook has been developed to provide general information about the graduate programs and should be used only as a supplement to the standard Fresno State University publications. The student is responsible for program completion and should read this document and consult with the Division of Graduate Studies at Fresno State or the PASC Coordinator for any questions.

Program Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration and Life-long Learning*. Candidates will increasingly reflect these dispositions in their work with students, families and communities.

Reflection	Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
Critical thinking	Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
Professional ethics	Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.
Valuing diversity	Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.
Collaboration	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
Life-long learning	Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

Program Overview
The K-12 Leadership and Administration program is an integrated degree and credential program for students pursuing a Master of Arts in Educational Leadership and Administration and a California Preliminary Administrative Services Credential. The integrated master's degree and credential program is a 3-semester, 30-semester unit program of study. For students who have already earned a master's degree and are pursuing the credential-only option, the preparation program for a Preliminary Administrative Services Credential (PASC) is a 3-semester, 22-semester unit program.

Graduates earning the Preliminary Administrative Services Credential are authorized to serve in administrative roles in California P-12 public schools, such as principal, vice-principal, program director, and any related administrative assignment at all school levels. The P-12 program is offered through a 3-semester, 18-month cohort delivery model with an intern option as part of the cohort model for eligible students. The intern option is for those candidates accepted into the PASC program with a contract from a school district to begin work as a school administrator. Cohorts are in partnership with school districts throughout the Central Valley.

Coursework and course-embedded fieldwork experiences in partnership school districts are based on standards adopted by the [California Commission on Teacher Credentialing](#) (CTC): [California Administrator Performance Expectations (CAPEs) and California Administrator Content Expectations (CACEs)](#).

Program Orientation Requirement
A 2-hour mandatory program orientation is provided within the first week of the Fresno State semester. In extraordinary circumstances, special arrangements can be made with the program coordinator for a make up session on a case-by-case basis.

Admissions Information
Apply at www.calstate.edu/apply

1. Select the term, and click "apply"
2. Sign in, or if new applicant, create an account
3. From the dashboard, select "Add Program"
4. In the search box, type "Fresno"
5. Scroll down to "Fresno Graduate" and select "Educational Leadership & Administration, (P-12)" by clicking the "+"
6. If you are applying for the Preliminary Administrative Services Credential ONLY, scroll down to "Fresno Credential" and select "Preliminary Administrative Services Credential" by clicking the "+"
7. Select "My application" from the dashboard
8. Complete all FOUR quadrants "Personal Information, Academic History, Supporting Information, and Program Materials"

*See the "[Cal State Apply Graduate Application Guide](#)" for more information

Program Application Requirements

1. **Proof of Application** - Fresno State or current enrollment at Fresno State Cal State Apply confirmation page and **non-refundable application fee of $70.00.**
2. **Transcripts** (copy of official or unofficial) - Regionally accredited college or university that shows a confirmed **bachelor's degree or master's degree** if not a Fresno State graduate and evidence must show cumulative **GPA of 2.75 or better** in all previous college course work.
3. **Statement of Purpose** - explaining reasons for seeking admission to the program, goals in pursuing the graduate degree, and career objectives.
4. **Two (2) Letters of Recommendation** (sealed or emailed as previously noted) - Current recommendations from an administrator or supervisor such as employers, work supervisors, principals/assistant principals, university instructors, division chairs, colleagues, and pastors.
5. **Admittance Writing Requirement** (any below)
   a. Previous completion of Masters' Degree
   b. Upper Division Writing Exam (UDWE) - passing score
   c. CBEST - passing
   d. GRE writing - at least a 3.5
6. **Copy of current resume** (no photographs)
7. **Advanced credential requirement** - Based on [California Commission on Teacher Credentialing (CTC) PASC Program Preconditions and Standards](#)
   a. Evidence of meeting the [Basic Skills Requirement](#)
   b. At least **3.5 years of full-time experience** to be accepted as you are required to have at least 5 years of experience by completion of program per Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); with,
   c. **Proof of the following valid 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 the following** requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent:
         - **pupil personnel services,**
         - **health services for school nurse,**
         - **teacher librarian services,**
         - **speech-language pathology, or**
         - **clinical or rehabilitative services**
8. *****Credential only applicants*** - In addition to the above, must have a conferred master's degree or a master's degree in progress.
9. ** **For those seeking Internships:** in addition to all of the above, must verify appropriate experience for the intern credential and the assumption of intern administrative responsibilities from the school district of employment.

Applying for the Preliminary Administrative Services Credential or Certificate of Eligibility

Candidates may apply for a *Preliminary Credential* or *Certificate of Eligibility* <u>after successful completion</u> of the Preliminary (or Internship) Administrative Services Credential Program based on Administrative Services Credential Program Standards. See the Figure below from the <u>California Commission on Teacher Credentialing (CTC) PASC Program Preconditions and Standards</u> for an overview of the process.

Figure 2: The Learning to Lead System
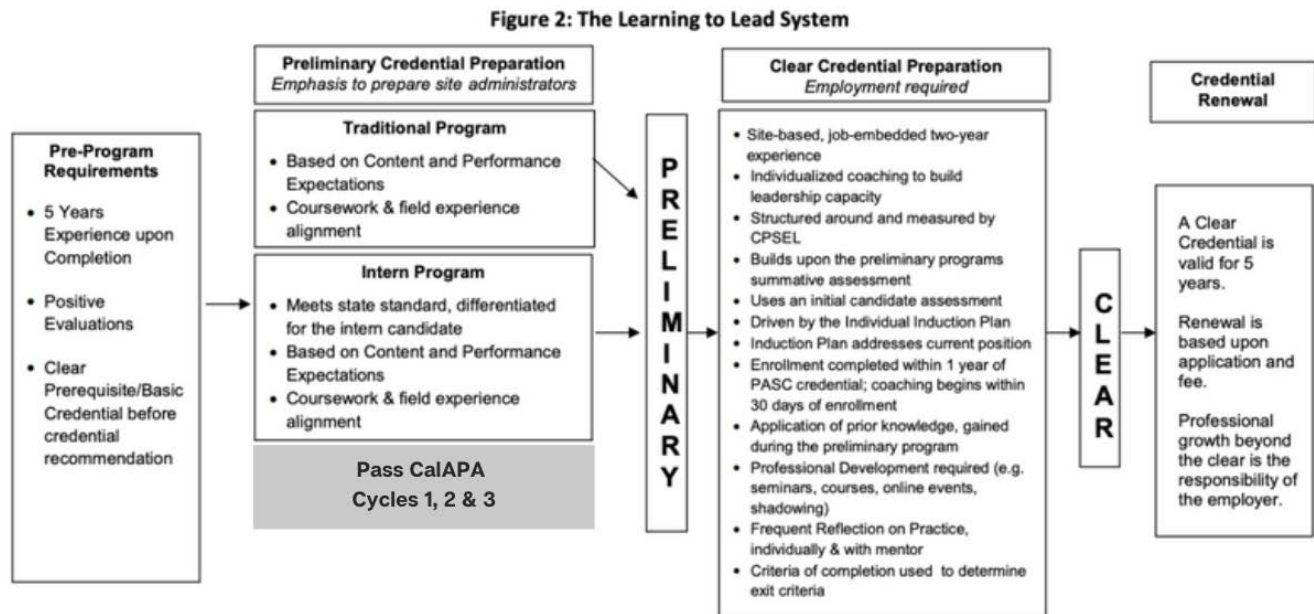
A candidate can be recommended for th**e Preliminary Administrative Services Credential** once <u>all of the following can be verified</u>:

1. Successful completion of all program requirements,
2. Offer of employment verification in a full or part-time administrative position, and
3. 5 years of successful, full-time experience in one or combination of the following with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A):
   a. **pupil personnel services,**
   b. **health services for school nurse,**
   c. **teacher librarian services,**
   d. **speech-language pathology, or**
   e. **clinical or rehabilitative services**

**NOTE: If a candidate has satisfied the above preconditions but does not have an offer of employment, the Commission-approved program shall recommend for a *Certificate of Eligibility* which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position.

For more information on how to obtain a Clear Administrative Services Credential visit http://www.ctc.ca.gov/credentials/CREDS/admin-svcs.html.

FRESNO STATE
Educational Leadership

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

with an
MA in Ed Leadership & Administration

SEMESTER ONE

EAD 261 School Leadership for Equity & Improvement — **5 UNITS**

EAD 271 Leadership Seminar & Fieldwork 1 — **1 UNIT**

CalAPA 1

ERE 153 Educational Statistics* — **3 UNITS**

*Denotes Prerequisite Course
(also available in Summer/Winter sessions)

SEMESTER TWO

EAD 262 Communities of Practice For Student Learning & Well-Being — **6 UNITS**

EAD 272 Leadership Seminar & Fieldwork 2 — **2 UNITS**

CalAPA 2

ERE 244 Mixed-Methods Research in Diverse Classrooms — **4 UNITS**

Graduate Writing Competency

SEMESTER THREE

EAD 263 Professional Learning For Teacher Growth — **4 UNITS**

EAD 273 SITE-Based Leadership & Fieldwork 3 — **4 UNITS**

CalAPA 3

EAD 298 Master's Degree Research Project
OR
EAD 299 Thesis — **4 UNITS**

PASC program TOTAL — **22 UNITS**

PASC + MA — **30 UNITS**
*Does not include prerequisite

** ERE 153 is not a program course, however, it is a prerequisite for ERE 244.

Program Course CAPE Matrix
(I=Introduce; P=Practice; A=Assessed)

California Administrator Performance Expectations (CAPEs)		*EAD 261*	*EAD 271*	*EAD 262*	*EAD 272*	*EAD 263*	*EAD 273*
Development & Implementation of a Shared Vision	*1A: Develop Student-Centered Vision of Teaching & Learning*	I, P, A	I, A		P, A	P, A	P, A
	1B: Develop Shared Vision and Community Commitment	I, P, A	I, A	P, A	P, A	P, A	P, A
	1C: Implementing the Vision	I, P, A	I, A	P, A	P, A	P, A	P, A
Instructional Leadership	*2A: Personal and Professional Learning*	I, P, A	I, A	I, P, A	P, A	P, A	P, A
	2B: Promoting Effective Curriculum, Instruction and Assessment		I, A	I, P, A	P, A	P, A	A
	2C: Supporting Teachers to Improve Practice		I, A	I, P, A	P, A	P, A	A
	2D: Feedback on Instruction		I, A	I, P, A	P, A	P, A	A
Management & Learning Environment	*3A: Operations and Resource Management*	I	I, A		P, A	P, A	P, A
	3B: Managing Organizational Systems and Human Resources	I, P, A	I, A		P, A	P, A	P, A
	3C: School Climate	I, P, A	I, A	P, A	P, A	P, A	P, A
	3D: Managing the School Budget and Personnel		I, A		P, A	I	I, P, A
Family & Community Engagement	*4A: Parent and Family Engagement*		I, A		P, A		P, A
	4B: Community Involvement		I, A		P, A		P, A
Ethics & Integrity	*5A: Reflective Practice*	I, P, A	I, A	P, A	P, A	P, A	P, A

	5B: Ethical Decision-Making	I, P, A	I, A	I, P, A	P, A	P, A	P, A
	5C: Ethical Action	I, P, A	I, A	P, A	P, A	P, A	P, A
External Context & Policy	6A: Understanding and Communicating Policy	I, P, A	I, A		P, A	P, A	P, A
	6B: Represent/Promoting the School	I, P, A	I, A		P, A	P, A	P, A

Program Policies and Expectations

Communication Via Email and Canvas

Fresno State email account: Students should check their Fresno State email a couple times a week, preferably several days before the class and frequently during the entire semester.

Canvas: Most course communications will be conducted through Canvas; therefore, students should access the course of focus on Canvas at least twice a week throughout the 18-month program. Each course has a separate web page on Canvas, accessible via your Fresno State student email address and password. Once you register for a course, that course appears in your course list in the Fresno State Canvas portal. Chrome is the recommended web browser, but others will work with most, if not all, Canvas functions. Below are important reminders:

1. Check in on Canvas for Announcements, Inbox messages, and assignment feedback/comments:
   ● Many instructors will send messages via Announcements and these go to the email that you set up for notifications on Canvas.
2. The course syllabus is found under Syllabus. You should download a copy, but do not need to print one unless otherwise specified by an instructor.
   ● The instructor will post a revised copy if changes are made to the syllabus.
3. To contact your instructor, use the email and/or phone number posted on Canvas under Faculty Information or within the syllabus.
   ● Respective office hours and Zoom links as appropriate will also be posted.

Our program uses **Canvas Cohort Organizations** for regular announcements, access to program resources, and to link to critical documentation and program assessments. Please access your Canvas Cohort Organization regularly and set up your notification preferences to ensure you receive all program communications. Invitations to your respective Canvas Cohort Organization will be provided by the program coordinator.

Technology Requirements
Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Electronic Platforms and Mobile Devices: Students will be required to utilize mobile and other technology tools routinely to access, upload, download, view media, and share documents and materials. Specifically, regular leadership and fieldwork seminars, program offered CalAPA support sessions, and hybrid/online courses will utilize Zoom for virtual meetings. All assignments must be uploaded on Canvas to receive credit. Required ongoing program self-assessments, fieldwork evidence, and verification of CalAPA submission will be verified through Qualtrics.

Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements. Please read over What are the browser and computer requirements for Canvas at:
https://guides.instructure.com/m/67952/l/720329-what-are-the-browser-and-computer-requirements-for-canvas

You can access the Zoom platform by using your Fresno State username and password at:
https://fresnostate.zoom.us/

**NOTE: If you need any assistance with Zoom or Canvas contact the Academic Technology Resource Center at
http://fresnostate.edu/academics/cfe/gethelp/resource-center.html

APA Guidelines
APA (American Psychological Association) Style is most commonly used in the social and behavioral sciences, such as education. **The most updated APA edition (currently 7th edition) guidelines for style, references, and citations are expected across all assignments within the PASC program.** Candidates will be required to use the most updated APA edition manual throughout the program; thus, **do not rent or resell the manual during the program.** The *Publication Manual of the American Psychological Association 7th edition* (APA, 2020) is available in the Kennel Bookstore and many retailers online.

American Psychological Association. (2019). Publication Manual of the American Psychological Association, 7th edition, (2020).

For a quick overview, see the Citation Guide from Fresno State Henry Madden Library at
https://guides.library.fresnostate.edu/c.php?g=289023&p=7231719

Class Meeting Engagement and Attendance Expectations

Per [APM 232](#), a student's first responsibility is to attend class and learn. Hence, the University expects students to attend all classes for which they are enrolled. Program class sessions are learning laboratories – interactive learning sessions. Many of the activities and much of the work conducted in class meetings depend on the interaction of students and the faculty leader; therefore, attendance is required at <u>all</u> class meetings. Candidates are expected to actively participate in class dialogue and discussions and demonstrate leadership during activities, exercises and discussions. Emergencies and unusual situations that could cause an absence should be *discussed in advance, if possible,* with the instructor. Students are expected to have completed assigned readings and activities before entering into discussion and will be given engagement grades based on the observed critical nature of responses in relation to readings, webinars, lectures, or videos. Make-up for any absence should be contracted with the instructor. A final course grade of "B" is the highest grade attainable if absences exceed 6 hours.

Accommodations for expected absences due to University-sponsored activities will be made on a case-by-case basis with written communication provided to the instructor at least a week prior to the event including documentation of formal University involvement or representation in the event. Other types of class attendance conflicts due to full-time employment with the partnership district in contractual events (i.e, formal IEPs and 504 meetings, expulsion hearings, Back-to-School Night) will be considered per the partnership MOU in the same way as a University-sponsored activity. This does not include extra-curricular participation such as, but not limited to, sports coaching or club contracts, which may not be excused.

In the case of a short-term, unexpected absence due to a serious and compelling reasons (i.e., illness, bereavement, sudden lack of transportation or situation at full-time employment), contact the instructor as soon as possible and provide appropriate documentation to support the reason for the unintended absence.

When a student is absent for an extended time period (for the PASC program this is defined as more than a week of class), other actions such as considerations for an Incomplete Contract, dropping the class or withdrawing from the University for serious and compelling reasons may be appropriate. Students should consult the program coordinator and department chair before making drastic decisions like these.

Late Work and Make-Up Work Policy

Late work is considered unacceptable in general as concepts and skills build upon one another through the sequence of the course. It is also understood, however, that life and work circumstances unexpectedly arise which can impede timelines to complete assignments. Please communicate with the instructor as soon as situations occur regarding timely completion of course assignments as arrangements may be made depending on the nature of the assignment. Late assignments, however, may receive a deduction of one letter grade

for each week beyond the due date it is received. Makeup work in the form of revisions to assignments resubmitted for higher grades may be accommodated on a case-by-case basis per instructor request or student written appeal with reasonable justification for learning and program progress as previously noted in grading policies.

In cases of instructor approved expected, planned absences, arrangements will be made on an individual basis to submit work prior to or immediately following the absence, as appropriate per the missed class time.

In cases of unexpected, short-term absences communicated to the instructor with appropriate documentation, the instructor will make every reasonable effort to accommodate the student via suitable make-up work or another mutually agreed upon arrangement as appropriate per the missed class time. Understand that make-up work for over a week of missed classes may not be feasible and the late work policy will be enforced.

Incomplete Grades

When, on occasion, circumstances arise that preclude a student's ability to complete a course, a grade of Incomplete may be appropriate. Per APM 246, such circumstances must meet the criteria of serious and compelling and occur late in the semester. Before opting to request a grade of Incomplete (I), students must weigh their ability to successfully complete the course with limited guidance from the instructor of record. The I grade must not be used as a tool to simply forestall the award of a failing grade in a class. Students who want to start a course fresh, attend instructional meetings in a future semester, and replace all grades earned on work to date should withdraw from the course rather than request an Incomplete. This is not an option if the deadline for withdrawal for a serious and compelling reason has passed.

Requirements for the Incomplete Grade: The grade of "I" is only appropriate when the student requesting it has completed a minimum of two-thirds of the work for the course with a passing grade. The instructor of record retains the right to decide whether or not an I grade is appropriate. If a student wishes to challenge the instructor of record's denial of an I grade, the student may petition the grade under APM 242. The "I" grade must be completed within one calendar year following the end of the term during which it was assigned, or it shall lapse into an IC (equivalent to an F) or an NC grade. Students cannot enroll again until a final grade has been earned in the course. **For the PASC program, an "I" is not acceptable for degree completion requirement courses (EAD 298, Master's Degree Research Project and EAD 299, Thesis) as candidates will continue to enroll in a new semester until completion for degree requirement.**

Grading Expectations

Candidates must earn a grade of "A" (Advanced Proficiency) or "B" (Proficient) on each Competency Task in a program course, therefore, candidates must redo and resubmit any task not assessed as proficient. If a candidate wishes to redo and resubmit a task to move

from a grade of "B" (*Proficient*) to a grade of "A" (*Advanced Proficiency*), a candidate may do so if the instructor of the course deems that there is a reasonable amount of time for resubmission and grading prior to the date for final grade reports.

Should a candidate choose not to redo and resubmit a competency task assessed as "Partial Proficiency" or below, the candidate will earn a final course grade of "C" (Below expectations). However, if the average score for all course competency tasks equates to a grade below 70%, the candidate will earn a final course grade of "F" (Does not meet program expectations).

Earning a "C" grade in a master's or program course in the Educational Leadership and Administration program is not considered to be a satisfactory grade. The first "C" obtained places a student on probation and the second "C" acquired will <u>mean dismissal for the student</u>. If a grade below a "C" is earned, the course must be retaken without replacement (meaning the original grade received remains on the transcript and is included in GPA calculations). ***In the case of degree completion requirement courses (EAD 298, Master's Degree Research Project and EAD 299, Thesis) a letter grade of C may be earned and not retaken if the overall GPA remains at 3.0 or higher to complete the program.***

Ongoing Student Progress Reviews

The core PASC program faculty will regularly review student progress (i.e., grades, CalAPA progress, class assignments etc.) throughout each semester. Notification will be sent to students regarding program progress as deemed necessary as a result of this review process.

University Policies

The following University policies can be found at:
- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)
- [Diversity Matters at Fresno State](#)

University Services

The following University services can be found at:
- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Henry Madden Library](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)
- [Graduate Writing Studio](#)
- [Graduate Statistics Studio](#)
- [Division of Research and Graduate Studies Handbook](#)

Graduate Writing Competency

During the second semester of the program, Master's candidates will produce a competent written assigned scholarly topic from ERE 244 submitted to the instructor in EAD 272. <u>This only applies to PASC students also enrolled in the Master's degree program</u>. This graduate writing task will determine the candidate's ability to write knowledgeably about a topic and present ideas clearly, logically and analytically, to support a sound thesis. The written task will be used to demonstrate competence in graduate level writing and used as a prerequisite for advancement to candidacy. <u>*The assignment is mandatory for all MASTER'S candidates and must be passed prior to advancement to candidacy and enrollment in MDRP.*</u>

Master's candidates must receive a competent score on the writing competency assessment. The instructor of the course (EAD 272) will be the primary evaluator of each candidate's writing. The instructor will assign and notify all candidates of the results of the initial writing competency review as follows:

- IF the candidate HAS earned a competent score (passing), the candidate will be considered to have successfully met the graduate writing competency.
- IF the instructor scores the candidate's writing NOT COMPETENT, the written sample will be referred to the Department Review Committee for evaluation. The Department Review Committee will consist of at least two graduate full-time PASC program faculty in addition to the instructor. IF the committee determines the written sample is COMPETENT, the candidate will be considered to have successfully met the graduate writing competency and no further action is required.
- IF the Department Review Committee determines that the candidate HAS NOT demonstrated competence, the instructor will inform the candidate of the non-pass through written and verbal communication methods. The instructor will advise the candidate of appropriate methods of remediation that may include, but not limited to, assistance from the Writing Center, tutoring, additional coursework, or other support prior to resubmission.
  - o The candidate will have two additional opportunities to meet the writing competency requirement prior to the Advancement to Candidacy process.
  - o The candidate must seek assistance to improve his/her writing in targeted areas based on feedback and must evidence that self-help was initiated, and intervention was attempted before the graduate writing competency assessment will be administered for a second or third time.
  - o The candidate will complete and submit an Assistance Validation Form to verify that writing support was obtained prior to retaking the assessment.
- Department Review Committee will formally evaluate second and third attempts of the graduate writing competency as needed. The committee will report the decision (pass/competent or non-pass/not competent) to the Program Coordinator.
  - o The Program Coordinator will inform the candidate of the results of the graduate writing competency assessment through written communication.
  - o   If the Committee determines that the candidate earns a competent score, the candidate will be considered to have successfully met the graduate writing competency.
  - o If a candidate does not earn a competent score on the graduate writing competency on the third attempt, the candidate will not be eligible to advance to candidacy.

Note: *A candidate could pass the graduate writing assessment and still have some relative weaknesses in a targeted area or areas. In these situations,* **faculty may advise the candidate to seek intervention support to strengthen relative areas of weaknesses *that may impact success on future scholarly writing assignments*.

FRESNO STATE
Educational Leadership

Masters in educational leadership and Administration Program
Graduate Writing Competency
Assistance Validation Form

Student's Name: _____ **Date:** _____

The graduate writing competency requirement determines the graduate student's ability to write knowledgeably about a topic and to present ideas clearly, logically and analytically, so as to establish a sound scholarly argument. Students who fail to pass the writing assessment may retake the exam every eight weeks for a total of three times. Students must show evidence that remediation was initiated and attempted by the student before a graduate writing competency assessment can be retaken.

The Assistance Validation Form serves as evidence that the student initiated, secured and attempted remediation. Complete and submit this form to the current instructor prior to scheduling a graduate writing competency assessment. This form must be completed following a non-passing score (0-2) on the graduate writing competency assessment and before the assessment will be administered.

List identified areas of writing needs:

Complete the table below. Provide date(s) and actions taken to correct deficiencies and to improve graduate-level writing skills. Obtain signature of the individual(s) who provided support.

Date	Action Taken/Goal Met	Support Provider Signature

Student Signature:_____ **Date:**_____

PASC Program Standards and Fieldwork Expectations
Standards of Quality and Effectiveness have been outlined by the [California Commission on Teacher Credentialing through the PASC program requirements handbook.](#)

Candidates will be prepared to:
- Serve as an instructional leader in a variety of public schools and districts and instructed based on a sound rationale informed by theory and research aligned with adult learning principles and the California Administrator Performance Expectations (CAPEs). **Category 1: Program Standard 1.**
- Learn within a partnership model that includes cohorts and includes contributions from local leaders in partnership school districts and county offices. This model includes agreements from partner school districts to share the responsibility for working with PASC candidates in the field to facilitate field experiences. **Category 1: Program Standard 2.**
- Develop a professional leadership perspective through learning activities that promote leadership and interpersonal skills. **Category 1: Program Standard 3.**
- Understand and apply theories and principles of educational equity within the educational context for creating more socially just learning environments. **Category 1: Program Standard 4.**
- Critically examine the principles of democratic education, the responsibilities of citizenship and provide ALL students the best possible education. **Category 1: Program Standard 5.**
- Engage in coursework and fieldwork practice to learn, apply, and reflect on the CAPEs while being provided with formative and timely performance feedback regarding progress toward mastering the CAPEs. **Category II: Curriculum.**
- Participate in practical field experiences designed to facilitate the application of theoretical concepts in authentic settings. Field experiences include activities in diverse and realistic settings. **Category III: Field Experiences.**

**NOTE: Link to 2017 [Preliminary California Administrative Services Credentialing Content Expectations and Performance Expectations with their Alignment to the California Professional Standards for Education Administrators](#)

Each PASC Program must provide the following Fieldwork Experiences:
- A planned sequence of experiences to develop and demonstrate the knowledge and skills to educate and support P-12 students.
- Site-based opportunities to experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.
- Significant experiences in California public schools with diverse student populations and the opportunity to work with a range of students.

The Fresno State PASC Program will support candidates in site-based fieldwork experiences. Candidates are expected to:
- Participate in on-going fieldwork experiences that total approximately 150 hours outside of class time.
- Work with approved site-based fieldwork mentor to participate in a range of fieldwork experiences across the CAPEs in various school settings as appropriate.
- Regularly meet with approved site-based fieldwork mentor to reflect on fieldwork experiences and professional growth.
  Provide required evidence of fieldwork as noted in assigned competency tasks and within the leadership cycle assessment activities.

PASC Protocol for Required Fieldwork Activities

Fieldwork is the place where theory meets practice. Gaining a wide range of experiences is an essential part of your preparation to be a school leader. Fieldwork must reflect the typical responsibilities of a full-time administrator which include but are not limited to: curriculum leadership across disciplines (beyond your own subject area and/or job description), working with families and the broader community, discipline, special needs, English Learners, staff development and supervision, education law, budget, school improvement, advocacy, district exposure, feeder school articulation, college-career pathways, acting administrator duties and data-driven decision making.

Over the three semester program, you need experience in a variety of school levels and school settings, at least one of which must involve a site with a diverse school population. For these experiences, you will also need to go beyond your department into the total school, to feeder schools, and to the district level. Semesters 1 and 2, our program requires fieldwork be supervised through respective Leadership Seminars. These activities give you the broader perspective necessary for an administrator. In your final Semester 3, fieldwork will be intentionally embedded into your core course assignments at a more sophisticated level for candidate preparation and program completion.

Evidence of candidate experiences and field mentor support will be collected using an evidence log and checklist including field mentor signatures and respective artifacts. Candidate self-assessments based on the CAPEs and AQEP standards will be collected at the conclusion of each semester along with summary reflections on professional growth as an aspiring leader.

***NOTE:** The Fresno State PASC Program will support candidates and provide learning experiences that total **approximately 150 fieldwork hours outside of class** that include: competency tasks, learning experiences and leadership cycle activities.*

Overview of Fieldwork Tasks

Semester ONE

1. Interview your field mentor using an assigned tool (in Canvas) along with school background as needed for CalAPA Leadership Cycle 1, Step 1 to understand and reflect on the following CAPE areas based on their principal experience (elementary or secondary):
    - Standard 1 – Development and Implementation of a Shared Vision
    - Standard 2 – Instructional Leadership
    - Standard 3 – Management and the Learning Environment
    - Standard 4 – Family and Community Engagement
    - Standard 5 – Ethics and Integrity
    - Standard 6 – External Context and Policy
2. Interview another principal at a DIFFERENT LEVEL (Elementary of Secondary) than Field Mentor using an assigned tool (in Canvas) to understand and reflect on the following CAPE areas based on their experience:
    - Standard 1 – Development and Implementation of a Shared Vision
    - Standard 2 – Instructional Leadership
    - Standard 3 – Management and the Learning Environment
    - Standard 4 – Family and Community Engagement
    - Standard 5 – Ethics and Integrity
    - Standard 6 – External Context and Policy
3. Attend a Student Study Team (SST) or similar process meeting in which a community of practice works to ensure and sustain Multi-Tiered Systems of Support at the school level to observe and reflect on the following areas:
    - administrative stakeholder interactions;
    - systematic, equity-driven approach for tiered academic and behavior supports;
    - student-centered and data-driven decision-making; and,
    - processes of meeting management such tools used to guide and organize tracking of supports and results.

4. Attend a complex IEP or 504 meeting with your field mentor to observe and reflect on the following areas:
    - issues on child advocacy for academic and behavioral accommodations and modifications;
    - a broad range of support staff and mental health professionals available for students with special needs;
    - timelines and documentation based on district procedures and federal laws pertaining to IEPs/504; and,
    - administrative roles and interaction with stakeholders in this context.

Semester TWO

1. Shadow and assist your Field Mentor in the management of a safe and effective learning environment following local and state policies and procedures (i.e. safety drill and follow-up, monitoring of yard duty during lunch, traffic control during morning and afternoon pick up, sports and dance duties, support the review and revision of the school handbook) and reflect on the following areas:
    - implementing the school vision and mission through the management of a safe and effective learning environment.
    - issues related to student and staff safety following local and state policies and procedures.
    - the ways in which leadership works collaboratively with staff to implement and refine safety policies and procedures.
    - administrative roles and interaction with district and/or community stakeholders in this context.
2. Shadow and assist your Field Mentor in a public community event in which diverse students and families are celebrated for positive achievements or school contributions (i.e., awards ceremonies, celebration breakfasts, scholarship dinners, family literacy or STEM events, school carnivals, portfolio nights) and reflect on the following areas:
    - implementing the school vision and mission through community and family events and student recognition.
    - issues related to increasing diverse parent and family involvement.
    - the ways in which leadership works to create culturally sustaining school environments.
    - administrative roles and interaction with stakeholders in this context.
3. Attend a Professional Learning Community (PLC) or similar process meeting with your field mentor in which a community of practice works to ensure and sustain Multi-Tiered Systems of Support (student learning focus) at the teacher level to observe and reflect on the following areas:
    - administrative stakeholder interactions;
    - systematic, equity-driven approach for tiered academic and behavior supports;
    - student-centered and data-driven decision-making; and,
    - processes of meeting management such tools used to guide and organizing tracking of supports and results.
4. Attend a Behavior or SARB Team meeting or similar process with your field mentor in which a community of practice works to ensure and sustain Multi-Tiered Systems of Support (student well-being focus) at the school or teacher level to observe and reflect on the following areas: to observe and reflect on the following areas:
    - issues on whole child advocacy for student well-being and overall success;
    - the range of supports and interventions available for students;
    - timelines and documentation based on school-wide procedures; and,
    - administrative roles and interaction with stakeholders in this context.

Semester THREE

1. Attend a local governance system school board meeting. Observe the proceedings, and review the agenda and other artifacts presented to the greater school community through this meeting. Provide reflection which summarizes the candidate experience and considers the following:
   ○ Principles of democratic education and the responsibilities of citizenship within the context of the school board.
   ○ How effective leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.
   ○ Ways effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student's academic success and well-being.

2. Observe a discipline meeting and interview a school site leader regarding how discipline policies are developed, implemented, monitored, communicated, and continuously reviewed. Provide a summary of experience and reflection on how this new information has altered future considerations as an aspiring leader as well as:
   ○ Alignment of discipline policy at the state, district and school site level.
   ○ How effective leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.
   ○ Ways effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student's academic success and well-being.

3. Participate in a simulated interview experience with local school administrators in the area to provide an opportunity to showcase new knowledge and educational experience. This will include work with your site-based field mentor to:
   ○ Develop a personal statement on leadership philosophy.
   ○ Prepare other documents to support the next steps in a career as a school administrator.
   ○ Discuss how effective leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.
   ○ Consider ways effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student's academic success and well-being.

4. Participate in interviews and document review to discover many facets of the human resource lens. The field learning will focus on the shift in collegial relationships that take place, to the analysis and understanding of a collective bargaining agreement, and finally what to expect during the progressive discipline cycle. With site-based field mentors:
   ○ Discuss how effective leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.
   ○ Consider ways effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student's academic success and well-being.

5. Participate in interviews and document review to preliminarily understand the funding and budgetary process that is engaged in by school site leaders. Candidates will work to research, strategize, and develop a communication plan to explain site funding mechanisms and how a school site budget is developed and deployed based on fieldwork findings. With site-based field mentors:
   ○ Discuss how effective leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.
   ○ Consider ways effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student's academic success and well-being.

**Notes: Evidence logs will *be available within the EAD 271, 272 and 273 Canvas courses and submitted both to the instructor and coordinator for program assessment using a Qualtrics link.*

Site-Based Field Mentors
Each PASC candidate has a critical role in initiating the selection of their Site-Based Field Mentor. It is recommended that a candidate choose the principal from their current school site of employment as their mentor; however, we understand that depending on the candidate's current role in education, they may not be housed at one school site. We also understand that the candidate may have other contextual reasons for selecting a principal at a different school site.

Candidates will need to obtain written documentation of the initial agreement of your Site-Based Field Mentor as an upcoming module task, so make sure to read all expectations carefully as well and provide them to the potential mentor as they consider this voluntary responsibility.

***NOTE:** Official approval of the mentor/mentee selection will be confirmed by the PASC program coordinator and the partnership district. Approval will be communicated through your instructor.*

Mentor Selection: A Program-District Partnership
In a collaborative partnership between Fresno State's PASC program and district leadership, the site-based field mentor is expected to provide guidance, assistance, and feedback regarding the work of the candidate in the administrative preparation program. Mentors take time during each semester of their respective candidate's 3-semester program to provide professional support and coaching to these future school leaders. Mentors engage in coaching conversations to facilitate fieldwork planning and post fieldwork reflection for professional growth. Furthermore, Mentors help connect candidates to experiences at the current site or other school sites to provide a broad range of field experiences to meet the CTC expectations and Fresno State program standards through the [CAPEs.](#) Suggested activities will be provided each semester through the candidate's course-aligned competency task requirements.

Site-Based Field Mentor Qualifications
As an experienced and respected equity-centered school leader who demonstrates cultivating a culture of continuous improvement for student learning and well-being, the mentor must:
- Hold a California CLEAR administrative services credential;
- Currently serve as a site principal or in a district office leadership role with recent principal experience (within 3-years), and;
- Be approved by district/organization leadership to support the PASC candidate as a mentor.

Site-Based Field Mentor Expectations
Site-Based Field Mentors are vital to the authentic preparation of our newest educational leaders. They are **expected to foster professional growth by**:
- providing real-world connections between the candidate's coursework and the site/district/organization context.
- enhancing candidate understanding of leadership concepts by sharing personal experiences, offering guidance, and providing feedback on meeting CAPEs goals.
- allowing time for candidates to ask questions and make sense of the principal's role in context.
- asking clarifying and probing questions to coach the candidate's thinking and deepen the learning of a specific leadership focus per the fieldwork task.
- connecting candidates to specific fieldwork experiences to support the completion of each cycle of the performance-based CalAPA along with other CAPEs aligned tasks to help candidates experience day-to-day work of the site principal in context.

In order to facilitate an on-going supportive role, **Site-Based Field Mentors are expected to:**

- Establish regular check-in coaching conversation dates/times with the candidate.
- Sign evidence logs after the completion of supervised fieldwork and coaching conversations as appropriate.
- At the end of each semester, meet for a longer coaching conversation to consider respective semester course content and skills developed as a result of active fieldwork participation.
  - Ensure candidates reflect on learning and field experiences to determine areas of growth and focus for the next semester.
  - Provide honest coaching feedback to candidates as they also discuss their self-assessment on the CAPEs during this final semester meeting.

- Collaborate with the EAD 271, 272, and 273 Fresno State PASC instructors as the candidate's university coach/supervisor.
- Contact the Fresno State PASC coordinator with program-level questions or concerns: Dr. Jessica Hannigan by email (jhannigan@mail.fresnostate.edu) or by phone (see directory)

NOTE: The **Site-Based Field Mentor Selection Form will be available through Qualtrics within the EAD 271, 272 and 273 Canvas courses.*

California Administrator Performance Assessment (CalAPA)

Students enrolled in the Educational Leadership & Administration and Preliminary Administrative Services Credential program at Fresno State must successfully complete all coursework and the California Administrative and Performance Assessment (CalAPA) requirements in order to receive an administrative credential. The California Administrative and Performance Assessment is also referred to as the Cal APA. Students in the program are referred to as candidates.

The CalAPA is designed to be embedded within the Fresno State PASC program. The candidate is expected to draw on authentic evidence of equitable leadership knowledge, skills, and abilities from clinical practice, which often occur outside of the *regular class* time. This time is referred to as *fieldwork*.

The performance assessment consists of three leadership cycles. The candidate must register and pay for the CalAPA. The cost of the CalAPA is not covered in the cost of tuition or program fees. The costs listed below are subject to change:
- **Leadership Cycle 1:** *Analyzing Data to Inform School Improvement and Promote Equity*
  - Cost $125
- **Leadership Cycle 2:** *Facilitating Communities of Practice*
  - Cost $150
- **Leadership Cycle 3:** *Supporting Teacher Growth*
  - Cost $150

The Overview, and specific directions of the Leadership Cycles and Rubrics can be found in the Cal APA Performance Assessment Guide located at: www.ctcexams.nesinc.com

Each leadership cycle includes four inquiry-oriented steps and may include video of the candidate actions in relationship to the cycles and others: (1) Investigate, (2) Plan, (3) Act, and (4) Reflect

The Commission's CalAPA model provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the administrative candidate's thinking and encourage decision-making throughout each cycle.

NOTE: For **candidates who do not pass a particular leadership cycle, **remediation will occur** between the instructor that taught the assessment concepts and the candidate as requested. Ongoing support will also be provided by program faculty for any student needing additional assistance. **Candidates will be given an Incomplete** for the respective semester CalAPA progress monitoring course (271, 272, 263) **until verification of submission**. Furthermore, candidates cannot be confirmed for program completion until each CalAPA is passed.

APPENDIX

[Administrative Services Credential Program Standards Handbook (CTC, 2018)](#)

[Association for Advancing Quality in Educator Preparation (AAQEP) Expectations Framework](#)

[Preliminary California Administrative Services Credentialing Content Expectations and Performance Expectations with their Alignment to the California Professional Standards for Education Administrators (CTC, 2017)](#)

**[MA ELA & PASC Program Handbook Candidate Acknowledgment](#)

*Remember to follow our program on Facebook & Twitter

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