

PASC PROGRAM COHORT XV



Program
Handbook

www.CenterEdX.org

Table of Contents

Program Contacts	1
Welcome Letters	2
Center for Educational Excellence: Mission and Vision	4
Program Description	5
Credential Eligibility Requirements	6
Course Descriptions	7
Program Standards Overview	9
Academic Integrity Policy	14
Attendance Policy	15
Program Calendar	16
Grading Policy	17
Program Fees	19
California Administrator Performance Assessment (Cal APA)	21
Cal APA Acceptable Support Guidelines	22
Action Research Project	25
Grievance Procedures	28
Nondiscrimination Policy	29
Candidate Contract	31
Handbook Acknowledgement	32
Appendix A: Fieldwork Experience Overview	

Program Contacts

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ED 851: Theories of Leadership: Equity and Access

Faculty: Valerie Louthian and Courtney Peoples

ED 852: Maximizing Decisional Capital Through Personnel Leadership

Faculty: Dr. Steve Scifres, Hallie Chambers

ED 853: Designing Instruction for Unique Learners

Faculty: Angie Falk

ED 854: Governance and Community Partnerships

Faculty: Dr. Dan Stepenosky and Jessica Marshall

ED 855: School Law and Resource Management

Faculty: Dr. Ryan Gleason

Welcome Letters

Dear Cohort XV,

Your love of education and passion to continue to learn and grow is the reason LVUSD is successful and our students thrive. Whether you are clearing your teaching credential, working toward your administrative credential, or coaching educators through their credentialing programs, you are a valued member of our team.

Your participation in the Center for Educational Excellence (CenterEdX) credential program offered by LVUSD is an exciting step toward your future. The program was specifically designed by our own teachers and administrators to provide educators with a comprehensive credentialing program that meets the needs of our students. Our team has worked tirelessly to create a high-quality program based on reflection, inquiry, and collaboration.

An important value in our district is to develop effective educational leaders, from teachers to administrators. Our hope is to provide you with a meaningful credentialing experience that creates a pipeline of leadership within Las Virgenes; by investing in you, we are both building leadership capacity and providing our students and community with an exceptional educational experience.

On behalf of the Board of Education, administration, and entire staff, I want to express my appreciation for your commitment to education and the students of Las Virgenes.

All the best,



Daniel Stepenosky, Ed. D.
Superintendent

Dear Cohort XV,

Welcome to Las Virgenes Unified School District's Center for Educational Excellence Cohort XV! As Program Director and faculty, I look forward to working with you over the course of the next year. You are a vital part of the strong culture of high-quality education in our region, for it is your enthusiasm, eagerness, passion, and new ideas that continue to push new ideas to the forefront of education.

Our credential programs reflect many hours of targeted research, collaborative feedback, and purposeful revision went into its design. Our goal is to provide you with a comprehensive, thoughtful experience that supports you at all stages of development as you grow in your professional practice.

Throughout your experience in our programs, you will engage in multifaceted opportunities to reflect and grow in your ability to teach and lead. We promise to guide and stretch you as a professional while also supporting you in meeting your diverse and ever-growing needs. Likewise, the resources selected to develop your practice promote effective and mindful instruction, are rooted in educational research, and reflect our core values.

I am delighted and honored to collaborate with you both in this program and for years to come. As you move forward in your professional practice, please feel free to contact me at any time at (818) 878-5219 or rgleason@lvusd.org.

With great excitement for your future,

A handwritten signature in black ink, appearing to read 'R. Gleason', written in a cursive style.

Ryan Gleason, Ed.D.
Assistant Superintendent, LVUSD
Director of Center for Educational Excellence Credential Programs

Center for Educational Excellence: Mission and Vision

Mission

LVUSD's Center for Educational Excellence develops and delivers model programs, services, and professional development opportunities to our educational leaders. Through our core values - reflection, innovation, whole child education, and reciprocal coaching - we are able to guide educators toward exemplary teaching and leadership practices and continued professional growth.

Vision

Center for Educational Excellence fosters a professional learning community that prides itself on reflection. With the core belief that all students can achieve success, the Center for Educational Excellence provides a bridge that links theory and practice to support teachers and administrators in providing equitable learning experiences to meet the diverse needs of our student population. We endeavor to be frontrunners in educational leadership by providing our teachers and administrators with exemplary programs that guide and stretch them as professionals. Rooted in educational research, our programs develop our teachers and administrators into mindful, innovative leaders who create safe and inclusive learning environments for all students.

Goals

1. Provide outstanding research-based educational development opportunities that advance student-centered learning
2. Advance and support district priorities that promote excellence and innovation in education
3. Provide a path to a California Clear Credential through our Teacher Induction Program, Preliminary Administrative Services Credential (PASC) Program, or Clear Administrative Services Credential (CASC) Program

Services

- Credential services:
 - Teacher Induction Program
 - Program, Preliminary Administrative Services Credential (PASC) Program
 - Clear Administrative Services Credential (CASC) Program
- Peer Assistance and Review (PAR) Program
- Professional development opportunities for certificated and classified staff

Program Description

The Preliminary Administrative Services Credential (PASC) Program is a one-year program designed for aspiring school administrators or teachers who want to expand their leadership capacity.

Candidates participate in fieldwork that allows them to learn about the elements of effective leadership in the context of the California Administrator Performance Expectations (CAPEs).

Program Goals

- Explore change leadership theory in educational settings
- Support candidate in developing a vision for leadership based on data and research
- Examine systems for developing professional capital
- Examine the role of educational leaders in the context of supporting effective instructional practices
- Provide field experiences that develop skills associated with effective school administration

Completion Requirements:

- **Coursework:** Complete all program courses with a Grade “B” or Better
- **Fieldwork:** 60 hours w/ 20 of the required hours must be in a grade span other than the candidate’s current, primary assignment
- **Action Reserach Project and Capstone Portfolio**
- **CAL APA:** Passage of all three cycles of the California Administrator Performance Assessment (CAL APA)

Eligibility for Preliminary Administrative Services Credential

In order to be eligible for a Preliminary Administrative Services Credential in the state of California, the following Eligibility requirements must be met:

Base Credential:

To be eligible for the PASC program, you must possess one of the following credentials:

- 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.

Basic Skills Requirement: All candidates must meet the basic skills requirement (BSR) as described in Education Code section 44252(b). Most do this through demonstration of passage of the California Basic Educational Skills Test (CBEST).

Completion of a Program: All candidates need to demonstrate completing a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards.

Experience Requirement: All candidates need to demonstrate verification of one of the following prior to being recommended:

- Five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or
- Five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or
- c. a combination of (a) and (b).

Certificate of Eligibility: If a candidate has completed the above requirements, 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.

Course Descriptions

ED 850: CHANGE LEADERSHIP IN CALIFORNIA EDUCATION SYSTEMS

ED 850 is designed to provide a background and basis for all work in the Center for Educational Excellence. The course emphasizes the political, social, and economic background of education, and the historical and philosophical forces giving rise to the institutional practices that limit student academic and social success. Major theories in educational leadership are introduced in this course as well as the relationship between theory and practice in the context of contemporary issues in California. There is a special focus on change leadership in this course. The course focuses on the relationships between federal, state, and local policies and introduces accountability systems for students, staff, and systems. The latter half of the course will use our understanding of change leadership as a prism for evaluating instructional leadership decisions including all matters related to curriculum, instruction, and assessment.

ED 851: THEORIES OF LEADERSHIP: EQUITY AND ACCESS

ED 851 focuses on candidates using data, contemporary research, and case studies of equity to begin to develop a vision for leadership. Candidates are exposed to effective dispositions/approaches for allocating resources in an equitable, ethical, and legal fashion. To help support the development of the vision, candidates address the issue of institutional bias created by the structure and institutional culture of schools today. Through planned experiences, candidates begin to examine their own biases, share their cultural background, and explore cultural proficiency. Candidates begin to explore personal attitudes towards race, gender, and socio-economic status as they learn ways to examine and confront issues related to race, equity and diversity. Furthermore, candidates embrace the challenge of including multiple perspectives from the community in building consensus. This course emphasizes focusing on barriers to learning such as discriminatory practices, personal and institutional bias, and steps to minimize or eliminate barriers

ED 852: Maximizing Decisional Capital Through Personnel Leadership

INSTRUCTOR: Dr. Steve Scifres and Hallie Chambers

This course focuses on two areas. First strategies and systems for developing social capital within an educational system are explored. Candidates will learn how to develop cultures of collaboration, facilitate strong networks of support for enhancing student achievement, and how to foster distributed leadership within an organization. Second, the course focuses on systems for developing human capital within an educational system. Special emphasis is placed on the recruitment, selection, mentoring, and evaluation of personnel at all levels of employment as well as planning and implementing staff development programs that are aligned to the principles of adult learning theory. Candidates learn strategies for managing difficult conversations and how to manage the bargaining unit contract when leading people.

ED 853: DESIGNING INSTRUCTION FOR UNIQUE LEARNERS

ED 853 is designed to provide the candidate with the tools to effectively manage the complexities of the Special Education on their campus as it applies to General Ed staff, Special Ed staff, Special Ed students and the families of students with special needs. There is an emphasis on legal mandates and best practices as it applies to Child Find, 504s and IEPs. Additionally, the course provides background information on IDEA (Individual with Disabilities Education Act), revisions of IDEA, state special education laws and how these laws form the basis for effective leadership in guiding and educating staff and parents. Designed for candidates to attain the attitudes, knowledge, and skills congruent with the principal as an effective communicator. Topics include the role of site administrators and special education, the basics of special education, supporting general education and special education staff members, problem-solving in 504s and IEPs, handling difficult parents and evaluating special education staff members on your campus.

ED 854: Governance and Community Partnerships

ED 854 is designed to provide the candidate with the tools to effectively manage the school site and lead a school. There is an emphasis on a safe school environment; discipline and school-wide management; development of a site-based budget; an overview of legal aspects of school operations' forces that shape legislative provisions; and legal and contractual policies to ensure the school operates within the parameters of federal, state, local laws, policies, regulations, statutory and fiscal requirements. Additionally, the course provides the background and basis in developing the communication systems necessary for effective leadership. Designed for candidates to attain the attitudes, knowledge, and skills congruent with the principal as an effective communicator. Topics include inter- and intra-personal communication skills, school and community relations, analysis of school and community power bases and group process skills

ED 855: School Law and Resource Management

ED 855 is the final course in the PASC series and focuses on the development of dispositions of leadership to maximize resources to enhance student outcomes. In this course, candidates learn the key elements of effective instruction, both in terms of the content and the teaching methods, with an emphasis on addressing the needs of diverse learners. Candidates learn strategies and practices for supporting teacher development, including walk-throughs, coaching, team observations, and instructional analysis. Candidates will be able to match the assessed needs of their students, teachers, and their schools to inform their school plans and to provide well-designed professional development. This course will place special emphasis on developing coaching and facilitation capacities in candidates. Candidates will leave the course with a Level I certification in Center for Educational Excellence's Neurobehavioral Coaching Framework. As the culminating course in the PASC program, the course ties in all aspects of school law, board policy, administrative regulations, and California Education code. The law and policy are connected to the learning relating to resource management and student achievement.

ED 856: CALAPA AND FIELDWORK PRACTICUM AND PERFORMANCE ASSESSMENT

ED 856 focuses on the development of skills associated with effective school administration. Fieldwork allows for the aspiring administrator to learn about the elements of effective leadership in the context of the California Administrator Performance Expectations (CAPEs). The field experience is designed to provide candidates with many opportunities to apply new knowledge and skills within an effective learning environment. Field experiences acquaint candidates with a wide range of administrative responsibilities, and provide for the development of leadership and management skills. The support of student learning and achievement is the foundation for all relevant fieldwork experiences. During their fieldwork experience, candidates are expected to develop and demonstrate competencies defined in the California Administrator Performance Expectations (CAPEs). There is a special focus within the fieldwork on connecting the school with the community.

Program Standards Overview

Standards of Quality and Effectiveness: Preliminary Administrative Services Credential Program Standards (Adopted December 2013)¹

Introduction

In California, the overwhelming majority of education administrators begin their careers in some kind of leadership position at a local school. Additionally, research studies during the last two decades have shown that school leadership plays a pivotal role in improving the quality of education, resulting in higher student achievement scores.⁴ Therefore, the determination was made to focus the state's preliminary preparation program on preparing a candidate to assume leadership at a school site.

While both the preliminary and clear programs continue to be framed around California's Professional Standards for Education Leaders (CPSEL), the preliminary standards introduce a new structure for preliminary programs, the Content Expectations and the Performance Expectations. In support of preparing candidates for school site leadership, the Commission on Teacher Credentialing has identified what administrators should know and be able to do on the first day of their initial education administrator position. These expectations are to be interwoven into the candidate's coursework and fieldwork and the responsibility of the program to ensure each candidate has the opportunity to demonstrate their mastery of them through a variety of assessments throughout their preparation program. Only upon successful demonstration of these expectations will a candidate be recommended for a preliminary ASC credential and move on to the clear induction program and the related, but more complex, CPSEL.

Underscoring the need to practice administrative skills, the 2013 Administrative Services Credential Preliminary standards require institutions to prepare future administrators through traditional coursework that is enhanced by quality day-to-day fieldwork, with assignments and experiences that reflect the responsibilities of today's school leadership and the program's coursework. By serving in today's schools, in positions where candidates are asked to recall and apply the knowledge and skills being learned in their preparatory program courses, the candidates become better prepared to address 21st century administrative job responsibilities.

Finally, these standards also acknowledge the healthy, robust partnerships that must exist between program sponsors and the schools, districts, and county offices they serve. Regular communication is required with the goal of both institutions understanding the mission and goals of their partners. More than being advised of program structures and activities, the partnerships discuss program design, candidate assignments and best practices that will provide quality learning opportunities. It is only through joint collaborative efforts that

¹ Taken from the California Commission on Teacher Credentialing Administrative Services Handbook, Rev. July 18, 2017

candidates will be provided with quality fieldwork that brings day-to-day relevance to corresponding coursework.

Category I: Program Design and Coordination

Program Standard 1: Program Design and Rationale

The administrative services preparation program prepares instructional leaders to serve effectively in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research and aligned with the California Administrator Performance Expectations California Administrator Performance Expectations (CAPE) and principles of adult learning theory. The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences designed to provide extensive opportunities to engage candidates in developing knowledge, skills, and dispositions to advance teaching and learning. The program includes both formative and summative assessments based on the .

Program Standard 2: Collaboration, Communication and Coordination

Each sponsor of an administrative services preparation program establishes one or more partnerships that contribute substantively to the design, implementation, quality and effectiveness of the program. Partnership agreements are collaboratively established with each partner and clearly define roles and expectations of all partners sharing the responsibility for the implementation and success of the program. Partners, such as advisory committees, school districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate regularly and openly. Partners share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.

Program Standard 3: Development of Professional Leadership Perspectives

By design, the administrative services preparation program facilitates each candidate's development of a professional leadership perspective through learning activities that promote leadership and interpersonal skills. The program curriculum and pedagogies are designed to engage candidates in learning activities that require the ability to diagnose the causes of organizational problems at both macro and micro-organizational levels (e.g., system-wide and individual). The program provides multiple opportunities for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications. In addition, the program ensures candidates understand environmental contexts, organizational culture, intra-organizational systems, and their influence on human behavior and educational outcomes. Finally, the program builds leadership perspective through learning activities that expose candidates to both the internal and external influences, relationships, resources, and opportunities that can engender and support the vision and mission of the school and district.

Program Standard 4: Equity, Diversity and Access

By design, the administrative services preparation program provides each candidate with an opportunity to understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments. Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and (d) come to understand the role of the leader in creating equitable outcomes in schools. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how leaders can address and monitor institutional-level inequity.

The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students. The program ensures candidates understand pedagogical approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including English learners and students with special needs.

Program Standard 5: Role of Schooling in a Democratic Society

By design, the administrative services preparation program provides each candidate with an opportunity to critically examine the principles of democratic education and the responsibilities of citizenship. This includes the moral imperative to provide all students with the best possible education. The program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. The program includes opportunities for candidates to learn how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling. The program prepares candidates to understand the administrator's responsibility to develop and nurture public support, family participation, and community engagement. In addition, the program prepares administrators to establish civility through an organizational culture that promotes constructive problem solving, conflict resolution strategies, and application of ethical behaviors.

Category II: Curriculum

Program Standard 6: Preparing Candidates to Master the Administrator Performance Expectations (CAPEs)

The California Administrator Performance Expectations describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively lead a school community in educating and supporting all students in meeting the state-adopted academic standards.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each California Administrator Performance Expectation (CAPEs). As candidates progress through the program, pedagogical and andragogical assignments are increasingly complex and challenging. The scope of the pedagogical and andragogical assignments (a) address the CAPEs as they apply to the credential, and (b) prepares the candidate for the California Administrator performance assessment (CalAPA) and other program-based assessments.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the CAPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the CAPEs.

Category III: Field Experiences in the Program

Program Standard 7: Nature of Field Experiences

In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Center for Educational Excellence takes a unique approach to the Fieldwork experience to afford all candidates the opportunity to contribute meaningfully in their home district. All candidates will utilize baseline data to develop an issue of vital importance and a problem of practice in their home district that they will work to address through multiple lenses over the course of the ten-month PASC experience. The Fieldwork experience will have great synergy with our courses as well as the CAL APA.

Program Standard 8: Guidance, Assistance and Feedback

The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted, and evaluated in the field experience. In this system, candidates will meet regularly with program coordinators who will coach and provide them with feedback in the development and implementation of their action research project.

Category IV: Candidate Competence and Performance

Program Standard 9: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, the program determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the *California Administrator Content Expectations California Administrator Performance Expectations* and satisfactory performance on the full range of below. A representative of the program sponsor and at least one field/clinical supervisor provides the

verification of candidate competence and performance. When available, a Commission-approved Administrator Performance Assessment may be used to satisfy this requirement. Satisfactory performance is defined as achieving competence as expected for entry-level administrators. During the program, candidates are guided and coached on their performance using formative assessment processes.

Academic Integrity Policy

The Las Virgenes Unified School District's credential programs are strengthened by our scholarship and integrity. As members of the academic community, we are responsible for maintaining and adhering to the highest standards of academic integrity. It is essential that all members of our Credential Programs practice academic honesty and accept individual responsibility for their work and actions. Any behavior or act which might be defined as dishonest or deceitful be met with the appropriate disciplinary sanctions up to and including the removal of the candidate from the program.

Academic dishonesty can take a number of forms including, but not limited to the following:

1. Cheating: The copying of another's work, offering another's work as one's own, and/or having another person complete an assignment for oneself.
2. Fabricating: The falsification or invention of any information or citation in an academic exercise. This includes omitting or falsifying data and/or sources, and otherwise violating the ethical principles of research.
3. Plagiarism: The use of the intellectual creations of another without proper attribution. Plagiarism may take two forms:
 - a. Stealing or passing off as one's own the ideas or words, images, or other creative works of another
 - b. Using a creative production without crediting the source, even if only minimal information is available to identify it for citation.
 - c. Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information, which is not common knowledge.
4. Misrepresentation of Academic Records: Misrepresenting, tampering with, or attempting to tamper with any academic document either before or after enrollment in the program. This includes creating or falsifying transcripts, forgery, alteration, or misuse of official academic documents.
5. Colluding: Knowingly or intentionally helping another to violate any provisions of this policy.

Any program candidate who is found to have violated the Academic Integrity Policy will meet with the Program Coordinator to determine sanctions. Depending on the severity of the violation, possible sanctions may include the following:

- The candidate may need to complete an alternate assignment while being financially liable for all associated administrative costs for creation, distribution, and documentation.
- The candidate may be formally dropped from the Credential Program and could be required to clear their credential through a different institution or in another year at the cost of the candidate.

Attendance Policy

We understand that sometimes events occur that prevent Candidates from attending a class. Please note that missing more than 3 classes during the program could result in having to retake the entire program.

In addition:

- Candidates will be on time for each class and fully present (cameras on) for the full hours of instruction.
- Candidates will be in a consistent and quiet learning environment for the duration of class. They will not be at an event, driving, flying, etc.
- Candidates will come to class prepared having done all their assignments and reading in advance.

The PASC Program Calendar is included on the following page. Additionally, our Course Sequence document can be found on page 16 should you want additional information about course content.

Leave of Absence- All Programs

To step away from the Credential Program for an extended period of time (i.e. medical leave, maternity leave, etc.), Candidates must notify the Program Coordinator and request a leave of absence from the Program. In order to do so he/she must:

- Contact the Program Coordinator to formally request, in writing, a leave of absence
- [Complete the Leave of Absence Form](#)
- The Program Coordinator will review the formal written request and Program

If a leave of absence from the program is granted, Candidates may not fulfill coursework that leads to program completion. Depending on when the Candidate goes out on leave and the duration of the leave, program staff can then best determine whether makeup would be allowed, or if re-enrolling the following academic year would be needed to ensure all requirements can be met.

Administrative Withdrawal

Center EdX may withdraw a candidate from a program if the student fails to meet the prerequisite(s) or other requirements as indicated in the Program Handbook.

Program Calendar



Center EdX PASC Cohort XV

January 2024							February 2024							March 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3						1	2
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23
28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30
														31						

April 2024							May 2024							June 2024							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6					1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	
														30							

July 2024							August 2024							September 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					

October 2024							November 2024							December 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

ED 850	Change Leadership in California Education Systems
ED 851	Theories of Leadership: Equity and Access
ED 852	Maximizing Decisional Capital Through Personnel Leadership
ED 853	Designing Instruction for Unique Learners
ED 854	Governance and Community Partnerships
ED 855	School Law and Resource Management

Grading Policy

Candidates pursuing their administrative credential must maintain an 80% or better in all classes in the program, as grades are issued according to the following scale:

90% or above	A
89-80%	B
79 or below	Not Passing

Candidates must retake any classes where they receive a not passing grade. Grades are reported in our online learning management system, NEO LMS. At the end of the semester, the points you earn will be assigned a transcript grade accordingly.

In addition, please note the following provision:

- Incomplete (I): The symbol "I" indicates that a portion of required coursework has not been completed. A substantial portion of the course has been completed with a passing grade and there is still a possibility of earning credit. An incomplete will be assigned when a student would be required to repeat a major portion of the class when it is next offered (please see Attendance Policy). All incompletes must be completed before a credential can be awarded.

The PASC Program and its instructors use the following criteria a guide when grading student work:

Professional Quality: Work is presented in a form that will be acceptable to show a colleague in a professional manner. Time and attention appears to have been given to the assignment.

Applicable Value: The completed work would serve as a useful tool with relevant teaching application, and would be advantageous to other professionals.

Academic Integrity: The Las Virgenes Unified School District's Center for Educational Excellence is strengthened by our scholarship and integrity. As members of the academic community, we are responsible for maintaining and adhering to the highest standards of academic integrity.

Participation plays a pivotal role in this program, accounting for 50% of your final grade in each course. Engaging actively in class discussions, contributing to group activities, and demonstrating a commitment to the learning process are key components that contribute to the participation grade. This aspect not only reflects the candidate's understanding of the material but also emphasizes the importance of collaboration and the exchange of ideas within the academic community.

Any behavior or act which might be defined as dishonest or deceitful be met with the appropriate disciplinary sanctions up to a including removal of the candidate from the

Program. For additional information, please revisit the Academic Integrity Policy in your program handbook.

Additionally, all assignments:

- Should be typed
- Should use precise terminology and academic language
- Require correct grammar and spelling
- Should be submitted on the established due date

Official Transcripts

- Candidates may request an official transcript from the Center for Educational Excellence for coursework completed using [this form](#).
- If interested in earning academic credit from UCSB Extension for coursework completed, please contact the program coordinator for more information. Please note, units need to be purchased within 4 weeks after the completion of the program.

Program Fees

Annual Program Fee: Preliminary Administrative Services Credential Program (Cost is all-inclusive of books, materials, etc.)	\$7,500.00
Registration Fee: Paid directly to Blackbaud, our tuition management system	\$50
Cal APA Fees: Fees are paid directly to Pearson. Review the fees and payment policies here .	Cycle 1: \$125 Cycle 2: \$150 Cycle 3: \$150

Payment Plan Options

LVUSD offers a tuition payment plan for the PASC Program so that individuals can spread their tuition payments over the course of the program.

Option 1: Pay in Full

Tuition for the PASC Program totals \$7,500. You can elect to pay the program tuition in full before the start of the first class.

Option 2: Monthly Installments

A monthly payment plan would begin the first month of the program and extend throughout the program. Your installments will be due the 15th of each month.

Blackbaud/Smart Tuition

Payments can be made via Blackbaud using a bank account, debit or credit card. Account information will be included in your program handbook, which you will receive upon enrolling in the program. Please note there is a 2.9% processing fee for any tuition paid by card.

Candidates will not be recommended for their credential until tuition is collected in full.

Additional Fees

The Center for Educational Excellence provides a high-quality and cost-efficient model through the cooperation of candidates in completing all program requirements in a timely manner. Situations that require additional time, come at a cost that will need to be absorbed by the candidate in many cases as described below:

- Transcript through UCSB- Units need to be purchased within 4 weeks after the completion of the program.
- CalAPA Support following the program will be billed at an hourly rate to be determined by the Program.
- Outstanding coursework or fieldwork support that is not completed within four weeks of completion of the program will be billed at \$350 + additional hourly determined by the program.
- Past due payments of greater than 3 weeks will incur a 10% late fee.

California Administrator Performance Assessment (Cal APA)

You will be provided with all CalAPA Assessment Guides, including directions, rubrics, submission specifications, and a glossary, as well as the templates and the Assessment Materials Updates document via our ED855 course. You will also be able to download these materials in the ePortfolio system after you register for each cycle. The following is an overview of the Cal APA leadership cycles including relevant submission dates.

Cycle	Cycle I	Cycle II	Cycle III
Title	Analyzing Data to Inform School Improvement and Promote Equity	Facilitating Communities of Practice	Supporting Teacher Growth
Overview	Candidates will conduct an equity gap analysis, determine causal factors for these gaps, and identify a plan of action for closing these gaps.	Candidates will identify their learning context, evaluate team collaboration at their site, facilitate a series of meetings around a problem of practice.	Candidates will practice the coaching of a teacher through the evaluation process.
Required Evidence	<ul style="list-style-type: none"> ● Data Collection and Summary Overview of Key Findings and Trends ● Equity Gap Analysis, Causal Factors, and Problem Statement ● School Improvement and Equity Planning Document ● Reflective Narrative 	<ul style="list-style-type: none"> ● Professional Learning Context, Area of Educational Focus, Community of Practice ● Identification of a Problem of Practice, Approach to Collaboration, and Strategy to Address the Problem of Practice ● Meeting Video Clips, Agendas, and other Artifacts ● Reflective Narrative 	<ul style="list-style-type: none"> ● Context of Coaching Cycle and Volunteer Teacher ● Annotated Clips of Teacher Pre-Observation, Post-Observation, and other Coaching Conversations ● Reflective Narrative

Cal APA Remediation

Candidates in the PASC program will need to successfully complete all three cycles of the CalAPA during the program. Failure to pass the CalAPA or delay to take the CalAPA during the program will result in additional administrative fees for program staff to review submissions and provide feedback.

Cal APA Acceptable Support Guidelines

This document outlines policies and guidelines for supporting candidates during their completion of the CalAPA. These guidelines apply to all support providers, including faculty, supervisors, cooperating teachers, peers, and others who may provide assistance (e.g., a tutor). Consistent with research on student learning, programs are encouraged to help candidates examine in meaningful ways the California Administrator Performance Expectations (CAPE) evaluated by the CalAPA, and to discuss how they will demonstrate their performance in relation to those expectations. Since the CalAPA is to be embedded within an administrative services preparation program, it is expected that candidates will engage in professional conversations with support providers about school leadership associated with the outcomes assessed by the CalAPA. Support providers are encouraged to review with the candidate the language, structure, and progression of a candidate's submission against the CalAPA rubrics, and to provide formative feedback and guidance to the candidate as part of the preparation program experience.

The following activities constitute **required** forms of support for candidates completing the CalAPA:

- Providing candidates with access to the CalAPA assessment preparation materials and other explanatory materials about the CalAPA and expectations for candidate performance on the assessment
- Explaining CalAPA leadership cycles and rubrics, and guiding discussions about them (e.g., orientation or overview sessions for each cycle)
- Engaging candidates in formative experiences aligned with the CalAPA (e.g., assignments on the investigate, plan, act, and reflect sequence; practice in instructional coaching)
- Ensuring that candidates complete the assessment within a cooperating school or district during their clinical experience and verify appropriate permissions for all individuals who appear in any video recording
- Engaging candidates in formative experiences aligned with the CalAPA (e.g., analyzing data, facilitating collaborative professional learning, and coaching for improved instruction)
- Providing candidates who are not successful on the CalAPA with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring

The following activities constitute **acceptable** forms of support for candidates completing the CalAPA:

- Referring candidates to the CalAPA Glossary and discussing definitions and clarifications of key terms as used in the assessment materials
- Reviewing examples of effective school leadership (e.g., planning documents, data analyses, facilitation, instructional feedback) using CalAPA rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses

- Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, facilitation, using data to inform planning, coaching teachers)
- Explaining scoring rubrics by using them in formative exercises or assignments outside of the ones the candidate will submit for scoring
- Linking content and experiences from the preparation program to the CAPE as measured by the CalAPA cycles and rubrics
- Providing a schedule/timeline for completion of the CalAPA
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions.
- Paraphrasing or answering candidate questions about the content of leadership cycles, rubrics, directions (including templates), or support documents such as the CalAPA assessment materials
- Encouraging candidates to self-assess draft responses or video recordings against the CalAPA rubrics without providing direct edits to responses or specific answers to CalAPA prompts
- Answering common questions about the CalAPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalAPA while maintaining the original work of each candidate
- Directing candidates to resources on current research and evidence-based practices, and to experts in the field who are knowledgeable about the content of the cycles and rubrics
- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalAPA
- Providing and discussing support documents such as these guidelines for acceptable support and the CalAPA Rules of Participation

Although there may be many opportunities for support providers to encourage a candidate's deeper understanding and demonstration of educational leadership, other supports are not acceptable within the CalAPA process. These unacceptable forms of support will undermine the use of the assessment as a determinant of a candidate's status with respect to the CAPE and as an indicator of preparation program quality and effectiveness. Engaging in these activities could lead to a candidate's loss of the credential and jeopardize a program's accreditation status.

The following activities constitute **unacceptable** forms of support for candidates completing the CalAPA:

- Providing a candidate with the content or answers in response to a CalAPA prompt or task (e.g., choosing the data sources to investigate, conducting the data analyses, drawing conclusions on the implementation of strategies, redirecting candidates about who to observe)
- Editing a candidate's response prior to submission
- Conjecturing on CalAPA performance requirements, expectations, or what is deemed as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalAPA

- Offering critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses or answers to prompts
- Telling a candidate which video clips or work samples to select for submission
- Telling a candidate which sections of video clips should be annotated

Uploading a candidate's responses (written or video-recorded) to publicly available websites or through social media

Action Research Project
To be completed during ED 850 and 855

Part I: Baseline Data Collection

CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan

CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement

CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan

CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcome

Deliverables

Action Item	Description of Requirement
Dashboard and Data Analysis	Using the CDE Dashboard, the PASC candidate will summarize the district's status on all Dashboard Indicators. Additionally, the candidate will identify the equity gaps that exist for each indicator. (Form A1)
Vision Statement	The candidate will outline a one page vision statement that illustrates who they are as a leader from the place of identity, values, beliefs, and purpose. (Form A2)
Leadership Assessment	The candidate will collaboratively work with their class to synthesize the fifteen core leadership ideas from four contemporary texts on school leadership. These will be identified as criteria for the candidate to self-reflect upon with respect to their own institution. (Form A3)
Culture Diagnostic	The candidate will develop an assessment of best practices for developing strong Professional Learning Communities and assessing culture utilizing the works of Elena Aguilar and Anthony Mohammed. (Form A4)

Part II: Issue of Vital Importance | Problem of Practice

CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals.

CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community

CAPE 3: Leading by Example to Promote Implementation of the Vision

CAPE 4: Sharing Leadership with Others in the School Community

CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public

CAPE 20: Involving the Community in Helping Achieve the School's Vision and Goals

Deliverables

Action Item	Description of Requirement
Synthesis of	The candidate will identify three Problems of Practice that emerged

Three Priorities	<p>from Part I. For each Problem of Practice, the candidate should use the following frame:</p> <p>The organization (school, district, or department) I will study is... The performance problem I am focusing on is... I know this is a problem because [evidence]... This problem impedes the organization’s mission or goal to... Solving this performance problem would enable the organization to... (Form B1)</p>
Identifying Problem of Focus	<p>The candidate will select one of their Problems of Practice to focus upon for their Action Research Project. (No Form)</p>

Part III: Research and Action Plan

CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction

CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth

CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors

CAPE 16: Understanding and Managing the Complex Interaction of All of the School’s Systems to Promote Teaching and Learning

CAPE 17: Developing, Implementing, and Monitoring the School’s Budget

CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

Deliverables

Action Item	Description of Requirement
Coaching Session # 1 Research	<p>The candidate will identify areas to research the scope and complexity of their Problem of Practice as it relates to school systems to evolve and grow their expertise. (Form C1)</p>
Coaching Session # 2 Feedback	<p>The candidate will reflect upon the feedback received from their stakeholders to identify obstacles of leadership that might emerge as a result of their implementation of this action in their district. (Form C2)</p>
Coaching Session # 3 Action Planning	<p>The candidate will reflect upon the feedback received from their stakeholders to identify obstacles of leadership that might emerge as a result of their implementation of this action in their district. (Form C3A, Form C3B)</p>
Coaching Session #4 Policy	<p>The candidate will share their Goals and Actions and identify Board Policy and Contractual considerations that may emerge as they pursue their action plan. (Form C4)</p>
Coaching Session # 5	<p>The candidate will prepare to defend their data and action plan to an independent panel of leaders who ensure all data, stakeholder</p>

Presentation	considerations, feasible actions, and policy/contractual considerations have been addressed. (Form C5)
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Part IV: Capstone Portfolio and Presentation

Following the implementation of your plan to address the Problem of Practice you will present your proposal, outcomes, and key learning to a panel of the Program Coordinators. The presentation will be between 30 and 45 minutes and your assigned Coordinator will help ensure that you are ready to present. Following your presentation, the panel will ask you questions relating to your findings and recommendations. Passing the Capstone Research Project and presentation is a requirement for completion of the coursework component of the Center EdX PASC Program.

Capstone Portfolio: Directions

You will need to secure a 3" binder that will serve as your portfolio of evidence for having met each CAPE/CACE for the California Commission on Teacher Credentialing. Below is an overview of the portfolio requirements, in order:

- **Cover:** The cover and side binding should have a colorful representation that includes your name and PASC Cohort number.
- **Table of Contents:** Each page of the portfolio should be numbered and placed in a plastic cover. The sections should be highlighted, and all pages listed on your table of contents.
- **Vision Statement:** Your final edited and refined vision statement from the ED 850 and ED 855 courses.
- **Professional Resume:** An updated professional resume should include your participation in the Center EdX program and highlight your leadership attributes.
- **Section One- Action Research Project:** You will include all materials relating to the development and implementation of your Action Research Project. This includes all slides and materials from your presentation.
- **Section Three-Performance Assessment:** All components from Cycle I, II, and III of the APA should be included in this section, in order.
- **Section Four- CAPE Domain Reflection:** For each of the six CAPE Domains (Visionary Leadership, Instructional Leadership, School Improvement Leadership, Professional Learning and Growth Leadership, Organizational and Systems Leadership, and Community Leadership), please type a 2-3 page summary of your growth in that respective domain over the course of the year. Additionally, please include 3-5 artifacts (classwork, fieldwork, performance assessment documents, etc.) that are representative of your growth in the domain. Please cite each of the artifacts in your narrative response.

Grievance Procedures

Informal Complaint Process

Step 1: Informal Complaint

Every effort should be made to resolve a complaint at the earliest possible stage. Prior to instituting a formal, written complaint, the program participant shall first discuss the issue with the Credential Program Coordinator. Formal complaint procedures shall not be initiated until the participant has first attempted to resolve the matter informally.

Formal Complaint Process

Step 2: Formal, Written Complaint

If the matter cannot be resolved through the informal process, then the complainant may file a written complaint with the Program Director within 60 days of the act or event, which is the subject of the complaint. If the participant fails to file a written complaint within 60 days, the complaint shall be considered settled on the basis of the answer given during the Informal Complaint Process. Within 10 working days of receiving the complaint, the Program Director shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

Step 3: District Level Appeal

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Chief Business Officer within five working days of receiving the written response from the Program Director. The complainant shall include all information presented to the Coordinator at Step 2. Within 10 working days of receiving the complaint, the Chief Business officer shall conduct any necessary investigation, including reviewing the investigation and written response by the Program Director at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

Step 4: Appeal to Superintendent

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the district's Superintendent within five working days of receiving the response from the Chief Business Officer. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Program Director shall submit to the Superintendent a written report describing attempts to resolve the complaint and the district's response. The Superintendent may uphold the findings by the Chief Business Officer without hearing the complaint or the Superintendent may hear the complaint at a dedicated meeting. The Superintendent shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Superintendent's decision shall be final.

Las Virgenes Unified School District
Center for Educational Excellence Credential Programs
Nondiscrimination Policy

Las Virgenes Unified School District's Center for Educational Excellence (Center for Educational Excellence) provides a positive learning environment where program participants and applicants are assured equal access and opportunities. Center for Educational Excellence prohibits district employees from discriminating against or harassing any Center for Educational Excellence participant or applicant on any basis as prohibited by law, including but not limited to race, religious creed, color, national origin, ancestry, age, marital status, covered veteran's status, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation.

No person shall be denied program admission solely because of any impairment, which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made.

Furthermore, the Center for Educational Excellence makes all admissions decisions without unlawful discrimination; these decisions include admission, retention and graduation of students in our credential programs.

Center for Educational Excellence Candidate Contract

OUR MISSION

It is the mission of Las Virgenes' Center for Educational Excellence to develop and deliver model programs, services, and professional development opportunities to our educational leaders. Through our core values, we are able to guide educators toward exemplary teaching and leadership practices and continued professional growth.

OUR VISION

Las Virgenes' Center for Educational Excellence fosters a professional learning community that prides itself on reflection. With the core belief that all students can achieve success, we provide a bridge that links theory and practice to support teachers and administrators in providing equitable learning experiences to meet the diverse needs of our student population.

We endeavor to be frontrunners in educational leadership by providing our teachers and administrators with exemplary programs that guide and stretch them as professionals. Rooted in educational research, our programs develop our teachers and administrators into mindful, innovative leaders who create safe and inclusive learning environments for all students.

Effective Date: [Date]

This Candidate Contract outlines the expectations for participating in any of the Center for Educational Excellence Credentialing Programs. By enrolling, you agree to follow these terms to ensure that we maintain a collaborative learning environment for all participants.

Community and Collaborative Learning:

- I understand that this program promotes a community of learners, where collaboration, respect, and diversity of thought are valued.
- I commit to actively participating in class discussions, group projects, and collaborative activities designed to enhance the learning experience for myself and my peers.
- I will contribute to a positive and inclusive learning environment, treating all fellow students and instructors with respect and consideration.

Engagement and Participation:

- I will attend and actively participate in all scheduled classes, meetings, and online discussions as outlined in the course/program syllabus.
- I acknowledge that engagement extends beyond attendance, and I will strive to contribute constructively to class discussions and activities.

- I will come prepared to each session, having completed assigned readings, tasks, or assignments, and be ready to engage in meaningful discussions.
- I understand that I will need to be fully present for the full hours of instruction and maintain a consistent and quiet learning environment for the duration of class.
- I understand the mission and vision of this program is rooted in collaboration. I understand that 50% of my course grade is related to preparation and participation. I understand that leaving early or arriving late can be disruptive to my learning and the learning of others and may result in a referral to the Program Coordinator for further action.

Timely Communication:

- I will communicate promptly and effectively with my instructors and fellow students regarding any questions, concerns, or feedback related to the course/program.
- If circumstances arise that may affect my ability to meet course requirements, I will inform my instructors in advance and seek appropriate guidance.

Academic Integrity:

- I understand and will uphold the principles of academic integrity, refraining from any form of plagiarism, cheating, or dishonesty in all course-related activities.
- I will adhere to the citation and referencing guidelines provided by the course/program and give proper credit to the ideas and work of others.
- I understand that plagiarism is an automatic violation and could impact the status of my base credential through the Commission for Teacher Credentialing.

By signing below, I acknowledge that I have read, understood, and agree to the terms and expectations outlined in this Candidate Participation Contract. I am committed to active participation, collaboration, engagement, and contributing positively to the learning community.

Candidate Name: _____ Date: _____

Candidate Signature: _____

Program Coordinator Name: _____

Program Coordinator Signature: _____

The Center for Educational Excellence reserves the right to amend this Contract as necessary to maintain the quality and integrity of the learning experience.

Acknowledgment of Receipt of Program Handbook

The PASC Program Handbook contains important information about the Preliminary Administrative Services Credential (PASC) Program and the Center for Educational Excellence (Center EdX), and I understand that I should consult the Program Coordinator regarding any questions not answered in the handbook.

Since the information, policies, and benefits described herein are subject to change at any time, I acknowledge that revisions to the handbook may occur. All such changes will generally be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

Furthermore, I have had an opportunity to read the handbook, and I understand that I may ask the Program Coordinator any questions I might have concerning the handbook. I accept the terms of the handbook. I also understand that it is my responsibility to comply with the policies contained in this handbook, and any revisions made to it.

I have received a copy of the PASC Program Handbook on the date listed below. I understand that I am expected to read the entire handbook.

Signature of Participant

Date

Participant's Name Printed