

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

STUDENT HANDBOOK



CAL POLY

SCHOOL *of* EDUCATION
COLLEGE OF SCIENCE AND MATHEMATICS

M.A. Educational
Leadership & Administration

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I. OVERVIEW OF CAL POLY AND THE SOE

OVERVIEW OF THE UNIVERSITY

Cal Poly is one of 23 campuses in the California State University (CSU). Founded in 1901 as a state vocational high school, Cal Poly has evolved into a comprehensive master's-level university, with an identity and reputation as a polytechnic institution. Nearly 75% of all students graduate in nationally recognized technical and professional programs that are balanced with the arts, humanities, and social sciences. This commitment has been particularly evident in our emphasis on experiential learning, a "learn-by-doing" approach that is a source of pride to Cal Poly.

Cal Poly Mission Statement

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility. -- *Approved by President Baker, March 22, 2010*

To foster realization of the University's mission and define the institution's expectations for student learning, Cal Poly adopted seven University Learning Objectives in 2007. The University further defined those expectations with four Diversity Learning Objectives in 2008 (below).

University Learning Objectives (ULO's)

When students graduate from Cal Poly, they should be able to:

- Think critically and creatively
- Communicate effectively
- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
- Work productively as individuals and in groups
- Use their knowledge and skills to make a positive contribution to society
- Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
- Engage in lifelong learning

Diversity Learning Objectives (DLO's)

When students graduate from Cal Poly, they should be able to:

- Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally.
- Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities.
- Consider perspectives of diverse groups when making decisions.
- Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own.

Sustainability Learning Objectives (SLO's)

When students graduate from Cal Poly, they should be able to:

- Define and apply sustainability principles within their academic programs
- Explain how natural, economic, and social systems interact to foster or prevent sustainability

OVERVIEW OF THE COLLEGE OF SCIENCE AND MATHEMATICS

In 2009, Cal Poly merged the professional education unit with the College of Science and Mathematics (CSM) to strengthen teacher development academically and operationally. In addition to housing the SOE, the CSM also houses the Center for Engineering, Science and Mathematics Education (CESaME) and the department of Liberal Studies, which provides subject matter preparation to prospective multiple subject teachers. The mission of the College of Science and Mathematics expresses similar principles, including a learn-by-doing approach with an intellectual and creative base, openness to new ideas and cultural diversity, and social responsibility:

College of Science and Mathematics Mission

The College of Science and Mathematics promotes the learning, understanding, and appreciation of science and mathematics as a basis for creative endeavors, intellectual pursuits, careers, and critical consideration of issues confronting society. It provides the foundation for the polytechnic curriculum, offers a rich and distinctive general education program, and prepares students pursuing degrees in the College for post-baccalaureate education and careers. An excellent and committed faculty guides Cal Poly-SLO students in developing the interest and capacity for lifelong learning by engaging their curiosities, imaginations, and critical and creative thinking skills. --*Approved Fall 2005*

OVERVIEW OF THE SCHOOL OF EDUCATION

In 1933, agricultural education became the first formal teacher education curriculum at Cal Poly, incorporating the learn-by-doing approach that continues as a hallmark today. In 1990, the unit changed from a department into the University Center for Teacher Education (UCTE), a center of pedagogy for university and school faculty that focused on new teacher preparation. In 2004, while retaining the "center" concept, the UCTE was renamed the College of Education. Then, in 2009, the unit became the [School of Education](#) (SOE) when it merged with the College of Science and Mathematics (CSM), with a goal to develop an innovative model of P-12 educator preparation by more closely linking education, math, and science faculty with school educators on curriculum, instruction, and supervision.

The purpose of the School of Education has evolved significantly since the institution first began to prepare agriculture teachers in 1933. Most recently revised in 2007, the SOE vision focuses on the School's preparation of professional educators in today's society, and the SOE's mission reflects and extends the University's principles of inquiry, collaboration, equity, and pluralism into the expectations for practice as well as the preparation of education professionals:

School of Education Vision

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society. --Approved February 1, 2007

School of Education Mission

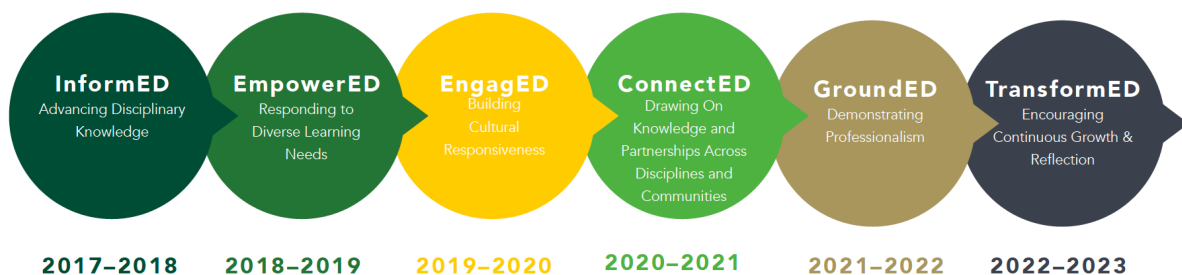
The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty model leadership in teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with education partners: P-12 schools, families, community Schools, universities, and local, state, and national agencies. --Approved February 1, 2007, Modified 2016

In 2017, the SOE engaged in a comprehensive unit wide reflection of its assessment practices to identify strengths and weaknesses, streamline competing efforts, and respond to identified needs that emerged in conversations with each program and in an Employee Engagement and Satisfaction survey. During this process, the SOE recognized that its six School Learning Objectives (SLOs) did not capture the reality of current practices in the SOE. Several programs needed to revise their Program Learning Objectives (PLOs) as part of an effort to elevate our master's specializations to standalone degrees, or as to maintain alignment with new TPEs and standards from the CTC. Additionally, the SOE recognized that stringent Learning Objectives were creating 'Learning Objective overload' as faculty struggled to balance and integrate Cal Poly's University Learning Objectives (ULOs), Diversity Learning Objectives (DLOs), PLOs, and SLOs with the standards that are more widely adopted and accepted by accrediting agencies and professional organizations in the field of education.

In order to create intentionality and efficiency across these many objectives, the SOE revised its SLOs as broader 'shared themes.' The goal of these shared themes is to broadly capture the umbrella of essential principles across the SOE, and Cal Poly. These themes are not designed to be measurable. Rather, they are a common lens for anchoring dialogue, professional development and PLO driven inquiry and assessment projects across the SOE. With this overarching framework in place, each program is now more empowered to develop and focus on measurable PLOs that reflect the standards and practices of their discipline.

School Learning Themes



II. SOE STUDENT HANDBOOK

EDUCATIONAL LEADERSHIP & ADMINISTRATION PROGRAM NARRATIVE

The Administrative Services Certification at Cal Poly is offered through the Cal Poly SOE Master of Arts – Educational Leadership and Administration Program (ELAP). The program was approved for elevation from an M.A. Education specialization to a standalone degree in fall 2017. Candidates progress through the one-year curriculum in a tight cohort model, with admission and enrollment offered each fall. This program is open to candidates who currently hold a valid California teaching/service credential with five years of full-time teaching/service experience. Three quarters of fieldwork experiences are incorporated into the credential program.

The integrated credential and M.A. program prepares educational leaders who foster a norm of ethical behavior, moral integrity, and social responsibility in an interdependent and rapidly changing world. Candidates seeking a credential are prepared to assume positions of leadership in California's K-12 school system, higher education, sports administration, and non-profit organizations.

Coursework for the program is delivered in "fast track" format, designed to meet the needs of working adult learners. The Fast-Track program allows students to complete their master's degree and credential requirements in just 16 weekends (Friday evenings and all day Saturdays) and a five-week summer session during an 11-month period. Although accelerated, this is a rigorous, practical program that requires serious academic commitment on the part of interested applicants.

The program emphasizes:

- Applied theories of educational leadership
- Mastery of practical skills required for effective leadership and administration
- Competence in research methods necessary for understanding and assessing learning organizations

Preliminary Administrative Credential Program (PASC): The mission of the PASC program is to prepare educational leaders who foster a norm of ethical behavior, moral integrity, instructional leadership, and social responsibility in an interdependent and rapidly changing world. The PASC program generally serves mature learners (mean age = 38) who have approximately 5-10 years of K-12 teaching experience in California schools.

The PASC program is cohort based and accelerated (12-month completion), and content is founded on two sets of developmentally appropriate, coherent, and well-integrated administrator preparation standards: 1) Standards of Quality and Effectiveness for the Preliminary Administrative Services Credential established by California Commission on Teacher Credentialing (CCTC), and 2) Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors established by the Educational Leadership Constituent Council (ELCC).

(1) Educational Leadership & Administration Program Learning Outcomes

Educational Leadership and Administration Program uses the California Professional Standards for Education Leaders (CPSELs)

for its overarching program learning outcomes. The CPSELs consist of six thematic standards, with concomitant sub-standards

known as "Elements" that ELAP students have to master by the completion of their program. The Program Learning Outcomes (PLO) are:

- ELAP PLO 1: **Development and Implementation of a Shared Vision:** Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

- ELAP PLO 2: **Instructional Leadership:** Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
- ELAP PLO 3: **Management and Learning Environment:** Education leaders manage the organization to cultivate a safe and productive learning and working environment.
- ELAP PLO 4: **Family and Community Engagement:** Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
- ELAP PLO 5: **Ethics and Integrity:** Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
- ELAP PLO 6: **External Context and Policy:** Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

(1) Educational Leadership & Administration Program Assessments

Culminating Experience – The culminating experience for ELAP is a Comprehensive Examination consisting of questions drawn from material presented in each ELAP course (fieldwork is excluded). Candidates must receive a minimum score of 80 percent to pass the exam. If a candidate fails to receive a passing mark, s/he will be permitted to retake the Exit Examination one additional time. Students will have three-hours to complete the exam.

Assessment Matrix* - M.A. Educational Leadership & Administration				
Program LO's	Alignment to: School LO's University LO's Diversity LO's	Assessed in COURSE #	Key Assessment Examples	Rubric/Criteria For Mastery
Development of a Shared Vision	SLO.1 – Professional Dispositions ULO.1 – Think critically and creatively ULO.2 – Communicate effectively ULO.6 – Decisions based on ethics, respect, and sustainability DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors	EDUC 518 EDUC 510	Visionary Leadership Project Local Control Accountability Plan	California Administrative Services Credential Indicators/Standards ELAP Writing Rubric
Instructional Leadership	SLO.1 – Professional Dispositions SLO.2 – Integration of Theory and Practice SLO.6 – Reflective Practitioner ULO.1 – Think critically and creatively ULO.3 – Expertise in a scholarly discipline/relation to larger world ULO.4 - Productive individuals and groups DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors	EDUC 516 EDUC 515	Conduct Teacher Observations and Coaching California Administrative Performance Assessment #2	ELAP Observation Tool and Program Writing Rubric California Administrative Performance Assessment Rubric
Management and Learning Environment	SLO.4 – Auth. Asses for Growth and Improvement ULO.4 - Productive individuals and groups ULO.7 – Lifelong learning DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors	EDUC 513 EDUC 519	Scenario Based Managerial and Leadership Decision Making Develop ePortfolios	ELAP Writing Rubric and ELAP Presentation Rubric ELAP Portfolio Rubric
Family and Community Engagement	SLO.1 – Professional Dispositions ULO.2 – Communicate effectively DLO.1 - Understanding of diversity, inequality, and power DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors	EDUC 542 EDUC 588	Plan for Parental Involvement Related to English Language Learner and Special Needs Students Self-Assessment on Cultural Proficiency Practices	ELAP Writing Rubric Self-Assessment taken from "Cultural Proficiency" by Lindsey et al.
Ethics and Integrity	SLO.1 – Professional Dispositions SLO.5 – Contribute to diverse and inclusive society ULO.5 - Positive contribution to society ULO.6 - Decisions based on ethics, respect, and sustainability DLO.1 - Understanding of diversity, inequality, and power DLO.3 - Considers diverse perspectives in decision making	EDUC 511	Point of Law Essay Paper Case Scenario Papers	ELAP Writing Rubric
External Context and Policy	SLO.2 – Integration of Theory and Practice ULO.3 – Expertise in a scholarly discipline/relation to larger world DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors	EDUC 512 EDUC 587	Group Project on the Four Frames of Organizational Leadership Group Project on Technology Integration and Policy	ELAP Writing Rubric and ELAP Presentation Rubric

(2) CalAPA for Administrator Certification Candidates ONLY

California Administrator Performance Assessment (CalAPA): In September of 2013, the CTC amended requirements for earning a Preliminary Administrative Services Credential to include the passage of a [California Administrator Performance Assessment \(CalAPA\)](#). The CalAPA is designed around three leadership cycles, which require educational leaders to demonstrate their ability to *investigate, plan, act, and reflect*. Each of the four steps are included in each of the cycles, with candidates providing evidence of their leadership practices during each step. Evidence may include video recordings, artifacts from meetings and events, or written narratives.



According to the CTC: *The CalAPA is structured around three full leadership cycles of INVESTIGATE, PLAN, ACT, and REFLECT. Each of these four steps will be addressed by each cycle, with candidates providing evidence of leadership practice for each step. Acceptable evidence may be in a variety of forms, including video recordings and written narrative.*

[Leadership Cycle 1](#) focuses on analyzing multiple sources of school site/district data for the purpose of identifying equity gaps to inform an initial draft plan for equitable improvement in line with the school's vision and mission. Within the cycle of investigate, plan, act, and reflect, you will collect and analyze multiple sources of longitudinal quantitative and qualitative data. In addition, you will conduct an equity gap analysis to identify potential causal factors, all culminating in a problem statement defining a specific educational need related to equity. Based on your investigation and data analysis, you will develop strategies for equitable school improvement and identify resources needed to implement these strategies aligned with the school's shared vision of equitable learning opportunities for all students. At the conclusion of this leadership cycle, you will reflect on your capacity to analyze data to inform school improvement and promote equity for all students.

[Leadership Cycle 2](#) focuses on facilitating collaborative professional learning within a community of practice for the purpose of improving teaching and student learning. Within the cycle of investigate, plan, act, and reflect, you will identify and work with a small group of educators to identify a problem of practice and select an approach for working together. Additionally, the group will identify an evidence-based strategy to address the problem of practice that will strengthen and increase equitable learning opportunities for all students. As part of the cycle, you will reflect on how your facilitation supports the group to address the problem of practice, and how you responded to the group's feedback on your facilitation and on your ability to support the professional learning of the community of practice

[Leadership Cycle 3](#) focuses on coaching an individual teacher to improve teaching and learning. Within the cycle of investigate, plan, act, and reflect, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and leader.

Together, these leadership cycles and the related rubrics will assess a range of the CAPE.

Support & Guidance: Support to prepare for the CalAPA examination is embedded throughout coursework in ELAP. Every course includes opportunities for candidates to practice various domains of educational leadership and administration. We encourage all candidates to make the most of these practice opportunities, as they are the best preparation for success on the CalAPA and in your future school sites. More explicit and support and guidance for the CalAPA is focused in EDUC key courses, outlined in the table below. Candidates might also have the opportunity to participate in scaffolded practice opportunities and give peer-to-peer feedback. **Note that there are limits to the types of support that faculty advisors may provide for CalAPA. Faculty advisors must follow [CalAPA Guidelines](#) regarding feedback and support.**

Candidates in the Cal Poly SOE ELAP Program will collect evidence and artifacts for CalAPA through their Fieldwork experiences. Candidates should be sure to discuss CalAPA requirements with their Fieldwork Administrator and collect any necessary permissions and media releases in order to submit artifacts. In order to create a coherent and efficient fieldwork experience, the ELAP program is organized around thematic quarters that align to each of the Leadership Cycles. Candidates will find the best alignment between coursework, fieldwork, and CalAPA if they attempt to complete the Leadership Cycles during the aligned quarters.

Quarter 1 Organizational Leadership	Quarter 2 Instructional Leadership	Quarter 3 Managerial Leadership
<p>Organizational Leadership Coursework related to CalAPA:</p> <ul style="list-style-type: none"> 471/500 – Optional 1 Unit CalAPA Independent Study 512 – Organizational Theory (CAPE 1B, 1C, 2C, 2D, 3A, 3B, 3C, 5C, 6A) 513 – Leadership and Decision Making (CAPE 1B, 1C, 3C, 5A, 5B, 5C, 6A) <p>Organizational Leadership Fieldwork Tasks related to CalAPA:</p> <ul style="list-style-type: none"> Collecting, analyzing, and sharing data to implement the vision Engage in and lead professional learning (CAPE 1C, 5A, 5B, 5C) <p>Recommended CalAPA Leadership Cycle:</p> <ul style="list-style-type: none"> Leadership Cycle 2 – Facilitating Collaborative Professional Learning With A Community of Practice 	<p>Instructional Leadership Coursework related to CalAPA:</p> <ul style="list-style-type: none"> 471/500 – Optional 1 Unit CalAPA Independent Study 515 – Curriculum and Program Evaluation (CAPE 1A, 1B, 1C, 2B, 5A) 516 – Personnel Supervision and Evaluation (CAPE 2B, 2C, 2D, 3B, 3D) <p>Instructional Leadership Fieldwork Tasks related to CalAPA:</p> <ul style="list-style-type: none"> Guide staff to analyze student learning Create a culture of continuous improvement and adult learning Promote effective teaching (CAPE 1A, 2A, 2B, 2C, 2D) <p>Recommended CalAPA Leadership Cycle:</p> <ul style="list-style-type: none"> Begin Leadership Cycle 1 – Analysis of School Site/District Data to Address Equity Gaps Begin Leadership Cycle 3 – Coaching an Individual Teacher to Improve Teaching and Learning 	<p>Managerial Leadership Coursework related to CalAPA:</p> <ul style="list-style-type: none"> 471/500 – Optional 1 Unit CalAPA Independent Study 510 – Finance and Resource Allocation (CAPE 1B, 1C, 3A, 3B, 3C, 3D, 5B, 5C, 6A) 511 – Law & Governance (CAPE 3C, 5B, 5C, 6A) 542 – Special Programs (CAPE 1A, 1B, 1C, 2B, 3A, 3D, 4A, 6B) <p>Managerial Leadership Fieldwork Tasks related to CalAPA:</p> <ul style="list-style-type: none"> Facilitate conversations about policy, governance, equity, diversity, etc. Engage in hiring, evaluating, supervising and resolving conflict (CAPE 3A, 3B, 3C, 6A) <p>Recommended CalAPA Leadership Cycle:</p> <ul style="list-style-type: none"> Finish Leadership Cycles 1 & 3 in time for CalAPA deadline

Scoring: All CalAPA tasks must be submitted to Pearson for scoring by CalAPA trained assessors. CalAPA assessors are typically administrators with expertise and administrator credentials. They have been trained by Pearson to be aligned to the scoring rubric. No scoring is completed by faculty members in the SOE, and CalAPA guidelines prohibit SOE faculty from reading candidate CalAPA submissions and assigning scores or grades.

Once your CalAPA examination is scored, you will receive an email to access your scores. Your scores will also automatically be reported to the CalAPA score dashboard for Cal Poly SOE, where your program faculty advisor and members of the SOE staff can verify your score and advise you on next steps.

Retakes, Remediation & Appeals: If you do not pass the CalAPA with your initial submission, you will receive an email offering remediation support for a retake. The email will most likely come from the SOE Assessment & Accreditation Coordinator or from your Program Coordinator. Your program faculty Coordinator will also set up a plan for support and remediation while you retake your examination, however, the faculty advisor will still be limited to acceptable feedback, per the [CalAPA Guidelines](#) regarding feedback and support.

CalAPA Data & Privacy: Your CalAPA score report will be reported to you and to the Cal Poly SOE, if you indicated your university program during exam registration. If applicable, scores are also reported directly to the relevant state agency responsible for educator licensure. Within the School of Education, your scores will be viewable by program faculty, the Credential Analysts (to verify passage for your credential), and to the Assessment & Accreditation Coordinator (as the central CalAPA contact for the unit).

Please note that the School of Education is required to regularly examine and reflect on CalAPA data as a measure of candidate success, and so aggregate CalAPA scores and trends are often analyzed and discussed across the unit. The SOE may also be required to report aggregate CalAPA scores and passage rates to our accreditor (the CTC), grant funders, or other partners. For some programs with very few students, it can be more difficult to guarantee anonymity in aggregate data. As a best practice to secure student privacy, the SOE typically does not release student demographic or measurement data when a group of students is smaller than 10.

Questions & Contact Info: For general questions, please refer to the [CalAPA Website](#) page. For specific questions about the CalAPA administration and requirements, we encourage you to contact CalAPA Pearson directly. Contacting the CalAPA Pearson administrators is the best way to make sure you get accurate and complete guidance about examination policies.

SOE ACCOUNTABILITY FOR ACCREDITATION & CTC STANDARDS

Pursuant to California Education Code, any program of professional preparation must adhere to the requirements of the Commission on Teacher Credentialing (CTC) and must maintain accreditation through the CTC by participating in a seven-year review cycle. Because the CTC also issues all teaching credentials in California, candidates are strongly encouraged to be familiar with the CTC, its policies, and its standards for educators. The Cal Poly SOE Accredited Programs include:

Credential Program	Delivery Model	Location
Multiple Subject Credential – Preliminary Multiple Subject Teaching Credential	Traditional	Main Campus
Single Subject Credential – Preliminary Single Subject Teaching Credential: Agriculture, Biology, Chemistry, English, Geosciences Mathematics, Physics, Social Sciences, and World Languages	Traditional	Main Campus
Education Specialist Credential – Preliminary Mild/Moderate Disabilities Credential	Traditional	Main Campus
<i>Administrative Services Credential – Preliminary Administrative Services Credential</i>	<i>Traditional (Intern available, but not in use currently)</i>	<i>Main Campus</i>
Agriculture Specialist Credential – Clear Agriculture Specialist Instruction Credential (offered through the CAFES)	Traditional	Main Campus
Supplementary Authorization - Bilingual Education	Traditional	Main Campus

As part of accreditation, all programs in the SOE **must** adhere to the following CTC standards:

- **Preconditions** – General requirements for compliance with statutes, regulations, and policies. Preconditions generally govern admissions, program length, and credentialing. Cal Poly adheres to all [12 General Preconditions](#) that apply to all Accredited Programs, as well as specific [Program Preconditions](#) for Multiple and Single Subject (7), Special Education (4), Administrative Services (5), Agriculture Specialist (4), and Bilingual Education (3). The SOE reports on Preconditions twice during its seven year Accreditation cycle. The most recent report was submitted in March of 2018.
- **Common Standards** – [CTC Common Standards](#) apply to all Accredited Programs and address issues of program infrastructure, stability, and processes, including: instructor recruitment, qualifications, and evaluations; candidate recruitment and support; guidelines for curriculum and clinical practice; assessment and continuous improvement; and program impact. Cal Poly will submit a report on Common Standards in March of 2019.
- **Program Standards** – [Program Standards](#) address aspects of program quality and effectiveness that apply to each type of educator preparation program. Additionally, the Teacher Performance Expectations are standards that describe expected candidate performance at the level of a beginning teacher. Teacher preparation programs use the TPEs as organizing concepts within preparation coursework, fieldwork, and assessments. Cal Poly reports on the Program Standards, curriculum alignment, clinical practice, instructional faculty qualifications, and other specific program elements of each accredited program during the Program Review Process. Cal Poly will submit six Program Review reports to the CTC in October of 2018.
- **Annual Data Reporting** – Each Accredited Program submits an annual data report to the CTC, with data points including: acceptance rates, average GPA, candidate diversity, and program completion rates.

SOE ACCOUNTABILITY FOR CAL POLY POLICIES

The Cal Poly School of Education follows all applicable Cal Poly policies, including those related to: admissions, academics, financial aid, diversity and non-discrimination, grievances, graduate education, and student rights and responsibilities.

Many central Cal Poly Policies are explicitly referenced in this handbook, but students may find other valuable policies online, including:

- [Graduate and Post-baccalaureate Admission Requirements](#)
- [Graduate Education Policies & Guidelines](#)
- [Graduate Education Continuous Enrollment Policy](#)
- [Graduation Writing Requirement](#)
- [Title V Requirements For Graduate Culminating Experiences](#)
- [Fees & Expenses](#)
- [Academic Obligations](#)
- [Academic Petitions](#)
- [Student Grievances](#)
- [Eligibility for Intercollegiate Athletics](#)
- [Eligibility for Student Activities](#)
- [Student Conduct and Discipline](#)
- [Grading Symbols](#)
- [Credit/No Credit Grading](#)
- [Administrative Grading Symbols](#)
- [Repeating a Course](#)
- [Withdrawals / Renewal](#)
- [Enrollment Policy](#)
- [Class Attendance](#)
- [Holding of Records](#)
- [Enrollment Status](#)
- [Maximum Unit Load](#)
- [Add/Drop](#)
- [Leaves of Absence](#)
- [Returning Students](#)
- [Intrasystem and Intersystem Enrollment Programs](#)
- [Health Screening](#)

SOE DISPOSITIONS

PROFESSIONALISM:

1.1 Responsibility and Accountability

Acts ethically, responsibly, and with integrity; and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate

Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that

safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

ETHICAL PRACTICE:

2.1 Cross-Cultural Competence

Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn, and values human diversity and equity in the learning environment. Examines own biases and prejudices, and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration

Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

SHAPING CHANGE:

3.1 Inquiry and Innovation

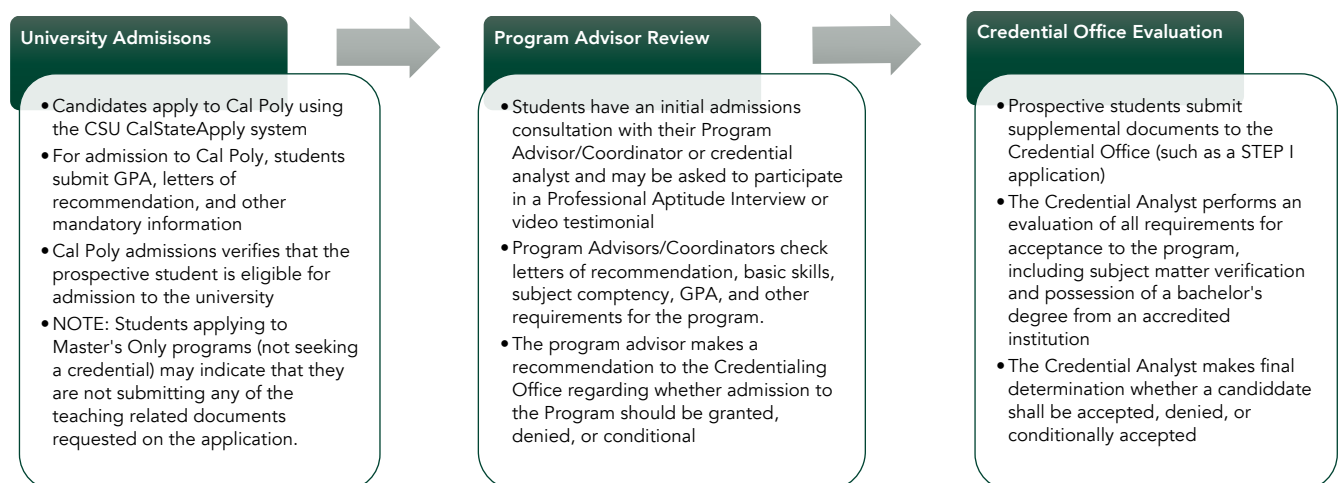
Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for themselves and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice

Seeks to understand their own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

SOE ADMISSIONS & EVALUATIONS

The application to all Cal Poly SOE accredited credentialing programs is a three-part process:



ACCREDITED DEGREES: In order to be accepted to CTC Accredited Credential Programs, candidates must possess a bachelor's degree from an institution of higher education that was regionally accredited at the time the degree was conferred. The Credential Office will verify that a candidate's bachelor degree is accredited during the initial evaluation.

BASIC SKILLS: In order to be accepted to CTC Accredited Credential Programs, candidates must provide evidence of Basic Skills proficiency. This is generally demonstrated through passage of the CBEST examination, but may also be demonstrated through qualifying ACT or SAT scores.

SUBJECT MATTER COMPETENCY: In order to be accepted to CTC Accredited Credential Programs, candidates must provide evidence of subject matter competency during the initial admissions consultation with the program advisor, and when completing the formal STEP I application for admission to the program.

If a prospective student has not completed subject matter competency, they may demonstrate evidence of having attempted or registered for the subject matter examination, or of making progress toward completion of a Commission approved subject matter preparation program and be granted conditional admission.

Full admission to the program is not awarded until subject matter competency is completed and verified, either through passage of the appropriate subject matter examination or through completion of a Commission approved subject matter preparation program.

PAIs: Applicants to the School of Education may be asked to participate in a Professional Aptitude Interview, or to submit a personal video testimonial (depending on the needs of each individual program). **ELAP applicants are to submit a 3-5 minute video which includes a personal introduction, and an explanation of interest in the ELAP program. Videos are to be uploaded to <https://assess.soe.calpoly.edu/index.php/893716/lang-en>.**

SCHOLARSHIPS: In order to be considered for scholarship awards, applicants must complete a Free Application for Federal Student Aid (FAFSA) and the School of Education Scholarship Interest Form, which can be found on the SOE website.

HOW TO APPLY - ELAP

1. Create a login on Cal State Apply at <https://www2.calstate.edu/apply>
2. Select the Program to which you wish to apply. The ELAP program is listed as a master's degree in the Cal Poly School of Education You can only apply to one program at Cal Poly at a time, but you can change the program at any time before submitting your application.
3. Complete the Four Quadrants of the application:

1. Personal Information

INCLUDES

- Legal and preferred name
- Legal sex and gender orientation
- Current contact information and permanent address
- Citizenship/residency information
- Race/ethnicity selections
- Language proficiency
- Current military and academic status
- History of academic infractions
- Parent education level

2. Academic History

INCLUDES

- History of all colleges attended (include community college, summer and distance courses)
- List of any related or required courses currently in progress or planned (courses not included on your transcript)
- GPAs
- Standardized test scores for ACT or SAT

3. Supporting Information

INCLUDES

- Information about employment, internship and volunteer experiences
- Upload of Basic Skills Requirement documentation (or qualifying ACT/SAT)
- Upload of CSET examination scores
- Upload of Certificate of Clearance
- Upload of Early Field Experience evidence
- Upload of clear tuberculosis test
- **NOTE: Candidates pursuing a Master's Degree ONLY may indicate that they are not uploading any of the teaching related documents**

4. Program Materials

INCLUDES

- Curriculum Vitae/resume
- Upload of all unofficial transcripts
- Contact information for three evaluators who will provide letters of recommendation
- Answers and assurances to supplemental questions

Supplemental materials may be uploaded to an application at any time before or after submission. Applicants are encouraged to submit applications as soon as possible to ensure submission deadline is met.

ELAP ADMISSION CRITERIA: Applications will be reviewed by program faculty once all documents have been received by the university and ELAP coordinator. **Preference for admission will be given to those applicants seeking BOTH the M.A. and the Preliminary Administrative Services Credential.**

ELAP ADMISSION CONDITIONS: Applicants accepted into the program will be notified via email and/or regular mail. Acceptance of admission indicates candidates accept all program requirements, including mandatory attendance at ALL program events (i.e. orientation, call sessions, commencement, etc.). Candidates will sign an attendance contract prior to the start of the program.

Because of the unique nature of the Fast Track curriculum transfer units (including those completed in other master's programs at Cal Poly) will NOT be accepted for credit in ELAP.

ELAP MASTER'S ONLY: Applicants may be admitted into ELAP to pursue an M.A. in Educational Leadership and Administration without working towards a credential if they already hold an Administrative Services Credential or do not wish to attain a credential. If admitted, candidates enroll in all ELAP classes offered **except for EDUC 518: Supervised Fieldwork.**

ELAP ADMINISTRATIVE INTERNSHIP PROGRAM: California does not provide an emergency administrative credential, but permits qualifying universities to prepare administrative interns. Cal Poly has been approved to offer an Administrative Internship Program for the certification of administrative interns.

All applicants must verify proof of a valid basic teaching credential or appropriate service credential and five years of teaching and/or related service. Documentation of an offer for an administrative position, and support for the internship from the superintendent of schools in the employing district or county office of education must also be verified.

Candidates must apply for the Preliminary Administrative Internship Credential to be enrolled in the Cal Poly Internship Program. Candidates will earn the Preliminary Administrative Services Credential while they serve in an administrative capacity.

The purpose of the Cal Poly Internship Program is to support the school districts and other educational institutions in an emergency administrative situation when a person with an administrative credential is not available to fill the position.

A few points about the Administrative Internship Program include:

- The administrative position may not displace a certificated employee.
- The district superintendent/designee must sign a contract to support the close supervision of the administrative intern.
- The administrative intern must register for three units of Internship Program fieldwork (Education 518) each quarter of university enrollment. This is in addition to the Cal Poly coursework needed to complete the Preliminary Administrative Services Credential. The candidate must qualify in all areas of application of the program.

For additional information please contact the ELAP program coordinator.

PROGRAM REQUIREMENTS

FORMAL STUDY PLAN: The Formal Study Plan for Master of Arts degree in Educational Leadership and Administration and/or the Preliminary Administrative Services Credential is created by the program coordinator and

signed by the candidate during the first quarter of the program. Amendments to the plan will be made if course modifications occur.

COURSE TIME LIMIT FOR ALL CANDIDATES: The university time limit for course completion is 12 months from the end of the quarter in which you enrolled in the course. Incomplete (I) or Satisfactory Progress (SP) grades will automatically revert to Failure (F) or No Credit (NC) grades at that time if coursework has not been satisfactorily completed and the course change submitted to the Academic Records Office by the instructor.

PROGRAM TIME LIMIT FOR MASTER'S DEGREE CANDIDATES: All coursework for the master's degree is normally completed within the 11- month Fast Track format. However, in extenuating circumstances, candidates may be granted additional time to complete program requirements.

FIELDWORK/INTERNSHIP: ELAP students who enroll in the California Preliminary Administrative Credential Program or the Administrative Internship Program are required to participate in significant field experiences in K-12 settings that are designed to bring theory to practice. The experiences address major standards authorized by the California Preliminary Administrative Services Credential and include intensive experiences both in the day-to-day functions of administrators as well as in longer-term policy design and implementation in culturally diverse settings. Candidates are required to prepare a minimum of one artifact that demonstrates mastery of each standard for the California Preliminary Administrative Services Credential as specified by the California Commission on Teacher Credentialing. The must also prepare a reflection paper indicating how the artifact/experience has improved their ability to apply theory to practice. These artifacts and papers are included in candidates' electronic portfolios.

ELECTRONIC PORTFOLIO: The electronic portfolio is the primary instrument for collecting and assessing candidate materials such as tests, papers, projects, case studies, and other related assignments. Using a simple PowerPoint program, candidates use hyperlinks to link the portfolios to documents produced for the master's and credential programs. At the end of spring quarter, candidates are required to submit a storage device (preferable a flash drive) that contains the portfolio and all supporting documents.

The portfolio contents as well as the portfolio itself are reviewed and graded by program faculty. Candidates must achieve a passing grade ('B') on both the content and format of their portfolios to graduate from the program. Candidates who fail to meet these requirements will placed on probation and given reasonable time to rectify deficiencies and/or raise their grade. Such circumstances automatically trigger a counseling session with the program coordinator. Failure to rectify deficiencies and/or raise grades will results in a candidate's dismissal from the program.

PROGRAM COURSEWORK

(1) Educational Leadership & Administration Program Sequence

The table below outlines the current course sequence in Educational Leadership (subject to change):

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
EDUC 471: EDUC 512: Organizational Theory EDUC 513: Leadership and Decision Making EDUC 518: Supervised Fieldwork* EDUC 586: Introduction to Inquiry in Education	EDUC 471: EDUC 515: Curriculum and Program Evaluation EDUC 516: Personnel Supervision and Evaluation EDUC 518: Supervised Fieldwork* EDUC 589: Educational Research Methods	EDUC 510: Finance and Resource Allocation EDUC 511: Law and Governance EDUC 518: Supervised Fieldwork* EDUC 519: Professional E-portfolios for Educational Leaders EDUC 542: Administration of Special Programs EDUC 570: Selected Advanced Topics in Education	EDUC 587: Foundations and Policy EDUC 588: Education, Culture and Learning EDUC 590: Research Applications in Education

**Required only if candidates pursue BOTH the master's degree AND Preliminary Administrative Services Credential concomitantly*

(3) Overview of ELAP Coursework Descriptions

EDUC 510 Educational Finance and Resource Allocation (4)

Financing public schools in America: Historical and current sources and types of funding. District level and site level funding and budgeting including priorities and purchasing procedures. Financial implications of personnel contractual obligations. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 511 Educational Law and Governance (4)

Legal aspects of school administration including unions, collective bargaining and contract administration. Governing roles of federal, state, and local agencies including boards and district administrators. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 512 Educational Organization and Management (4)

Principles of organization, management, and leadership and their relationship to educational effectiveness and productivity. Activity experience in the application of management theory in schools. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 513 Educational Planning and Decision Making (4)

Concepts of planning and decision making in educational administration including administrators' responsibilities associated with decision making roles in public schools. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 515 Educational Program Management and Evaluation (4)

Supervision, management and evaluation of educational curriculum and educational programs. Current trends in program management including mapping, monitoring, alignment. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 516 Educational Personnel Management and Evaluation (4)

Principles and processes for the supervision and evaluation of certificated and classified staff including legal, research, and professional considerations. 3 seminars, 1 activity.

Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP). 17

EDUC 518 Administrative Services Fieldwork (3)

Supervised fieldwork in school administration for supervision at the elementary and secondary level. Assignments must encompass an entire school year and must involve some multicultural experience. Total credited limited to 18 units, only 9 of which may be applied towards master's degree. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 519 Professional e-Portfolios for Educational Leaders (1)

Students present exemplars of professional practice keyed to standards for the California Preliminary Administrative Services Credential. Class meets two (2) times per quarter. Faculty meet individually with students as to address portfolio development on a case-by-case basis. Credit limited to one (1) unit. Credit/No Credit grading.

Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 542 Administration of Special Programs and Services (4)

Principles and practices of organizing and administering special education, reading, counseling, and other support programs. Assessment and placement procedures, middle management's role, overview of specially funded programs, historical precedents and future trends. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 586 Introduction to Inquiry in Education (4)

Introduction to professional literature search techniques and to professional organizations as a basis for educational inquiry. Explanation of social construction of knowledge, and the philosophical basis of quantitative and qualitative research. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 587 STEM Education Leadership (4)

Synthesis of ELAP course work to develop models and strategies for creating capacity within schools and school districts to support world-class STEM education. Action research paper required. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 588/500 Education, Culture and Learning (1)

Cultural characteristics of educational institution and practice. Review of theory and research relating to the social and organizational context in which learning and teaching takes place. 2 seminars. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP). 18

EDUC 589 Research Methods and Analysis in Education (4)

Compare and contrast educational research methods to develop a plan, which demonstrates a student's knowledge of basic research methodology, integration and application of descriptive and inferential statistics to research designs, computer technology. 4 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 590 Research Applications in Education (4)

Application of research techniques to problems in education and human services. Students will be involved in applied research. 2 seminars, 2 activities. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

(4) Policy on Course Availability & Time to Completion

CAL POLY POLICY ON CONTINUOUS ENROLLMENT: Effective Fall Quarter 2009, Cal Poly adopted a [Continuous Enrollment policy](#) for all graduate programs. Graduate students are required to maintain continuous enrollment from the time of first enrollment in a graduate program until completion of the degree. Continuous enrollment is defined as being enrolled during Fall, Winter, and Spring quarters each year, unless the student has formally applied for a Leave of Absence, as defined in the University catalog (Medical Leave; Planned Educational Leave).

COHORT MODEL: Because the SOE utilizes a cohort model for most programs, courses are typically offered only one-time per academic year. Candidates are encouraged to follow the Cohort Model as fully as possible in order to expedite the completion of their degree. If needed, certain courses can be taken as an independent study at the discretion of the program faculty and with Program Coordinator approval.

PART TIME ENROLLMENT: Cal Poly SOE programs do not offer a formalized part-time option. In some circumstances, students may request a decelerated path to a master's degree and/or a credential. This path needs to be determined with the Program Coordinator prior to beginning the program and a suitable course schedule outlined with the approval of the Program Coordinator. Because most courses are only offered once

per academic year, once the decelerated program is established, a student must continue with the planned course sequence through completion of the program.

LEAVES OF ABSENCE: If students need to take extended absences (e.g., more than 2 weeks) from a program, they will need to formally apply for a Leave of Absence. Cal Poly recognizes Leaves of Absence for reasons related to medical or educational needs. [Leave of Absence policies](#) are outlined in the University Catalog.

TIME TO COMPLETION: Cal Poly Graduate Education Policy requires that a student shall complete all of the graduate work in the formal study plan within the seven-year period preceding the date when all the requirements for the degree have been met.

EDUCATIONAL LEADERSHIP PROGRAM COMPLETION & CREDENTIAL APPLICATION

ADVANCEMENT TO CANDIDACY FOR MASTER'S DEGREE CANDIDATES: Advancement to Candidacy recognizes that candidates have demonstrated the ability to operate at and sustain a level of scholarly competence that anticipates successful completion of the degree. The ELAP coordinator will submit the Advancement to Candidacy form on your behalf.

REQUEST FOR MASTER'S DEGREE EVALUATION: Master's degree candidates are required to submit the Request for Master's Degree Evaluation Form during spring quarter. The request form can be obtained from the Research and Graduate Programs website at: <http://www.registrar.calpoly.edu/sites/registrar.wcms.calpoly.edu/files/forms/ReqGradEval.pdf>. This process is the application for graduation.

APPLICATION FOR CERTIFICATE OF ELIGIBILITY OR PRELIMINARY ADMINISTRATIVE SERVICES: Upon completion of the program, candidates are eligible to apply for a recommendation for a preliminary credential. Once candidates apply for a recommendation, the Credential Analysts perform a final check of all requirements and update the Credential Office Evaluation documentation for each student.

For Preliminary **Administrative Services** Credentials, the evaluation includes (but is not limited to) the following:

Credential Office Evaluation (ELAP)

Name: _____

SSN: _____

Date of Birth: _____

Evaluations: Completed by: _____ Date: _____
Completed by: _____ Date: _____
Completed by: _____ Date: _____
Completed by: _____ Date: _____
Recommended for Credential by: _____ Date: _____
OR Recommended for Cert. of Elg. by: _____ Date: _____

Pre-Requisite Credential

Notes: _____

- ☐ Clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or equivalent, and holds English learner authorization OR
- ☐ Clear or life California designated subjects teaching credential in adult education, career technical education, vocational education, or special subjects, AND possession of a baccalaureate degree and English learner authorization OR
- ☐ Clear or life California services credential in pupil personnel services, health services, 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.

Experience

- ☐ Five years of successful, full-time teaching experience with an employing agency 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 OR
- ☐ Appropriate combination of the above

☐ Accredited Bachelor's Degree

Institution: _____ Date: _____ Accr: _____

☐ GPA: _____

☐ Official Transcripts

Institution: _____

Institution: _____

☐ Letters of Recommendation

Name: _____ Date: _____

Name: _____ Date: _____

☐ Basic Skills Requirement (CBEST)

☐ Taken (Date: _____) ☐ Passed (Date: _____)

Health Screenings

☐ TB ☐ Rubella

☐ Verification of Employment (CL 777)

Verification of an offer of employment in a full or part-time administrative position in an employing agency. (If a candidate has satisfied all other requirements but does not have an offer of employment, the program shall recommend for a Certificate of Eligibility).

This form includes Level 1 privacy data and MUST be treated with Level 1 security.

PARTICIPATION IN SURVEYS & FEEDBACK

RATIONALE & IMPORTANCE: Across the field of education, a growing number of accreditors and government regulators are requiring demonstration of evidence-based decision making in schools and programs. In addition to these requirements, the SOE is firmly committed to engaging in on-going continuous program improvement and self-reflection. The desire for student and stakeholder voice in these decision-making processes leads to an increasing request for survey feedback.

Well-designed surveys provide important information and insights that cannot be captured by GPAs, completion rates, and direct data alone. Surveys help the SOE to identify the root causes and contexts behind the successes and struggles of our teacher candidates, leading to better education and training for future teachers.

SOE COMMITMENT TO STRATEGIC AND EFFICIENT SURVEYS: The SOE respects and appreciates the time and attention that you put into giving survey feedback. We recognize, however, that carefully crafting and developing survey responses can be laborious and may lead to 'survey-fatigue'. Thus, the SOE is committed to engaging in strategic, efficient, and purposeful survey efforts.

The Cal Poly School of Education will only request survey feedback that is strategically designed to have an immediate and purposeful impact on our decision making.

Additionally, the SOE often administers surveys at the request of external agencies, including the CTC, Cal Poly, or research groups. The SOE recognizes that these requests are important (and often required as part of our accreditation), but we maintain our commitment to minimize over-surveying and to eliminate surveys might be redundant.

TYPES OF SURVEYS IN SOE: Students and stakeholders should expect to receive requests and reminders to respond to the following, highly-important surveys:

- **Quarterly Course Evaluation Surveys** – Administered through the Campus Climate system and overseen by the Cal Poly department of Academic Personnel. Course evaluations provide direct feedback about instructional faculty. Instructors receive all data and comments after grades have been posted each quarter.
- **Quarterly Clinical Practice Evaluation Surveys** – Surveys may be sent to Candidates, Site Supervisors, and University Supervisors to request feedback about Clinical Practice. Data from these surveys is used to improve the Clinical Practice program and to provide training and workshops for Site Supervisors and University Supervisors.
- **ELAP Exit Survey** – Required survey for candidates upon completion of the program. Data from this survey is used to improve the overall Educational Leadership & Administration Program.
- **Alumni Survey** – A Cal Poly survey that tracks the career and employment rates of our alumni.

COLLECTING, STORING & SHARING DATA: The Cal Poly SOE follows all university policies for storing and handling survey and evaluation data. Data that contains respondents' names, email addresses, or identifying information is only visible to the SOE Director, Assessment Coordinator, and other key staff involved in the survey process. Aggregated data is shared with Program Coordinators, grant coordinators, and instructors for the purpose of analyzing trends and planning trainings and support. Comments may also be shared, although the SOE Staff makes an effort to remove identifying information. Students should always be aware that their comments may be shared and should not disclose any personal information in their comments unless they are comfortable with that information being distributed.

COMMITMENT TO DIVERSITY & INCLUSION

The Cal Poly School of Education is committed diversity and inclusion in all its recruitment, admissions, hiring, instructional, and Clinical Practice practices. Our commitment to diversity and inclusion is grounded both in our accountability to CTC and Cal Poly policies, as well as our core principles as educators which call on us to support equity, access, and respect for all learners, and to train future professionals who uphold these principles for the betterment of the field of education, and society at large.

The faculty and students of the Educational Leadership and Administration Program (ELAP) are committed to creating and maintaining a learning community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

STUDENT RESPONSIBILITIES: Students who enroll in SOE Programs should be prepared to practice diversity and inclusion consistent with the Cal Poly [Diversity Objectives](#), [Statement on Diversity](#), and [Non-Discrimination policy](#).

Students who enroll in CTC Accredited Programs should be prepared to demonstrate diversity and inclusion practices in accordance with CTC [Program Standards/TPEs](#), [Common Standards](#), dispositions, and policies, as a requirement for being recommended for a credential.

Some of the ways that SOE candidates may be expected to demonstrate diversity and inclusion in their coursework and Clinical Practice experiences include:

- Demonstrating and applying **knowledge of diverse learners**, including: prior experiences, interests, socio-emotional learning needs, funds of knowledge, cultural backgrounds, language, and socioeconomic differences.
- Utilizing **student-centered strategies for planning and implementing instructional activities and/or student support programs**, including Universal Design of Learning (UDL), Multi-Tiered System of Supports (MTSS), Specially Designed Academic Instruction in English (SDAIE), Social-Emotional Learning, and other research proven practices for differentiation.
- Demonstrating effective **professional and inclusive communication skills** for engaging diverse students, families, community partners and stakeholders.
- Creating physically, mentally, intellectually, and emotionally healthy and culturally responsive **learning environments and/or classroom management plans**.
- **Recognizing and appropriately addressing intolerance**, harassment, bullying, racism, sexism, and gender-discrimination, as well as supporting students experiencing discrimination, marginalization, trauma, and homelessness.
- Recognizing **personal preconceptions and biases** and being aware of how those biases may impact professional practice as an educator.
- Understanding and applying **theories and principles of diversity and inclusion in the field of education**, including: Culturally Responsive Teaching, Cultural Sustainability, Restorative Practices, the breadth of marginalized communities, Growth Mindset, asset models, and the moral and ethical use of power and privilege.
- Participating in fieldwork and **Clinical Practice Experiences at diverse school sites** that expose the candidate to the wide-range of California diversity, including: race, culture, language, socio-economic, and students receiving Special Education services.

FACULTY & STAFF RESPONSIBILITIES: Faculty and Staff affiliated with the SOE and CTC Accredited Programs should practice diversity and inclusion consistent with the Cal Poly [Diversity Objectives](#), [Statement on Diversity](#), and [Non-Discrimination policy](#). Faculty and Staff are evaluated on demonstrating current knowledge and skills, and on-

going professional development and continuous improvement, in relation to evolving practices around diversity and inclusion.

ACADEMIC STANDING

GRADES**

Incomplete (Authorized): An Incomplete signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons and that there is still a possibility of earning credit. It is the student's responsibility to bring pertinent information to the instructor who determines the means by which the remaining course requirements are satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated. The student is not permitted to re-enroll in the course to complete course requirements. If the student does re-enroll, the original grade of I is counted as an F (or NC) and the re-enrollment is processed as a repeated course.

The instructor designates terms of the contract and length of time allowed to complete work, not to exceed one year. Failure to complete the assigned work results in the I being counted as equivalent to an F (or NC) for grade point average computation. All remaining grades of I are changed to F (or NC) at the time the student's degree is awarded.

Report in Progress (RP) Grades: The grade of RP is used in connection with courses that extend beyond one academic term. It indicates that work is in progress and has been evaluated and found to be satisfactory to date, but that assignment of a grade must await completion of additional work. Work is to be completed within a time period stipulated by the instructor. The RP symbol shall be replaced with the appropriate final grade within one year for all courses or will convert to an F for graded courses or NC for CR/NC-only courses.

There is an exception for graduate degree theses or project courses (539/596/598/599) for which the time may be up to seven years, but may not exceed the overall time limit for completion of all Master's degree requirements (AS-647-06). Failure to complete the assigned culminating experience work will result in the RP, only in these courses, being converted to an NC (AS-443-95).

Earned D+ or Lower: If a student earns a D+ or lower, the course can be retaken with the permission of the student's program and both grades will be averaged into the Formal Study Plan. Alternately, if the course is not required, it can be removed from the Formal Study Plan and replaced with a suitable alternative.

Repeating a Course: Students may enroll in a course for credit more than once only if the catalog course description states that the course may be repeated for credit. An exception to this policy allows the repeating of a course in cases where a grade of D or F was received. Unlike the undergraduate policy at Cal Poly, a graduate student repeating a course cannot qualify for the removal of a lower letter grade from the overall GPA calculation on the student's transcript. See the Earned D+ or Lower section above for more information.

Credit/No Credit Grading: Courses which are offered only on a credit/no credit basis also satisfy the unit requirement if a credit grade is earned. The equivalent of an A or a B (including a B-) is required to earn credit in such courses (AS-8-76). Graduate students may elect to take courses that are not part of their Formal Study Plan on a credit/no credit basis.

GRADE POINT CALCULATION FOR GRADUATE DEGREE**

Satisfaction of the GPA requirement for the conferring of the Master's degree requires a GPA of 3.0 or more in the courses taken in the Formal Study Plan. Repeating a course does not remove a lower letter grade from the overall GPA calculation on the student's transcript.

ACADEMIC PROBATION**

A student who is enrolled in a graduate degree program in conditionally classified or classified standing may be placed on academic probation for failure to maintain a **cumulative** grade point average of at least 3.0 (grade of B on a scale where A = 4.0) in all courses in the Formal Study Plan for the degree.

A student who has been admitted as post baccalaureate classified in order to pursue a [CTC accredited] credential program shall be subject to academic probation for failure to maintain a **cumulative** grade point average of at least 3.0 in all units taken in the credential program.

School of Education Conditions for Removal of Academic Probation: A student will be removed from academic probation when their cumulative GPA meets the minimum requirement for the program in which they are enrolled. In addition, while on academic probation, a student is expected to maintain a minimum **quarterly** GPA of 3.0. If a student who has been placed on academic probation earns a GPA below 3.0 in a quarter, and their cumulative GPA does not meet the program minimum requirement, they may be subject to academic disqualification.

ACADEMIC DISQUALIFICATION**

A graduate or post baccalaureate student who has been placed on academic probation may be disqualified from further attendance in a program by action of the Dean of the College (or the Dean's designate) in which the student is enrolled and in consultation with the Dean of Graduate Education for any of the following reasons:

1. The conditions for removal of academic probation are not met within the period specified.
2. The student goes on administrative probation while on academic probation.
3. The student is subject to administrative probation for the same or similar reason for which the student has been placed on academic probation previously, although not currently in such status.

When such action is taken, the student is notified via email from the Dean of Graduate Education that includes an explanation of the basis for the action. Disqualification may be either from further registration in the program or from further enrollment at the University as determined by the Dean of Graduate Education.

ADMINISTRATIVE PROBATION**

A graduate student may be placed on administrative-academic probation by action of the Dean of the College (or the Dean's designate) in which the student is enrolled for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of study in two successive quarters or in any three quarters. (Note: a student who is on an approved Leave of Absence is not subject to administrative-academic probation for such withdrawal.)
2. Repeated failure to make progress toward the stated degree or program objective when such failure appears to be due to circumstances within the control of the student.
3. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students (for example, failure to complete a required campus or program examination, failure to complete a required practicum, failure to complete a required internship, failure to comply with professional standards appropriate to the field of study, failure to make satisfactory progress in the academic program, etc.).

When such action is taken, students are notified via email and are provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

ADMINISTRATIVE DISQUALIFICATION**

A graduate student who has been placed on administrative probation may be disqualified from further attendance in a program by action of the Dean of the College (or the Dean's designate) in which the student is enrolled and in consultation with the Dean of Graduate Education for any of the following reasons:

1. The conditions for removal of administrative probation are not met within the period specified.
2. The student goes on academic probation while on administrative probation.
3. The student is subject to administrative probation for the same or similar reason for which the student has been placed on academic probation previously, although not currently in such status.

When such action is taken, the student is notified via email from the Dean of Graduate Education that includes an explanation of the basis for the action. Disqualification may be either from further registration in the program or from further enrollment at the University as determined by the Dean of Graduate Education.

SOE ACTION PLAN PROCESS

In addition to the Cal Poly Graduate Education Handbook and policies indicated above, the SOE utilizes a collaborative Action Plan process to engage educator candidates, faculty, university supervisors, cooperating teachers, or administrators (as appropriate) in a documented system of support and improvement.

When a faculty member, supervisor, cooperating teacher, or administrator identifies an area of concern (through regular data monitoring, key assessments, written or verbal communication, or fieldwork observations) which is either significant enough, or repetitive enough, that the concern cannot be resolved through 1:1 coaching with the candidate, they may prepare a memo of documentation for the Program Coordinator, which initiates the Action Plan process. The concern may be related to academic preparation for post-baccalaureate and/or graduate studies, the SOE Dispositions for the profession, the California TPEs or Standards required of educator candidates, or other stated degree or program objectives.

In an Action Plan, the Program Coordinator, candidate, faculty member, supervisor, cooperating teacher, or administrator (as appropriate) work together to collaboratively communicate the concerns and steps necessary for growth, and to document specific action steps needed to show improvement, as well as the timeframe within which the changes must occur. A follow-up meeting is scheduled at the end of that timeframe to discuss progress and next steps.

Failure to complete needed improvements outlined in the Action Plan within the timeframe established may be considered repeated failure to make progress toward the stated degree or program objectives and may result in Administrative Probation or Disqualification (as described in items 4 and 5 above).

**Source: Cal Poly Graduation Education Student Handbook

STUDENT GRIEVANCE PROCESS

SOE GRIEVANCE PROCESS: The SOE offers students a variety of opportunities to share feedback and address concerns about the SOE, its programs, and the Clinical Practice experience. The SOE Student Grievance process is designed to support and empower students to resolve issues within the unit, before triggering a full Cal Poly grievance process. If the SOE Student Grievance process does not resolve an issue, students are encouraged to utilize the campus resources under the Cal Poly Student Grievance process. (*Amended 2017-2018*)

- **General Feedback** – Students in the School of Education are given regular opportunity to share concerns through quarterly Climate Surveys and evaluations. These surveys and evaluations are an opportunity to provide feedback to the SOE for the purpose of improving elements of our programs. They are not designed to address time sensitive issues or individual student-instructor relationships. Students should be aware that every attempt is made to protect their anonymity, however the entirety of comments and feedback provided in these surveys and evaluations **may be** shared with SOE faculty and staff.

- **Academic/Grade/Dismissal Grievances** – Students are encouraged to discuss academic, grading, and dismissal related issues with the appropriate **Program Coordinator**. If the Coordinator is unable to resolve the grievance, students may appeal to the SOE Director (see below).
- **Clinical Practice/Fieldwork Experience Grievances** - Students with concerns about the Fieldwork Experience (such as Site Supervisor or University Supervisor placements) are encouraged to direct those concerns in writing to the **Lead Fieldwork Supervisor**. The Lead Fieldwork Supervisor will record and monitor the recurrence of concerns, communicate with ELAP Coordinator and facilitate in determining if urgent issues require immediate resolution. If the ELAP Coordinator is unable to resolve the grievance, students may appeal to the SOE Director (see below).
- **Appeal to the SOE Director** – Any concerns or grievances that cannot be addressed within the programs may be appealed to the SOE Director in writing. The SOE Director will review the appeal request, schedule meetings as appropriate, and provide a written response with the final determination of the unit. Student meetings with the SOE Director **should not** be scheduled without first submitting a written request for an appeal.

CAL POLY GRIEVANCE PROCESS: The University provides students with a variety of mechanisms to address student grievances or concerns. In all such matters, the University encourages students to attempt to resolve their grievances or concerns at the source of the issue (i.e., with the professor, department chair or administrator, or college associate dean). The Office of Student Rights and Responsibilities, at 805.756.2794 is available to any campus community member to assist with identifying and clarifying appropriate campus policies and procedures for addressing student grievances or concerns. For general questions about grievances, contact the Office of Student Rights and Responsibilities, at 805.756.2794. The following list contains the offices or programs designated to address the more common student grievances at the University:

- **Grade Grievances** – The Fairness Board: Contact the Academic Senate Office, 805.756.1258 (See University Policies (<http://catalog.calpoly.edu/universitypolicies>) page for more detail on the functions of this Board)
- **Individual Student Misconduct** – Office of Student Rights and Responsibilities, 805.756.2794 (See Student Affairs (<http://catalog.calpoly.edu/academicsupportandcampuslife/studentaffairs>) page for more detail on the functions of this office)
- **Student Club Misconduct** – Office of Student Rights and Responsibilities, 805.756.2794 (See Student Affairs (<http://catalog.calpoly.edu/academicsupportandcampuslife/studentaffairs>) page for more detail on the functions of this office)

STUDENT RECORDS & PRIVACY

The Cal Poly School of Education protects student privacy in accordance with federally mandated FERPA guidelines and Cal Poly records management and information security policies.

Some student information must be shared with partner school districts and the California Commission on Teacher Credentialing in order to maintain our accreditation and secure Clinical Practice placements for candidates.

Cal Poly students and graduates have access to their official academic records and transcripts through the office of the Cal Poly Registrar. Students and graduates can also view their unofficial academic records and progress through the online My Poly Portal system.

Students have access to view their credentialing records (such as submitted supplemental documents, credential evaluations, and program completion) through visit or request to the Cal Poly SOE Credentialing Office. **The Credential Office is unable to provide students with photocopies of submitted documents (such as transcripts, TB tests, or other records).** Students should be sure to maintain copies of all materials for their own records.

The SOE Credentialing office maintains additional digital records and checklists for all students in the MS/SS programs, which are stored in a database server in Cal Poly's secure data center.

The SOE Credentialing office maintains physical records and checklists for all credential candidates in accredited programs. These physical records are kept on file in the Credential Office during enrollment. Upon program completion, the files are moved to a secure file room in locked filing cabinets with access limited to Credential Office staff. Credentialing files are shredded after 7 years of inactivity.