KALMANOVITZ
SCHOOL OF
EDUCATION

EDUCATIONAL LEADERSHIP PROGRAM HANDBOOK

Tier I Preliminary Administrative Services Credential and
Educational Administration Master of Arts Degree

Updated August 2014

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INTRODUCTION

THE EDUCATIONAL LEADERSHIP PROGRAM

Founded in 1977, the Educational Leadership Program at Saint Mary's College has trained hundreds of educational administrators who are serving throughout California and other areas. While the content and the structure of the Educational Leadership Program have changed, the program's orientation has remained the same. We strive to teach emerging school leaders how to integrate theory and current research into effective school leadership. We are working to prepare a new generation of leaders who will work to improve schools so that every child can be successful.

The program consists of faculty members who have demonstrated their skill, courage and vision in their work as leaders in public and private school systems. The close working relationships between the faculty and the candidates are a hallmark of the Educational Leadership Program.

THE LASALLIAN TRADITION:

"Enter to Learn, Leave to Serve"

In 17th century France, education was accessible only to those who were wealthy. Children of the poor or working class were not afforded the same educational opportunities as those from wealthy families. John Baptist De La Salle was a young priest from a wealthy family who was determined to give the rich and poor the same education for free. He started training a small group of teachers working with poor children in what eventually became a movement in educational reform. This reform came at a cost to De La Salle. He was ridiculed and disowned by his family. He was fined and condemned by authorities for threatening the existing educational and social systems.

In order to help the poor and underprivileged, De La Salle's vision was to make teaching a vocation. He wanted to provide training for teachers so that they could be equipped to help the neediest students. He also was a pioneer in developing technical schools and reform schools for delinquents. Under his leadership, the LaSallian tradition began. Today, there are over 1,000 LaSallian schools worldwide dedicated to De La Salle's vision of social justice, student centered learning, practical education, and educational excellence.

Saint Mary's College of California rests on a foundation of nearly 350 years of LaSallian tradition in education. As a student in the School of Education, you are a part of that tradition.

SAINT MARY'S COLLEGE
KALMANOVITZ SCHOOL OF EDUCATION
EDUCATIONAL LEADERSHIP PROGRAM (ELP)

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THE MISSION STATEMENT

The mission of the Saint Mary's College Educational Leadership Program is to prepare highly qualified educators to meet the challenges and opportunities of education in our rapidly changing society and enable them to provide enlightened and competent leadership as we begin the 21st century.

The Educational Leadership Program will provide:

- **HIGH QUALITY INSTRUCTION** using a relevant, state approved objective based curriculum conveyed through a variety of inter-active strategies and learning experiences, all of which will enable candidates to demonstrate that they are prepared to be effective leaders in the areas of communication, management, leadership, and curriculum & instruction.

- **FOCUS ON REALITY BASED ASSIGNMENTS AND PROJECTS** which open doors for candidates to develop and demonstrate their skills and abilities in local schools and districts: preparing candidates to assume wider responsibilities and new leadership roles.

- **COLLEGIALITY AND SUPPORT** among candidates and instructors to build a nurturing learning community that supports mentoring and networking.

LEARNING OUTCOMES

- Candidates will engage in issues of school leadership relating to schools and school systems. This engagement is grounded in academic coursework and collaboration with school site and district staff as well as community stakeholders.

- Candidates will demonstrate the ability to work through the difficult ethical and legal decisions confronting school leaders.

- Candidates will develop the capacity to engage in critical inquiry about education and its relationship to society.

- Candidates will engage in research as a means to lead change in teaching practices, site management, and district management.

THE COURSE FOR CREDENTIALING IN CALIFORNIA

California school and district administrators (with the exception of superintendents) who supervise certificated employees are required to possess the Administrative Services Credential. The ASC has two levels: the Preliminary Administrative Services Credential and the Clear Administrative Services Credential.

Through the ELP, you will work towards qualifying to apply for your Preliminary Administrative Services Credential. After completing the coursework, you will need to apply to the State of California for a Certificate of Eligibility. Although the ELP cannot award you a credential, the ELP will confirm that you completed our fully accredited program and recommend that you are eligible for administrative work. Only after you are hired as an administrator in California will you be able to apply for the Preliminary Administrative Services Credential. The Clear Administrative Services Credential must be obtained within 5 years of an administrator beginning his or her first assignment in a position requiring an administrative credential.

1. The Preliminary Administrative Services Credential Program at Saint Mary's College is a 24-semester unit program, which can be completed in two semesters plus one summer. These first 24 units also apply to the College's 35-semester unit Master's degree program in Educational Administration.

2. The faculty of the Educational Leadership Program is a group of highly trained practitioners who have served as administrators in California schools, school districts and county Offices of Education. Faculty responsibilities range across many administrative roles. Some faculty members are recently retired administrators who serve as consultants in education.

3. Students take the following courses to complete the 24 unit program:

   Employee Management and Supervision (3)
   Leading Curriculum and Instruction (3)
   Introduction to Educational Leadership and Administration (3)
   Research to Lead an Educational Community (1)
   Budgets, Resources and Facilities, Schedules (2)
   Education Law, Regulations and Policy (3)
   Special Needs Students: Leading and Managing Programs (2)
   Supervised Field Experience in Administration (3), normally completed over a semester
   Technology in Leading and Managing (1)
   Executive Communication Skills for Educators (3)

   When all of the courses listed above are completed, with a satisfactory grade, the candidate is approved to receive a Certificate of Eligibility, which authorizes her or him to work as a school administrator in California.

4. Classes meet an average of two to three Saturdays a month during the fall and spring semesters. The hours of instruction on Saturdays are from 8 a.m. to 5 p.m.

5. Field Experience: Candidates will work with a faculty advisor and a supervising administrator to design and implement an experience, which will provide exposure to the tasks of school administrators and an opportunity to utilize the knowledge and skills acquired in the Educational Leadership Program. Field Experiences will most likely include work at several school levels and with at least one setting at a location with a diverse student population. Candidates are required under state accreditation standards to demonstrate a lengthy list of competencies. Fieldwork occurs in the second semester of the program. Most candidates will need to continue their fieldwork into the summer to meet all of the requirements of the California Commission on Teacher Credentialing. A copy of the Fieldwork Experience Handbook will be provided to each candidate for review and reference.

THE RESPONSIBILITY OF THE PROGRAM TO THE CANDIDATE

1. Prepare candidates to assume a leadership role in education.
2. Assist candidates in the clarification of their career goals.
3. Explore ways in which we can be of service to our candidates and graduates and their respective school communities.

THE RESPONSIBILITY OF THE CANDIDATE

AS A CANDIDATE IN THE EDUCATIONAL LEADERSHIP PROGRAM AT SAINT MARY'S COLLEGE, I WILL:

1. Attend all classes and any other mandatory events. Should an emergency force me to miss a class session or a class weekend, I will inform the teaching instructor(s) and the Program Assistant prior to my absence.

   I understand that makeup of missed class session(s) and/or weekends shall be through attendance of the _same_ session on campus. I understand that it is my sole responsibility to make all of the arrangements with the instructor and Program Assistant to request an Incomplete, any necessary extensions of the Incomplete, to make up the missed session. In very rare cases an **Instructor may request on my behalf** that the Director allow me to make up a class through independent study. In order to maintain equity for all students, this type of request is rarely approved and when it is approved it is usually for reasons such as: a documented stay of the candidate in a hospital, the death of a spouse, or a documented disaster, which has closed all roads from the candidate's location to the college. These requirements are strict for two important reasons. First, every class session has objectives that the state requires candidates learn in this program. Second, the profession of school leaders is demanding and communities do not accept excuses for school leaders who are not present or who do not perform in a professional and ethical manner.

2. If I miss a class session for an approved reason and the makeup work is satisfactory, under SMC policy the highest grade I can receive is a "B".

3. Be on time to all class sessions. If I am more than 10 minutes late the instructor may reduce my grade or count my tardiness as a missed class.

4. Read all texts and readings as assigned. If I have difficulty in purchasing the texts I may borrow the books from the college library or through interlibrary loan. Books may be ordered by phone and charged against Visa or MasterCard. The SMC Bookstore phone number is 925-631-4373. The Bookstore will ship the books to me. If I am unsure of the edition or ISBN and are considering ordering a text from another retailer, I will contact the SMC bookstore to verify that I am ordering the correct title and edition.

5. Complete each assignment in a fashion that demonstrates a high degree of professional commitment and integrity and return it to the instructor by her or his deadline. Any late work will likely receive a reduced grade. I will not email my work, unless the instructor has given me permission to do this.

6. Prior to the due date, call or email instructors if I will be late with an assignment.

7. Understand that my evaluation from the instructor is private and my evaluation of the instructor will also remain private.

8. Pass the California Basic Educational Skills Requirement (CBEST) examination by end of 1st semester in the program, if I intend to earn a credential. If I have any questions as to my ability to qualify for the credential, I will contact the Director of Assessment and Accreditation at/of the SMC Kalmanovitz School of Education as soon as possible.

9. Develop to the greatest degree possible, the knowledge of and the ability to use the skills and competencies taught in the program.

10. Alert the Director or Assistant of any problems or obstacles to my success in the program.

11. If continuing on from the ELP Tier I program to the Educational Administration Master of Arts degree program, sign up and pass the Writing Proficiency Exam (WPE) within the first term of enrollment. Passing the WPE is required for unconditional admission to any Kalmanovitz School of Education (KSOE) master's program.

12. Timely completion of your degree is expected. Per the _Graduate and Professional Student Handbook_:

    > It is expected that students will make steady progress toward the completion of their degree. Therefore, students receiving the bachelor's, credential or master's degree have five years to complete their program; Students receiving the doctoral degree have eight years. Extensions may be granted by the dean of the school, but students may be held to new standards and/or asked to verify currency in any coursework taken more than five years prior.
    >
    > Understand that the academic policy of Saint Mary's College is that students are expected to make steady progress toward the completion of their credentials or master's degrees. Therefore, a five (5) year maximum is permitted for completing programs. This ensures that the coursework is current and still relevant to their professions.

THE TIER I CREDENTIALING PROCESS

Congratulations on being admitted to the Educational Leadership Program in the Saint Mary's College School of Education. Your goal is a Preliminary Administrative Credential and this information is designed to give you the information you need to make the credential process as easy and efficient as possible.

It is the job of the Director of Assessment and Accreditation to recommend you to the California Commission on Teacher Credentialing (CTC) when you have completed your academic program and fulfilled all other credential requirements. The following pages explain both the process and the current requirements.

Read this section carefully. You will **not** get a credential until you have fully satisfied all of the State of California requirements which are in effect on the day you submit your application. Unlike college policies, state standards are set by law and these laws and regulations change from time to time. You will be held to the legal requirements in effect on the day your application reaches CTC, not those in effect at the time when you began or even when you finished your program at Saint Mary's College.

If you have any further questions, please contact the Credential Office, located in the Kalmanovitz School of Education building. However, before you do, please make sure you have looked to see whether the answer to your question is in this section.

PRECONDITIONS FOR ENROLLING IN THE TIER I PROGRAM:

Administrative Credential programs are limited to those who already hold either a valid California basic teaching, a Pupil Personnel Services, a Health Services, a Library Media Teacher, a Clinical or Rehabilitative Services and/or a valid Designated Subjects credential with a baccalaureate degree. A printout of your credential from the CTC online credential lookup site (www.ctc.ca.gov) or copy of your valid credential to the KSOE is a precondition for entering the program. If you feel you have special circumstances or wish to pursue the degree without the credential, please contact the Program Coordinator or Director and the Credential Analyst.

ADMINISTRATIVE PROGRAM TIER I REQUIREMENTS:

The requirements for completion of the Tier I program are:

1. Completion of the California Basic Educational Skills Requirement (CBEST)
2. Possession of an appropriate and valid California prerequisite clear credential
3. Verification of five years full-time experience under the prerequisite credential
4. Completion of all of the required coursework for the Tier I program.

Each of these items is fully defined and the documentation needed to satisfy them is specified in the Administrative Services Credential Requirements section in the second part of this manual.

BEGINNING THE CREDENTIAL APPLICATION PROCESS

During your final semester in the **credential** program, you will receive by email a credential packet with the instructions and forms necessary for starting your credential recommendation process. If you do not receive the email, please contact the Credential Office.

WHEN CAN YOU APPLY FOR YOUR CREDENTIAL

You have not completed the program until all your course grades are posted to your Saint Mary's College transcript. Passing course grades must be B- or better. You can check the status of your transcript using GaelXpress. GaelXpress is an important tool that you need to have access to during your course of study at the KSOE. If you do not have access to GaelXpress, contact Ronda Levy immediately (925-631-4690) to get access.

Please remember that whenever your last class meeting may occur, your credential cannot have an initial date earlier than the OFFICIAL end of the TERM in which you took your last course. This fact can be especially significant in summer terms, when the semester does not end until sometime in August, even if your last class meeting was in June. Under those circumstances, your credential will date from the end of August, whenever your class meeting may have concluded.

Each term grades are normally not due from faculty until the Wednesday after the last official day of the term. The Registrar's Office then needs time to post the grades to every transcript, so in most instances grades are available on GaelXpress one week after the official end of term. You may work with your course instructor to have a grade posted early and that can result in early processing of your credential recommendation, but it will NOT change the initial date on which your credential will be valid

RECOMMENDATION PROCESS

Once a student has provided the documentation required to complete the Credential File, the file will then be passed onto the Program Director for verification of program completion. If the credential program has been completed, the Program Director will so indicate and return the file to the Credential Office. If the Program Director has any concerns or the program has not been completed, program approval will be denied until the concerns are resolved. A recommendation will not be made to CTC without the Program Director's sign off. In general, this process takes a few days, although it may take longer during break periods.

When Program Director's approval has been given, and all other documentation is complete, a file is ready for mailing to CTC. At that point, and only at that point, will completion letters be issued by the Credential Office.

ADMINISTRATIVE EMPLOYMENT AND THE CERTIFICATE OF ELIGIBILITY (COE)

In many instances, at the time when you have completed the credential program you will not yet have an offer of administrative employment. However, you are still eligible to receive an Administrative Services document called the Certificate of Eligibility (COE). The most important aspect of this document is that it verifies that you are fully qualified to seek employment as an administrator. The Certificate has no expiration date and remains valid as long as your prerequisite credential is current. **It is important to apply for the Certificate as soon as you finish the program as it verifies the CTC's recognition that you are eligible to be hired as an administrator.**

The first district to employ you as an administrator will convert your Certificate of Eligibility to a Preliminary Administrative Credential. The district personnel office should forward your Certificate of Eligibility, a statement including your starting date as an administrator and one-half the current application fee to CTC.

If you have an administrative job offer at the conclusion of your Tier I program, Saint Mary's can recommend you for the Preliminary Administrative Credential. In this case, you will need to supply the Credential Office with a statement from the employing district, using the Verification of Employment as an Administrator Form that specifies your start date as an administrator.

PREREQUISITE CREDENTIAL CURRENCY

The Commission will not accept an Administrative Services recommendation unless your prerequisite credential has at least **six months** of validity remaining. This policy protects you from having to pay two fees for your new Administrative Credential within one year. If your perquisite credential does not have more than a year of validity you need to renew the document online at the CTC website (www.ctc.ca.gov). It takes about 10 working days for your renewal to be processed by the CTC.

EXTRAORDINARY CIRCUMSTANCES

During a student's program there may be an instance when specific, extraordinary circumstances make it impossible for the student to comply with certain School of Education Credential Office procedures. In that event, the student must make a cogent and convincing written request to the Dean of the School of Education for an exemption to the Credential Office procedure. The Dean will make a decision in consultation with the Program Director and the Credential Analyst in as timely a manner as possible.

The student needs to understand that the School of Education may not waive, modify or exclude any CTC requirement or regulation for a credential.

CTC ADDRESS AND PHONE NUMBER

CTC is the final authority in the credentialing process. On occasion, you may wish to contact the staff of the CTC for information, though this Handbook and the Credential Office should be your first resources. The Commission address is listed below.

Commission on Teacher Credentialing
P.O. Box 944270
Sacramento, CA 94244-2700
(888) 921-2682 (toll free) **web site: www.ctc.ca.gov**

The best way to contact the CTC is by email.

REQUIREMENTS FOR AN ADMINISTRATIVE SERVICES CERTIFICATE OF ELIGIBILITY

The Administrative Services Certificate of Eligibility certifies that the holder has completed a Tier I Administrative Services Program and is eligible to seek employment as a school administrator in California. The following requirements must be met before applying for an Administrative Services credential in California.

A. Definition of Program Completion

Before a recommendation for any credential can be made, the student must complete the courses which make up the Saint Mary's Administrative Services Tier I program. **All courses in the program must be completed with a grade of B- or higher**. The program is designed to provide the student with an Administrative Services Certificate of Eligibility upon completion of all Tier I courses along with the fulfillment of all the non-program requirements listed below.

1. "In Progress" and "Incomplete" Grades

It is also the student's responsibility to ensure that all incomplete, in-progress and incorrect grades are completed or corrected in a timely fashion. **Incomplete grades will automatically become an "F" (or Fail) if the work is not completed by the middle of the following long term**. You **may not** be notified of this deadline after the Incomplete grade has been issued. It is your responsibility to complete your work in a timely fashion. You may file for an extension of your Incomplete if you have sufficient cause, but you must do so before the time the Incomplete has turned into a failing grade in the course.

In Progress grades, unlike Incomplete grades, are final grades and will remain on your Saint Mary's College transcripts. In order to clear an In Progress grade you should consult the Program Director.

2. Degree Program and Credential Program Completion

Since the additional work required for the Masters of Arts Degree in Educational Administration is NOT part of the CTC-approved Preliminary Administrative Services Credential Program, completion of the Masters is neither a prerequisite for nor a part of the credential application process. Please refer to the School of Education Catalogue for information on how to make sure your degree is posted.

3. Residency Requirement

If less than one half of a student's Administrative Services program was taken at Saint Mary's, then the college residency requirement has not been met and the Credential Office will not formally recommend the student for the credential. It should be noted that neither competence evaluations nor challenged courses may be used to meet this residency requirement.

Students who fall into this category will need to consult jointly with the Director of Assessment and Accreditation and their Program Director. In some cases, their application can still be forwarded to CTC, but it must be done under an appeal process rather than by the normal recommendation process. The appeal process need not negatively impact the chances of getting the credential, if, as part of the appeal process, Saint Mary's can state, via the Director of Assessment and Accreditation's signature, that the work the applicant has done meets the same standards and equivalencies as those offered in the Saint Mary's program.

4. Transfer Course Work:

Approval for any transfer courses or program changes should be obtained in writing from the appropriate faculty member at the time of admission to the program. It is the student's responsibility to ensure that original transcripts supporting any transfer credit are on file with the Credential Office at the time of application. It is not permissible to use transfer credit for EDAD 349, the field experience component of the program.

B. Completion of the Basic Skills Testing Requirement

Demonstration of proficiency in basic skills (reading, writing and mathematics) is a requirement that **must be met prior to recommendation for the credential.** As of January 1, 2007 SB 1209 established some additional routes in addition to the CBEST exam to fulfill this requirement. All the routes are described below.

Basic Skills Testing Options

CBEST: At the moment, CBEST is the best option for fulfilling this requirement. Unlike other examinations taken to meet credential requirements, the CBEST score DOES NOT have a five-year time limit. Once passed, the score is valid for the life of the holder. If a student would like help in preparing for the CBEST, in addition to the preparation workshops available in the area, the web site www.skillstutor.com provides help on increasing basic skills in writing, reading and math at a reasonable cost. The current registration fee for the CBEST is $41. CBEST is offered six times a year, once every two months.

CSET for Multiple Subjects Plus Writing Skills Examination: Under this option, a writing skills exam, similar to the current CBEST writing component, has been added to the CSET Multiple Subjects exam. The Writing module costs $35. It is only valid in combination with the other three parts of the CSET Multiple Subjects exam.

Exams from other States: The Commission staff is in the process of verifying which states offer Basic Skills exam requirements for their teachers. Once the study is complete, candidates who have passed such an exam in one of those states will only need to provide proof of passage of the exam to verify completion of the California Basic Skills Requirement.

There is also an option limited to CSU graduates who passed a specific set of exams that waived the need to participate in certain remedial math and English courses. If you feel this option may apply to you, please contact the Credential Analyst.

It is the student's responsibility to have proof that one of these options for the Basic Skills requirement, has been fulfilled and is on file in the Credential Office before a credential recommendation can be made.

C. Verification of Prerequisite Credential

All Administrative credentials depend upon a prerequisite credential. Acceptable prerequisite credentials include basic teaching, Pupil Personnel Services, Health Services, Library Media Teacher, Clinical or Rehabilitative Services and/or a valid Designated Subjects credentials with a baccalaureate degree. Students, as part of the recommendation process, must provide the Credential Office with a copy of their Summary of Application Status and Credentials Held page from the CTC lookup function (www.ctc.ca.gov) or copies of all credential held.

If the student's basic credential will expire **in one year or less from the time a recommendation is to be made** for an Administrative document, the student needs to renew the basic credential on line at the CTC website immediately. The renewal process takes about 10 working days. Once earned, the Administrative credential will expire on the same date as the student's prerequisite credential(s), unless a life document is held, in which case the credential will be issued for five years.

D. Verification of Employment under the Prerequisite Credential

Before recommendation for the credential, the student must have completed five years of successful, full-time experience in public schools, nonpublic schools, or private schools of equivalent status under the prerequisite credential. Full-time service means service for at least a minimum day for three-fourths of the total days in the school year. **Substitute and part-time service does not apply**. The service need not be consecutive nor have been in California.

The student must obtain one or more signed Verification of Experience forms from the employing school district(s) stating that the student has fulfilled this requirement. If the student has taught in more than one district, a letter from each is required, up to the five year minimum. The letter(s) verifying the service needs to be signed and dated after the employment has occurred. Signed contracts for employment through the school year or letters stating a person will be employed through the end of a school year are not acceptable.

REQUIREMENTS FOR A PRELIMINARY ADMINISTRATIVE CREDENTIAL

In addition to the requirements for an Administrative Services Certificate of Eligibility noted above, the applicant must also have a firm offer of employment in a position requiring an administrative credential.

A. Offer of Employment

Verified by completion of the Verification of Employment as an Administrator form, the candidate needs to provide proof of a job offer for an administrative position. The date that employment will begin MUST be noted on the form. It is important that the student apply for the Preliminary Credential before employment actually begins. The initial date of employment will determine the date on which the Administrative Services Credential becomes valid.

It is the student's responsibility to get a signed copy of this form to the Credential Office before a recommendation for a Preliminary Credential will be forwarded to CTC.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL ADMINISTRATION

The program consists of the courses listed in the 24 unit program described above as the Preliminary Administrative Services Credential and an additional 11 units: Introduction to Action Research (3), Research Framework and Design (3), Data Collection and Analysis (3), and Synthesis for School Leadership (2). Additionally the candidates will formally present their action research at the leadership colloquium, a public event, with their peers and faculty as attendees.

When all of the courses listed above are completed, with a satisfactory grade, a candidate is eligible to be recommended by the faculty for a Master of Arts degree in Educational Administration.

THE GRADING PROCESS

Grades within the program are:

"A"	Outstanding Work
"A-"	Very Good Work
"B+"	Above Average Work
"B"	Average Graduate Level Work
"B-"	Work is not quite up to the expectations for graduate level work
C, D, or F	Work is below graduate level work and the course must be retaken for the units to count at SMC towards a credential or degree
"Do Over"	Not complete and Not acceptable. Subject to the instructor's approval, this work may be competed for a grade of a C or a B- or a B
"I"	Incomplete. It is the candidate's responsibility to make up the work within the short deadline allowed by the college.
"IP"	Work for the course is "In Progress". In the Educational Administration degree program, this grade applies to the Synthesis for School Leadership Project
"P"	Passing grade. Pass is considered "B" or better
"W"	Withdrawal from the course

"A" goes beyond the requirements of the task, clearly identifying all-important elements of the task, giving clear examples, using excellent prose, and showing unusual insights into the nature of the task and the resolution of problems encountered.

"B" substantially completes the requirements of the task, identifying most important elements of the task, giving examples, and showing some insights into the nature of the task and the resolution of problems encountered.

"Do Over" represents a limited completion of the task, little insight into the nature of the issues involved, an inadequate use of examples and/or supporting evidence and/or poor writing skills.

"I" Incomplete grades are given when a class assignment has not been submitted to the instructor for grading in time to meet the grade deadline as set by the Registrar of the College. In this situation, it is the responsibility of the candidate to contact the instructor and make arrangements for submitting the work.

When a candidate knows that he/she would like to receive an "I" in a course, it is the CANDIDATE'S RESPONSIBILITY to obtain from the School of Education ELP Program Assistant a REQUEST FOR AN INCOMPLETE GRADE form, complete the form and return it to the Program Assistant, prior to the grade deadline set by the Registrar. Failure to submit the above form for an "I" Incomplete may result in the grade of "F" for the course. If a candidate receives a grade of "F", the candidate is required to retake the course in a future semester and pay all applicable tuition fees again for that course.

If a candidate has an "I" that will extend beyond the allowed time for that course, and **if the work has not been completed and graded**, it is the responsibility of the candidate to obtain from the School of Education ELP Program Assistant a petition form for petitioning to extend the Incomplete. On this form, it is necessary to list the appropriate semester in which the candidate registered for the course, the course number and title, and the reason why the candidate petitioned for an extension of the Incomplete. **Failure to submit this petition for extension of an "I" results in the grade of "F" on the candidate's transcript, which can only be removed by registering and paying for the class again.** This petition is due in the Office of the Registrar prior to the mid-term of the next semester. Check with the ELP Program Assistant, for the exact date of the deadline.

MISCELLANEOUS INFORMATION

TUITION AND FEES

AS OF JULY 2014

The tuition for the Educational Leadership Program is determined by the college.

The tuition is subject to change each academic year.

TUITION	FEES
Present Tuition per unit (2014-2015)	$910.00
Other Fees in Program: Application Fee (with application.	$50.00
Late Registration Fee (waived for Semester I students, only)	$100.00
MA Degree processing Fee (for Master's Degree)	$125.00
Ordering transcripts from Registrar	$5.00 each
Order online at: National Student Clearinghouse (https://www.studentclearinghouse.org)	

PAYMENT: All tuition/fees are made on a semester basis. Tuition and fees are payable by personal check or cash at the time of registration. Each term, you will receive an "eBill" sent to your SMC email address. NOTE: you will be unable to register for classes for the next term, unless your account is paid in full each term.

Students are not able to register until the ELP Program Assistant has received an application and the Program Director and Director of Assessment and Accreditation have signed the Admissions Compliance Checklist after reviewing the following documents:
- Original BA or BS transcript with degree posted or original foreign transcript evaluation
- Copy of a current and valid California prerequisite clear credential

- Copy of CBEST Transcript copy card
- Verification of Employment as proof of five years prior employment on the prerequisite credential
- Current TB Test Clearance Report (test taken within last 4 years)

Once admitted into the program, a letter will be sent to the student indicating receipt of the application and letting them know of items yet to be received. Other items, such as letters of recommendation and CBEST results may be mailed following the mailing of the application to facilitate initiation of the registration process. Registration is not possible without receipt of an application and documents listed on the Admissions Compliance Checklist.

FINANCIAL AID

The services of the Financial Aid Office on campus are available to graduate students to help them apply for any loans, grants, and scholarships for which they are eligible. These include California Guaranteed Student Loans, Stafford Loans, and Veterans Administration Loans. Matters concerning Financial Aid should be directed to that office at 925-631-4370. Saint Mary's programs are G.I. Bill approved. Any inquiries concerning G.I. Loans should be directed to www.gibill.va.gov or (800) 827-1000. Assistant Registrar Lyone Conner (925-631-8004) is the G.I. Liaison for SMC.

REDUCED TUITION FOR TEACHERS IN CATHOLIC SCHOOLS

A reduction of tuition is provided by the Kalmanovitz School of Education (KSOE) for those who are full-time teachers and/or administrators in Catholic K12 schools, colleges or universities. This 50 percent (50%) tuition reduction applies to six (6) units taken in any academic year-3 units per semester. It is based on the current tuition rate. To claim this tuition reduction, a Catholic School Educator Tuition Waiver Application must be submitted for each academic year in which the candidate applies for the reduction. The appropriate representative of the Catholic facility must sign the application. The Catholic School Educator Tuition Waiver Application form is available from your Program Assistant.

THE CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)

All candidates who would like to earn a California Preliminary Services Credential are required to have passed the CBEST examination before entering the second semester of the Educational Leadership Program. It is recommended that the CBEST be taken as early as possible to ensure fulfillment of this requirement.

The CBEST examination is not required for those candidates who are getting the Master's degree only and who do not plan to work in K-12 public schools.

CLASS LIAISON

This is a unique and valuable role for one who serves as the Class Liaison. The Program Director will meet with your cohort to discuss this role. It is a vehicle by which the candidates' views and concerns can be made known and their questions answered in a collegial framework. It provides the candidates with the opportunity to take part in the ongoing process of improving the Educational Leadership Program.

The Class Liaison is expected to take the initiative to contact the Program Director to inform him/her of any concerns or issues that the Liaison feels the cohort shares.

CAMPUS FACILITIES

All of the campus facilities are available to those enrolled in the graduate programs. These include the SMC Library, the Computer Research Center in the Library, the SMC Bookstore, tennis courts and swimming pool. Please call these facilities for time schedules.

PARKING PERMITS

During the academic year, parking permits are mandatory. You can apply for a parking permit on-line at http://www.stmarys-ca.edu/commuter-student-parking. Applications for parking permits are also available through Public Safety at (925) 631- 4282 or at the front gate. There is currently no charge for a parking permit. You may receive one parking permit for each of your cars.

LIBRARY HOURS AT SAINT MARY'S COLLEGE

(Times are for when undergraduate programs are in session. For all other periods of time, please call the library 925-631-4229 to verify their schedule.)

Monday through Thursday	7:30 a.m.– 1:00 a.m.
Friday	7:30 a.m.- 6:00 p.m.
Saturday	10:00 a.m.– 6:00 p.m.
Sunday	10.00 a.m.– 1:00 a.m.

The library is closed on holidays. Please check the hours during Thanksgiving, Christmas, New Year and Easter breaks. Library telephone number is 925-631-4229. The library is available 24 hours a day online at   http://library.stmarys-ca.edu/

Reference/Information assistance is available at the library Reference Desk, by phone (925) 631-4624, text message or IM.   Check the Library's "Ask Us" link for details: http://library.stmarys-ca.edu/ask-us/ Extended assistance by appointment is also available. Contact the subject librarian for your major or any of the Reference librarians for an appointment. Or, if you'd prefer, you can provide the contact link information for your Subject Librarian, which can be found at this link: http://library.stmarys-ca.edu/about/staff/selectors.html.

STUDENT CODE OF HONOR

Saint Mary's College expects every member of its community to abide by the Academic Honor Code. According to the Code, Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community. Violations of the Code include but are not limited to acts of plagiarism. For more information, please consult the *Graduate & Professional Student Handbook* at http://www.stmarys-ca.edu/graduate-professional/graduate-and-professional-student-handbook.

STUDENT APPEAL POLICY FOR KALMANOVITZ SCHOOL OF EDUCATION

Information regarding student appeals can be found in the SMC *Graduate & Professional Student Handbook*.

STUDENT DISABILITY SERVICES

Reasonable and appropriate accommodations, that take into account the context of the course and its essential elements, for individuals with qualifying disabilities, are extended through the office of Student Disability Services. Students with disabilities are encouraged to contact the Student Disability Services Coordinator at (925) 631-4164 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website: http://www.stmarys-ca.edu/node/3342

CALENDAR

Please contact the ELP Program Assistant Ronda Levy 925-631-4690 or ral5@stmarys0ca.edu, to receive the latest KSOE academic calendar and for registration information. Although we make every attempt to provide an accurate academic calendar, the program's calendar is subject to change depending on the availability of rooms, faculty, and enrollment.

The college's website calendar is published for undergraduates. Please follow the ELP academic calendar for this program's graduate students, not the college's calendar for undergraduates.

THE CURRICULUM

COURSE SYLLABI

Course syllabi were developed by the faculty and approved by our program-accrediting agency.

During each semester, our instructors will post syllabi online for you to review and to use as your guide to your learning as you progress through the program.

The statement below is intended to serve two purposes. First, it represents the consensus of the ELP faculty's beliefs about educational leadership. Second, the statement serves as a guide for us to assess our work and to envision program improvement.

What is Educational Leadership?

An Answer from the ELP Faculty

The faculty believes that today's educational leaders value, support, and enhance learning and teaching.

Educational leaders are sensitive and articulate communicators of a shared vision that is consistent with their beliefs.

Educational leaders possess essential knowledge based upon scholarship and experience. This expertise guides them as they apply their interpersonal and technical skills.

Using this knowledge and these skills with a positive attitude, educational leaders build a learning community, transform ideals into action, develop leadership in others, and work to improve learning for every child.

COMMUNICATION SKILLS IN THE ELP

The development of communication skills is an essential outcome of the program. The faculty feels that attainment of this outcome is demonstrated through effective active listening, self-expression, and small and large group participation. The indicators should provide guidelines to candidates for their participation.

Active Listening

- Attends to and is respectful of the person speaking
- Asks clarifying, focused, and probing questions that deepen or broaden the discussion
- Paraphrases content when appropriate and/or summarizes key points
- Aware of group and individual dynamics and responds appropriately
- Uses body language that demonstrates attentiveness to the speaker
- Respects speaker when speaker's views differ from those of listener

Self-Expression

- Speaks in large and small group discussions
- Presents ideas with clarity and organization, using appropriate forms of expression
- Communicates in statements that exhibit honesty, self-confidence, passion, and/or conviction
- Demonstrates understanding of audience
- Articulates personal opinions based on principles, which may differ from what is commonly accepted
- Utilizes language forms that effectively communicate the intended content to a given audience
- Expresses need for clarity or what one still needs to learn

Small Group Participation

- Assists the small group to complete its task
- Uses body language that demonstrates attentiveness to the group members

- Recognizes and respects the fellow participants in the group; assumes different roles to assist the group

- Encourages others to be successful in their work

- Demonstrates responsibility by following through on his or her part in the small group activity

- Stays on time and on task with the group as it is doing its work

- Challenges group to complete its task in a reflective manner

Large Group Participation

- Arrives on time prepared to learn and participate

- Remains attentive, respectful, and on task throughout the class session

- Shares self appropriately by contributing relevant information and/or experience

- Varies role in large group in support of group

- Demonstrates a proactive attitude toward learning through attentiveness, questioning, and contributing

- Exhibits leadership and management skills that assist the group

- Synthesizes points of discussion when appropriate

WRITING SKILLS IN THE ELP

Effective written communication is essential for today's leaders and managers. ELP faculty members expect candidates to communicate their ideas in written form with clarity, coherence, and correct usage—in assignments, projects, and other ELP-related communication.

The following list outlines the writing standards of the ELP

- The topic or theme is clearly identified

- Ideas are well developed with details, evidence, and/or analysis to support the contentions

- Ideas are related and presented coherently

- Words are used appropriately

- The language engages the reader

- The writing is appropriate for the intended audience

- Syntax is clear and easy to understand

- There are no errors in spelling, punctuation, and grammar

- All major components are clearly formatted and labeled

ACADEMIC WRITING EXPECTATIONS

All students are expected to follow writing guidelines set forth by the America Psychological Association (APA). For the best authority on APA format, please review the latest Publication Manual.

You can also receive help from the Reference Librarian at the SMC library, Margaret Brown-Salazar. Her phone number is (925) 631-4188. Margaret's e-mail address is mbrownsa@stmarys-ca.edu

FIELD EXPERIENCE

Please see the *Field Experience Handbook* for information about this course:
EDAD 349 Supervised Field Experience in Administration (3) (completed over a semester)
Prerequisite: Completion of nine or more units in the ELP Tier I program

Candidates have the opportunity to practice each of the skills they have learned in their preparation to lead a school community through supervised, planned activities in partnership schools which will be in a variety of settings and at least one of which will be in a setting with a diverse student population. Plans are developed in conjunction with a college advisor, the district employed supervisor, and the candidate. Each student develops a program portfolio, which documents the candidate's reflective, self-analytical formative assessment and the candidate's record of professional, intellectual, and personal growth using artifacts from the field experience. The college advisor, the district employed supervisor, and the candidate assess this portfolio at the end of the semester. As part of these fieldwork experiences, the district employed supervisor and the college advisor assures that the candidate practices shared decision-making techniques and is engaged in activities that examine long term educational policy issues. The college advisor, the district employed supervisor, and the candidate collaborate throughout the course to conduct formative and

summative assessments using the Collaborative Competence Assessment Tool. At the end of the course, this tool will be used to determine if the candidate has met all of the objectives of the course.

FIELD EXPERIENCE COURSE OBJECTIVES

Through the fieldwork experience, the candidate will:
- Utilize a variety of strategies for professional instruction and provide multiple opportunities to learn and practice the Candidate Competence and Performance Standards in Category III, including opportunities to observe administrative practices in diverse settings.
- Accept field experiences which have responsibilities, closely related to the job performance requirements of administrators.
- Reflect and report on how her/his field experiences relates to the content of the Educational Leadership coursework.
- Work under the guidance of the district employed supervisor.
- Participate in intensive field experiences where at least one placement is in a setting in which the candidate performs a wide range of the typical responsibilities of a full-time administrator.
- Participate in authentic and significant field experiences in a variety of school levels and a variety of school settings, at least one of which involves a site with a diverse school population.
- Examine and participate in some aspect of a long-term educational policy issue at the site. (e.g. How to provide engaging, effective instruction of English Language Learners so that all students meet the level of performance mandated by federal and state goals.)
- Accept guidance, assistance, and feedback from the district employed supervisor and the college advisor
- Meaningfully participate in the coordination between the candidate's college advisor, district employed supervisor and the candidate in an effort to provide the candidate with the best possible field experience.
- Reflect and respond to feedback from the supervising administrator and the district employed supervisor as they accurately and fully describe the candidate's strengths/weaknesses and provide constructive suggestions for improvement.
- Participate in providing input to the final field experience evaluation, made by the district employed supervisor with the involvement of the college advisor. This includes both formative assessments and a summative assessment, using the "Candidate Competence Assessment Tool as a guide.
- Practice using shared decision making techniques learned in several courses in the Educational Leadership Program while completing his/her field experience placement.

- Learn to manage the use of technology to improve the instructional program.
- Utilize technology to foster effective and timely communication to all members of the school community.

Through the Field Experience ePortfolio assignment, the candidate will:
- Develop a professional portfolio, which documents:
  a. The candidate's reflective, self-analytical formative assessment
  b. The candidate's record of professional, intellectual, and personal growth using artifacts from the field experience.
- Participate in assessing their field experience in consultation with the district employed supervisor and the college advisor.

THE COLLABORATIVE COMPETENCE ASSESSMENT TOOL

The Collaborative Competence Assessment Tool is an evaluative document based on the Standards of Quality and Effectiveness for Administrative Services Credentials developed by the Commission on Teacher Credentialing (updated 2009). It is used in the formative and summative evaluation of candidate performance in the field experience course. The college advisor, the district employed supervisor, and the candidate will work together to assess the competencies of the candidate through the use of this tool.

MOODLE

Some of your class work is completed online using Moodle (GaelLearn) web based system. Please be sure to clarify with your professors, which activities are "online class work" and which activities are "homework". You should expect approximately four hours of online work for each Saturday you meet with your professor.

TASKSTREAM AND E-PORTFOLIO

Throughout their program of study, ELP students will use TaskStream (www.taskstream.com), which is an e-portfolio and assessment tool. Students will have signature assignments or key assignments, which are regular course assignments that are completed and evaluated on TaskStream. In addition, the final electronic portfolio (e-portfolio) will be created, evaluated and hosted on TaskStream. All of the assignments and evaluation methods on TaskStream are created by the faculty. The purpose for using TaskStream include increased

reporting options for the purposes of state accreditation, as all credential programs are required to anonymously report about student progress on the signature (or key) assignments. Student results data are always reported anonymously when reported beyond the scope of the related course.

Students will receive an email on their Saint Mary's College email account from TaskStream with their login information. This email will be sent at the beginning of their first semester in the program. Students will need to follow the instructions contained in this email in order to create their TaskStream account.

Questions regarding the use or access of TaskStream should be directed to the TaskStream help desk. Their business hours extend beyond normal business hours, so they are available to assist users on evenings and weekends. Please contact them at (800) 311-5656 or by email at help@taskstream.com. (It is advised to call as the response time is much faster.)

Your ELP e-portfolio is a cumulating project that provides evidence that you have mastered the standards for California administrators as set by the CTC. It is stored on TaskStream until you complete the program and can be transferred onto a disc for future reference. Training on how to build your e-portfolio will take place at the beginning of the spring term.

INTERNET AND SMC EMAIL

As an Educational Leadership student, you <u>MUST</u> continually check your Saint Mary's College, e-mail account to see if you have messages related to your Tier I work. If you are experiencing problems with your e-mail, please contact the ELP Program Assistant or call Saint Mary's College Information Technology Services (ITS) at 925 631-4266. The college library has computers available for you to use.

KEEPING CONNECTED TO THE EDUCATIONAL LEADERSHIP PROGRAM

A strength of the ELP is the cohort model. You will develop connections with your peers that will continue beyond your time at St. Mary's College. Another resource that you will have as a graduate of the ELP is the hundreds of practicing school leaders in the area. It is essential that you keep in contact with the ELP by keeping your information current. You will receive updates and emails from the ELP about news and career opportunities.

SAINT MARY'S COLLEGE OF CALIFORNIA

Kalmanovitz School of Education - KSOE

P.O. Box 4350

Moraga, California 94575-4350

925 631-4700 *(Front Desk)*

Useful Contact Numbers

For these contacts dial (925) 631- [then the extension listed]

Bookstore	4373	Operator	4000
Business Office	8001	Public Safety	4282
ITS Service Desk	4266	Registrar	4214
Library	4229	Program Assistant	4690
Student Disabilities	4358	Program Director	8605
Moodle Assistance	8554 (Rae Peralta)		