Educational Leadership

Fall 2014 Student Handbook

Master’s & Tier I Preliminary Administrative Service Credential

Revised August 2014
# Table of Contents

**Program Introduction**
- What is What and Who is Who .................. 1
- Graduate Student Information .................. 2
- Department Directory ............................ 4
- Council of Educational Leadership Students .... 5

**Organization of the Program:** ................. 6
- Critical Steps .................................... 7
- Necessary Steps to Get an MS .................. 8
- Course Sequence Fall Start ..................... 9
- Course Sequence Spring Start .................. 10
- Strands in Program .............................. 11

**Department Policies:** .......................... 12
- Keep Copies\Email .............................. 13
- Netiquette ...................................... 14
- Academic Dishonesty ............................ 16
- Factors Leading to Dismissal .................. 17
What is What? & Who is Who?

**Campus Wide ID Number (CWID):** This is an identification number that is assigned by CSUF. You will need this number to register, add or drop classes, turn in assignments, etc. It has nine numbers.

**Cohort:** This is a group of students who take classes together throughout the program.

**Credential Candidate:** This is a term used to describe students who are enrolled in the Tier I Preliminary Administrative Service Credential Program. The CTC uses this term.

**CTC:** This is an abbreviation for the CA Commission on Teacher Credentialing.

**Fieldwork:** This describes leadership experiences in which you will engage at your school site, district, or other education environment. These experiences provide hands-on leadership learning opportunities.

**Graduation Check:** Graduate candidates must pay a graduation/diploma fee and file a request for a grad check with the Office of Admissions and Records one full semester in advance of the date you wish to graduate. You cannot get your degree unless you do this.

**Mentors:** Mentors are current professional school administrators who hold valid administrative credentials in California and are qualified in supervision. They serve as volunteer coaches for credential candidates.

**Project:** This is the culminating activity of your degree program. In our program, the master’s project spans the entire program – from the 1st semester through 5th semester.

**Student Portal:** This is an online page used to access to email, courses, and university resources.

**Study Plan:** TA study plan consists of the classes taken in order to graduate. All students have a study plan on file before starting the second semester.

**Tier One - Tier I:** This is another name for the Preliminary Credential.

**TITANium:** This is the CSUF name for Moodle, a software package for producing Internet-based courses and web sites. Students access Titanium via the Student Portal. Course syllabi, course documents, assignments, and schedules are posted on Titanium. Both online and traditional classes use Titanium for communication purposes, for asynchronous class activities, and for the submission of assignments.

**University Fieldwork Supervisor:** The university fieldwork supervisor is a faculty member at CSUF who is responsible for assisting the student and mentor, assuring that all required forms are completed, and recording a grade for the fieldwork classes, also known as EDAD567.
Graduate Student Information

I. EXPECTATIONS OF GRADUATE AND CREDENTIAL STUDENTS
   A. High quality work
   B. Academic honesty
   C. Professional behavior
   D. Peer support

II. UNIVERSITY REGULATIONS FOR MASTER’S DEGREE
   A. Graduate Studies Office (MH103, 2618) approves study plans
   B. Graduate Regulations section of Catalog
   C. Study Plans:
      • No more than 9 units done prior to Classified Graduate Standing
      • Writing requirement
      • 30 units
      • No grade below C (That means no C-)
      • Minimum GPA of 3.0
      • No more than 9 units of transfer work
      • Successful completion of project
      • All work done within 5-year time limit
      • Continuous enrollment

III. REQUIREMENTS FOR CREDENTIAL
   A. Must have earned a master’s degree (CSUF Requirement)
   B. CSUF requires between 25-28 units with 3.0 GPA
   C. CTC Requirements:
      • Passing score on CBEST
      • Certificate of Clearance
      • BA and Teaching or equivalent Credential
      • Five years of successful, full-time classroom teaching in public or private schools or equivalent experience.
      • Meeting all Standards of Candidate Competence outlined by CTC.

IV. STUDENT SUPPORT SERVICES
   A. University-wide programs:
      • Counseling Center (657-278-2255)
      • Career Planning and Placement (LH208, 657-278-3121)
      • Financial Aid (UH 146, 657-278-3125)
      • Disabled Students (UH-101, 657-278-3117)
      • Adult Reentry Center (UH205f, 657-278-3928)
   B. Pollak Library: Check CSUF website for hours of operation
C. Department:
  • Department Office  (657) 278-4023, Fax (657)278-3110
    Monday – Friday 8:00am to 5:00pm
  • College of Education Office CP 500, (657) 278-3411
  • Credential Analysts Office, College Park  CP 740 (657)-278-3205
D. Cohort members and leader
E. Mentor-Administrators
  • Review roles of mentors
  • Review roles of students

V. SUMMER SESSION REQUIRED (Fall start: one summer; Spring start: two summers)
  A. Approximate dates 1st week of June – last week of July
  B. Face-to-face classes meet twice a week Monday/Wednesday
      OR Tuesday/Thursday
  C. Online/hybrid classes will have two face-to-face Saturday
      meetings during the summer session, in addition to their online
      work.

VI. FIELDWORK—See Mentor and Student Fieldwork Handbook
  A. Notification of final selection of mentor
  B. Assignment of university supervisor
  C. Fieldwork Handbook

VII. Project—See Project Guidelines (Master’s students only)
EDUCATIONAL LEADERSHIP PK-12
DEPARTMENT DIRECTORY
Mainline (657) 278-4023
FAX: (657) 278-3110

Dr. John Hoffman, Department Chair
(657) 278 –5871
jhoffman@fullerton.edu

Dr. Leigh Barton, Graduate Advisor
(657) 278-3187
lbarton@fullerton.edu

Pam Bellomy, Administrative Coordinator
(657) 278—4022
pbellomy@fullerton.edu

Dr. Daniel Choi, Faculty
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dchoi@fullerton.edu

Dr. Jennifer Goldstein, Faculty
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jengoldstein@fullerton.edu

Dr. Pamela Houston, Lecturer
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phouston@fullerton.edu

Tina King, Ed Leadership Advisor
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roliver@fullerton.edu

Dr. Natalie Tran, Faculty
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Dr. Estela Zarate, Faculty
(657) 278-7246
mazarate@fullerton.edu
COUNCIL OF EDUCATIONAL LEADERSHIP STUDENTS

- The council provides feedback to the department about issues of interest to student in the program.
- The council meets twice a year - specific dates are set each fall.
- Each cohort elects two representatives to serve on the council during the first month of starting the program.
- Service on the council can be counted toward your fieldwork.
- Between meetings representatives can contact the cohort leader or department chair to share information.
- The council is part of an on-going program evaluation and improvement system used by the department that includes: feedback from the council, analysis of end of course student ratings of instruction, advisory committee feedback, and follow-up studies of graduates and employers.
Organization
Of
The Program
Critical Steps in Completing Program/Degree

Apply to the University to enter the Degree Program

Have your study plan approved by the Graduate Office

Master’s Project

Grad Check Form

MASTER’S DEGREE issued by University

Apply to the Department to enter the Credential Program

Have your Form B, Fieldwork Plan approved by your University Fieldwork Supervisor

Evidence of meeting the CCTC goals required for each competency domain

PRELIMINARY Certificate or Credential issued by CCTC

Note: Students who enter the program with a master’s degree in a related field are not required to complete a second master’s degree
Necessary Steps to Earn a Master of Science in Education with a Concentration in Educational Administration

The steps outlined below are all absolutely necessary in order for you to graduate on time. It is your responsibility to assure that these steps have been accomplished. When in doubt contact the Department Office at 657-278-4023

 ✓ Declare a degree objective when you apply to CSUF. If you are not sure whether you declared a degree objective, you can check your online records or contact our Ed Leadership Advisor. If not, you will have to file a Change of Objective form.

 ✓ Study Plan. A student who meets the admission requirements and has a minimum 2.5 GPA in previous academic work may be granted classified graduate standing when the study plan is approved by the Graduate Office. During the first semester in the program, the department will send a study plan for each student to Graduate Studies. The study plan must include 30 units of course work. Course requirements include field experience and a project. No more than nine units of postgraduate work taken prior to classified standing may be applied to a student's master's degree program. Notification that classified standing is granted is sent to the student from Graduate Studies along with a copy of the approved study plan. If a study plan is not received by the student by the end of the first semester contact the department Ed Leadership Advisor for assistance. This is critical.

 ✓ Graduation Check. Application for graduation occurs prior to the beginning of the final semester. Specific deadlines are posted on the Graduate Studies website. The form is online in your Student Center under “other academics.” A graduation processing and diploma fee of $115 must be paid to the university cashier with the application for graduation. This is also critical if you want to graduate on time.

 ✓ Complete Project. Candidates must complete their project portfolios and present their research at the Annual MS in Educational Leadership Symposium and Interactive Poster Session (usually a Saturday in May).

 ✓ Complete All Coursework. An overall 3.0 GPA is required

 ✓ Complete Fieldwork Competencies. These are evaluated in the final EDAD 567 Fieldwork class. Your Competency Coversheets will be collected in that final semester.

 ✓ Commencement. See Commencement website for more information.
COURSE SEQUENCE: Fall Start

NOTE: Course sequence is the same for face-to-face and online delivery.

### CSUF Master’s Degree & Tier I Administrative Credential

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<thead>
<tr>
<th>Semester 1</th>
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<td>Fall Start</td>
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<td>→ EDAD 597 Project</td>
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COURSE SEQUENCE: Spring Start

NOTE: Course sequence is the same for face-to-face and online delivery.

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STRANDS THREADED THROUGH THE PROGRAM

There are five strands threaded through the program for Preliminary Administrative Service Credential (Tier I) and the Master’s Degree in Education with a concentration in Educational Administration. These strands are addressed in each course (see Syllabi).

♦ Research
The department expects graduates to be informed consumers of education research. Students must understand the standards for evaluating various types of research and the role of research in the continuous improvement of K-12 education. Our graduates will be able to use research, both the research published in the literature and research they conduct, to address the problems they encounter in their practice as professionals.

♦ Written Communication
Graduates of this program are expected to use the higher levels of Blooms’ Taxonomy in their writing. Written work should show that students have given thoughtful consideration to assignments. Students should not just parrot lectures or text material. Rather, students should be able to show that they understand the course content and literature by applying it to the real world and suggesting original interpretations of a topic. Writing should demonstrate that students address educational issues in ways that show critical analysis.

Graduate level writing will:
1. be responsive to the requirements of assignments;
2. be free of (or very limited) grammar or spelling errors;
3. be well organized using subheadings;
4. use academic language;
5. be presented professionally;
6. show understanding of interrelationships;
7. apply theory; and
8. follow APA (American Psychological Association) guidelines when applicable.

♦ Oral Communication
Graduates of this program are expected to make presentations to various groups in a way that communicates complex information that is readily comprehensible. Students will practice a range of oral communication styles varying from informal contributions in classes to formal presentations in classes and/or fieldwork settings.

♦ Professional Perspective
Graduates of the program will be familiar with professional organizations in the field of educational leadership and will have had opportunities to begin their participation in these groups. Graduates are expected to understand the norms and ethics of the profession and their implications for serving a diverse community. Professionals in education must be able to work in collaborative teams, and frequent opportunities are provided in courses for collaborative work with peers.

♦ Technology Skills
All students are required to have access to the internet and to access their CSUF email regularly. All assignments are submitted electronically. Students need to visit their TITANium course sites regularly for notices, assignment updates, and resources. Graduates of the program are expected to be able to use a variety of technology tools in their practice.
Department Policies
It is expected that every student use CSU Fullerton email and have access to the World Wide Web while they are enrolled in our programs. The University has computing facilities that can be used by students to e-mail and access the web. You should check your e-mail on a regular basis for messages from the faculty members and the department. You must also check your university portal for messages.

Your use of e-mail must be professional. Be careful because misunderstandings can develop quickly using e-mail; you cannot see the other person’s body language and hear the tone of their voice, nor can you adjust your responses to the mood of the other person. Also take note of the fact that e-mails may be forwarded to a wider audience than you intended.

### Preferred Mode of Communication

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<th>Routine Issues</th>
<th>Tense Issues</th>
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<td>Face to Face</td>
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### MANAGING YOUR CAMPUS EMAIL ADDRESS

All university email will be sent to your university email address which you are given when you enroll. If you have problems with this or other parts of the university web site call the help desk at (657) 278-7777.
Practice Good Netiquette: Think before you post

From Northern Arizona University: e-Learning Center
http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php

1. Avoid Offending Classmates

2. Keep Your Voice Down: USING ALL CAPITAL LETTERS online is the equivalent of yelling. Ouch! Instead, use HTML to bold or italicize text in your postings, or use *asterisks* around the text to be emphasized.

3. Avoid Sarcasm and Subtleties: Hearing spoken words, seeing people's faces and bodies while they talk, and reading dialogue on your computer screen can convey substantially different impressions. Keeping this in mind may help you realize that it's sometimes easier to sound insensitive and hurt someone's feelings or have them miss the point when you're communicating through text only. To counter this, be clear and straightforward with your language.

4. Just Wait: Assume any comment you read that sounds abrasive wasn't proofread for tone, and wasn't meant to offend. If you're upset, you might wait a little before posting a too-hasty reply that you'll regret later. Unless the author specifically says they're angry, assume otherwise and ask for clarification of their intent.

5. Make the Extra Effort to Be Courteous

6. Make it Personal: At the end of each posting, sign your name. It also adds a personal feel when responding to an individual if you address him or her by name.

7. Be Positive: It's good to express your opinions in discussions, but don't make disagreements personal. Agree to disagree in your exchanges of information and opinions. Keep your interactions with others friendly, especially when you're getting to know each other.

8. Be Aware of Culture: Be aware of cultural differences. If you suspect classmates might be from other cultures, avoid unexplained references that may not be understood or cause feelings of exclusion.

9. Use Emoticons: These little icons can be quite effective in supplying primitive facial expressions to supplement your words. If you prefer, use other more direct ways of being sure your intentions are known, for example, by adding phrasing like "just kidding," "no offense intended," or "this is my opinion." Here are just a few examples of emoticons:

   :-) = basic smile          ;-) = wink          :-D = big smile
   :-( = frown                :-o = oh, no!       :-P = tongue out

10. Write for Readability
11. **Change the Subject:** Always enter a new subject for each of your postings, even if you are making an additional comment on the same subject as those above yours. Leaving the default subject tells readers nothing about your particular topic. Unique subjects allow classmates to understand the flow of conversations and relocate particular postings without having to open every one.

12. **Not Too Little, Not Too Much:** One word or single phrase responses can seem curt and rude. Use complete sentences and clearly communicate your meaning. Conversely, postings of multiple screens of text can be overwhelming to read online. Compose offline, edit your musings, and consider making bullet points to aid classmates in getting to your point.

13. **What It’s About:** When replying to a posting, quote the part of the original posting to which you are replying to help classmates understand the context.

14. **Spell It Out:** With spellcheckers now available as add-ins for most popular Web browsers, there's no excuse for inadvertent typos. Also remember that trendy abbreviated spellings are best left outside of online classrooms.

15. **One Final Look:** After you compose a posting, take a moment to reread your text before submitting. If it's possible, reading out loud can be especially helpful. One final once-over can identify typos, misstatements, lack of clarity, or an unintended tone.

**What’s Written is Recorded:**
Remember that everything you post is recorded in most asynchronous online discussions.
Academic Dishonesty

From the University Catalog: Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill which he or she does not possess.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent or unauthorized means. Examples of cheating include, but are not limited to: using notes or aids or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, plagiarism as defined below, tampering with the grading procedures, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor.

Plagiarism is defined as the act of taking the specific substance of another and offering it as one’s own without giving credit to the source. When sources are used, acknowledgment of the original author or source must be made following standard scholarly practice.

The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. However, if circumstances prevent consultation with the student, the instructor may take whatever action, subject to student appeal, the instructor deems appropriate.

An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall:

1. Assign an appropriate academic penalty. This may range from an oral reprimand to an “F” in the course. To the extent that the faculty member considers the academic dishonesty to manifest the student’s lack of scholarship and to reflect on the student’s academic performance and academic integrity in a course, the student’s grade should be adversely affected. Suggested guidelines for appropriate actions are an oral reprimand in cases where there is reasonable doubt that the student knew that his or her action constituted academic dishonesty; an “F” on the particular paper, project or examination where the act of dishonesty was
unpremeditated, or where there were significant mitigating circumstances, or an “F” in the course where the dishonesty was premeditated or planned.

2. Report to the student involved, to the department chair, and to the Vice President for Student Affairs the alleged incident of academic dishonesty, including relevant documentation, and make recommendations for action that he or she deems appropriate.

The Vice President for Student Affairs shall maintain an academic dishonesty file of all cases of academic dishonesty with the appropriate documentation. Students shall be informed when their names are inserted into the file and provided with copies of any appeals or disciplinary procedures in which they may become involved. The Vice President for Student Affairs or his or her designees may initiate disciplinary proceedings under Title 5, California Code of Regulations, Section 41301, and Chancellor's Executive Order 148; when two or more incidents involving the same student occur, he or she shall do so. Opportunities for appeal regarding sanctions resulting from disciplinary proceedings are provided by Executive Order 148.

A student may appeal any action taken on a charge of academic dishonesty under the University Policy Statement 300.030, “Academic Appeals.” See “Academic Appeals” in the “Student Affairs” section of this catalog.

**Factors Leading to Dismissal from the Program**

The following factors were defined when the program was redesigned in 1997. They have been in continuous use since that time. In addition to the standards for removal from the University outlined in the Catalog, the Department upholds additional standards for credential candidates who are students in our programs.

Candidates may be determined to be unsuited to practice with a credential and will be dismissed because:

1. They are dismissed from employment as a teacher for cause or their teaching credential is withdrawn.
2. They fail to participate in classes and other aspects of the program in a professional manner.
3. They fail to exhibit consistent adherence to moral and ethical standards of behavior.
4. They fail to exhibit sensitivity towards persons with various disabilities and persons from diverse ethnic, cultural, linguistic, gender, and socio-economic backgrounds.