



UCLA
PLI
2021 2022
Leading for Justice

University of California, Los Angeles



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<http://www.centerx.gseis.ucla.edu/>

<http://centerx.gseis.ucla.edu/principal-leadership>

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Introduction

UNIVERSITY OF CALIFORNIA, LOS ANGELES
SCHOOL OF EDUCATION & INFORMATION STUDIES
PRINCIPAL LEADERSHIP PROGRAM
Cohort 22, 2021-2022

Introduction

UCLA's Principal Leadership Institute program (PLI) prepares social justice leaders to serve in Los Angeles area schools who are committed to: advocating for quality learning opportunities; improving teaching and learning; promoting educational achievement for all candidates; creating democratic and culturally-responsive learning environments; and building partnerships with parents and community groups.

Through a 14-month program, PLI graduates are educated to be instructional leaders who construct a deep understanding of the conditions that are needed to promote rigorous, high quality learning. They become adult educators who support the development of teachers and staff. They become community leaders who have the knowledge and commitment to forge partnerships with parents, grassroots community groups, civic leaders, and organized labor. PLI candidates engage in theory and recent research and, through fieldwork in schools and communities, candidates grapple with critical questions facing social justice educators.

The PLI program grants a Master of Education and a Preliminary Administrative Services Credential. All candidates must complete 40 units of coursework, 12 units of fieldwork experiences and a master's portfolio to qualify for the M.Ed. and recommendation for the credential.

The purpose of the PLI is to make a contribution towards positive change in underserved Los Angeles schools. The task of the PLI at UCLA is to prepare aspiring principals and school leaders to tackle and challenge the educational inequities that permeate our public schools in urban areas. PLI recruits, educates and guides academically strong and exemplary candidates for the principalship.

Transformational school leaders foster a caring school culture, shape the instructional program, and run the organization effectively. To do that, PLI participants need to develop understandings, performances, and attitudes that will prepare them for their future task of school reform and renewal. Aspiring principals and leaders need to understand the institution's cultural, social, political and legal context. Faculty from the schools of education and law, as well as, K-12 school and district-based practitioners, are partners in the development of the candidates.

The central purpose of the PLI is not only to engage candidates in the construction of knowledge about leadership skills, but also to assist aspiring principals in the development of competencies to become change agents. PLI candidates develop a vision of leading and learning that is based in an anti-racist approach supporting equity for historically marginalized student populations.

Core Principles for Preparing School Leaders

The UCLA Principal Leadership Institute is designed to prepare equity-minded educational leaders who create empowering conditions in underserved public schools that lead to greater opportunities and access to higher education:

1. *Principals are instructional leaders.* PLI candidates are competent in critical race and socio-cultural theories, culturally responsive pedagogical practices and experienced in anti-racist approaches. Principals must be credible as the “lead teacher.” They are able to engage teachers and parents in reflective critical conversations about instruction, professional learning, and processes that lead to increased educational opportunities for underrepresented youth.
2. *Principals make instructional decisions based on qualitative and quantitative data sources to engage in school-wide inquiry for continuous improvement.* PLI candidates engage in school-based inquiry, learn how to collect relevant data, how to analyze data, and use inquiry as a process of continuous school improvement. They value the inquiry processes and are adept at posing equity-based questions for analyzing data to improve teacher practice, student learning, academic achievement, and challenge marginalization.
3. *Principals are transformational change agents.* PLI candidates are able to guide, inspire, and support anti-racist teachers to challenge institutional racism as a responsibility of all educators. Reform-oriented administrators are familiar with the history of educational reform and are also familiar with the existing literature on the practices and evaluation of these reforms. They understand the effectiveness, strengths, and weaknesses of various reform approaches. They translate reform, based on theory and research, into practice.
4. *Principals are leaders of equity and access for all students.* PLI candidates view urban communities as places with assets and resources. With an emphasis on urban school administration, the program pays special attention to issues of diversity, valuing racial and ethnic backgrounds of urban candidates and families as well as the staff. School leaders know how to effectively engage parents as partners. They are able to lead reflective conversations about race, social class and equity in a way that contributes to a positive school climate.
5. *Principals are problem-solvers adept at conflict resolution.* PLI candidates study leadership theory and practice. They examine processes to resolve conflicts, particularly as they arise in highly charged urban settings. They can engage staff in an ongoing cycle of critical reflective practice so that they will together build school environments that respond academically, socially and emotionally to students. They make a concerted effort to respond to the interpersonal and intrapersonal requirements of a good leader; they reflect on their practice and use experience and reflection as a way to build a theory of action about leadership.
6. *Principals know how to build collaborative, democratic communities to serve students, families, teachers and staff.* PLI candidates will be able to apply systems theory. They will understand the importance of relationships in an organization and how to improve it through strategic relationships. Leaders

operate through the interrelatedness of collaboration, hierarchy, and politics to make decisions and lead groups. Leaders are comfortable both in leading and learning, as well as being a member of a team. They are committed to ensuring that school organizations are safe, healthy, efficient and productive environments for candidates, teachers, parents and support staff.

7. *Principals are well versed in standards and curriculum mandates.* PLI candidates will be able to understand and address the pressures around standards, assessments, accountability, expectations, and equity, including the challenges created by various national, state or district mandates. They will be able to lead teachers through a cycle of inquiry, including analysis and use of data, and thoughtfully examine how to align the curricula with standards to improve student achievement. Leaders must be risk-takers and be able to mediate between federal, state and local district laws and mandates and the school-level educational environment. They are able to prioritize a multitude of conflicting interests and maintain a focus on the learning environment.
8. *Principals are reflective learners.* PLI candidates use the process of reflection to analyze their effectiveness. Constant reflection on theory and practice helps leaders stay focused on the improvement process. Leaders are life-long learners who are up-to-date on current research and practice. Reflection on the improvement process requires the flexibility to know what is working and when changes need to take place. Transformational leaders model reflective practice.

Program Organization Overview

Considering the core principles of the PLI, the program is divided into three focus areas: the legal, political and social contexts. Courses are organized, developed and co-taught by school practitioners and faculty from the schools of education, and law. Each course is aligned to the California Commission on Teacher Credentialing Standards for the Preliminary Administrative Credential. Formative assessments are given during the coursework pathway. The summative assessments are demonstrated by completion of the master's portfolio process and the Fieldwork Portfolio website. The Commission on Teacher Credentialing (CTC) requires each candidate to pass the CAL APA assessments to qualify for the Preliminary Administrative Services Credential.

The UCLA Principal Leadership Institute program reserves the right to take photos or videos to use for research and marketing for purposes in promoting our program.

Principal Leadership Institute Administrative Personnel

Dr. Nancy Parachini is the Director for PLI. She served as a principal and as a professional development administrator for principals in the LAUSD. Dr. Parachini's expertise is in teacher and principal leadership, language acquisition and bilingual education. Prior to PLI, she served as a faculty advisor with the UCLA Teacher Education Program, she taught novice and resident teachers serving in underresourced communities. Her research focuses on leadership development and the implementation of social justice principles in urban public schools. She has published and given talks about teachers as transformational change agents. As a school site principal in Watts and East Los Angeles, Dr. Parachini has extensive experience fostering school cultures that promote higher education for underrepresented students. Her work with social justice issues has been nationally recognized.

Professor Cooper's expertise is in the politics and policies of school reform, particularly as they relate to issues of race, college access and educational equity for underrepresented youth. His research focus is on the ways in which schools are influenced by the political, social, and cultural context of the urban environment and how educational leaders must respond to these contextual factors if they are to bring about fundamental change in the teaching and learning process in urban schools. Professor Cooper's course, *Social and Political Context for Urban Schools*, serves as the philosophical foundation for the PLI program. It sets the stage for the students' understandings of social justice, its implementation and implications for urban schooling.

Professor Rogers is a Dewey scholar and a Deweyan practitioner of democratic education. His research centers on the democratization of knowledge and power as a means for creating socially just conditions in urban schools and urban communities. Rogers writes about the role of parents and organized community groups in school improvement and about strategies for engaging youth as researchers in equity-based educational reform. John Rogers teaches the PLI course on *Democracy and School Accountability*. This course explores how school leaders can foster democracy in which students, parents, educators, and community stakeholders create Laboratories of Democracy. Professor Rogers is the Director of UCLA's Institute for Democracy, Education, and Access (IDEA). He also co-directs a summer seminar for urban high school students on critical research. He is the author (with Jeannie Oakes) of *Learning Power: Organizing for Education and Justice* (2006).

Dr. Tonikiaa Orange is the Assistant Director for PLI. She is a former teacher and principal of a K-8 school in Los Angeles that was specifically designed to serve Standard English Learners (SEL) and English Language Learners (ELL) through Culturally Linguistic and Responsive Pedagogy. Her commitment to education spans over 20 years, and her experience and interest lie in culturally linguistic and sustaining pedagogy and evaluation. She has participated in the evaluation of urban school reform initiatives such as the National Board of Professional Teaching Standards, the Pittsburgh Public Schools' Restructuring Initiative and the Ford Foundation's Devolution Initiative. In addition, she provides professional development on the implementation of cultural

sustainability and responsive leadership. Tonikiaa Orange co-teaches *Principal as Researcher and Theories of Curriculum and Instruction* in PLI. This course examines the philosophical, ethical, political and cultural underpinnings of curriculum and instruction and its impact on students that are most underserved in schools.

Kim Mattheussens is the Student Affairs Officer/Credential Analyst for the Principal Leadership Institute. As part of the Office of Student Services, Kim is responsible for graduate admissions, graduate student services, Preliminary Administrative Services Credential processing, and miscellaneous administrative assistance to students, faculty, and staff. Kim received her B.A. from Ball State University in English and German and has studied at the Katholische Universität Eichstätt and the Westfälische-Wilhelms-Universität Münster, in Germany. She taught business English to adult learners in Antwerp, Belgium, before taking administrative positions at UC Berkeley and UCLA.

Nataly Birch is the Principal Leadership Institute Program Coordinator. She works closely with the PLI director, faculty, and fieldwork supervisors to support the logistics, implementation and planning of all PLI related events. She provides administrative, analytical, and organization support for PLI. Nataly received her B.S. in Business from the University of California, Berkeley.

Calendars

UCLA Calendar

(see <http://registrar.ucla.edu/Calendars/Overview>)

Deadline	Fall 2021	Winter 2022	Spring 2022
Check MyUCLA for registration fee assessment	August 20	November 19	February 18
Last day to Waive UCSHIP	September 20	December 20	March 20
Financial Aid Disbursement	September 13	December 28	March 22
REGISTRATION FEE Payment Deadline	September 20	December 20	March 20
Quarter Begins	September 20	January 3	March 23
LATE Registration Fee automatically assessed to students not paid	September 22	January 5	March 24
Instruction Begins	September 23	January 3	March 28
Classes are dropped if fee payment is not completed by 5 p.m.	September 24	January 4	March 29
Last day to make changes to study list (including add, drop courses) without Fee	October 8	January 14	April 8
Instruction Ends – Last Day to make changes to study list with a fee	December 3	March 11	June 3
Quarter Ends	December 10	March 18	June 10
Commencement	-	-	June 11

Summer 2021 PLI Calendar

JUNE 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26 9:00-3:00PM PLI Retreat Face-to-face ED 448A Class 1 Principles of Leadership Professors Franke and Rogers

JULY 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29 5PM-8:30PM ED 448A class 2 ZOOM	30	1 5PM-8:30PM ED 448A class 3 ZOOM	2	3
4	5 HOLIDAY	6 5PM-8:30PM ED 448A class 4 ZOOM	7	8 5PM-8:30PM ED 448A class 5 ZOOM	9	10
11	12	13 5PM-8:30PM ED 448A class 6 ZOOM	14	15 5PM-9:30PM/10PM ED 443 class 1: Social and Political Context of Urban Schools Professor Cooper ZOOM	16	17
18	19	20 5PM-9:30PM/10PM ED 443 class 2 ZOOM	21	22 5PM-9:30PM/10PM ED 443 class 3 ZOOM	23	24
25	26	27 5PM-9:30PM/10PM ED 443 class 4 ZOOM	28	29 5PM-9:30PM/10PM ED 443 class 5 ZOOM	30	31

AUGUST 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 5PM-9:30PM/10PM ED 443 class 6 ZOOM	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 Summer Grades DUE	24	25	26	27	28 9AM-12PM ED 498A Fieldwork Experiences Zoom

Fall 2021 PLI Calendar

SEPTEMBER 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31 5-7:30PM ED 498A Zoom	1	2 5-7:30PM ED 498A Zoom	3	4
5	6	7 5-7:30PM ED 498A Zoom	8	9 5-7:30PM ED 498A Zoom	10	11
12	13	14 5-7:30PM ED 498A Zoom	15	16 5-7:30PM ED 498A Zoom	17	18
19	20	21 5-7:30PM ED 498A Zoom	22	23 6PM ED 448B School Leadership Laboratory	24	25 9-12PM ED 498A Zoom
26	27	28 6PM ED 411: Principal Researcher Measurement Design Analysis for Educational Leaders	29	30 6PM ED 448B School Leadership Laboratory		

OCTOBER 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28 6PM ED 411: Principal Researcher Measurement Design Analysis for Educational Leaders	29	30 6PM ED 448B School Leadership Laboratory	1	2
3	4	5 6PM ED 411	6	7 6PM ED 448B	8	9 9AM-12PM ED 498A Zoom
10	11	12 6PM ED 411	13	14 6PM ED 448B	15	16
17	18	19 6PM ED 411	20	21 6PM ED 448B	22	23 9AM-12PM ED 498A Zoom
24	25	26 6PM ED 411	27	28 6PM ED 448B	29	30

NOVEMBER 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2 6PM ED 411	3	4 6PM ED 448B	5	6
7	8	9 6PM ED 411	10	11 Veterans Holiday	12	13 9AM-12PM ED 498A Zoom
14	15	16 6PM ED 411	17	18 6PM ED 448B	19	20
21	22 Thanksgiving Break	23 Thanksgiving Break	24 Thanksgiving Break	25 Thanksgiving Break	26 Thanksgiving Break	27
28	29	30				

DECEMBER 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30 6PM ED 411	1	2 6PM ED 448B	3	4 9AM-12PM ED 498A Zoom
5	6	7 6PM ED 411	8	9 6PM ED 448B	10	11
12	13	14	15	16	17	18
19	20 Winter Break Fall Grades DUE	21 Winter Break	22 Winter Break	23 Winter Break	24 Winter Break	25
26	27 Winter Break	28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	

Winter 2022 PLI Calendar

JANUARY 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 6PM ED 420A: Theories of Curriculum and Instruction	5	6 6PM ED 441: Leadership of Core Practices, Instruction and	7	8 9AM-12PM ED 498B Face-to-face
9	10	11 6PM ED 420A	12	13 6PM ED 441	14	15
16	17 MLK HOLIDAY	18 6PM ED 420A	19	20 6PM ED 441	21	22 9AM-12PM ED 498B Face-to-face
23	24	25 6PM ED 420A	26	27 6PM ED 441	28	29

FEBRUARY 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1 6PM ED 420A	2	3 6PM ED 441	4	5 9AM-12PM ED 498B Face-to-face
6	7	8 6PM ED 420A	9	10 6PM ED 441	11	12
13	14	15 6PM ED 420A	16	17 6PM ED 441	18	19
20	21	22 6PM ED 420A	23	24 6PM ED 441	25	26
27	28					

MARCH 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	1 6PM ED 420A	2	3 6PM ED 441	4	5
6	7	8 6PM ED 420A	9	10 6PM ED 441	11	12 9AM-12PM ED 498B Face-to-face
13	14	15	16	17	18	19 9AM-12PM ED 498B Face-to-face
20	21 Spring Break	22 Spring Break	23 Spring Break	24 Spring Break	25 Spring Break	26
27	28	29 6PM ED 296G&H: Law and Educational Practice Winter Grades DUE	30	31 6PM ED 440C: Accountability and School Improvement		

Spring 2022 PLI Calendar

APRIL 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29 6PM ED 296G&H	30	31 6PM ED 440C: Accountability and School Improvement	1	2
3	4	5 6PM ED 296G&H	6	7 6PM ED 440C	8	9 9AM-12PM ED 498C Face-to-face
10	11	12 6PM ED 296G&H	13	14 6PM ED 440C	15	16
17	18	19 6PM ED 296G&H	20	21 6PM ED 440C	22	23
24	25	26 6PM ED 296G&H	27	28 6PM ED 440C	29	30

MAY 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 6PM ED 296G&H	4	5 6PM ED 440C	6	7 9AM-12PM ED 498C Face-to-face
8	9	10 6PM ED 296G&H	11	12 6PM ED 440C	13 5PM Fieldwork Portfolio Due	14
15	16	17 6PM ED 296G&H	18	19 6PM ED 440C	20	21
22	23	24 6PM ED 296G&H	25	26 6PM ED 440C	27	28

JUNE 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30 Master's Due ED 597	31 6PM ED 296G&H	1	2 6PM ED 440C	3	4
5	6	7 6PM Cohort 22 Orals ED 597	8	9	10	11 4PM Graduation
12	13	14	15	16	17	18
19	20 Juneteenth Observance Spring Grades DUE	21	22 5PM ED 470A School Management and Operations	23	24	25
26	27 5PM ED 470A	28	29 5PM ED 470A	30		

Summer 2022 PLI Calendar

JULY 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27 5PM ED 470A	28	29 5PM ED 470A	30	1	2
3	4 HOLIDAY	5	6 5PM ED 470A	7	8	9
10	11 5PM ED 470A	12	13 5PM ED 470A	14	15	16
17	18 5PM ED 470A	19	20 5PM ED 470A	21	22	23
24	25 5PM ED 470A	26	27 5PM ED 470A	28	29	30

Course Schedule

PLI Course Schedule and Sequence 2021-2022			
Course Title	Number	Instructor	Quarter
ED 448A Principles of Leadership 4 units	One Section	Megan Franke Faculty	2021--Summer Sessions Tuesday/Thursday Section A
ED 448A Principles of Leadership 4 units	One Section	John Rogers Faculty	2021—Summer Sessions Tuesday/Thursday Section B
ED 443 Social and Political Context of Urban Schools 4 units	Two Sections	Robert Cooper Faculty	2021—Summer Sessions Tuesday/Thursday Section A/B
ED 411A The Principal-Researcher Measurement-Design-Analysis for Educational Leaders 4 units	Two Sections	Tonikiaa Orange Academic Administrator Chuck Flores Lecturer	2021—Fall Quarter Section A/B--Tuesday
ED 448B School Leadership Laboratory 4 units	Two Sections	Louis Gomez Faculty Leyda Garcia School Site Principal	2021—Fall Quarter Sections A/B--Thursday
ED 420A Theories of Curriculum and Instruction 4 units	One Section	Tonikiaa Orange Academic Administrator Raul Alarcón School Site Principal	2022—Winter Quarter Tuesday
ED 441A Leadership of Core Practices: Instruction and Student Behavior 4 units	One Section	Jo Ann Isken Lecturer	2022—Winter Quarter Thursday
ED 296 G&H Law and Educational Practice 4 units	Two Sections	Kelly Barnes Lecturer	2022—Spring Quarter Tuesday A/B
ED 440C Accountability and School Improvement 4 units	Two Sections	John Rogers Faculty Georgia Lazo Lab School Principal	2022--Spring Quarter Thursday A/B
ED 597 Master's Thesis Preparation 4 units	One Section	Nancy Parachini Academic Administrator	2022--Spring Quarter Master's Thesis Preparation

ED 470A School Management and Operations 4 units	One Section	Letitia Johnson-Davis Administrator Mauro Bautista School Site Principal	2022--Summer Sessions Monday/Wednesday
ED 498 A/B/C Field Experiences 4 units	One section per quarter	Field Supervisors: Dee Dee Lonon Nanette Terrenal Jo Ann Isken Minnie Ferguson	Fall 2021 Winter 2022 Spring 2022

First Summer Session	Fall Quarter	Winter Quarter	Spring Quarter	Second Summer Session
<p><u>Ed 448A Principles of Leadership (4 units)</u> The historical context for urban schooling and examination of leadership theory.</p> <p><u>Ed 443 Social and Political Context of Urban Schools (4 units)</u> Candidates engage in a community study highlighting anti-racism and the issues confronting urban public schools and how they are inextricably connected to the social, economic, political and legal conditions of the urban environments in which they are embedded.</p>	<p><u>Ed 448B School Leadership: Creating a Culture (4 units)</u> The second leadership class deals with the importance of building relationships and articulating a vision as cornerstones for developing a culture for learning. Students engage in continuous improvement processes.</p> <p><u>Ed 411A The Principal as Researcher (4 Units)</u> An introduction to basic statistics as well as introducing the idea of the principal as a researcher and a consumer of research. Candidates study educational evaluation systems and processes and designs a school-based inquiry project.</p> <p><u>Ed 498A (Field Experience (4 units)</u> This course emphasizes the translation of theory into practice. Each candidate is expected to participate in authentic administrative experiences in urban schools. Candidates design and engage in action research at school sites.</p>	<p><u>Ed 420A Theories of Curriculum and Instruction (4 units)</u> Explores how an instructional leader guides student and adult learning based on culturally responsive pedagogy.</p> <p><u>Ed 441A Leadership of Core Practices: Supervision of Instruction (4 units)</u> The study of the practice of teacher learning and models for supervision of instruction based on socio-cultural theory.</p> <p><u>Ed 498B (Field Experience (4 units)</u> This course emphasizes the translation of theory into practice. Each candidate is expected to participate in authentic administrative experiences in urban schools. Candidates design and engage in action research at school sites.</p>	<p><u>Ed 296G&H Law and Educational Practice (4 units)</u> The impact that legal proceedings have on school will be explored.</p> <p><u>Ed 440C Accountability and School Improvement (4 units)</u> Accountability systems set out to focus schools on their key mission for student achievement.</p> <p><u>Ed 597 Preparation for Master's Comprehensive Examination (4 units)</u></p> <p><u>Ed 498C (Field Experience (4 units)</u> This course emphasizes the translation of theory into practice. Each candidate is expected to participate in authentic administrative experiences in urban schools. Candidates design and engage in action research at school sites.</p>	<p><u>Ed 470A School Management and Operations (4 units)</u> This course looks at the operations necessary to run a school. Topics considered include: school finance and budgeting, personnel practices (including due process), student support services and special education, facilities management, school safety, parent and community involvement and scheduling procedures.</p>

CAL APA

About CalAPA



At its September 2013 meeting, the Commission amended the requirements for earning a preliminary administrative services credential to include, when developed, passage of an administrator performance assessment. The CTC is developing a model of administrator performance assessment, the California Administrator Performance Assessment (CalAPA), which is expected to be completed and ready for use in 2018–19.

Fall 2018



CalAPA Design

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.

CalAPA Candidate Attestations

To submit your responses to the California Administrator Performance Assessment (CalAPA), you must confirm the following.

As the candidate, I confirm that:

- I have reviewed and agree to the CalAPA Rules of Participation.
- **I am the person who has completed and will submit the assessment materials.**
- I am sole author of the submission, including written and video narratives, completed templates, video clips, and/or other evidence.
- I have appropriately cited all references in the submission that have sources from published text, the Internet, or any other source, including other educators.
- I have verified permissions for all individuals appearing in any video, and can produce such permissions upon request.
- I have ensured confidentiality by securely storing video recordings and uploading videos only to the designated California Educator Credentialing Assessments website for scoring. I have not shared or posted, and I will not share or post, the videos to any non-secure and/or publicly accessible locations (e.g., YouTube™, Facebook™).
- I understand and agree that my CalAPA results will be reported by the Evaluation Systems group of Pearson (Evaluation Systems) to me, to my program, and to the California Commission on Teacher Credentialing (CTC).
- I agree that my submission, without the identification of my name, may be used by the CTC and Evaluation Systems for program research, development, and implementation, including for assessor and faculty training and as exemplars to guide preparation programs and other candidates.
- I acknowledge that I am not permitted to reproduce any of the CalAPA program materials for commercial purposes.

I acknowledge that I have read and agree to the attestations above. I understand that by submitting my assessment cycle to Evaluation Systems, my submission is final and I will no longer have access to my files through the ePortfolio system for any edits or reviews.

**PRELIMINARY
CALIFORNIA
ADMINISTRATIVE
SERVICES
CREDENTIALING
CONTENT
EXPECTATIONS**

Preliminary California Administrative Services Credentialing Content Expectations and Performance Expectations with their Alignment to the California Professional Standards for Education Administrators

Introduction to the Standards and Expectations of the California Administrative Services Credential

California's two tier credentialing system for education administrators is built around the California Professional Standards for the Teaching Profession (CPSEL). Introduced during credential's second tier, when administrators begin practicing their craft, these six standards define what an education administrator should be able to do from their initial day on the job through retirement.

Previous to the CPSEL, during the first tier of credentialing, California employs foundational expectations that are based upon the CPSEL, but take into account the majority of candidates are learning how to become an administrator, instead of being one. The California Administrator Content Expectations (CACE) describe what preliminary candidates need to know and understand in order to meet the performance expectations established in the California Administrator Performance Expectations (CAPE) and measured by the California Administrator Performance Assessment (CalAPA). The CPSEL provide the framework for the expectations and are presented with them to reinforce their alignment. Preliminary programs are responsible for the inclusion of the content and performance expectations within the coursework and fieldwork for the Preliminary Administrative Services Credential.

Content Expectations Organization in Relation to the Performance Expectations

The updated Content Expectation statements are presented side-by-side with the approved Performance Expectations. The Content Expectations are organized to align with the Performance Expectations Elements (e.g., 1A, 1B, 1C), but do not reflect a one-to-one match with the Performance Expectations indicators. For this reason, the Content Expectations have not been numbered at the indicator level but instead are presented as bulleted items.

Universal Concepts found in the Content Expectations

The 2017 update of the Content Expectations identifies several overarching and recurring concepts that are embedded in the knowledge and understanding statements in the content expectations. These concepts appear throughout the content expectations, and assume a general knowledge and understanding as well as specific applications described in the statements. They include:

- i **Student-centered learning and well-being:** Candidates are expected to understand that school success includes both evidence of students' academic achievement and well-being. This includes knowing about instructional practices as well as non-discriminatory, restorative and non-punitive practices and practices that support all students' academic, linguistic, cultural, social-emotional, behavioral, mental and physical development.
- ii **Cultural proficiency:** Candidates are expected to know about the skills, attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings. This includes understanding ways to assess cultural knowledge, value diversity, manage the dynamics of difference, adapt to diversity, institutionalize cultural knowledge, and address ideas of social justice and issues of equity.
- iii **Systems knowledge.** Candidates are expected to understand the complex nature of educational institutions and options for coordinating various components of that system/organization in order to reach individual goals. Knowledge of systems might include thinking about the relationship between a district and its schools, the alignment between state and local policies, or how a single decision not only affects the identified problem, but also other parts of the system.

- ï **Data use:** Candidates are expected to understand the ways data can be used to make informed decisions in a variety of contexts. Data use includes the collection, selection, analysis, and application of data.
- ï **Collaboration.** Candidates are expected to understand ways to lead a group of professionals who are cooperatively working together, sharing responsibility for problem-solving and making decisions to formulate and carry out plans for student outcomes. Collaboration might include shared decision-making, engagement, inclusion, group dynamics, team-building, and/or stakeholder buy-in.
- ï **Communication skills:** Candidates are expected to understand the importance of effectively and efficiently conveying information to another or between people for common benefit, using verbal and written communication skills in a variety of situations (face to face, media-related). Communication skills might include a clearly written newsletter, a comprehensible data presentation to parents, meeting facilitation to ensure participation by many members in the group or skill in providing feedback to teachers based on observations or lesson plan reviews
- ï **Continuous improvement:** Candidates are expected to understand that meeting expectations for enhanced curriculum, instruction, assessment, and personal and professional learning requires ongoing efforts to improve the products, services, and processes of schooling. This includes using a process such as a recurring cycle of analysis, planning, and action to consistently review whether what is done is yielding the desired results.
- ï **Change process:** Candidates are expected to understand that making improvements often requires shifting from familiar practices to new ways of working and knowing ways to manage those transitions. This process includes identifying who or what needs to be addressed for the change to be successful and considers the impact on the full organization. Strategies for change management might include revising goals and outcomes, stakeholder engagement, planning and piloting, implementation support, communication, and impact analysis.
- ï **Evidence-based practice:** Candidates are expected to understand education strategies and materials that are developed from or informed by objective data, such as research or measures of school, teacher, and student performance. This includes reviewing effective programs, identifying and selecting specific practices that address identified goals, documenting what was implemented and evaluating results.

The Content and Performance Expectations for Preliminary Administrative Services Credential Programs (2017)

Preamble to the Content Expectations and Performance Expectations

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. California leaders recognize, respect, and employ each student's strengths, experiences, and culture as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status to support the learning of every child.

Throughout the Content Expectations and and CAPE Performance Expectations, reference is made to "all students" or "all P-12 students." This phrase is intended as a widely inclusive term that

references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used.

CPSEL Standard 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning

New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students

Foundational Content Expectations present in all standards:

- ï Student-centered learning and well-being
- ï Cultural Proficiency
- ï Systems Knowledge
- ï Data Use
- ï Collaboration
- ï Communication Skills
- ï Continuous Improvement
- ï Change Process
- ï Evidence-based Practice

Performance Expectations	Content Expectations
<p>1A: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Develop a student-centered vision of teaching and learning based on the understanding that the school’s purpose is to increase student learning and well-being. 2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission. 3. Analyze and apply political, social, economic, and cultural contexts to inform the school’s vision and mission. 4. Analyze and align the school’s vision and mission to the district’s goals. 5. Explain how school plans, programs, and activities support the school’s vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of 	<p>1A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï The process of developing a collaborative, evidenced-based, student-centered vision that promotes equitable achievement and the linguistic, cultural, social-emotional, behavioral, mental health and physical development of each student ï The various social, economic, and cultural contexts within the school-community that can be used to inform the school’s mission and vision ï The alignment of the school’s mission, vision, and goals with those of the district ï The ways school plans, programs and activities are derived from the vision

- each student.
6. Communicate the school's vision of teaching and learning clearly to staff and stakeholders.

CAPE 1B: Developing a Shared Vision and Community Commitment

New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individuals and entities within the California education system that shape staff and community involvement.

Performance Expectations	Content Expectations
<p>1B: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders. 2. Use effective strategies for communicating with all stakeholders about the shared vision and goals. 3. Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission, and goals. 	<p>1B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï Contextually appropriate communication strategies to use with diverse stakeholder groups ï Skills, strategies, and practices critical to facilitating the development of a school-wide vision through consensus building ï Skills and strategies for effectively communicating the shared vision

CAPE 1C: Implementing the Vision

New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.

Performance Expectations	Content Expectations
<p>1C: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals. 2. Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students. 3. Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school's vision. 4. Share results with students, staff, and 	<p>1C: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï Multiple sources of data used to inform the development, implementation, and assessment of school improvement plans reflecting the school's mission, vision and goals for equitable learning opportunities ï Strategies to engage staff and the school community in identifying barriers to implementing the vision and making decisions to guide continuous improvement ï Strategies for using data to continuously monitor and update progress of the school's growth plan and outcomes

other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision.

5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.

CPSEL Standard 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

CAPE 2A: Personal and Professional Learning

New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being.

Foundational Content Expectations present in all standards:

- ï Student-centered learning and well-being
- ï Cultural Proficiency
- ï Systems Knowledge
- ï Data Use
- ï Collaboration
- ï Communication Skills
- ï Continuous Improvement
- ï Change Process
- ï Evidence-based Practice

Performance Expectations	Content Expectations
<p>2A: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPE and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves. 2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning. 3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPE, and CPSEL. 4. Use resources to support evidence-based practices that staff can apply to solve 	<p>2A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï Strategies to set standards-based expectations and build professional plans to promote growth in teachers, staff, and administrators ï Strategies to facilitate collaboratively developed individual and collective professional development plans ï Evidence-based strategies and resources for addressing potential problems of practice ï Discriminatory practices, personal and institutional biases that hinder addressing the diverse needs of all students

school- level problems of practice.

CAPE 2B: Promoting Effective Curriculum, Instruction, and Assessment

New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning

Performance Expectations	Content Expectations
<p>2B: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals. 2. Establish and maintain high learning expectations for all students. 3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students. 4. Identify and use multiple types of evidence- based assessment measures and processes to determine student academic growth and success. 	<p>2B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï State standards and student assessment processes ï The relationship among expectations for students, their learning and outcomes ï Effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all learners ï The use of multiple measures to determine academic growth and success

CAPE 2C: Supporting Teachers to Improve Practice

New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.

Performance Expectations	Content Expectations
<p>2C: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice. 2. Use state-adopted professional standards (e.g., CAPE, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning. 3. Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students. 	<p>2C: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï Elements of adult learning theory for the purpose of supporting staff members to improve instructional practices ï Features and models of a culture of continuous improvement ï Use of California state and other professional standards that guide educator development ï Effective, research-based, professional learning systems and strategies that lead to equitable learning opportunities

CAPE 2D: Feedback on Instruction

New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.

Performance Expectations	Content Expectations
<p>2D: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices. 2. Use the principles of reflective feedback to guide instructional improvement. 3. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being. 	<p>2D: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï Multiple coaching strategies ï Tools, strategies and skills necessary for effective feedback to improve instruction ï Strategies to make data-based decisions that guide equitable and effective instructional practices

CPSEL Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

CAPE 3A: Operations and Resource Management

New administrators know that day-to-day and long- term management strategies are a foundation for staff and student health, safety, academic learning, and well-being

Foundational Content Expectations present in all standards:

- ï Student-centered learning and well-being
- ï Cultural Proficiency
- ï Systems Knowledge
- ï Data Use
- ï Collaboration
- ï Communication Skills
- ï Continuous Improvement
- ï Change Process
- ï Evidence-based Practice

Performance Expectations	Content Expectations
<p>3A: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Manage the interrelationships within the network of school operations; 	<p>3A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p>

- instructional programs; student services; and material, fiscal, and human resources.
 - 2. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students.
 - 3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.
 - 4. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school.
 - 5. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.
- ï The fundamentals of resource and system management and ways they are coordinated and leveraged to promote learning
 - ï School routines and procedures that ensure access to learning opportunities and resources
 - ï The application of local policies, state laws, and federal requirements that address health, safety, well-being, and confidential information
 - ï Technology to facilitate and enhance operations, communication, and collaboration

CAPE 3B: Managing Organizational Systems and Human Resources

New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career.

Performance Expectations	Content Expectations
<p>3B: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff. 2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. 3. Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of 	<p>3B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï Collective bargaining and employee evaluation processes ï Classroom structures, schedules, and grouping practices that impact teaching and learning ï Management practices to ensure Individual and collective accountability is bias-free

organizational processes to meet school goals and provide equitable access to opportunities for all students.

CAPE 3C: School Climate

New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families.

Performance Expectations	Content Expectations
<p>3C: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students. 2. Recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. 3. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs. 	<p>3C: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï Theory, research, and best practices related to conflict resolution, restorative justice and positive behavioral interventions ï Equitably-applied tiered disciplinary practices and student-centered behavior management principles to create a sense of belonging that promotes a safe and productive learning environment ï Discriminatory practices, signs of trauma, manifestations of mental illness and culturally responsive, positive and restorative responses ï Relationship and impact of social-emotional development, culture and climate on student achievement

CAPE 3D: Managing the School Budget and Personnel

New administrators know how effective management of staff and the school's budget supports student and site needs.

Performance Expectations	Content Expectations
<p>3D: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster 	<p>3C: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï The role of classroom observations for informing instructional effectiveness in accordance with LEA policy ï Variety of data used to determine instructional effectiveness and provide feedback on instructional decisions

- positive learning environments.
 - 2. Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
 - 3. Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.
 - 4. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.
 - 5. Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.
 - 6. Use various technologies related to financial management and business procedures.
 - 7. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures, including financial record keeping and accounting.
- ï Foundational laws, regulations, and accounting procedures relating to school finance, federal and state program funding and local allocations
 - ï The value of collaboration and transparency in the development and management of the school budget to support school's vision, goals, and improvement plans
 - ï Strategies to identify, analyze, and prioritize organizational needs and opportunities

CPSEL Standard 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

CAPE 4A: Parent and Family Engagement

New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.

Foundational Content Expectations present in all standards:

- ï Student-centered learning and well-being
- ï Cultural Proficiency
- ï Systems Knowledge
- ï Data Use
- ï Collaboration
- ï Communication Skills
- ï Continuous Improvement
- ï Change Process
- ï Evidence-based Practice

Performance Expectations	Content Expectations
<p>4A: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school. 2. Create and promote a welcoming environment for family and community participation. 3. Recognize and respect family goals and aspirations for students. 4. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals. 	<p>4A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï The value of collaborating with and engaging families and community in discussions and decisions to improve learning for all students ï Communication and collaboration skills and strategies to involve families in decision-making about their child's education and well-being ï Strategies to identify and address the diverse expectations, needs, goals, and aspirations of family and community groups

CAPE 4B: Community Involvement

New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being.

Performance Expectations	Content Expectations
<p>4B: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers. 2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions. 3. Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school. 4. Explain to staff and other stakeholders the 	<p>4B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ï Collaborative decision-making and consensus-building to develop shared commitments and responsibilities ï Broad community, family, agency, and organization outreach to promote and provide for the health, safety, and well-being of all students ï The range of community resources and ways in which to connect families to appropriate agencies to help address difficult or complex problems and issues that may arise ï Facilitation of a strong network of support of all school staff including physical and mental health professionals

importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.

CPSEL Standard 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.

CAPE 5A: Reflective Practice

New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.

Foundational Content Expectations present in all standards:

- Student-centered learning and well-being
- Cultural Proficiency
- Systems Knowledge
- Data Use
- Collaboration
- Communication Skills
- Continuous Improvement
- Change Process
- Evidence-based Practice

Performance Expectations	Content Expectations
<p>5A: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement. 2. Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals. 3. Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs. 4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others. 	<p>5A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • Self-reflection as a means to consider the effect of personal actions on others • Theories and concepts related to self-reflection, personal responsibility and professional growth • Multiple sources of information used to guide reflective practice for continuous improvement • Tools and instruments used to identify areas of personal bias that undermine culturally competent leadership

CAPE 5B: Ethical Decision-Making

New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual

respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

Performance Expectations

5B: During preliminary preparation, aspiring administrators learn how to:

1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
2. Guide staff in examining issues that may affect accomplishment of the school's vision, mission, and goals, including issues that may be related to race, diversity, and access.
3. Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.

Content Expectations

5B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- ï Strategies to identify and address institutional barriers (derived from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination) that prevent equitable outcomes
- ï Ways to analyze equity gaps that affect school wide improvement
- ï The value of informed stakeholder engagement in addressing critical school issues

CAPE 5C: Ethical Action

New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.

Performance Expectations

5C: During preliminary preparation, aspiring administrators learn how to:

1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
2. Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.
3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.

Content Expectations

5C: During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- ï Characteristics and examples of ethical actions and behaviors related to student learning and school improvement
- ï The relationship of leader dispositions and behavior on the entire school community

CPSEL Standard 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

CAPE 6A: Understanding and Communicating Policy

New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.

Performance Expectations	Content Expectations
	Foundational Content Expectations present in all standards:
	<ul style="list-style-type: none"> ï Student-centered learning and well-being ï Cultural Proficiency ï Systems Knowledge ï Data Use ï Collaboration ï Communication Skills ï Continuous Improvement ï Change Process ï Evidence-based Practice
6A: During preliminary preparation, aspiring administrators learn how to:	6A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:
<ol style="list-style-type: none"> 1. Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors. 2. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community. 3. Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being. 4. Operate within legal parameters at all levels of the education system. 	<ul style="list-style-type: none"> ï The relationships that exists among political, social, and cultural factors and their influence on local school and district decisions ï Effective strategies for communicating education governance and policy and their impact on schools to a wide range of stakeholders ï The relationships among various local, state, and federal agencies affecting schools in CA ï Issues, trends and potential changes that could affect education

CAPE 6B: Representing and Promoting the School

New administrators understand that they are a spokesperson for the school's accomplishments and needs.

Performance Expectations	Content Expectations
6B: During preliminary preparation, aspiring administrators learn how to:	6B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:
<ol style="list-style-type: none"> 1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills. 2. Provide the public with a clear picture of what the school's mission, vision, and goals are in order to garner public 	<ul style="list-style-type: none"> ï Multiple communication and presentation strategies appropriate for various school stakeholder groups

- support for the school and its activities to promote student learning, safety, and well-being.
3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.
 4. Involve stakeholders in helping address the school's challenges as well as sharing in its successes.
- ï Advocacy strategies for promoting the school to a variety of stakeholder groups
 - ï The importance of leveraging relationships among community groups to support and improve education

Program Essentials

Registration & Enrollment

My UCLA & Bruin Online

Registration and enrollment at UCLA is all done via MyUCLA, my.ucla.edu. You must have a UCLA Logon/Password in order to have access. Please go to <https://logon.ucla.edu> to open a UCLA Logon account. Please familiarize yourself with this website, as you will use it to register, enroll, access your billing information, and update your information with the university.

Required @ucla.edu Email Address

PLI also requires all of its students to have an @ucla.edu email address. The program staff and faculty will communicate with all students via this email address on a regular basis. This email should be checked daily while you are enrolled in the program. Please be sure to let the PLI staff know as soon as you have an @ucla.edu address established.

MyUCLA Enrollment

MyUCLA gives UCLA students real-time access to their University academic records. MyUCLA operates Sunday night from 6 p.m. through Tuesday at 1 a.m. and Tuesday through Saturday from 6 a.m. to 1 a.m., including holidays.

MyUCLA is accessed by logging on to my.ucla.edu with a UCLA Logon ID and password. Please, do not give your UCLA Logon ID and password to anyone. If you tamper with another student's enrollment or personal data, you are subject to disciplinary action, up to and including suspension.

MyUCLA is the easiest way to enroll in classes and to gain real-time access to academic, financial, and personal records. The site is designed with an intuitive visual interface that walks you through the different steps of the procedure you are trying to accomplish, whether it be to check your account, change address information, view your Study List, or see your term grades.

All graduate students eligible to enroll for the next term are randomly assigned one appointment time or pass and can use MyUCLA from the beginning of the specified appointment time through midnight on Friday of the second week of classes. Students should be enrolled in courses with unit credit by the deadline to avoid the \$50 late filing of Study List fee and to avoid having to obtain instructor signatures.

PLI students will be notified via email prior to each quarter what classes they will need to enroll in. It is the students' responsibility to enroll themselves in these courses via MyUCLA and pay their portion of their registration fees. If a student does not register and/ or enroll by the university deadlines, they will be responsible for covering all late fees they incur.

When enrolling in classes, be sure to go to the MyUCLA "Enrollment" link – click on "Find a Class and Enroll" menu. In the "Find a Class and Enroll" menu you will select the term, and search by Class ID number. The Class ID numbers will be emailed to you a couple of weeks before the quarter starts. **Also, PLI students must take all of their courses for a letter grade.** Be sure that when enrolling you do not select the Pass/No Pass grading option. If you encounter any problems when trying to enroll, please contact the PLI student affairs officer.

Bruin Card

All students may get a Student ID Card, a.k.a. Bruin Card. You can pick up a Bruin Card in Kerckhoff Hall Room 123. BruinCard production is currently being conducted by appointment only due to COVID19. Contact the Ask BruinCard message center via your MyUCLA account. Your Bruin Card can be used for many services on campus, including your library card.

Personal Contact Information

It is important that all students keep the university updated with their most current contact information. When a student has changes to their contact information on record they must log on to MyUCLA and notify the university online. The student also needs to contact the program student affairs officer so that the department can update their database. The university does not notify the department when you make a change in MyUCLA. Please notify the department by email.

It is also important that PLI students keep the program up to date with their current job positions. If a student changes position and/or school site, they should notify the program right away.

CCLE

CCLE (Common Collaboration & Learning Environment) is the online home for many classes at UCLA. CCLE is run on Moodle, an open-source course management system designed to allow instructors to build and modify their own course websites. Here you will find syllabi, readings, and other course materials the instructor would like you to have. You will use your UCLA logon ID and password to access the CCLE site. <https://ccle.ucla.edu/> You must sign up for a CCLE account in order to access program materials and receive communications from your instructor.

Parking

Transportation Services

Please visit the UCLA Transportation Services website, <https://main.transportation.ucla.edu> for more detailed information on the transportation options at UCLA. Parking permits are not available for all UCLA students and are given out based on need (i.e. distance from campus). Students must apply for parking on the transportation services website by the parking application deadline. The UCLA Calendar (provided in the handbook) lists the parking application deadlines for each quarter.

The parking structures closest to Moore Hall are Lot 2 and Lot 9. Lot 2 is located on the corner of Hilgard Ave. and Westholme Ave. The parking kiosk for this structure is located at the campus Westholme entrance. Lot 9 is located on the corner of Westwood Blvd. and Strathmore. The kiosk for this structure can be found at the campus Westwood entrance. Lot 4 has an exit located at the center of campus across from the Bruin Bear statue, Ackermann Union, and the Ashe Center, and is a good option if other lots are not available.

Daily Parking Permits

UCLA also offers daily parking permits for individuals visiting campus without a student permit. The daily permit rate is currently \$13. If you plan to purchase daily permits when you visit campus, you will need to stop at a parking kiosk before parking to purchase the daily permit or proceed to a pay-by-space station within the parking lot. This is a practical choice while classes are remote.

Student Night and Weekend Parking Permit

UCLA Transportation Services offers a Student Night Permit. This is the most practical permit for PLI students. The student night permit is valid from 4:30 p.m. until 7 a.m., Monday through Friday and all day on weekends and university holidays. The current rate for the Student Night Permit is \$150 per quarter. The night permit is significantly cheaper than the normal quarterly student permit and there are many available. This permit is available every quarter and should be purchased through the transportation services office.

Graduate Students Resources

Graduate Student Resource & Writing Center

UCLA has recently established a Graduate Student Resource Center that is available to all graduate and professional students at UCLA. Please visit <http://gsa.asucla.ucla.edu/>, to find out more information on the services that the center provides.

One of the most useful services of the resource center is the Graduate Writing Center. The GWC offers friendly, experienced, and FREE writing consultation to graduate and professional school students at all levels and in all disciplines, as well as writing workshops on a variety of topics. Meet with a trained and experienced graduate writing consultant to work on writing issues ranging from style and argumentation to grammar and syntax. The graduate writing consultants will work with you to develop your writing confidence and your writing skills.

Please keep in mind that the consultation appointments are not proofreading sessions. If you need help with grammatical issues, the writing consultants are happy to help, but the goal of the consultation is to increase your independence as a writer and the session will be interactive.

For the center's hours of operation and to set up an appointment, please visit their website.

UCLA Libraries

There are over 10 libraries located on the UCLA campus. The most commonly used libraries by education students are Powell Library and the Young Research Library. For a list of library locations, hours and online catalogs, please visit www.library.ucla.edu.

Counseling and Psychological Services

The cornerstone of CAPS is their confidential individualized therapy and psychiatric care, provided by a diverse and multi-culturally competent professional staff. CAPS is a warmly welcoming environment located centrally on the UCLA campus.

In addition to individual services, CAPS provides a range of programs to promote mental health, emotional resilience and wellness throughout the campus community. Their counselors meet with faculty, staff and students across the campus to provide training on emotional health and wellness, and identifying and referring students with compromised stress resilience.

Their on-line resources are designed to allow students, faculty, staff and parents to easily access wellness resources. Their 24-hour telephone access line (310-825-0768) allows students, parents and other members of our campus community to receive counseling and consultation in the use of CAPS's many offerings.

Tuition & Fees

Student Fees

PLI assists students in the program by covering a portion of their fees every year. Students are charged fees on a per quarter basis.

Tuition and Fees for 2021-22 for the academic master degree are published on the Graduate Division's Funding page: <https://sa.ucla.edu/RO/Fees/Public/public-fees>

At the time of printing, we have not yet received updated tuition and fee costs nor insurance rates for 2021-22. The total *estimated* cost for the 2021-22 Principal Leadership Institute (Summer 1 & 2, Fall, Winter & Spring) is approximately **\$17,478.71** for California Residents, assuming that you have private insurance and will waive UC SHIP. This amount does not include the cost of books, parking, or fees related to the California Commission on Teacher Credentialing assessments.

	Summer 1	Fall	Winter	Spring	Summer 2
Tuition & Fees	\$2908	\$5,999.77	\$5,918.77	\$5,917.76	\$1,462
UC SHIP (waived)*	–	- \$1,573.37	- \$1,573.37	- \$1,573.37	-
Total Due	\$2908	\$4,425.63	\$4,345.40	\$4,344.39	\$1,462

*To waive UC SHIP, you will need to provide information about your private or work insurance plan.

Students will be notified prior to each quarter's fee deadline how much of their total fees should be paid by them and how much will be covered by the program. Please check your email regularly for these notices.

BAR Accounts and Charges

All students are assigned a BAR (Billing and Accounts Receivable) account. BAR records all charges and payments associated with registration along with other service charges that are assessed to students. Accounts are administered electronically (eBill, through MyUCLA).

Students must pay all charges in full by the 20th of the month following the posting date of the charge. If the 20th falls on a weekend or holiday, the due date is the last business day prior to the 20th. After the payment deadline, students are assessed a delinquent fee.

If registration fees are not paid in full by the payment deadline, a late registration fee is assessed, and classes are dropped in accordance with the drop class deadline (see the UCLA Calendar section).

Failure to settle financial obligations with the University may result in a hold being placed on the student's record. Such a hold could affect registration, enrollment, financial aid, campus services, and release of academic transcripts.

Students with a valid e-mail address established in MyUCLA receive twice-monthly courtesy e-mail reminders prior to payment deadlines.

Methods of Payment

eBill - BAR accounts are administered electronically (eBill) through MyUCLA. Monthly financial activity is displayed for the current month, as well as account activity for the last 24 months. MyUCLA also provides a link to the Student Financial Services website where students can find important communications regarding registration and university policies. Students can pay their BAR account electronically using Visa, MasterCard, or Discover Card. Students can also print a remittance document from the eBill webpage and mail payments with a check or money order. UCLA converts checks into electronic payments.

In-Person Payment - Students may make payments in person at the Administrative Main Cashier Office located at 1125 Murphy Hall (310) 825-9194, 9 a.m. to 4 p.m. weekdays). Fax payments are not accepted.

Returned Check Policy

Returned Check Fine - The returned check fee is \$25.

Cash-Only Policy for Returned Check Writers - Any person who has more than two checks returned unpaid to the university is placed on a cash-only basis (i.e., cash, credit card, cashier's check, or money order) for all future transactions. A letter will be mailed to the current mailing/billing address on file if this threshold is met, and no future checks will be accepted. The Administrative Main Cashier is not responsible for delivery of mail or the accuracy of the address on file.

Enforcement of Cash-Only Policy - Check payments made in person at the Administrative Main Cashier or the Remittance Processing Center will not be accepted from customers who have been placed on a cash-only basis. Check payments mailed to the Remittance Processing Center by customers on a cash-only basis will be accepted, but credit will not be posted to their BAR account for two weeks.

UCLA Student Health Insurance Plan (UC SHIP)

Having health insurance is a condition of enrollment at UCLA. All students are automatically enrolled into the UCLA Student Health Insurance Plan (UC SHIP) but the decision to stay enrolled in UC SHIP is a personal one. Some will choose to keep UC SHIP, others will choose to waive, and still others will choose to keep both (dual coverage). Take time to consider the UC SHIP plan benefits and compare them to your existing private insurance before choosing the best fit for you.

If you decide that UC SHIP is not for you, you will need to waive UC SHIP during the designated waiver periods. View the UCLA Calendar to view the UC SHIP waiver/coverage periods. Remember that all currently registered UCLA students can still take advantage of all Ashe Center services with nominal fees even if you don't have UC SHIP.

To waive UC SHIP, you will need to provide information about your private insurance plan. Visit www.studenthealth.ucla.edu for helpful worksheets and a glossary of medical terminology to help you fill out the waiver.

Financial Aid

Remember that there are open enrollment periods at the beginning of each quarter so if your situation changes, you can waive/enroll in UC SHIP during these periods. There are no retroactive waivers.

Financial Aid

PLI encourages all students to complete the FAFSA form for the 2021-22 academic year. Once the FAFSA is completed, students are eligible to receive financial assistance throughout the year in the form of loans. If a PLI student is receiving any unique form of funding, like an Americorp stipend, they should speak with the program student affairs officer to make sure payment is properly coordinated.

The best place to go for information on Federal Financial Aid (FAFSA – Loans) is the UCLA Financial Aid Office. The contact information for Financial Aid is:

A129J Murphy Hall

Call (310) 206-0400 to schedule a virtual appointment to discuss any issues with financial aid.

<http://www.financialaid.ucla.edu>

E-mail: finaid@saonet.ucla.edu

At the Financial Aid Office students can:

1. Obtain information on loans
2. Get counseling on how to prepare the Financial Aid Application (FAFSA) and supporting documents
3. Report changes in their financial situation
4. Pick up petition and revision forms
5. Submit all requested documentation

Financial Aid Online Services

The Financial Aid Office website provides full service information to students. In addition to information about applying for, evaluating, and awarding financial aid, the website allows students to access and print important publications and required forms. Students can also use the site to access MyFAO which houses their electronic Financial Aid Notification (eFAN), financial aid file status information, missing information requests, summer financial aid application, and renewal scholarship application. An electronic bulletin board highlighting important events and upcoming deadlines also appears on the website, as well as important links to grants, scholarships, and loan programs.

The Financial Aid Office uses e-mail as its primary method of communicating with students. Students will be notified electronically if additional documentation is required to complete their file, when they have been awarded financial aid and have an eFAN available for review, and for other important events that require student interaction. To ensure that students receive all important notifications, it is imperative to maintain a valid e-mail address on MyUCLA.

Bank Loans and Electronic Processing

Federal Family Educational Loan Program (FFELP) loans include Federal Subsidized and Unsubsidized Stafford loans. These programs are outlined in the FFELP Guide, which explains how to apply for loans electronically. Loans processed electronically are credited to student accounts, and any credit balance can be transferred directly to personal checking or savings accounts using Bruin Direct (see below).

The Financial Aid System automatically credits BAR accounts of students who receive financial aid. Registration fees and other outstanding UCLA debts, such as student health or laboratory fees, are deducted. Students must be enrolled at least halftime to receive financial aid disbursements. See the Financial Support section.

The Graduate Plus loan is available to graduate students. Graduate PLUS loans are processed electronically and disbursed to student accounts. More information is available in the Graduate PLUS Guide.

All loan guides are available at the Financial Aid Office website, <http://www.financialaid.ucla.edu>.

Bruin Direct

With Bruin Direct students may have refund checks electronically transferred to a personal checking or savings account. Students are notified of transactions via e-mail before each deposit is made. UCLA requires Bruin Direct for BAR refunds, and students not currently enrolled must pick up a form from the Administrative Main Cashier Office in 1125 Murphy Hall or from Student Accounts in 1121 Murphy Hall. The form is also available at the Student Financial Services website. Bruin Direct refunds are processed daily.

The Financial Aid Office uses available financial aid to pay registration fees and any outstanding debts, and then forwards remaining funds to the specified account.

Bruin Direct is not available to students if they selected a non-electronic lender. Contact the Financial Aid Office for a list of preferred electronic lenders or see the FFELP/PLUS guides.

Loan Services Office

The Loan Services Office operates a virtual lobby schedule, Mondays through Thursdays, 1:00-5:00 p.m. and Fridays 10:00 a.m.-12:00 p.m. and 2:00-4:00 p.m.

To enter the Loan Services Office virtual lobby (Join Zoom Meeting):

[Loan Service Office Virtual Lobby ZOOM Link](#)

Meeting ID: 968 3812 3034

Password: 640646

Services offered by the Loan Services Office include:

1. Distribution of paper FFELP and auxiliary loan checks,
2. Processing and distribution of short-term loans (eLOAN)
3. Debt management exam sessions and loan exit interviews.

Unit Requirement for Loans

According to federal regulations, graduate students must be enrolled in at least 4 units continuously throughout the stated loan period to receive loan funds. This information is verified before loans are distributed. If a student withdraws or carries insufficient units during the stated loan period, any remaining loan funds are returned to the lender, any remaining portion of the loan is cancelled, and the student may be billed for funds already received. In such cases, students must reapply for a new FFELP loan that reflects the new loan period. For more information, contact the Financial Aid Office.

Federal Family Educational Loan Program

Federal Family Educational Loan Program (FFELP) loans come from banks and are issued each term based on a student's application date.

Electronic Fund Transfer (EFT) FFELP loans are disbursed through BAR. Current registration and all outstanding University debts are deducted from the student's loan funds before the balance is distributed (see "Bruin Direct" in this section concerning direct deposit of BAR refunds).

Non-EFT FFELP loan checks are available at the beginning of each term at the Loan Services Office. Non-EFT FFELP loan checks are held for pick up for thirty (30) days, then returned to the lender.

Students must notify the Registrar, the Loan Services Office, and their FFELP lender in writing within 10 days if they:

1. Drop below half-time status, withdraw from UCLA, or transfer to another school,
2. Change their address or telephone number, graduation date, name, and/or Social Security number

First-Time UCLA Borrower Requirement

Federal regulations governing the student loan programs require that anyone borrowing student loans at UCLA for the first time must complete an online debt management exam prior to receiving loan funds. This online session explains the rights and responsibilities associated with loans and provides solutions for minimizing debt loads. Until this requirement is fulfilled, a University hold will prevent loan funds from being disbursed. For more information, see the Loan Services Office website.

Exit Interview Requirement

Students who have ever received a university-based loan from the Financial Aid Office and are about to graduate, transfer, withdraw, or take a leave of absence from UCLA are required to complete exit interview documents with the Loan Services Office.

Short-Term Loans

Interest-free loans are available in the Loan Services Office. To qualify for such loans, students must be enrolled at UCLA within the current quarter, have paid registration fees, and have not defaulted on previous short-term loans within the past year.

1. Emergency Loan: A loan of up to \$200 for those who meet the above criteria
2. Living Expense Loan: A loan of up to \$350 for those who meet the above criteria and are employed. Written employment verification on letterhead must be provided from the employer
3. Financial Aid Advance: A "bridge loan" to fill the gap between the awarding of current-quarter financial aid and the actual receipt of funds. Loans are generally made against Federal Stafford, Federal Perkins, University, and electronically disbursed Parent Loans

The loan must be repaid on time or a late fee is assessed. The defaulted loan may be subject to further collection actions, and future loan eligibility may be jeopardized. Past-due short-term loans must be paid with cash, money order, or cashier's check in order to receive University services.

**Policy
about
Academic
Dishonesty**

Plagiarism and Student Copyright

<http://www.registrar.ucla.edu/Registration-Classes/Enrollment-Policies/Class-Policies/Plagiarism-and-Student-Copyright>

Plagiarism in any form is a violation of the *UCLA Student Conduct Code*. All class assignments are expected to be original work submitted by individual students; or, if directed by the instructor, by students working in a team.

Plagiarism in any form is a violation of the *UCLA Student Conduct Code*.

Plagiarism includes, but is not limited to, the use of another person's work (including words, ideas, designs, or data) without giving appropriate attribution or citation. This includes, but is not limited to, representing, with or without the intent to deceive, part or all of an entire work obtained by purchase or otherwise, as the student's original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the student's own previous work as if it were the student's original or new work. (UCLA Student Conduct Code, Section 102.01c: Academic Dishonesty–Plagiarism.)

All class assignments are expected to be original work submitted by individual students or, if directed by the instructor, by students working in a team. Should a student purchase or otherwise acquire a document from a third party (such as TermPaperExample.com) and submit such a document as original work for the class assignment, such action is plagiarism and a violation of the code.

Plagiarism Detection Services

Instructors are permitted to use one or more plagiarism-detection services to assist in confirming that the academic work submitted by a student is original work and has not been duplicated from an existing work.

Instructors may require that all students enrolled in a class submit their work to a plagiarism-detection service designated by the instructor. Failure by a student to submit assigned work is the equivalent, at the discretion of the instructor, to the student failing to submit the work for grading.

Instructors are encouraged to indicate at the start of the academic term whether

- a plagiarism-detection service is used in the class for academic assignments
- the service is applied to all students enrolled in the class or only on a spot-check basis

Nonetheless, instructors may decide to use a plagiarism-detection service after the start of the academic term, either on an across-the-board or spot-check basis. The instructor's discretion in such matters is final and not subject to appeal.

Student Copyright

Students retain full copyright ownership of their academic work (see UCLA Policy 965, *Ownership of Creative Work Submitted by Students*). However, if the plagiarism-detection service used by the instructor includes a protocol that the vendor retains a copy of the submitted work, such practice is approved by UCLA for the vendor's sole purpose of comparison with other academic work subsequently submitted by others. The vendor may not use academic work submitted by UCLA students for any other purpose.

Grade Report

The grading process for a student suspected of having engaged in plagiarism or other forms of cheating is described in the *The Manual of the Los Angeles Division of the Academic Senate*, SR A-306.

The final grade in a class is based on the evaluation of a student's achievement in the class. If a student is suspected of having engaged in plagiarism or otherwise having cheated, the infraction is reported to the Dean of Students for consideration of disciplinary proceedings. Until such proceedings have been completed, the grade DR (deferred report) is assigned for the class.

UCLA Policy on giving an “Incomplete.”

In PLI, we give incompletes when assignments or tasks are not completed. We do not consider it a negative grade, rather a process that gives the student more time to finish assignments, if necessary.

Once an Incomplete (I) grade is assigned, it remains on the transcript along with the passing grade a student may later receive for the course. An instructor may assign the “I” grade when work is of passing quality but is incomplete for a good cause (such as illness or other serious problem).

If the work is not completed by the end of the next full term in residence, the I grade lapses to an F, NP, or U as appropriate. The College or school may extend the completion deadline in unusual cases (not applicable to graduate students).

CalAPA Candidate Attestations

To submit your responses to the California Administrator Performance Assessment (CalAPA), you must confirm the following.

As the candidate, I confirm that:

- I have reviewed and agree to the CalAPA Rules of Participation.
- **I am the person who has completed and will submit the assessment materials.**
- I am sole author of the submission, including written and video narratives, completed templates, video clips, and/or other evidence.
- I have appropriately cited all references in the submission that have sources from published text, the Internet, or any other source, including other educators.
- I have verified permissions for all individuals appearing in any video, and can produce such permissions upon request.
- I have ensured confidentiality by securely storing video recordings and uploading videos only to the designated California Educator Credentialing Assessments website for scoring. I have not shared or posted, and I will not share or post, the videos to any non-secure and/or publicly accessible locations (e.g., YouTube™, Facebook™).
- I understand and agree that my CalAPA results will be reported by the Evaluation Systems group of Pearson (Evaluation Systems) to me, to my program, and to the California Commission on Teacher Credentialing (CTC).
- I agree that my submission, without the identification of my name, may be used by the CTC and Evaluation Systems for program research, development, and implementation, including for assessor and faculty training and as exemplars to guide preparation programs and other candidates.
- I acknowledge that I am not permitted to reproduce any of the CalAPA program materials for commercial purposes.

I acknowledge that I have read and agree to the attestations above. I understand that by submitting my assessment cycle to Evaluation Systems, my submission is final and I will no longer have access to my files through the ePortfolio system for any edits or reviews.

University of California Policies

Affirmative Action & Equal Employment Opportunity

<https://faculty.diversity.ucla.edu/affirmative-action-and-equal-employment-opportunity-1/affirmative-action-and-equal-employment-opportunity>

As a Federal contractor, the University of California has an obligation to comply with affirmative action regulations governing all levels of employment, including academic personnel practices. The University also has an obligation to comply with State and Federal laws prohibiting discrimination on the basis of race, sex, color, national origin, and other protected categories.

Under Section 31 of Article 1 of the California State Constitution, the University may not grant preferential treatment to any individual or group on the basis of race, sex, color, ethnicity or national origin. These prohibitions, however, do not apply to actions needed to establish or maintain eligibility for any Federal program, where ineligibility would result in a loss of Federal funds to the University.

Additionally, the University may engage in voluntary practices promoting values of equal employment opportunity. These are important vehicles for expressing the University's commitment to diversity, equal opportunity, and academic freedom. UCLA is indeed committed to making every good faith effort to achieve and maintain a diverse faculty.

Here we present relevant guidelines, the UCLA Academic Affirmative Action Plan, and UC contacts. For policies, laws, and links to State and Federal agencies, see [Policies](#) in our digital library.

UCLA POLICY DOCUMENTS

[Non-Discrimination and Affirmative Action Policy](#)

[Affirmative Action Guidelines: Recruitment and Retention of Faculty](#)

[Faculty Diversity - Guidelines for an Academic Plan](#)

[UCLA Academic Affirmative Action Plan, 2015-2016](#)

STATUS OF AFFIRMATIVE ACTION AT THE UNIVERSITY OF CALIFORNIA

We are often asked about the status of affirmative action in the University of California in light of actions taken by the UC Regents in 1995 and the passage of California's Proposition 209 in 1996.

In July 1995, the UC Board of Regents adopted two resolutions, SP-1 and SP-2, that changed the university's admissions, hiring and contracting practices. SP-1 eliminated consideration of race and gender in admitting students to the University. SP-2 eliminated

race and gender as considerations in UC's hiring and contracting practices, except where such action would result in the university's loss of federal or state funds. The first full entering freshman class admitted under SP-1 enrolled at UC in fall 1998. The first group of faculty hired under SP-2 began employment on or after July 1, 1996.

In May 2001, the UC Board of Regents adopted resolution RE-28, rescinding SP-1 and SP-2. However, Proposition 209, passed by California voters in November 1996, prohibits consideration of race and gender in state employment, education and contracting programs--regardless of UC's Regental or administrative policies. Therefore, rescinding SP-1 and SP-2 does not change actual practice at the University of California with regard to admissions and employment.

The University of California continues to be an equal opportunity/affirmative action employer in compliance with federal affirmative action regulations because the University is a federal contractor. Actions that must be taken to maintain eligibility for federal funding are exempt from the requirements of Proposition 209. Proposition 209 has been incorporated into the California Constitution as Section 31 of Article 1.

Enhancing Diversity at UC

The text of Regental Resolution RE-28, additional information from the UC Office of the President, and the text of Proposition 209 are available on the Policies page of our digital library.

Creating a Culture of Advocacy and Accountability

<https://portal.gseis.ucla.edu/incident-resolution>

Advocacy and Accountability

Welcome to the Graduate School of Education & Information Studies (GSE&IS) Advocacy and Accountability pages, including an **Incident Resolution** portal and a **Continuous Improvement portal**. This website is designed to assist students, faculty, and staff to: (1) make suggestions to improve our community; (2) report hostile or disruptive incidents experienced in the context of your work at GSE&IS both safely and anonymously; (3) serve as an online compendium of campus-based resources and services readily accessible to our community members; and (4) offer a dedicated space in which to communicate current and on-going diversity initiatives by GSE&IS intended to make our internal teaching, learning and work climates more welcoming and inclusive.

Campus and System-Wide Resources

<https://portal.gseis.ucla.edu/incident-resolution/campus-and-system-wide-resources>

Campus and System-Wide Resources

There are any number of support services available to those within the broader UCLA community who seeking external guidance. For a complete listing of these offices, scroll down.

UCLA Office of Ombuds Services

www.ombuds.ucla.edu/

The Office of Ombuds Services mission serves as a safe space in which all members of the UCLA community can go for assistance in resolving conflicts, disputes, or in resolving a wide variety of complaints. As a primary resource for campus mediation services, it operates in an independent, neutral and confidential fashion. The Ombuds office is located at the Strathmore Building, 501 Westwood Plaza, Suite 105. Phone: 310 / 825-7627. Hours are 8 am–5pm, Monday–Friday or by appointment

UCLA Police Department

<http://map.ais.ucla.edu/go/police>

In cases where you feel criminality is involved, you are encouraged to file a report with the UCLA Police Department. UCPD is headquartered at 601 Westwood Plaza Los Angeles, CA 90095-1364. Their phone number is (310) 825-1491. They also maintain an anonymous message/tip line: (310) 794-5824

American Disabilities Act & 504 Compliance Office

<http://www.ada.ucla.edu/>

The ADA & 504 Compliance Office is responsible for ensuring the university fully complies with all provisions of the American with Disabilities Act. They also maintain a grievance procedure in cases where the university fails to meet ADA requirements. You must contact an ADA & 504 Compliance Officer for specific filing instructions (<http://www.ada.ucla.edu/contactus3.html>).

Lesbian Gay Bisexual Transgender Campus Resource Center

www.lgbt.ucla.edu/

In addition to provide a wide range of support services UCLA's LGBT community, The LGBT Resource Center provides confidential assistance and support to students, faculty, and staff who feel they have experienced harassment or discrimination, or who have questions round issues of health, housing, financial aid, classroom, and personnel. The LGBT Resource Center is located at 220 Westwood Plaza B36 in the Student Activities Center. Phone: (310) 206-362. Their hours of operation during the academic year are Monday-Thursday 8:30 am - 6 pm and Friday 8:30 am - 5 pm.

Campus Assault Resources and Education (CARE) Office

<http://www.counseling.ucla.edu/care/>

CARE represents a safe space for survivors of sexual assault. In addition to offering reporting services, they serve as an advocacy resource and help to guide individuals through the adjudication process. CARE is located in The Counseling Center at Wooden Center West.

Sexual Harassment Prevention Office

<http://www.sexualharassment.ucla.edu/>

The Sexual Harassment Prevention Office assists members of the UCLA community in navigating campus sexual harassment reporting procedures.

Academic Senate Charges Committee

<http://www.senate.ucla.edu/committees/charges/>

The Academic Senate's Charges Committee investigates complaints made against faculty members. These complaints must concern a violation of the Faculty Code of Conduct (which includes the sexual harassment policy). This committee determines if there is sufficient evidence for a hearing to be held by the Committee on Privilege and Tenure. To initiate a complaint individuals must submit a written statement to the charges committee, which the chair will review to determine if all other college and department level administrative procedure have been exhausted. The chair conducts a preliminary investigation and presents their findings to the Committee on Privilege and Tenure. Typical grievances filed with the charges committee include issues with faculty teaching, discrimination (both against students and other faculty), sexual harassment, issues of academic integrity, salary related issues and workplace inequities.

UCLA Whistleblowers Hotline

<https://secure.ethicspoint.com/domain/media/en/gui/23531/location.html?cid=23933>

In cases where fraud and/or unethical activity needs to be reported, you can do so anonymously via the confidential Whistleblowers Confidential Hotline: 800-403-4744.

UCLA Equity, Diversity and Inclusion

<https://equity.ucla.edu/report-an-incident/>

UCLA is committed to maintaining an equal learning and working environment for all.

Discrimination based on race, ethnicity, ancestry, color; sex, gender, gender identity, gender expression, sexual orientation; national origin, citizenship status; religion; disability, pregnancy, medical condition, genetic predisposition; domestic partnership / marital status; age; veteran status may violate University codes of conduct and policies, with potentially serious consequences. Acts of [sexual harassment](#), assault, and [violence](#) are considered to be discrimination based on gender.

When someone alleges discrimination by faculty, staff, or students, it is the University's **ethical and legal responsibility** to conduct a thorough, independent, and objective investigation. The Office of Equity, Diversity and Inclusion plays a crucial role in those investigations. We do so in conjunction with other offices, such as [Staff Diversity & Compliance](#) of Campus Human Resources, and the [Dean of Students](#).

Depending on **who** allegedly engaged in the discrimination (e.g., faculty, staff, or students), different offices generally have primary responsibility in conducting investigation. Also, the **type of discrimination** alleged (e.g. sexual assault, or race discrimination) can influence the specific type of investigation and adjudication procedures that apply.

All claims can be sent to:

GSE&IS Equity, Diversity and Inclusion contact:

Cecilia Rios-Aguilar

Associate Dean of Equity, Diversity and Inclusion

rios-aguilar@gseis.ucla.edu

UCLA Title IX Office

<https://www.sexualharassment.ucla.edu/>

Sexual Harassment and Sexual Violence

Sexual Harassment is defined as unwelcome sexual advances, unwelcome requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when a person's submission to such conduct is implicitly or explicitly made the basis for employment decisions, academic evaluation, grades or advancement, or other decisions affecting participation in a University program (quid pro quo), or when such conduct creates a hostile working environment as defined by University policy.

The University of California is committed to creating and maintaining a community free of sexual violence and sexual harassment. Any member of the University community

may report conduct that may constitute sexual violence, sexual harassment, retaliation, and other prohibited behavior (“Prohibited Conduct”). The University will respond promptly and equitably to such reports, and will take appropriate action to stop, prevent, and remedy the Prohibited Conduct, and when necessary, to discipline the Respondent.

In addition to sexual harassment discrimination based on sex, gender, gender identity, gender expression, sex- or gender- stereotyping, and sexual orientation violates law and other University policies. Such discrimination may also contribute to the hostile work or academic environment based on sex and thus constitute or contribute to sexual harassment. Harassment that may not be sexual, but still contributed to a hostile work or academic environment, may also violate the University’s other non-discrimination policies.

Please let the Principal Leadership Institute faculty and staff know your pronouns (his/her/they).

Center for Accessible Education

Welcome to the Center for Accessible Education

<http://www.cae.ucla.edu>

The UCLA Center for Accessible Education (CAE) facilitates academic accommodations for regularly enrolled, matriculating students with documented permanent and temporary disabilities. Accommodations are designed to promote successful engagement in the UCLA academic experience.

If you are interested in receiving disability-based academic accommodations, you may schedule an appointment to meet with an intake counselor in order to determine your eligibility for services. We are committed to ensuring all UCLA students can participate fully in the numerous educational opportunities on campus.

If you are a prospective student, new student or current student, please click on the specific links for more information. The CAE is here to provide access to you in meeting your educational challenges successfully.

Getting Started with the CAE

- [What constitutes a disability?](#)
- [Register with the CAE](#)
- [Documentation Needed](#)
- [Learning Disability Screening](#)

- [Scholarships](#)
- [Department of Rehabilitation](#)
- [University Extension Students](#)
- [Directory of Services and Activities For Students, Staff, Faculty, Visitors and Others with Disabilities](#)
- [UCLA Pathways Disability Access Map](#)

Register with the CAE

<http://www.cae.ucla.edu/Register-with-the-CAE>

1. Schedule an intake appointment. Call (310) 825-1501 and schedule an appointment with a Disability Counselor. The counselor you meet with will be determined by the nature of your disability or medical condition (ie learning disability, psychological disability, temporary disability, etc).
2. Required documentation. Prior to your intake appointment, please obtain a letter from your clinician or medical provider that describes the functional limitations of your disability. You may also have your clinician complete the Verification of Disability (make a clickable link) form to verify your disability status. To avoid delays in

authorizing accommodations, please bring this documentation with you to your intake appointment.

3. Intake appointment. You will visit A255 in Murphy Hall for your intake. During your appointment, your Disability Counselor will review your medical documentation in order to determine your eligibility for accommodations and services.

4. Authorization for services. Please note that registration with the CAE does not authorize you for access to all accommodations. Your counselor will approve you for only those accommodations that meet your needs. You can always schedule a follow-up appointment to discuss modifications if you feel your accommodations are not adequate.

Other Campus Services & Links

<https://www.osd.ucla.edu/Directory>

Directory of Services and Activities For Students, Staff, Faculty, Visitors and Others with Disabilities

ADA & 504 Compliance Office: This office (1) monitors and coordinates compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 which prohibit discrimination based on disability in University Activities; (2) offers guidance and evaluates efforts to provide access to campus facilities and programs; (3) develops procedures to identify and correct access deficiencies; (4) disseminates information regarding compliance-related issues and recommends appropriate remedial actions; (5) coordinates the implementation of the ADA Transition Plan; and (6) fields complaints alleging noncompliance with the ADA & Section 504. *A239 Murphy Hall, (310) 825-1514 (voice), (310) 206-9228 (FAX).* Website: www.ada.ucla.edu

Arthur Ashe Student Health & Wellness Center: A wide variety of medical services and referrals are provided to regularly enrolled students. *Arthur Ashe Center, 221 Westwood Plaza. Appointments and Information: (310) 825-4073.* Website: www.studenthealth.ucla.edu

Career Center: The Career Center provides a wide range of services, programs and resources designed to help students with disabilities make informed career decisions and compete successfully in the job market. The Career Center stresses the importance of beginning the career development process as early as possible and offers assistance to students with disabilities. *Strathmore Center Building, 501 Westwood Plaza, (310) 206-1915.* Website: www.career.ucla.edu

Committee on Disability (UCOD): The UCOD was established in 1982 as an advisory group by the Chancellor to create and maintain a more accessible campus environment. The UCOD is composed of student, faculty, staff, alumni, and community and ex-officio members. The Committee's charge is to analyze and identify problems, propose solutions,

and make recommendations on matters of particular concern to persons with disabilities. For more information please contact the Assistant to the UCOD: *Sylvia Hyde-Moguel*, 2131 Murphy Hall, Phone:(310) 206-2400, Fax:(310) 267-1873, smoguel@saonet.ucla.edu Website: ucod.ucla.edu

Communications Technology Services (CTS): The CTS provides TTY service to deaf persons and others seeking UCLA campus and Center for Health Sciences (CHS) information. Pay TTY's are located at Ackerman Union 1st floor, Law Bldg 1st floor, Medical Center MDCC, Murphy Hall A-level, North Campus Student Center NE entrance, Pauley Pavilion exterior NE corner and Powell Library 1st floor. For more information please call *CTS Customer Service*, (310) 825-3775, cservice@cts.ucla.edu Website: www.cts.ucla.edu

Counseling and Psychological Services (CAPS): CAPS provides short term individual counseling, stress management, support groups and consultation to registered students of all ages and academic levels. They are located at *John Wooden Center West*, 221 Westwood Plaza, (310) 825-0768 (voice), 206-7366 (FAX). Website: <http://www.counseling.ucla.edu>

Disabled Student Union (DSU): The purpose of Disabled Student Union is to empower students with disabilities; increase the personal, social, and academic opportunities for students with disabilities; and develop resources to expand accessibility and awareness of disability-related issues throughout the campus community.

Disabilities and Computing Program (DCP): The DCP offers access to computers for independent and productive work for students, staff, and faculty with disabilities. The DCP offers state-of-the-art technology such as computers with voice synthesis, speech recognition, scanners, alternative keyboards and reading machines. 4909 Math Sciences Building, 206-7133 (voice), 206-5155 (TTY), 206-7025 (FAX). Website: www.dcp.ucla.edu

Environment, Health and Safety (EH&S): EH&S is concerned with maintaining a safe campus for students, faculty, staff and visitors. They conduct inspections for hazardous conditions, consult on safety matters and provide educational programs. EH&S is staffed by specialists in chemical, biological, radiation, and fire safety; and experts in industrial hygiene, asbestos abatement, emergency preparedness, and accident prevention. 4th floor, Strathmore Center Building, 501 Westwood Plaza, 825-5689(voice), 825-7076 (FAX), 206-7994 24-hour safety information hotline. Website: www.ehs.ucla.edu

Medical Center Deaf Services Program: The Deaf Services Program provides interpreters for patients at the Center for Health Sciences and Medical Plaza. For free interpreter services and medical appointment scheduling call, 825-7271 (voice), 825-7275 (TTY). Website: www.uclahealth.org/body.cfm?id=107

Medical Center Human Resources (MCHR): The MCHR specializes in vocational rehabilitation services for faculty and staff with disabilities. Services that are available

include consultation and counseling in work site modification, job analysis, identification and assessment of assistive technological equipment/devices, and compliance with the reasonable accommodation provision of the Americans with Disabilities Act. Ste. 200, 924 Westwood Plaza, 794-0500 (voice) 206-5593 (TTY) 794-0530 (FAX).

Center for Accessible Education (CAE): The CAE is a campus resource providing educational support services and programmatic access to students with verifiable permanent and temporary disabilities. In addition, the CAE provides information to faculty about academic accommodations. Students can benefit from the Learning Disabilities Program, readers, notetakers, interpreters, priority enrollment, test-taking facilitation, adaptive aids, and on-campus transportation/parking assistance. A255 Murphy, 825-1501 (voice), 825-9656 (FAX). Website: www.cae.ucla.edu

Staff Affirmative Action Office (SAAO): The SAAO provides assistance to staff with disabilities in dealing with discrimination complaints. They investigate and mediate internal complaints, including those filed with state and/or federal agencies. The SAAO provides diversity-awareness training with a focus on disabilities and conducts self-identification surveys to determine the number of University employees with disabilities. 1103 Ueberroth, 825-0751 (voice) 825-2199 (FAX).

Staff and Faculty Counseling Center (SFCC): The SFCC provides short-term counseling and consultation for faculty and staff experiencing personal or work-related stress. SFCC helps resolve psychological difficulties, family conflicts, addiction problems, or workplace conflicts with supervisors, subordinates, or co-workers. Ste. 1130, 10920 Wilshire Blvd., 794-0245 (voice), 794-0251 (FAX).

University Extension Disabled Student Services: The UCLA Extension (UNEX) Disabled Student Services Office offers a variety of services for extension students with disabilities, including notetakers, readers, interpreters, enrollment assistance, exam proctoring and parking assistance. 214 UNEX Building, (310) 825-7851 (voice/TTY), access@uclaextension.edu. Website: <https://www.uclaextension.edu/str/StudentswithDisabilities.aspx>

Directory of Services and Activities For Students, Staff, Faculty, Visitors and Others with Disabilities 10/1/2012

Cohort 22 Lists

Cohort 22A	Cohort 22B
Akram, Dawud	Almer, Jennifer
Camerano, Samantha	Arellanes, Yemina
Espinoza, Erika	Arevalo, Melissa
Fernandez, Jennifer	Branch, Meredith
Fox, Jessica	Durfee, Michele
Garcia-Aguilar, Yosi	Finn, Mairin
Jackson, Candice	Fonseca, Stephanie
Jones, Aneesha	Gonzales, Alecia
Lee, Jae	Hart, Jason
Martin, Amparo	Kim, Adrienne
Mathiesen, Tiffany	Kim, Grace
Medrano, Alvaro	Laskar, Tawny
Mosqueda, Vanessa	Lopez, Andrew
Nagata, Susanne	Nellon, Michelle
Quinteros, Lesley	Pardo, Amanda
Tillman, Jonathon	Perez, Shellee
Vega, Alejandra	Proano-Montañez, Sandra
Won, Deborah	White, Arian