

University of California, Irvine
Division of Continuing Education's
Preliminary Administrative Services Credential

Student Handbook

Table of Contents

Overview	Page 3
Vision Statement	Page 3
Program Requirements	Page 4
Admission Process	Page 4
Quarterly Schedule and Course Sequence	Page 6
Course Descriptions	Page 7
Supervised Administrative Field Work	Page 9
Performance Assessment	Page 10
Grade Requirements	Page 10
Fees	Page 10
Transferring Coursework	Page 11
Directions for Preliminary Administrative Services Credential Recommendation	Page 11
Frequently Asked Questions Regarding Credentialing	Page 12
Contact Information	Page 13
Student Resources	Page 14
Petition to Transfer Coursework	Page 15

Overview

The Preliminary Administrative Services Credential (Preliminary ASC) authorizes the holder to provide administrative services for grades K-12 including:

- The development, coordination, and assessment of instructional programs
- The management of school site, district, or county fiscal services; hiring, assigning, supervising, and evaluating certificated and classified personnel
- Providing discipline to students and employees
- Development, coordination, and supervision of student support services

Vision Statement for UCI Education and Leadership Preparation Programs

The UCI School of Education's vision is to improve educational opportunities in the university, community and public schools. We are dedicated to producing innovative research and cultivating the next generation of educators and leaders who will contribute to a transformational shift in education, ensuring that all students are adequately prepared as successful and productive participants in a democratic society. To this end, the UCI educator certification programs are committed to preparing candidates who:

- Implement research-based practices to meet the needs of California's diverse learners
- Demonstrate critical agency, advocacy and leadership to improve the educational experiences of underserved students in California public schools
- Reflect critically and consistently about student learning, teaching practice and school-wide systems.
- Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being
- Challenge deficit narratives about diverse students' success at school
- Collaborate with school and local communities to leverage and enhance resources, assets and knowledge.

Research Based Practices

Our programs are guided by research-based practices that closely tie theory to field-based experiences informed by local and global contexts (Darling-Hammond, 2010). The curriculum and structure of all programs is centered on three related goals of developing educators prepared to promote equitable practices and advocate for marginalized students, collaborate with local schools and communities to leverage and enhance resources, assets and knowledge, and apply a research informed lens to reflect critically about student learning, teaching, and school-wide systems (Frizgerald, 2020; Muhammad, 2020; Zeichner et.al., 2016).

Developing equity-driven school leaders responsible for empowering, engaging, and serving the academic needs of all learners.

Our Administrative Credential Programs are guided by the California Professional Standards for Education Leaders (CAPSELs) and California Performance Expectations (CAPEs). The standards guide the course content and offer a deepening exposure and understanding to enable candidates to develop the knowledge, skills, and disposition necessary for effective and

equity driven school leadership. Through our Preliminary and Clear Administrative programs candidates are exposed to principles and practices that support educational equity, equal access and opportunities for all students, and cultural responsiveness. (The School Principal as Leader: Guiding Schools to Better Teaching and Learning. The Wallace Foundation. Lindsey, R.B., et. al. (2018). Cultural Proficiency: A manual for school leaders.)

Program Requirements

Before enrolling in a preparation program for the Preliminary ASC, you should:

- Possess a valid life or clear California teaching or service credential along with a baccalaureate degree and (if applicable) an English learner authorization
- Meet the basic skills requirement
- Complete a minimum of five years of full-time service in public or private schools (If you do not have the five years, you may be eligible to receive a conditional admittance to the program and complete the five years of full-time service at the time of recommendation for the Preliminary ASC). Please contact UCI DCE's Education Programs at education@ce.uci.edu or (949) 824-7945 to discuss your program eligibility.
- Access to educational leadership administrative activities and identify a site-based supervisor to participate in EDUC X397A and EDUC X397B Supervised Administrative Field Work
- Identify a fieldwork settings that:
 - supports the candidate's ability to complete the CalAPA;
 - demonstrates commitment to collaborative student-centered practices and continuous program improvement;
 - has partnerships with appropriate other educational, social, and community entities that support teaching and learning for all students;
 - creates a learning culture that supports all students;
 - understands and reflect socioeconomic and cultural diversity;
 - supports the candidate to access data, work with other educators, and observe teaching practice; and
 - permits video capture, where designated, for candidate reflection and CalAPA task completion.

Admission Process

You must apply to the program prior to beginning coursework. Enrollment does not constitute admission to the program. Your completion requirements are based upon when you are admitted to the program, not when you began taking coursework.

The application packet includes the following:

- A completed application form (Please fill out all sections of the application form. Failure to complete all sections of the application form could result in delaying the admissions process.)

- Copy of valid life or clear California teaching or service credential or credentials
The following are the types of clear or life teaching and services credentials that may serve as the prerequisite credential for a PASC or CE under the approved regulations:
 - a. *A clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or*
 - b. *A clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, along with possessing a baccalaureate degree and holds an English learner added authorization; or*
 - c. *A clear or life California services credential in pupil services, health services for school nurses, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.*
 - A copy from the CTC website is acceptable documentation

- Copy of basic skills requirement (i.e. CBEST, CSET with Writing Skills test, CSU Early Assessment Program, CSU Placement Examinations, Out of State Basic Skills Examination, SAT, or ACT)
 - If you do not have a copy of your CBEST, you may obtain a copy at <http://www.ctcexams.nesinc.com/results.asp> or your school district.
 - The list of Basic Skills examinations from other states accepted by the Commission can be found at <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>.

- Official verification of at least five years of full-time employment on a valid California teaching or service credential in a public school, nonpublic school, or private school of equivalent status located in California or another state. Full-time experience for the credential is defined as teaching a minimum of four hours per day on a daily basis for at least 75% of a school year. Experience may be accrued in increments of a minimum of one semester. Day-to-day or other short-term substitute experiences are not acceptable. However, the experience does not have to be earned while holding a teaching or other qualifying credential. Experience earned in a private school of equivalent status prior to issuance of a teaching/services credential or experience earned in a public school on the basis of an emergency permit, intern credential, Short-Term Staff Permit, or Provisional Internship Permit is acceptable toward the required five years of experience. The five years of experience may be teaching experience; services experience in the areas of Pupil Personnel, School Nurse, Teacher Librarian, and Speech-Language Pathology or Clinical or Rehabilitative Service; or a combination of teaching and services experience (*CTC Coded Correspondence 13-08 and CTC Leaflet cl574C*).
 - Verification of experience must be on the district or employing agency letterhead. Verification needs to be signed by your school district's Director of Human Resources, Director of Personnel, Superintendent, or Assistant Superintendent. School or district personnel other than the applicant must verify all experience (CTC leaflet cl574c).
 - If you have less than five years experience, contact UCI DCE's Education Programs at education@ce.uci.edu or (949) 824-7945. It may be possible to be admitted to the program and complete the five years of full-time service at the time of recommendation.

- Statement of Purpose
 - In writing please provide your reasons for participating in the CTC-issued Preliminary Administrative Services Credential program and how the program may be relevant and applicable to your goals as an educator (approximately one page in length). Address to Preliminary Administrative Services Credential Program. (Sample ideas: you may include your personal history in terms of employment, personal/professional characteristics, and experience working with diverse learners.)

- References
 - Please provide two letters of reference addressed to the Preliminary Administrative Credential Program submitted by principals or district administrators who have current knowledge of your appropriate professional experiences and personal characteristics, including sensitivity to California’s diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for service in school administration.

Please visit <https://ce.uci.edu/areas/education/application/> to complete the application form and to submit the required documents stated above. Please **DO NOT** include your full social security number in the application documents, and do submit the required documents in PDF format. Applicants will be notified of acceptance to the credential program by email within four weeks upon receipt of a completed application (application form, supporting documents, statement of purpose, and references).

Quarterly Schedule and Course Sequence

Approved by the Commission on Teacher Credentialing, the Preliminary ASC program consists of 10 classes totaling 36 units. Five of the courses are held on the UCI campus as face-to face lecture courses, while three are completely online, and the remaining two are independent study with an online course site. The on-campus courses are held on Monday and Wednesday evenings starting as early as 6:30 p.m. and going as late as 9:20 p.m. All courses are offered once in an academic year with the exception of the Supervised Administrative Field Work courses. All coursework must be completed with a grade of “B” or better. All requirements must be completed within five (5) years after the student enrolls in his/her first course.

Required Courses					
Course #	Title	Fall	Winter	Spring	Summer
EDUC X393.1	Educational Leadership (4 units)	X			
EDUC X393.21	Management of Human and Material Resources (4 units)	X			
EDUC X393.5	Leadership in a Community Culture (4 units)		X		
EDUC X393.61	School Law and Fiscal Management (4 units)		X		
EDUC X393.71	Focus on Student Achievement (2 units)			X	

EDUC X393.9	Curriculum Design and Management (4 units)			X	
EDUC X393.3	Cultural and Socioeconomic Diversity (2 units)				X
EDUC X393.4	Governance, Organization & Administration (4 units)				X
EDUC X397A	Supervised Administrative Field Work (4 units)	X	X	X	X
EDUC X397B	Supervised Administrative Field Work (4 units)	X	X	X	X

Although there is not a required sequence of courses, it is recommended candidates enroll concurrently in a section of supervised administrative field work with EDUC X393.1 Educational Leadership and EDUC X393.5 Leadership in a Community Culture in order to work on the CalAPA as a part of their field work activities. Candidates must complete EDUC X393.71 Focus on Student Achievement prior or concurrently with EDUC X393.9 Curriculum Design and Management. In addition, candidates must complete supervised administrative fieldwork, EDUC X397A prior to enrolling in supervised administrative fieldwork, EDUC X397B.

Course Descriptions

EDUC X393.1 Educational Leadership (4 units)

This course is designed to examine and analyze theories of leadership, organizational behavior, decision making, and the role of the leader within the context of educational organizations. Comparisons of management and leadership styles and its relationship to effective schools will be explored. The course will investigate the role of the leader in various contexts and analyze approaches to issues such as decentralization, the change process, shared governance, decision making, school climate and culture, program improvement, and student rights.

EDUC X393.21 Management of Human and Material Resources (4 units)

This course includes concepts, theories, and applications for the development and management of human resources; effective staff utilization patterns in consideration of personnel competencies, organizational constraints, and available resources; emerging considerations in developing and implementing effective personnel policies; and, short and long term planning for filling personnel needs.

EDUC X393.5 Leadership in a Community Culture (4 units)

Students will develop an understanding of the complexity associated with developing a school community and relating to a school's communities. This course provides an opportunity to explore and practice demonstrating leadership skills to develop a coherent community of practice by working with teachers to optimize student learning. In addition, students will have an opportunity to learn how to work effectively with families and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. The major emphasis of this course is on developing the knowledge and skills necessary for a school principal to develop and maintain a school community and manage community resources to optimize opportunities for student learning.

EDUC X393.61 School Law and Fiscal Management (4 units)

This course integrates the study of the legal and financial frameworks of public schools as each framework interacts with political processes and policy-making, including philosophical influences and political jurisdictions affecting educational policies and practices, influence of legal aspects to educational control, political and sociological aspects to educational control, political and sociological forces directly and indirectly affecting school practices, and theory of individual and group dynamics in achieving compromise, consensus, and coalitions to achieve educational goals. This course introduces students to federal and state laws and court cases that regulate public education operations and financing in California. The course focuses on current issues facing educators including the interaction between law, politics, and public education. In addition, this course explores the organization and management of financial and business operations, funding sources and problems affecting financing at State and local levels, business office operations, budget preparation, financial management strategies and control, and facility construction projects.

EDUC X393.71 Focus on Student Achievement (2 units)

An emphasis on using data to guide instructional practice and promote student achievement. Students will access their own school data to make instructional and curriculum decisions for improving student achievement. Various data sources will be examined to support the development of a data driven culture. Students will be studying a continuous improvement model to undertake a data analysis and identify equity gap/s, root causes, problem statements resulting in planning for school improvement.

EDUC X393.9 Curriculum Design and Management (4 units)

Historical and contemporary principles of curriculum development. Basis for curriculum decisions: theories and techniques of curriculum planning. Development of educational programs: multicultural and socioeconomic considerations, evaluation, and staff development. Principles of curricular alignment including delivery, materials, and assessment.

EDUC X393.3 Cultural and Socioeconomic Diversity (2 units)

Contemporary issues of cultural and socioeconomic diversity in public education. Ethnic, racial, and religious composition of the State and local community. Concepts of cultural values and language diversity. Programs and procedures for meeting instructional needs of limited English proficient pupils. Principles and procedures for involving the family in school activities.

EDUC X393.4 Governance, Organization, and Administration (4 units)

This course includes the study of political, social, and economic forces affecting public school systems. Federal, state, and county mandates and policies related to funding requirements, court decisions, and other influences are discussed. The organization administration and control of local school districts including school boards, administrators, unions, professional organizations, and pressure groups are given thorough attention. Concepts of authority, power, and influence will be examined.

EDUC X397A & B Supervised Administrative Field Work (each course is 4 units, for a total of 8 units) Field experience activities totaling 80 hours (40 hours in EDUC X397A and 40 hours in EDUC X397B) in the administration or supervision in a public school. The school district, student, and UCI jointly plan the work experience, its supervision, and accompanying academic work.

Supervised Administrative Field Work

The fieldwork sequence, EDUC X397A & B, is an eight (8) unit requirement. Candidates will enroll in EDUC X397A (4 units) prior to enrolling in EDUC X397B (4 units). Fulfilling this requirement will require a commitment of 80 hours by the candidate as verified by a chronology of related activities and confirmed by the candidate's site supervisor. Successful completion of the fieldwork is a requirement for the Preliminary ASC.

The purpose of this field experience sequence is to provide the prospective school administrator/leader with an opportunity to integrate the knowledge and theoretical/research perspectives gained through academic coursework with empirical considerations of the school site/district environment. The focus of this integration may take many forms depending on the candidate's current professional role and/or career goals, the needs of the cooperating school district, and the requirements established by the CTC and the university program.

Identify a fieldwork settings that:

- supports the candidate's ability to complete the CalAPA;
- demonstrates commitment to collaborative student-centered practices and continuous program improvement;
- has partnerships with appropriate other educational, social, and community entities that support teaching and learning for all students;
- creates a learning culture that supports all students;
- understands and reflect socioeconomic and cultural diversity;
- supports the candidate to access data, work with other educators, and observe teaching practice; and
- permits video capture, where designated, for candidate reflection and CalAPA task completion.

Site Supervisor/Mentor Requirements:

Please note that it is required that the candidate's site supervisor/ mentor be currently employed as an administrator, preferably at the site where the candidate works. A mentor should...

- be an educational leader who exemplifies the CAPEs
- hold a Preliminary Administrative Services Credential or a Clear Administrative Services Credential
- have a minimum of two years experience as an administrator
- have the ability to develop a collegial mentor/mentee relationship
- meet regularly with you the candidate—weekly meetings are recommended.
- possess skills to provide guidance and support throughout a 2-term set of CAPE-aligned field experiences
- assist the candidate in the creation of a 2-term, CAPE-aligned action plan
- provide written feedback on candidate progress and program, using PASC Program forms available in the *Guide to Supervised Administrative Fieldwork*
- view a mentor training presentation provided to the candidate through the field-based mentor's website

Candidates enrolled in Supervised Administrative Fieldwork will be expected to complete the performance and submission of CalAPA Plan/Act evidence for the Cycle being supported in their Program course during that quarter. These activities will count toward the required 80 hours of Fieldwork aligned to the CAPE competencies area as indicated below. The following is the CalAPA Cycle implementation schedule for the UCI DCE PASC Program:

EDUC X393.1 Educational Leadership

Cycle 2 Facilitating a Community of Practice (CAPEs: 2A, 2C, 5B)

EDUC X393.5 Leadership in a Community Culture

Cycle 3 Supporting Teacher Growth (CAPEs: 2A, 2B, 2C, 2D, 5A, 5B, 5C)

EDUC X393.71 Focus on Student Achievement

Cycle 1 Analyzing Data to Promote School Improvement and Promote Equity
(CAPEs: 1A, 1B, 1C, 2B, 4A, 5A, 5B, 6A)

Performance Assessment

The Preliminary ASC program requires the successful completion of the California Administrator Performance Assessment (CalAPA). The CalAPA is a performance based assessment completed by the candidate concurrently with the required content courses and fieldwork. Successful completion of the CalAPA demonstrates achieving competence as expected for entry-level administration. Students must meet the CTC established passing score on the CalAPA. Students upload cycles to CTC's exam site. Below is a list of passing scores for the CalAPA and the cost for registration for each cycle.

- CTC total rubric passing standards
 - Cycle 1 - 14
 - Cycle 2 - 12
 - Cycle 3 - 12
- Complete registration
 - Cycle 1: \$125
 - Cycle 2: \$150
 - Cycle 3: \$150

For information regarding the CalAPA, please visit the CTC exam site at <http://ctcexams.nesinc.com>.

Grade Requirements

All coursework must be completed with a grade of "B" or better. Candidates not making sufficient progress are notified officially by the Education Programs Department and provided with an opportunity to discuss options for assistance and to respond to Department decisions. It is possible a candidate would need to retake a course in the program by re-enrolling and paying again for the course.

Fees

Fees range from \$450 - \$620 per course, making the total cost of tuition \$5,860. There are two application fees, which you pay after you complete your coursework and when you are applying for the credential (a \$127.50 application fee to UCI and a \$102.50 application fee to the CTC).

Transferring Coursework

In most cases, candidates may transfer no more than two qualified courses to the credential program. Coursework must be from an accredited four year college or university. Coursework must have been completed within the past five years. Coursework must be credit in nature and be completed with at least a letter grade of “B.”

If you are requesting to transfer coursework:

- Submit a copy of the Petition to Transfer Coursework form (see page 12)
- Submit course descriptions/syllabi from the institution where the courses were taken
- Submit an official transcript

Mail documents to:

UCI Division of Continuing Education
Education Programs
P.O. Box 6050
Irvine, CA 92616-6050

Directions for Preliminary Administrative Services Credential Recommendation

In order to be recommended for the Preliminary Credential with the Commission on Teacher Credentialing (CTC), an applicant will need to submit an application packet to the Credential Analyst & Counselor in the University of California, Irvine’s School of Education office.

**Preliminary Administrative Services Credential: for individual who has completed the requirements, and has an offer of employment in an administrative position.*

*Certificate of Eligibility: for individual who has completed the requirements, but does not have an offer of employment in an administrative position.**

The application packet needs to include the following documents:

- Completed credential application via DocuSign at <https://na3.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=ae1d50d4-b858-4548-bee4-e5bad69201e4&env=na3&acct=0d071f8e-b378-4a6a-be90-aea14adff69e&v=2>
 - Fill out section # 1 (Please provide an email address that is not an AOL or a School District email address).
 - For section #2 Application Type Requested, select “New Credential/Permit”.
 - For section #3 Choose Document Type, select “Administrative” and “Other” under Services Credential.
 - Please indicate “Preliminary” or “Certificate of Eligibility” in the space under Other
 - Fill out section #6 – 9
- One official sealed transcript reflecting grades for all required courses
 - For directions on how to request an official transcript, go to <https://ce.uci.edu/resources/academic/transcripts/>. Transcript requests need to be ordered online through your online account by requesting a digital transcript via Parchment. The digital transcript must be sent to UCI’s Credential Analyst, David Lim, at dklim@uci.edu. *Please make sure your grades have been posted **PRIOR** to ordering your transcript. Please allow up to two weeks after the course’s end date for your instructor to submit the final grades.*

- Official verification of at least five years of successful employment on a valid California teaching or services credential
 - If you did not provide this at the time of admissions, you must provide it now. If you did provide it at the time of admissions, you do not need to resubmit it. (Note: Verification needs to be on school district or employing agency's letterhead. Verification needs to be signed by your school district's Director of Human Resources, Director of Personnel, Superintendent, or Assistant Superintendent.)
- Verification of employment as an administrator (NOTE: Verification needs to be on school district letterhead or you may submit the CTC's form, found on the CTC website at <http://www.ctc.ca.gov/credentials/leaflets/cl777.pdf>. Verification needs to be signed by your school district's Director of Human Resources, Director of Personnel, Superintendent, or Assistant Superintendent.)
 - If you are filing for your Certificate of Eligibility, you will not submit this documentation.
- UCI charges \$127.50 for processing the Preliminary Credential. Please pay \$127.50 via https://secure.touchnet.net/C21570_ustores/web/store_main.jsp?STOREID=339&SINGLESTORE=true
- Completed Exit Survey. Please call Education Programs at (949) 824-7945 or send an email to education@ce.uci.edu to request the survey. This brief, point-and-click survey must be completed before the credential analyst receives your application packet. The credential analyst will be informed electronically of your completion of the survey. You do not need to submit separate documentation of having completed this survey.
 - If you did not receive an email with the Exit Survey after completing the program, please contact Education Programs at (949) 824-7945 or education@ce.uci.edu.

After your recommendation has been submitted by UCI's Credential Analyst and Counselor, you will receive email instructions from the CTC regarding payment:

- A valid credit or debit card will be necessary to make payment of \$102.50 directly to the Commission on Teacher Credentialing through the CTC website. This payment of \$102.50 must be paid within 90 days of recommendation. If payment is not received within the 90 days, the recommendation is dropped out of the CTC's system and you would have to be re-recommended by UCI's Credential Analyst and Counselor.

Frequently Asked Questions Regarding Credentialing

1. **How do I prove to my school district that I will be receiving the credential?**

Once all required documents are submitted and the credential analyst has processed your credential recommendation with the CTC, you will receive an email from the CTC requesting payment. For more detailed directions on how to pay for your credential after UCI has recommended you, go to <https://www.ctc.ca.gov/docs/default-source/credentials/online->

[services/pdf/web-app-tips.pdf?sfvrsn=8a9951bb_2](#). After payment is received and the CTC completes your application process, you will receive a second email confirming the payment for your credential. You can use this email as verification for your district that your credential is being processed. Recommendations completed online are normally processed within 10 working days and posted to the CTC website. Employers and education agencies seeking proof that a document has been granted by the Commission may use the “Search for an Educator” button on the CTC website at <http://www.ctc.ca.gov/> and key in the SS# and DOB of the person whom they wish to verify to view the electronically displayed information for the official record.

2. What if I have completed the coursework and performance assessment, but I do not yet have a job as an administrator?

It is still very important to submit all of the documents required above EXCEPT for the verification of employment as an administrator to the credential analyst. The credential analyst will apply for a *Certificate of Eligibility*, which has no expiration date. You will indicate on your downloaded CTC application you are applying for your Certificate of Eligibility under Term. Once you obtain an administrative position, you and your school district will need to file for your Preliminary Administrative Services Credential with the CTC.

3. What will I do to renew the Preliminary Administrative Services Credential?

In order to clear the credential you must complete a Clear Administrative Services Credential program and be recommended for the clear credential. See the UCI DCE website, https://ce.uci.edu/areas/education/admin_services2/, for more information on the Clear Administrative Services Credential program. *Note: The CTC's intent is an administrator enroll in a program upon placement in an administrative position but no later than one year from activation of the preliminary credential (CTC PSA 16-13)*

IMPORTANT: It is extremely important that you apply for either your credential or the Certificate of Eligibility immediately after completing the required coursework and performance assessment. We will not make a credential recommendation if the coursework and performance assessment have not been completed within the last 5 years.

Contact Information

UCI Division of Continuing Education, Education Programs
(949) 824-7945
education@ce.uci.edu

For specific questions regarding registration or issues accessing your online course:

UCI Division of Continuing Education, Student Services
(949) 824-5414
dce-services@uci.edu

For specific questions regarding your recommendation for the CTC-issued Preliminary Administrative Services Credential:

David Lim, Credential Analyst & Counselor
UCI School of Education
(949) 824-3348
dklim@uci.edu

Student Resources

UCI Disability Services

If you need support or assistance because of a disability, you may be eligible for accommodations or services through the Disability Service Center (DSC) at UCI. *Please contact the DSC directly at (949) 824- 7494 or TDD (949) 824-6272. You can also visit the DSC's website: <http://www.disability.uci.edu/>.* The DSC will work with your instructor to make any necessary accommodations. Please note that it is your responsibility to initiate this process with the DSC.

Grievances

All Division of Continuing Education (DCE) students are subject to the [UCI Code of Student Conduct](#). Implementation of some aspects of the Code of Conduct may be modified to accommodate the unique needs of our students. However, students with a grievance regarding their treatment within DCE have several avenues to pursue their concerns (as outlined on the [Office of Academic Integrity and Student Conduct website](#)): instructor of their course, Director of their Academic Program, Office of the Registrar and the Dean's Office. Students also have access to the [UCI Office of the Ombudsman](#), which can assist students with thinking through the problem and devising a plan for resolving issues. Although it generally makes sense to attempt to resolve any difficulties at the lowest possible level of the academic hierarchy, students may initiate the grievance policy by contacting their instructor, academic staff, or DCE management. Any grievance from applicants to appeal an admissions decision is directed to the department director for processing.

Additional Resources

For additional resources including career resources, drop and refunds, campus resources, financial information, student conduct, legal information, and DCE alumni chapter, please visit our student resources website at <https://ce.uci.edu/resources/>.

**PETITION TO TRANSFER COURSEWORK
EDUCATION PROGRAMS**

In most cases, candidates may petition to transfer no more than two qualified course to this credential program.

If you are requesting to transfer coursework:

1. Submit completed Petition to Transfer Coursework form
2. Submit course description/syllabus from the institution where the course was taken
3. Submit official transcript

Mail to:
UCI Division of Continuing Education
Attn: Education Programs
P.O. Box 6050
Irvine, CA 92616-6050

PLEASE NOTE:

- Coursework must be from an accredited four year college or university.
- Coursework must have been completed within the past five years.
- Coursework must be credit in nature and be completed with at least a letter grade of "B."

When we have received your petition, course description/syllabus, and official transcript, we will let you know the outcome of your request.

PETITION TO TRANSFER COURSES: EDUCATION PROGRAMS

Today's Date: _____

Name:		Daytime Phone:	
Email Address:		Evening Phone:	
Address:			
City:		State, Zip:	

Course #	Course Title	Proposed Transfer (Course you have taken)

Signature of Petitioner: _____

UCI DCE USE ONLY			
Petition	<input type="checkbox"/>	Granted	<input type="checkbox"/>
		Denied	<input type="checkbox"/>

COMMENTS:

Program Representative

Date Reviewed

Angela Jeantet, Director

Date Approved