

Southern Connecticut State University



**DEPARTMENT OF EDUCATIONAL LEADERSHIP
STUDENT HANDBOOK:**

Programs, Policies, Procedures & Resources

2008-2009

February 2008

Dear Student,

Welcome to the Department of Educational Leadership & Policy Studies at Southern Connecticut State University. Southern's Educational Leadership Program ("EDL") is among the best in the state and region. EDL's faculty expertise is a balance of extensive experience as school leaders/ practitioners and researchers. Our 6th Year students demonstrate the highest levels of success on the Connecticut Administrator Test and are at the forefront of aspiring school leaders being selected to assume positions in school districts throughout the state. Our Doctorate (Ed.D.) in Educational Leadership was fully accredited by the Department of Higher Education in 2007; students may take elective courses in the doctoral program leading to Connecticut Certification as an Intermediate Administrator or Superintendent. The Educational Leadership Department includes equally outstanding programs preparing students for the Master of Science Degree in Research, Statistics and Measurement and a 6th Year Certificate of Advanced Study in Educational Foundations.

Additionally, faculty of the EDL department are highly involved in the process of maintaining a strong connection of program curriculum, goals and objectives to current research about the best practices in preparing school leaders for the 21st Century. This work is done in cooperation with national accrediting agencies responsible for establishing standards for school leadership preparation programs including the National Council for Accreditation of Teacher Education (NCATE), the Interstate School Leaders Licensure Consortium (ISLLC) and the Connecticut Department of Education. The department is also committed to the development of middle to upper level research scientists in a variety of disciplines. Recently, RSM faculty have begun exploring closer ties with school districts in Connecticut expanding the skills of those responsible for the interpretation of student performance data and the application of statistics and measurement principles in advancing the work of schools seeking to meet federal and state performance improvement mandates.

This handbook has been developed to guide you as you matriculate within the department. It contains information on the admissions process, program requirements, department committees, regulations and expectations and operating procedures. You will also find reference to important university resources. We hope that you will find this information useful.

I am delighted to welcome you to Educational Leadership. I wish you a very productive experience and great success in your professional preparation efforts and future endeavors.

Sincerely,

Dr. Peter R. Madonia, Chair
Department of Educational Leadership and Policy Studies

Department Faculty

Dr. Peter R. Madonia, Department Chair: Ed.D., University of Sarasota. Areas of Specialty: Education Finance, Superintendency, and School Based Leadership, Strategic Planning and Program Evaluation.

Dr. William J. Diffley, Coordinator – RSM: Ph.D., University of Connecticut. Areas of Specialty: Research Methodology, Educational Measurement, and Program Evaluation.

Dr. Bernard Hayford: Ph.D., University of Connecticut. Areas of Specialty: Educational Foundations.

Dr. John I. Jean: Ed.D., Ph.D., Columbia University. Areas of Specialty: Mathematics Education, Program Evaluation, Statistics & Research Methodology, Bilingual/Multicultural Education and Educational Leadership.

Dr. Mary Jo Kramer: Ed.D., Harvard University. Areas of Specialty: School and District Instructional Improvement, Leadership Development, Curriculum, Learning and Assessment.

Dr. Gladys Labas: Ph.D., University of Connecticut. Areas of Specialty: Bilingual Education, Secondary School Leadership, and Language Barriers in Education.

Dr. Cathryn M. Magno, Coordinator- Doctorate Program: Ph.D., Columbia University. Areas of Specialty: Educational Sociology, International Education Policy, Gender Studies, and Qualitative Research.

Dr. Cynthia McDaniels: Ph.D., University of Maryland, College Park. Areas of Specialty: Educational Foundations, Curriculum, Supervision and Leadership.

Dr. Lystra M. Richardson: Ph.D., University of Connecticut. Areas of Specialty: Curriculum, Supervision, Organizational Behavior, and Leadership Development.

Dr. David H. Squires, Coordinator – EDL Sixth-Year and Certification Programs: Ph.D., University of Pittsburgh. Areas of Specialty: Curriculum, Supervision, Learning Organizations, and School Reform.

Dr. Dorothy V. Vásquez-Levy, Coordinator of Educational Foundations: Ph.D., University of Arizona. Areas of Specialty: Educational Foundations.

Table of Contents

Letter to Students.....	2
Department Faculty	3
Philosophy & Mission Statement	5
Overview of the Department of Educational Leadership.....	6
Doctorate in Educational Leadership	7
Superintendent’s Program	7
Sixth Year & Certification Programs.....	8
Research, Statistics and Measurement Program	13
Educational Foundations Program	15
Academic Standards.....	16
Student Retention and Continuation Policy	16
Grading Policies.....	17
Grade Change Procedures	17
Policy on Plagiarism	19
Dispositions.....	19
Expectations of faculty.....	19
Expectations of students.....	19
Student Advisement.....	21
Student Advisory Council	22
Handicapped Access	22
Policy on Sexual Harassment.....	22
Due Process	24
Student Services.....	24
Career Services	26

Appendix A: Connecticut Standards for School Leaders.....	30
Appendix B: NCATE Standards.....	30
Appendix C: Technology Portfolio Requirements.....	30
Appendix D: Special Education Requirement.....	31

Important Note: The Department of Educational Leadership’s student handbook has been designed to provide students with a ready reference to the Department’s programs, internal policies, and procedures as well as general information on university services. The contents of this handbook in no way supersedes the University policies or the School of Graduate Studies as delineated in the Graduate Catalog.

Philosophy and Mission Statement

Philosophy

Due to the constancy of change in the social, economic, demographic, and political context in which schools operate, there is a need to develop school leaders who are reflective practitioners of learning organizations. The faculty of the Department of Educational Leadership believes that fundamental to the concept of reflective practice are those leaders who are able to demonstrate scholarship, positive attitudes for change, integrity through ethical behavior, modeling positive leadership behaviors and professional service to the field of education.

Unpredictable societal changes demand school leaders who are courageous in decision-making, understand their role in managing change, and committed to continuous self-development. To function effectively within schools and communities, school leaders must be responsive to cultural diversity as well as traditions that unify us as people, understand schools as political systems and become actively engaged in community involvement.

The Department of Educational Leadership is dedicated to the development of professionals who are personally involved in their own lifelong learning and in the continuous application of that learning to the transformation of the educational systems in which they work. We believe that this endeavor is noble and necessary for our survival as a democratic society.

Mission

The mission of the Department of Educational Leadership is to prepare educational leaders with comprehensive knowledge, appropriate skills and the empowering attitudes to become leaders who are informed decision-makers capable of being reflective practitioners.

Overview of the Department of Educational Leadership

The Department of Educational Leadership consists of six major programs:

Doctorate in Educational Leadership – Ed.D.

The Ed. D. Program identifies and prepares leaders who can transform Connecticut's educational institutions. These include public schools, with particular attention to preparing a new cadre of professionals for leadership positions. Though not solely designed as a certification program for public school officials, opportunities exist through elective course selection to pursue certification as an Intermediate Administrator (092) or School Superintendent (093).

Superintendent's Program (093)

This certification program is designed to produce highly competent superintendents who are able to provide vision and leadership, to exercise skill in leading people and managing resources, and to personify the ideals of education in the community. Students in this program may complete – credits for certification or – credits to additionally obtain a sixth year diploma.

The Sixth Year Program

The Sixth Year program in Educational Leadership is designed to prepare qualified and effective organizational leaders, primarily in the field of education. Those who complete the planned program of 30 credits within six years are awarded a professional Diploma of Advanced Graduate Study. Educators who hold certificates for service in the public schools and meet experience requirements may qualify for certification as intermediate administrators/supervisors.

The Intermediate Administrator Certification Program (092 Certification)

Certification through this 21-credit program provides graduates the basic background for positions as assistant principals, principals, staff developers, supervisors of instruction, curriculum coordinators, assistant superintendents of schools, department

chairpersons and supervisors in special subject areas.

Research, Statistics & Measurement (RSM)

This Master of Science program prepares research specialists. The curriculum is designed to develop ability in statistical analysis, construction of psychological and educational tests and questionnaires, research methodology, quantitative analysis, evaluation of social and educational programs and personnel, operations research, and computer applications using different software for mainframes and personal computers.

Doctorate in Educational Leadership – Ed.D.

Admissions

The doctoral program has an annual admissions cycle with an application deadline of March 1st for entry the following September. Admission requirements include a Master's degree, three letters of reference, GRE General Test Scores, essay and interview with the Doctoral Admissions Committee.

Program Requirements

A rigorous 63-credit planned program of study includes 24 credits of core courses, 24 credits of courses elective courses, 9 credits of dissertation proposal and preparation credits and 6 credits of dissertation advisement and defense credits.

Additional details regarding program policy and forms can be found in the Doctor of Education Degree in Educational Leadership brochure available from the Coordinator of the Doctoral Education Program. Doctoral policies are relevant only to students accepted into the doctoral program. All doctoral students are subject to the department policies contained in the student handbook as well as the university policies found in SCSU's graduate catalog.

Superintendent's Program

Admissions

Admission to this program is selective and limited. Before consideration the applicant must hold a Master's degree with a cumulative GPA of 3.2 or better at the post-baccalaureate level. An applicant must hold or be able to hold an initial, provisional, or professional educator certificate for intermediate administrator/supervisor. He or she must be serving in or have a minimum of one year's experience in a full time administrative or supervisory position that requires the Intermediate Administrator

Certificate. Applicants are also required to submit a writing sample describing prior leadership experience, three (3) letters of recommendation, and a written statement of his or her personal vision for education.

Once the application folder is completed, the applicant is interviewed by the Faculty Admissions Committee and may be recommended for matriculation. If admitted on probationary status the applicant must complete two (2) departmental courses with a GPA of 3.5 or better along with appropriate scores on diagnostic assessment. After the assessment, the candidate is recommended to the Dean of the Graduate School for matriculation.

Program Requirements

EDL 661 Politics of School Administration	3 Credits
EDL 663 Educational Planning	3 Credits
EDL 686 District-Level Instructional Leadership	3 Credits
EDL 688 Internship/Field Experience	3 Credits
EDL 689 Seminar in Leadership & Supervision	3 Credits
EDL 692 Educational Policy and the Law	3 Credits
RSM 598 Evaluation of Programs and Personnel	3 Credits
Total	21 Credits

Sixth-Year

EDL 700 Professional Seminar in Leadership Dynamics	6 Credits
EDL 666 Personnel Administration	3 Credits
Total	30 Credits

Certification

To obtain SCSU's recommendation for initial Educator Certification as Superintendent of Schools, the student must have three (3) years experience working under the Intermediate Administrator certificate and a total of eight (8) years experience as a teacher/specialist/intermediate administrator. The program on which the institutional recommendation is based will aggregate no less than 30 semester hours of graduate study with the Master's degree and will include no less than 15 semester hours in SCSU's preparation program for the superintendency.

Successful completion of one (1) year service as Superintendent under the Initial Educator certificate leads to Provisional Educator certification, and an additional three years of experience as Superintendent under the Provisional Educator certificate leads to

Professional Educator certification as Superintendent of Schools.

Sixth Year Professional Diploma/Intermediate Administrator Certification

Admissions

To be admitted to the Sixth Year Professional Diploma and/or Certification program the applicant must hold a Master's degree from an accredited University with a GPA no less than 3.2 on a 4.0 scale, and must also have completed a minimum of four (4) years of exemplary teaching. Exceptional candidates with three years teaching experience may be considered based on other aspects of the admissions portfolio. Those students requesting consideration of fewer than four years teaching experience may apply to the department's "Committee on Standards and Appeals."

Application Procedure

Applicants must complete an admissions portfolio consisting of the following:

- Completed application form with the \$50 fee
- Transcripts from all colleges and universities attended by the applicant demonstrating a completed Master's with a GPA of 3.2 or better on a 4.0 scale; (Transcripts should be mailed directly from the registrar of the institution; students without the minimum GPA or required years of teaching *may* qualify for admission on a probationary status only. Probationary status is removed following completion of six matriculated credits with a grade of B or better.)
- Two (2) letters of recommendation from qualified individuals that will attest to the applicant's school leadership potential; a current resume
- A 2-page essay on the applicant's exemplary educational experience (including specific examples) and how the SCSU program will benefit him or her in their endeavor to become an educational leader

This completed package, to be filed with the department secretary, will be reviewed by the Admissions Committee. Qualified applicants will be invited for an interview and will complete a planned program at that time. The Graduate Office will issue a formal letter of matriculation into the program upon completion of the process.

Note: Prior to completing admissions portfolio, the applicant may take two (2) courses. These courses must be either EDL 680, 681, or 682. Students who expect to seek financial aid in the form of loans must be fully matriculated to qualify for financial aid.

Program Requirements

Once matriculated, students are required to maintain a minimum overall GPA of 3.2. Failure to maintain an adequate 3.2 overall GPA may result in the student being placed on academic probation or being removed from the program.

The Sixth Year Professional Diploma requires 30 credits of *sequential* course work as follows:

- EDL 680 Leadership Perspectives
- EDL 681 Leadership Development
- EDL 682 Organizational Development
- EDL 683 Supervision and Evaluation of Instruction
- EDL 684 Learning Theory
- EDL 685 Curriculum Development
- EDL 687 Internship (Field Experience I – 1.5 credits)
- EDL 688 Internship (Field Experience II – 1.5 credits)
- EDL 689 Seminar in Administration and Leadership
- EDL 602 Public School Law
- EDL 657 School Finance

Students are qualified to register for EDL 687 upon successful completion of EDL 680 through EDL 683. Assignment of faculty supervisors for this course is determined by the Department Chair and/or Program Coordinator. Requests for specific faculty members will not be honored.

Successful completion of the Connecticut Administrators Test is required before a final grade for the Internship can be issued. Students who do not meet the CAT requirement and are enrolled in the Internship will carry a grade of “I+” until the CAT requirement has been met. See also certification requirements for special education and technology.

Students requiring intermediate administrator certification only, must complete the following:

- EDL 680 Leadership Perspectives
- EDL 681 Leadership Development
- EDL 682 Organizational Development
- EDL 683 Supervision and Evaluation of Instruction
- EDL 684 Learning Theory
- EDL 685 Curriculum Development
- EDL 687 Internship (Field Experience I – 1.5 credits)
- EDL 688 Internship (Field Experience I – 1.5 credits)*

* Successful completion of the Connecticut Administrators Test is required before a final grade can be issued. Students who do not meet the CAT requirement and are enrolled in the second semester internship (EDL 688) will carry a grade of “I+” until the CAT requirement has been met. See also certification requirements for special education and technology.

Admitted, matriculating students have six years in which to complete their planned program of study, including the field experience (internship) and seminar components. It is anticipated that the planned program of study leading to a Sixth Year Professional Diploma will require two to three years of intensive work on the part of the student. Those students requiring an extension of time beyond the six years may apply for an extension through the department’s Committee on Standards and Appeals. Extensions may be granted based upon extenuating circumstances as presented by the student. Any course(s) older than six years must be retaken or revalidated in order to be considered for certification. Requests for revalidations must be submitted in writing to the Committee on Standards and Appeals.

Students who do not complete their programs within the specified time limit or fail to receive an extension must reapply to the graduate school and to the Department of Educational Leadership and, as a result, be required to meet current program requirements.

Course Sequence

Courses should be taken in sequence with the exception that students may begin EDL 687, (the one-year Internship/Field Internship) upon completion of EDL 680, EDL 681, EDL 682 and EDL 683.

EDL 602 – School Law, and EDL 657 – School Finance does not require prerequisites, therefore it may be taken concurrently with courses sequenced EDL 680 through EDL 688. However, EDL 689 must be the last course taken in the program.

Connecticut Administrator’s Test

All students seeking Certification (092) and/or the 6th Year Certificate of Advanced Study must successfully pass the Connecticut Administrator Test (CAT). The CAT consists of four modules. The first two modules require candidates to take the role as an administrator, to review Connecticut Strategic Profiles (SSP) and community information to develop a school improvement plan. The two school improvement modules include both an elementary and secondary school.

The second two modules require candidates to take the role of an instructional supervisor and are asked to review, analyze and prepare recommendations for support in response to a teacher's plan, student work and a videotape of a teaching episode. The two modules present one elementary and one secondary school scenario.

The Candidate Registration Bulletin/Study Guide offers practice tests and scoring examples to allow candidates to become familiar with the test. These guides are available through the Department of Educational Leadership.

The Department of Educational Leadership offers a preparatory seminar (PrepCAT) prior to the administration of each CAT to support students in their review and preparation for the CAT test. The seminar is offered at no cost to SCSU EDL students. Students are strongly advised not to consider taking the CAT prior to completion of EDL 680, 681, 682,683 and 687 (the first semester of the Internship).

Registration

Students are strongly advised to register on the earliest possible date for their courses because courses with low registration are cancelled two weeks prior to the start of each semester. For those courses requiring permission from the department chair, students should adhere to the following procedure:

- Go to the department website and click on the heading "FORMS."
- Complete the webform and submit.
- Within 5 days your eligibility will be determined.
- Electronic permission will be uploaded and you will be notified via email to enroll.
- In order to maintain your slot, you must register within 10 days of notification.

Please note: This registration procedure is only for courses that require department chair permission.

Course Load Requirements

During the regular academic school year students should plan on enrolling in no more than two 3-credit courses per semester. Full time students may take up to nine credits. Students may enroll in up to 6 credits during any one of the summer sessions. Two summer schedule options are generally available for courses in EDL. One option allows for an extended class time twice a week for one summer session. The second option permits summer semester study over two semesters with class meeting once a week.

Student Performance and Continuous Enrollment

Student performance is monitored through the advisement process. Students are required to meet with their faculty advisor at various junctures in the program for the purpose of discussing progress. All students must complete EDL 680, 681 and 682 as the first nine credits and meet with their advisor for a performance review. Subsequent mandatory student/advisor meetings and review of portfolios are to be scheduled by the student upon completion of two clusters of courses as follows: EDL 683; EDL 684 and 685; and EDL 602, 657, 687, 688 and 689. The process involves the advisor and student collaboratively reviewing the students' portfolio and level of performance to date. In order to maintain graduate level status within the Department of Educational Leadership students are expected to enroll in no fewer than six credits per year. Though extenuating circumstances may force a student to take fewer credit hours per year, it is a student's responsibility to keep in touch with his/her advisor in order to maintain graduate level status. It is recommended that a student make and keep a formal appointment with his/her advisor at least once a year. (Further clarification regarding continuous enrollment is located in the Graduate Catalog.)

Certification Requirements

Students enrolled in the sixth year program or the intermediate administrator certification program who hold or are eligible for a Connecticut Teaching Certificate and have five years of successful teaching experience may be recommended for an Initial Educator Certificate for Intermediate Administrator/Supervisor (092 certification) upon completion of the 21-credit program requirements outlined earlier under program requirements.

Two additional requirements for certification are: 1) Completion of Special Education Course as required by the Connecticut State Department of Education (Appendix D). 2) Completion of a Technology Portfolio (see Appendix C) or successful completion of EDL 664. Completed Technology Portfolios must be submitted to the Department's Office.

Please note: These requirements are in addition to the 30 credits in the 6th Year Program and the 21 credits for Certification. Students are strongly urged to contact the department's web site for updated information on certification. All requests for validation of special education courses taken out of state must be submitted in writing to the Chair of the Special Education Department at Southern Connecticut State University along with a copy of the course description and syllabus that was followed in the class that the student is seeking a waiver. The decision of the Chair of the Special Education Dept. regarding waiver eligibility is final.

A student's work in the form of papers, portfolios, projects, exams, etc. are held by the student's professor for ONE SEMESTER ONLY following the completion of the course. Unclaimed work is automatically destroyed once the period for reclaiming assignments has passed.

Successful completion of one year of service under the Initial Educator Certificate leads to Provisional Educator Certification as an Intermediate Administrator/Supervisor. To receive a Professional Educator Certificate, the individual must have completed 30 credit hours beyond the Master's Degree and served successfully as an intermediate administrator for three years under the Provisional Educator Certificate.

The Certification packet is available on the department's web site:
www.southernct.edu/departments/edl.

The packet includes the following:
Approved Special Education Courses
State Certification Form ED 170A – 1
Internship Experience Report Form
Department Certification Form
Connecticut Administrator's Test Scores
Technology Portfolio
Statement of Professional Experience

Research, Statistics and Measurement (RSM)

Admission

To be accepted into the RSM program at Southern Connecticut State University candidates must meet the following criteria:

- a) Hold a bachelor's degree from an accredited university or college
- b) Have an undergraduate quality point ratio of at least 2.7 with evidence of achievement in quantitative or research-related courses.
- c) Pass a personal interview conducted by an RSM faculty member.
- d) Provide the Director of the RSM Program with two references.
- e) Provide a writing sample on a topic prescribed by the RSM Program Director.

Matriculation

Students may register for both RSM 593 and RSM 594 before becoming matriculated. These two courses are used by both the student and the professor as a screening process. Upon completion of these courses students are recommended for matriculation or advised against continuation.

Program Requirements

Thesis Requirements

In addition to 27 credits of course work delineated in the student's plan of study, students are required to earn six additional credit by conducting research and writing a thesis. The thesis will follow the guidelines published by the School of Graduate Studies as well as the format of the American Psychological Association. RSM 590, Thesis Seminar, will provide students with the instruction, materials and frameworks to initiate their thesis. The product of RSM 590 will be a thesis proposal.

Advisory Committee

The student will constitute a thesis advisory committee consisting of a major advisor and an associate advisor. The major advisor will be a member of the RSM faculty. The student, in collaboration with the major advisor, will select the associate advisor. Associate advisors will be full time graduate school faculty who have expertise in the cognate area defined in the thesis proposal.

Exit Requirements

In addition to maintaining high academic standing, and a producing a thesis approved by the School of Graduate Studies and the student's advisors, RSM students will be expected to create a portfolio of course work products demonstrating accomplishment of each course's objectives. The portfolio will contain such work products as action research assignments, class projects, video taped presentations of research results, etc. In order to successfully exit the program, each student's portfolio must consist of products that have met RSM program standards as determined by the RSM program director at the time of the exit interview.

Course Requirements

Research Methods (two courses required)

- RSM 594: Research Methods in the Behavioral Sciences
- RSM 630: Survey Research and Survey Sampling
- RSM 650: Operations Research

Statistics (four courses required)

- RSM 593: Probability and Statistical Inference
- RSM 597: Research Design and Analysis of Variance and Covariance
- RSM 610: Applied Regression/Correlation Analysis
- RSM 620: Multivariate Analysis
- RSM 640: Non-Parametric Statistics

Measurement (one course required)

- RSM 595: Psychological and Educational Measurements

Computer Science (two courses required)

- CSC 515: Computer Programming for the Behavioral Scientist
- CSC 516: Advanced Computer Programming for the Behavioral Scientist

Electives

- RSM 591: Educational Measurement for Classroom Teachers
- EDU 592: Research in Education
- MKT 425: Marketing Research
- RSM 598: Evaluation of Programs and Personnel

Degree Requirement

- RSM 590: – Thesis Seminar

Educational Foundations

The sixth year program in educational foundations is designed for professionals in the education who wish to develop their expertise by broadening their understanding of social, cultural, political, historical, and philosophical influences on student learning.

Completion of this 30 credit program requires 21 credits of specified educational foundations and leadership courses and 9 credits in graduate level electives. At least 3 credits of electives must be in foundational areas. All program choices are included in a planned program and must be approved by the program coordinator. The course of study permits a degree a flexibility to allow students to pursue areas of interest both within required courses and by choosing electives. This interdisciplinary approach sharpens skills in foundational areas that, in turn, open a wider spectrum of professional and personal interests.

In addition to being offered at Southern's campus in New Haven, a number of required courses are offered online.

Required Courses

EDF 698 – Issues in Educational Foundations
EDF 699 – Seminar in Educational Foundations
EDF 680 - Leadership Perspectives
EDF 682 – Organizational Development
EDF 655 – Foundations of Moral Education

EDF 660 – Comparative Dynamics and Designs of Educational Change
EDF 665 – Multicultural Education

Admission to the Program and Department

To matriculate in this diploma program, candidates must have an earned Master's degree, maintained (at the post-baccalaureate level) a cumulative grade point average of 3.2 or higher. Submit a resume, an essay describing reasons for pursuing a course of study in Educational Foundations, two letters of recommendation, and evidence of two years teaching experience. A personal interview is required. Any applicant with an undergraduate grade point average below 2.70 must apply for a waiver. The waiver policy is accessible on the department's website: www.southernct.edu/departments/edl

Academic Standards

The Department of Educational Leadership adheres to the rules, regulations, and policies of the Graduate School of Southern Connecticut State University as outlined in the Graduate Catalog. However, the Department of Educational Leadership reserves the right to require stricter academic standards, provided all such policies are not in conflict with the university and School of Education policies and procedures.

Student Retention and Continuation Policy

It is the philosophy of the Department of Educational Leadership that students be involved in a process of academic, professional, and personal growth. Graduate education requires continuous evaluation of the student. This evaluation includes not only periodic evaluations such as grades, examinations, and acceptance of projects, but also subjective appraisal by the faculty of the student's progress, potential, and suitability for the profession.

The objectives of the program are to insure that each student exhibits comprehensive knowledge, superior leadership skills, and empowering attitudes and dispositions in the following areas:

1. Academic Knowledge. This includes in-depth understanding of the teaching and learning process, principles of effective leadership, and school/community relations
2. Professional Competencies. Students must be able to demonstrate a high level of proficiency in each of the following areas:
 - Supervision and staff development, curriculum development, and school improvement

- Commitment to the profession, as demonstrated by active pursuit of the highest standards of professional practice as well as through service to the program, professional organizations or the community.
3. Personal Characteristics. Students are expected to conform to the ethical standards of both NCATE and CT standards for School Leaders. In addition, students are expected to demonstrate:
- A democratic attitude that respects the worth, uniqueness, and potential for growth and development of all individuals;
 - Effectiveness in interpersonal relationships, and the ability to establish facilitative relationships with many different kinds of people;
 - Flexibility and openness to feedback and learning, and a commitment to personal growth;
 - Behavioral stability, productive work habits that display motivation, independence, and adaptability; and a personal manner in which responsibilities are discharged in a cooperative and conscientious fashion

Continuation in graduate programs within the Department of Educational Leadership is contingent upon positive on-going faculty evaluation of the graduate student in these three areas. A student may be suspended or dismissed from the program for deficiencies in any of the foregoing.

Students are expected to read, understand, and agree to abide by all regulations as set forth in the Department of Educational Leadership's student handbook and the Student Retention and Continuation policy.

Grading Policies

Individual courses require different levels of student involvement and activity. The faculty within the Department of Educational Leadership adheres to the grading standards outlined in the Graduate Catalog. Individual courses have course requirements clearly outlined and are on file within the department and also available from the professor instructing the course in question. Students are expected to produce graduate level work that meets the various standards as outlined in Appendices A, B, and C. Any student receiving a grade of C or below may be referred to the Department's Standards Committee for program review. A grade below C may not be used toward certification or to meet degree requirements.

Grade Change Procedures

I. Assumptions

- A) The award of grades is the responsibility of the instructor of the course.
- B) A grade shall be changed only with the consent of the instructor of the course and with the approval of the appropriate academic vice president or Dean except for cases which are specified in this document.
- C) These procedures apply only to the change of a grade under conditions specified in section 4.2.2.2 of the collective Bargaining Agreement. They may be implemented after a final grade has been submitted or after a request for a late withdrawal has been denied by the instructor, and any change may be upward or downward.
- D) These procedures may be implemented at any time during the academic year subject to II A below.

II. Procedures

- A) To initiate the grade appeal procedure, the student must submit his/her complaint to the instructor in writing by the 3rd week of the semester⁷ (called hereinafter the appeal semester) following the date on which a grade was awarded. See the section on deadlines below. The student and the instructor shall then attempt to settle the matter.
- B) In the event that the student cannot contact the instructor (with the help of the instructor's chair if needed), or if the student and instructor cannot reach an agreement the following shall take place:
 - 1. The student must report the issue in writing to the Committee on Standards and Appeals by the 5th week of the appeal semester.
 - 2. The Committee on Standards and Appeals shall decide the merits of the complaint and if necessary meet, review the case, and attempt to settle the matter. The student may be invited to meet with the Committee on Standards and Appeals. The Committee must reach its decision with reference to the grade appeal by the 10th week of the appeal semester. If the committee decides that a grade change should occur, it shall be made over the committee members' signatures, and the student, instructor and registrar shall be notified in writing of the change.
 - 3. The student may appeal the decision of the Committee to the Department Chairperson. If the matter is not resolved at that point, the student may appeal to the dean of the School of Education.
- C) Deadlines and deadline extensions.

“By the 3rd week” means 3 weeks (21 calendar days) into the semester, starting with the 1st day of classes. Other deadlines are to be interpreted similarly. For compelling reason(s) the dean of the appropriate school may extend any deadline.

D) Structure of the Committee on Standards and Appeals

The Committee on Standards and Appeals shall consist of 3 department or program members excluding the instructor and those members on leave. In cases of hardship (when not enough department/program members are available), the dean, in consultation with the chair, will appoint an ad-hoc GAC which shall include all eligible (as indicated in the sentence above) members of the department/program.

Policy on Plagiarism

Plagiarism is defined as, “the academic piracy of another person’s scholarship for personal reward, self-aggrandizement, or for the purpose of attaining a grade within or for a course.” Plagiarism is a very serious offense in an academic environment. Students found guilty of such an offense will be removed from the program. (Further clarification regarding plagiarism and other academic policy violations are located in the Graduate Catalog.)

Dispositions

Expectations of Faculty

The faculty in the Department of Educational Leadership is representative of a broad array of scholarly competencies in issues of leadership. Each faculty member has an earned doctoral degree, participates in scholastic societies and educational organizations, and is committed to the promotion of sound theory directing present and future educational practices. As a result, faculty members model professional leadership, emphasizing scholarship, effective communication skills, and integrity.

Faculty members keep a minimum of five office hours each week during which time they may counsel students and/or direct academic work. These hours are posted on the course syllabi, and students should make an appointment during these designated times if they wish to meet individually with a professor.

Faculty members outline specific course requirements for students’ academic success within each course syllabus. These requirements include assessment procedures, grading (situated within university policy), tardiness of assignments, and content specifications. Students are expected to use the syllabus not only as an outline of scope

and sequence but also as a reference of each professor's requirements for the duration of the course.

Expectations of Students

Students are required to meet the expectations as outlined in “Academic Standards and Regulations” set forth in the Graduate Catalog. Additionally, within the Department of Educational Leadership students are expected to adhere to the five organizing principles that shape our preparation programs. These principles are: Scholarship, Attitudes & Dispositions, Integrity, Leadership, and Service (SAILS).

Scholarship

Scholarship is an essential ingredient in becoming a lifelong learner; and requires mastery of and contribution to that body of knowledge that encompasses ways of knowing, learning, and doing. It is a respect for and ability in conducting the methodologies of research, the analysis of data and the evaluation of ideas necessary to support instructional and leadership initiatives. It is also a commitment to persistence in the discipline of inquiry that converts exposure to information, into resolutions of complex issues. At the initial level, scholarship involves both acquiring a theoretical knowledge base and developing the technical and communication skills necessary to link scholarship and practice. Scholarship at the advanced level involves extending that knowledge base through higher levels of research, practice, and professional expertise.

Attitudes and Dispositions

Attitudes are the driving forces of actions. Self-motivation and self-evaluation permit one to respect individual differences, social diversity and inclusion as positive contributions to our society thereby providing the attitudes and dispositions necessary to improve the communities we serve. Attitudes and dispositions include enthusiasm about teaching and learning, motivation to teach others, acceptance of responsibility, respect and compassion toward others, trustworthiness, sensitivity, willingness to lead, and good citizenship. Candidates approach educational environments with a realistic understanding of the difficulties they will face and are prepared to overcome these difficulties. Candidates must possess the attitude and dispositions of leadership if they are to work toward the continuous improvement within their schools. What candidates do is consistently influenced by what they believe. The department values attitudes and dispositions that fundamentally encompass collaboration with others in school, community, and home.

Integrity

Integrity means adherence to a professional code of ethics and the highest

standards of conduct. We believe that educational learners must do what is right from both moral and professional perspectives. Integrity is based on cognitive processes that allow us to reflect on our values and make consistent principled choices based on that reflection. The test of integrity is located in the day-to-day decisions we make. Personal and professional integrity includes self-valuing, an appreciation of diversity, recognizing the worth of special learners, honesty in the dealing with others, morality, an ethical framework within which to cast personal and professional decisions, respect for others and for the opinion of others, and self-discipline in all facets of life. Candidates must develop and reflect upon their personal and professional integrity to fully understand the role of educators in today's schools and to more clearly model the role in becoming lifelong teachers of others.

Leadership

Leadership is critical in all aspects of learning and education. We believe all educators are leaders (teachers, counselors, coaches, superintendents, principals). Leaders require clear goals and measurable outcomes, professional candor, and the courage to draw from strengths and face weaknesses. Leaders require awareness of the individual and collective needs of those whom they serve and the willingness to help them achieve success. Leadership involves adopting a role within a multi-faceted educational system that helps move that system in the direction of meeting the diverse needs of its students. Candidates must be skilled agents of change who use these skills to effect the changes necessary to meet the diverse learning needs of all students. They must also be able to balance the diverse demands of the needs of students, teachers, and the wishes of the community served. Candidates must be open to change, must be aware of how change occurs, and must be prepared to act to bring about these changes.

Service

Service is about a sense of giving. It is a commitment to extend beyond the minimum requirements of our respective roles or positions in an educational community, and understanding that the creation and support of a better community is an essential element in student development. Meeting the diverse needs of students involves not only meeting their academic needs but also understanding the social, political, legal, and cultural context in which students live. Service involves active participation within the community. Being aware of the needs of the community within which the school is located helps create a more informed curriculum within that school.

These five organizing principles (SAILS) help shape our preparation program, and have been adopted to reflect our vision, our responsibilities, and inform our practice. For us at Southern, SAILS represents the core through which our values, beliefs, and dispositions are revealed. It is the thread that ties coursework, field experiences, and faculty-student interactions together.

Student Advisement

Upon formal admittance to one of the programs within the Department of Educational Leadership, each student is assigned an advisor to assist in planning a program and reviewing the student's progress. During the initial meeting with an advisor, a planned program will be completed and forwarded to the Graduate School for final approval; a proposed timeline of completion of the program of study will be developed; and the various gate-keeping processes that the student must meet prior to being recommended for certification and/or other exit requirements will be reviewed.

Students are required to meet with their advisors upon entry to the program and at three additional junctures as specified by the respective programs for the purpose of portfolio review and performance evaluation. The Department maintains a portfolio for each student consisting of one assignment from each course in the planned program. Upon review of the portfolio if the advisor determines that the student is making satisfactory to commendable progress, the student continues with his or her planned program. If the advisor determines that the student's work is unsatisfactory the advisor shall take the student's portfolio to the standards committee. The faculty upon review of the student's portfolio will determine the appropriate action to be taken. The action the faculty may take can range from an interview with the student, resubmission of assignments, remedial intervention, additional coursework, or removal from the program. It is the student's responsibility to make appointments to meet with his or her advisor for portfolio review.

Student Advisory Council

In order to provide opportunities for students' input in departmental decisions, the department has developed a student advisory council. Student council members serve as liaisons to other students enrolled in the department's programs.

Each year, six to eight students are nominated by their peers to serve on the student advisory council. Each student may serve on the council for a two-year term. Student advisory group will meet at least once each semester with the department. Members of the council may also meet on an as needed basis in a students-only group.

Handicapped Access – Student Policy

In accordance with Section 504 and ADA, the following information is provided for any student who has reason to believe that he/she may need special accommodation due to a disability or medical condition.

As a student with a disability, before you may receive accommodations in this class, you will need to make an appointment with the Disability Resource Center located in EN C-105A to arrange for approved accommodations. However, you might also wish to speak with your professor(s) about any of the following: possible accommodations requests or other information, such as emergency medical information, or arrangements needed to assist you in certain circumstance such as a building evacuation etc. Please contact your professor as soon as possible prior to or immediately following the first class of the semester.

To schedule an appointment with a staff member of the Disability Resource Center you may use the following number 392-6832.

Policy on Sexual Harassment

Connecticut State University System Policy on Sexual Harassment -

In 1989 the Board endorsed the policy regarding racism and acts of intolerance adopted by the Board of Governors for Higher Education which states:

“Acts of violence and harassment reflecting bias or intolerance of race, religion, gender, sexual orientation, disability, and ethnic or cultural origins are unacceptable.”

Definition of Sexual Harassment -

“Any unwelcome sexual advance or requests for sexual favors or any conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
- Such conduct has the purpose or effect of substantially interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working environment.”

In an academic setting sexual harassment will also include any unwilling sexual advances or requests for sexual favors or any conduct of a sexual nature when submission to or rejection of such conduct by an individual might affect academic or personal decisions that are subject to the influence of the person making the proposal.

The law currently recognizes various forms of sexual or other harassment:

Quid Pro Quo -

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a.) Submission to such conduct is made either explicitly or implicitly a term or

condition of an individual's academic work or employment; or

- b.) Submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting such individuals; and

Hostile Environment -

Such contact effects or interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive academic or working environment. Hostile environment sexual harassment involves speech or conduct that is directed at someone because of their gender and/or is conduct of a sexual nature. Such speech or conduct includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Such speech or conduct is reasonably regarded as offensive and substantially impairs the academic or work opportunity of students, colleagues or co-workers. This policy shall not be interpreted so as to constitute interference with academic freedom.

Gender Harassment

Gender harassment is a form of sexual harassment, which consists of discriminatory behavior towards an individual based on gender. It includes the use of sexist language, illustrations, examples and gestures that demonstrate discriminatory behavior. Sexually related conduct forms the basis of a sexual harassment claim if a reasonable person of the same gender would consider the actions sufficient to interfere unreasonably with the academic and/or employment performance of the Complainant.

Other Harassment

Harassment against any other protected class member covered by state or federal law. As prospective school leaders, students are expected to demonstrate exemplary behavior both in their interactions with each other and with professors. Any physical or verbal outbursts will lead to disciplinary action. Students will be referred to the Standards Committee for program review with specific reference to attitudes and dispositions.

Due Process

All students have the right to due process over issues related to the academic environment in which they are expected to learn. Students who wish to avail themselves of the due process must submit their request for a hearing in writing to the standards committee within the Department of Educational Leadership. As a matter of principle all students are entitled to the right of due process in any matter concerning academic standards or behavioral issues.

Students shall be entitled to know the case against them and to submit relevant materials, to make their case, and to be heard.

Faculty directly involved in the dispute at hand may not serve on the Standards Committee. All decisions made by the Departmental Standards Committee are subject to review by the Department Chair and/or the Dean of the School of Education.

Students availing themselves of such venues will be scheduled for a hearing by the standards committee within the Department of Educational leadership. Evidence may be submitted by the student in support of the issues involved. The Departmental Standards Committee may upon its own discretion, request additional information or witnesses relevant to the case at hand.

Student Services

Academic Computer Center

The Academic Computer Center, or ACC, supports all computing that is related to Southern course work. The offices are located in Buley Library with the primary computer labs operating in both Buley and Jennings Hall. The equipment consists of up-to-date PC's and Macintosh computers loaded with current versions of popular software.

The hours of operation during the regular semester for the labs located in Jennings room 130 and 139 are Monday through Saturday 8:10am – 10:05pm and on Sunday 12:10pm – 8:45pm. Hours of operation for Buley 309 are Monday through Thursday, 8am – 11pm; Friday 8am – 4:30 pm; Saturday 9am – 5pm and Sunday 1pm – 9pm. Support staff are available in each facility during operating hours and all currently registered students are admitted. A valid SCSU I.D. is required to use these facilities. Director: Joseph M. Brignola, Buley Library Room 305, Department Telephone: (203) 392-6444.

Audio Visual/Television/Multi-media Services

Located in EN 16, the Audio/Television/Multi-Media Department provides instructional services to the entire campus community. Students who want to use audio visual and television equipment for instructional purposes must secure prior approval from the instructor involved. Equipment (with some exceptions) will be delivered to the designated classroom by Audio Visual/Television/Multi-Media personnel. Equipment requests for delivery to classrooms can only be done by the instructor of the class. The Audio Visual/Television/Multi-Media Department usually requires 24 hours notice to reserve or pick up any equipment. For off-campus or overnight use, permission must be obtained from the Director and/or the Assistant to the Director of the Audio Visual/Television/Multi-Media Department. Each person is responsible for the care, handling, use, and prompt return of all equipment. Audio/Visual Television/Multi-Media personnel, in most cases, cannot demonstrate the proper use of the equipment. The

instructor involved must provide instruction. Equipment will not be issued unless the individual can demonstrate its proper use.

Bookstore

The University Bookstore is located on the first floor of the Michael J. Adanti Student Center. In addition to providing textbooks and school supplies, it carries discounted software, computer supplies, imprinted Southern clothing, gifts, greeting cards, newspapers, residence hall supplies, toiletries, postage stamps, and a wide selection of snacks.

The bookstore's fall and spring semester hours are Monday through Thursday, 9a.m. to 7p.m., Friday, 9a.m. to 4p.m. and Saturday 10 a.m. to 3 p.m. These hours are extended at the beginning of each semester. Call for summer hours. The Bookstore accepts cash, personal checks (with two forms of ID), MasterCard, Visa, Discover, American Express, and the SCSU Hoot Loot Card. Textbooks may be returned for refund with a sales receipt within the first week of classes (three days during summer session) if in new, unmarked condition. The Bookstore conducts book buybacks everyday during normal business hours. A Southern I.D. is required.

How to Contact the Bookstore:

Phone 1.203.392.5270

Fax 1.203.392.5278

Web www.southern-ct.bkstore.com

Email bkssouthctst@bncollege.com

Career Services

The Center for Career Services located in Schwartz Hall room 102 offers comprehensive career resources for all students. Innovative programs are offered which enable students to explore, define, prepare for and realize their career objectives. Career Development Programs include career counseling, individual consultation regarding career options, resume writing, cover letters and job search strategies with professional staff. Workshops on career related topics and speakers from various businesses and organizations discussing their career field, occupation, industry and career opportunities are also available.

Career Fairs during the fall and spring semesters include over 125 employers, representing all fields seeking students and graduates for full-time, part-time and cooperative education positions.

Center for Adaptive Technology

The Center for Adaptive Technology (CAT), located in EN 5, helps students with visual, physical, and learning disabilities become independent computer users through the use of adaptive applications and reading and writing aids. The CAT's professional staff provides computer access evaluations and training in an accessible, supportive environment. During open lab hours, students use adaptive technology to complete course work and access e-mail and the Internet. Adaptive technology is also provided in other locations on campus, such as the library and some of the general computing labs. Call 392-5799 or check the CAT web site for the latest information and schedules: www.SouthernCT.edu/departments/cat.

Closing of the University

When a decision is made to delay opening the university, to cancel classes, or to close the university due to inclement weather or other campus emergencies, the first and most accurate information is posted on Southern's WeatherCheck message line, (203) 392-SNOW. The university also uses local radio and television stations to convey this information.

Counseling Services

The center is available to provide personal counseling for students enrolled at the university. Professionally trained counselors are experienced in working with a wide variety of student concerns through individual and group counseling, programs, workshops, and referral to additional services on and off campus. All activities of the center are conducted in accordance with professional ethics, and all communications made to a counselor are confidential except for limited by law. Director: David J. Denino, Engleman Hall B-219. Telephone: (203) 392-5475.

Emergency Medical Assistance

Emergency medical assistance is initiated with a call to University Police, at (203) 392-5375 or 911. The dispatcher will obtain a brief description of the emergency and send an officer to the scene. In case of a life-threatening situation (i.e. apparent heart attack, breathing difficulty, state of unconsciousness, etc.), the dispatcher will call simultaneously for an ambulance and arrange for an escort for the ambulance to the exact campus location. In all cases, health Services will be notified of the action taken.

Escort Service

The University Police Department provides a 24-hour student escort service to accompany students, faculty, and staff to parking lots, residence halls, and other on-campus locations. Call 888 or ext. 25375 from telephones on campus.

Identification Card

The Hoot Loot Card is your student identification card and is mandatory for all students. It will provide you with campus services such as access to residence halls meal plans, computer labs and also functions as a library card.

Students currently registered (or paying the continuous enrollment fee) may obtain the Southern Hoot Loot card by visiting the University Card Office located in the Wintergreen building. Students should bring proof of registration or enrollment (a current bill) and another form of picture I.D. for verification. The normal hours of operation are Monday from 8 a.m. to 6 p.m., Tuesday through Thursday from 8 a.m. to 4:30 p.m. and Friday from 8 a.m. to 4 p.m.

The Southern Hoot Loot ID card can also function as an optional campus debit card allowing additional privileges and services at Southern. With use of this campus debit account, students can deposit money into a Hoot Loot account to make purchases at specified locations on and off campus. If you choose to do so, you can enjoy the convenience of making purchases from the Southern Barnes and Noble Bookstore, on campus snack and soda machines, laundry services for residents, bus trips or other campus activities, and participating local stores and restaurants.

For additional information about Hoot Loot or to add money to the card from the university's secure Web site, visit <http://hootloot.SouthernCT.edu/>. Report lost or stolen cards to the University Card Office during normal business hours by calling (203) 392-7077. After business hours, please report lost or stolen cards to the Southern Campus Police at (203) 392-5375.

Information Desk

Located in the Rotunda of Engleman Hall, the information Desk displays printed information about programs and services available for students. The desk is staffed by employees of Tyco, a vendor who provides commercial printing, copying, and duplication for individuals, organizations, and offices. Staff members provide information concerning campus programs and services and suggest referrals to appropriate University services.

Inter-Faith Office

The Inter-Faith Office considers spiritual growth an important part of personal development. Several chaplains are active on campus, enabling students to make appointments or to simply stop by the Inter-Faith Office, EN 117, to ask for assistance.

Library

Hilton C. Buley Library is the hub of learning activity on campus. Library resources total more than 600,000 items, including books, periodicals, videos, CDs, and government documents. The Library's Connecticut Room holds a collection of books, papers, and documents on the State's history. Buley Library houses the Learning Resource Center, which has a circulating media collection and viewing/listening equipment, and the Curriculum laboratory, a resource center containing instructional materials primarily supporting the School of Education. The Hilton C. Buley library

home page is <http://www.library.southernct.edu/>.

Circulation – Regular loans are four weeks, with a four-week renewal period. Materials can be renewed by telephone (203) 392-5756. Reference materials and periodicals do not circulate. A valid Southern student I.D. card (Hoot Loot card) serves as a library card. All who are taking courses or conducting research for a thesis at the University are eligible to borrow library material. Do not lend your card to others, as you are financially responsible for all materials borrowed on your card.

Fines & Penalties – Students should be aware of the return date in each book they check out. Fines on overdue books are posted at the Circulation/Reserve Desk. Borrowers who lose a book should report its loss immediately and are responsible for its replacement, including a nonrefundable processing fee. All library charges for lost or overdue books must be paid as they occur or a block will be placed, preventing a student's future registration privileges and requests for transcripts.

Interlibrary Loan – Students may request materials from one of the other CSU libraries online through CONSULS. These inter-campus loans can usually be picked up within one week. The library also participates in an interlibrary loan network that allows borrowing of most materials not available in the CSU libraries through an international database. ILL request forms are available at the circulation desk – please allow three weeks for processing.

Library Hours – During the fall and spring semesters, the library is open from Monday through Thursday, 8 a.m.-11 p.m.; Friday, 8 a.m.-5 p.m.; Saturday, 9 a.m.-5 p.m.; Sunday, 1 p.m.-9p.m. Hours during the summer, holiday, and intercession periods vary and are posted on the library home page.

Library Instruction – Librarians teach class sessions and workshops to aid students in their research process. Presentations are offered on search strategies and selection of appropriate research information using both print and online resources. Formal presentations in specific subject areas are arranged by teaching faculty for individual classes. General orientation tours of Buley Library are offered at the beginning of each semester. Individual/Research Consultation Request Forms are available at the Reference Desk.

Periodicals – The Periodicals Information Desk on the lower level provides help locating and using 1,700 periodicals current print periodical titles, 65,000 bound periodicals and nearly 100,000 microform volumes.

Photocopiers – Photocopiers are located on three floors of the library. Library users are expected to observe copyright laws. Change machines are located on the first floor and the ground floor.

Records/Registrar's Office

The Registrar's Office, in the Wintergreen building, is responsible for registration, add/drops, withdrawals, maintenance of official academic records, auditing degree program requirements, compiling the Dean's List, and processing transcripts.

Shuttle Bus Service

The University provides shuttle bus services Monday – Thursday from 7:30 a.m. to 3:00 p.m. and 7:30 a.m. to 4:30 p.m. on Friday. The twenty-five passenger vehicles that are fully air-conditioned will pick-up and drop-off passengers at the designated bus shelters located in Lot #1 near Davis Hall, Lot #2 near Pelz Gym, Main Faculty and Staff Lot at Morrill Hall, at the University Student Center, at Lots #7, 8, and 9, at North Campus and in front of Hickerson Hall. A seven-passenger vehicle is specially equipped with a lift gate and tie downs to accommodate wheelchairs and motor scooters. Students who require this service should call University Police at 392-5375 at least 20 minutes prior to pick-up. Pilot programs may be initiated for shuttle service based on the needs of the students and the changing environment throughout the construction phases of the University strategic plan.

University Facilities/Scheduling

The University Facilities Office coordinates scheduling and support services for classroom space, outdoor areas, for non-class programs and events. The staff is available to meet with prospective users to discuss support services and/or fees associated with any of the available facilities. The office is located in John Lyman Center, 116.

University Police

The University Police Department, open 24 hours a day, is located in Granoff Hall. Police Officers are responsible for the safety and protection of the campus and its personnel as well as for enforcing parking regulations and conducting investigations. Students should promptly report thefts or other incidents on campus directly to the University Police Department. The Police Department provides lost and found services for the entire campus.

Telephone –

- Routine On Campus: dial 25375
- Routine Off Campus: dial (203) 392-5375.
- Emergency, On Campus: dial 911.

The University Police Department has both male and female officers assigned to the patrol units. All officers are trained and have the same authority as members of a municipal police department. The department also has female and male officers trained

to handle cases of sexual assault. The University Police offer many programs on crime prevention throughout the year. Students are invited to stop by the department or call the numbers listed above for more information.

Wellness Office

The Wellness Office is a non-judgmental, confidential place for the Southern community to come for information, conversation, and referrals about topics related to health. The Wellness Office collaborates with other offices on campus and in the community to provide comprehensive services. It provides outreach, educational workshops and programs on campus. The Wellness Office also maintains resources on a wide array of topics including nutrition, fitness, illness and disease, sexuality, and stress management. The Wellness Office is located in the Student Center, room 200B. For more information, you can call (203) 392-6526, or email: wellness@southernct.edu or visit our website at www.southernct.edu/departments/wellness.

Appendix A

Connecticut Standards for School Leaders are accessible on the following website: www.state.ct.us/sde/ Go to Teachers and Administrators, Proceed to School Leadership, Scroll down to Standards,

Appendix B

The NCATE Standards are accessible on the following website: www.ncate.org

Appendix C

“On or after July 1, 1998, any candidate in a Program of Initial Certification as an Intermediate Administrator /Supervisor shall complete a computer, and other information technology skills component of such programming, as applied to student learning and classroom instruction, communications, and data management.”- The Connecticut State Department of Education. The faculty has instituted an Ed. Tech. portfolio in lieu of a required course. If, however, the student has completed EDL 664: Administrative Applications of the Computer, he or she will have fulfilled the state requirement and will qualify for certification recommendation.

Technology Portfolio Contents – The Portfolio is arranged among four domains:

(1) Student Learning

- Document five (5) examples of student work that you have personally evaluated demonstrating some aspect of computer application in the classroom.
- Document a rubric that you have developed designed to assist in the evaluation of a computer enhanced assignment.

(2) Classroom Instruction

- Document five (5) examples of notes from classroom observations that you have conducted of a computer enhanced lesson.
- Document three (3) examples of lesson plans that you have modified to include the use of computer technology.
- Document three (3) examples of lesson plans that you have created which include the use of computer technology.
- Document three (3) examples of lesson plans that you have created which have a web enhanced component.

(3) Communications

- Document your participation in a list serve discussion related to contemporary administrative issues.
- Document a series of email communications where you have completely organized an agenda for a meeting with a group or an individual.
- Document three (3) examples of memos that you have authored that communicate information to a group of teachers or administrators. Memos should include at least one aspect of the following:
 - The analysis of data presented in a bar graph or pie chart
 - A table of information with a summary paragraph
 - The summary of an educational article or news item pertinent to student learning and assessment

(4) Data Management

- Document your ability to utilize a mail merge from a database or spreadsheet.
- Document your ability to compute grades and analyze class statistics on a spreadsheet.

Appendix D

Connecticut State regulations require the completion of a course in special education for all applicants seeking certification. Regulations mandate this course to be no fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children. All students enrolled in the Program for Initial Certification as an Intermediate Supervisor/Administrator must have an approved course in Special Education since 1997. Those students who completed an approved course prior to 1997 and have an endorsement in special education, a Master's Degree and/or a 6th Year Degree in Consultation and Collaboration/Special Education and are practicing specialists may petition, in writing, a waiver of this policy from the Department Chair. Students with previous coursework accepted on a planned program prior to this date are exempt.