Dear Student,

Welcome to the Department of Educational Leadership & Policy Studies at Southern Connecticut State University. The Educational Leadership Program is among the best in the state and region. The faculty’s expertise is a balance of extensive experience as school leaders, education practitioners and researchers. Our Sixth Year students demonstrate 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 is fully accredited by the Connecticut State Department of Higher Education and the New England Association of Schools and Colleges. Students may take elective courses in the doctoral program leading to Connecticut certification as an Intermediate Administrator (092) or Superintendent (093).

Faculty of the EDL department are highly involved in maintaining a strong connection between program curriculum, goals and objectives and 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 State Department of Education.

This handbook has been developed to guide you once you matriculate within the department. It contains information on the admissions process, program requirements, department committees, regulations, expectations and operating procedures. You will also find reference to important university resources. Students should also be familiar with the Graduate Catalogue and the Student Handbook. We hope that you will find this information useful.

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

Sincerely,

[Signature]

Dr. Peter R. Madonia, Chair
Department of Educational Leadership & Policy Studies
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**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 content of this handbook in no way supersedes the policies of the University or the School of Graduate Studies as delineated in the Graduate Catalog. Students are also reminded that critical information is contained in the Student Handbook.

The Graduate catalogue may be accessed at:
http://www.southernct.edu/grad/currentstudents/graduatecatalog/

The University Student Handbook may be accessed at:
http://handbook.southernct.edu/
Department Faculty

**Dr. Peter R. Madonia, Department Chair, Associate Professor.** Ed.D., University of Sarasota. Areas of Interest: School Improvement and Planning, Public School Governance, School and District Leadership, Strategic Planning, School Finance.

**Dr. Sousan Arafah, Assistant Professor.** Ph.D., University of Wisconsin-Madison. Areas of Interest: Education Policy, Technology in Education, Evaluation, Education and the Future, Qualitative Methods, Alternative Educational Approaches/Informal Education, Parent/Student Voices.

**Dr. Salvatore J. Corda, Associate Professor.** Ph.D., New York University. Areas of Interest: School and School District Systemic Improvement, Instructional Leadership and its Development, Issues in Urban Education, Raising Minority Student Achievement.

**Dr. William J. Diffley, Associate Professor.** Ph.D., University of Connecticut. Areas of Interest: Principles of Measurement for Classroom Teachers, Knowledge versus Performance, Professional Development Practices, Impediments to Organizational Change, Antecedents of Creativity.

**Dr. Jess Gregory, Assistant Professor.** Ed.D., University of Bridgeport. Areas of Interest: Urban Education, Active Learning, Integrating Technology, Study Skills, Teacher Attitudes towards Inclusion.

**Dr. Norris M. Haynes, Professor.** Ph.D., Howard University; Post-Doctoral Fellow in Psychology, Yale University. Areas of Interest: School Climate, Social and Emotional Learning and Resilience, Student Achievement, Achievement Motivation.

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

**Dr. Gladys Labas, Associate Professor.** Ph.D., University of Connecticut. Areas of Interest: Second Language Acquisition, Multiculturalism, Curriculum, School Leadership, Professional Development, Urban Education, Special Education, and Supervision.

Dr. Cynthia McDaniels, Professor. Ph.D., University of Maryland, College Park. Areas of Interest: Foundations of Education, Teacher Leadership, Professional Development of Pre- and In-Service Teachers, Critical Race Theory, Online Instruction, Service Learning, International Education.

Dr. Lystra M. Richardson, Professor. Ph.D., University of Connecticut. Areas of Interest: Leadership Development, Education Policy, Leadership Practice, and School Change.

Dr. David H. Squires, Professor. Ph.D., University of Pittsburgh. Areas of Interest: Curriculum, Student Achievement, and School Reform.

Dr. Dorothy V. Vásquez-Levy, Associate Professor. Ph.D., University of Arizona. Areas of Interest: Philosophy and History of Education, Ethical Leadership, Teachers’ and Leaders’ Practical/Moral Arguments, School Culture, Oral Histories and Qualitative Research Methods.

Department Staff

Ms. Lisa Atkins, Secretary II.

Ms. Carolyn Carrington, Administrator III.

Ms. Mary Cubitt, University Assistant.
Vision and Mission Statement

Department Vision Statement, Adopted by faculty, May 2012

Graduates of the Department of Educational Leadership and Policy Studies understand, lead, and influence current and future educational practice and policy.

Department Mission Statement, Adopted by faculty, May 2012

The Mission of the Department of Educational Leadership and Policy Studies is to prepare educational leaders and policy practitioners with comprehensive knowledge, appropriate skills and empowering attitudes to create and implement effective educational programs and conditions for positive change and excellence in diverse educational settings, communities, and education interested agencies.
Overview of the Department of Educational Leadership and Policy Studies

The Department of Educational Leadership and Policy Studies, guided by the Connecticut Standards for School Leaders (See Appendix A.) and the NCATE Standards (See Appendix B.) provides the following 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 Certification)

This certification program is designed to produce highly competent superintendents who are committed to developing high levels of academic performance for all students and 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.

The Sixth Year Program

The Sixth Year program in Educational Leadership is designed to prepare qualified and effective leaders 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 with the credential required 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) – Currently not accepting students

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.

Program Overview

The Ed.D. Program in Educational Leadership prepares leaders who can transform Connecticut’s educational institutions. Our diverse student body represents agencies such as P-12 public schools, private and independent schools, government agencies, and higher education. The variety of perspectives they bring strengthens our ability to understand and address complex educational issues.

The mission statement of the Ed.D. Program is:

“to prepare educational leaders with comprehensive knowledge, appropriate skills, and empowering attitudes to become leaders who are informed decision-makers capable of being reflective practitioners and who contribute to research and practice literature.”

The Ed.D. Program is practice-oriented, i.e., the coursework and dissertations are applied in nature. The curriculum includes a multitude of field-based activities and immersion projects in schools or other agencies. We aim to prepare leaders who are able to solve real problems facing education systems today and who produce further academic knowledge toward this end.

Admissions

The admissions process for the doctoral program is selective and occurs once per year. The application deadline for September is the previous March 1st. The application consists of the following:

1- Completed School of Graduate Studies application form with the required fee. This can be done online at http://www.southernct.edu/grad/.
2- Transcripts (bachelor’s degree and master’s degree) from a regionally accredited institution
3- Current résumé
4- Three (3) letters of recommendation that attest to the applicant’s leadership potential
5- Graduate Record Examination (GRE) scores (for information regarding the GRE, click here)
6- A “Statement of Interest” describing why the applicant wishes to enter the program, how current and past professional experiences have led to this goal, and why the candidate wishes to pursue the Ed.D
7- Effective written and verbal communication skills and seriousness of purpose as evidenced in an in-person interview and writing exercise

Application materials should be mailed by March 1st to Dr. Gladys Labas/Ms. Mary Cubitt, TE-6 Educational Leadership & Policy Studies, SCSU, 501 Crescent Street, New Haven, CT 06515. Once the application is complete, the applicant is notified to schedule an interview.
Program Requirements

The Ed.D./Doctoral Program in Educational Leadership consists of 63 credits of core and advanced topics courses. Seven of these courses are electives. As students near the end of their coursework, they sit for a comprehensive exam and defend their dissertation proposal. The doctoral program culminates in the defense of a dissertation. There are four content strands in the doctoral program: leadership, organizational development, policy, and research methods. Additional details regarding program requirements can be found in the Doctoral Program section of this Handbook.

Students have seven years to complete the program. Students may petition the Department’s Committee on Standards and Appeals for a program extension prior to the expiration of his or her program. If the student’s program expires, he or she will need to reapply to the program.
Superintendent’s Program (093)

Program Overview

The Superintendent of Schools (093) Certification Program is designed to produce highly competent superintendents who are able to provide vision and leadership to public school districts, to exercise skill in leading people and managing resources, and to support the most effective evidence-based educational practices, and uphold the highest educational and professional standards. The program consists of 21 credits (7 courses) and generally takes two to two and one half years to complete. Courses are offered during the academic year and the summer.

Admissions

Admission to this program is selective and limited. Before consideration the applicant must hold a master's degree with a minimum cumulative GPA of 3.2. An applicant must hold, or be able to hold, a Connecticut initial, provisional, or professional educator certificate for intermediate administrator/supervisor. The candidate 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 required to submit the following:

1- Completed School of Graduate Studies application form with the required fee.
2- Transcripts from all colleges and universities attended by the applicant demonstrating a completed master's degree with a GPA of 3.2 or better on a 4.0 scale. (Transcripts should be mailed directly from the registrar of the institution to the Department. 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.
3- An essay describing prior leadership experience
4- A current résumé
5- Two (2) letters of recommendation
6- Immunization records to the SCSU Health and Wellness Office

This completed package should be mailed to Dr. Peter Madonia/Ms. Mary Cubitt, TE-6 Educational Leadership & Policy Studies, SCSU, 501 Crescent Street, New Haven, CT 06515. Once the application is reviewed, the department chairman or a member of the faculty interviews the applicant.

Program Requirements

The Superintendent of Schools (093) Certification Program consists of 21 credits (7 courses) as follows:

EDL 661 Politics of School Administration 3 Credits
EDL 663 Educational Planning 3 Credits
EDL 686 District-Level Instructional Leadership 3 Credits
EDL 687 Internship I 1.5 Credits
EDL 688 Internship II 1.5 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

Certification

To obtain SCSU’s recommendation for certification, the student must have completed all coursework. The student may then submit a certification packet to the State of Connecticut with our Department’s recommendation. Students are guided through this process by our faculty and staff. Information is available on the Department’s website.

http://www.southernct.edu/edl/proceduresandforms/

Students have six years to complete the program. Students may petition the Department’s Committee on Standards and Appeals for a program extension prior to the expiration of his or her program. If the student’s program expires, he or she will need to reapply to the program.
Sixth Year Professional Diploma

Program Overview

The Sixth Year Professional Diploma Program is designed to equip educators with the knowledge, skills, and attitudes to be administrators in Connecticut’s public schools.

The program consists of 30 credits (10 courses) and generally is completed in two to two and one half years. Courses are offered during the academic year and the summer. Courses are offered on the SCSU campus and also in certain districts through our “cohort” programs.

Admissions

To be admitted to the Sixth Year Professional Diploma program, the applicant must hold a master's degree from an accredited university with a minimum GPA of 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.

Application Procedure

The program accepts applications on a rolling basis. Applications are accepted at any time of year. Applicants must complete an admissions portfolio consisting of the following:

1- Completed School of Graduate Studies application form with the required fee. This can be done on line at http://www.southernct.edu/grad/.
2- Transcripts from all colleges and universities attended by the applicant demonstrating a completed master's degree with a GPA of 3.2 or better on a 4.0 scale. (Transcripts should be mailed directly from the registrar of the institution to the Department. 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.
3- Two (2) letters of recommendation from qualified individuals who will attest to the applicant's school leadership potential
4- A current résumé
5- A two-page (or less) essay on the applicant's exemplary educational experience (including specific examples) and how the SCSU program will benefit him or her in his or her endeavor to become an educational leader
6- Immunization records to the SCSU Health and Wellness Office

This completed package should be mailed to Dr. Peter Madonia/Ms. Mary Cubitt, TE-6 Educational Leadership & Policy Studies, SCSU, 501 Crescent Street, New Haven, CT 06515, and will be reviewed by the Admissions Committee. Qualified applicants will be invited to complete a planned program. The Graduate Office will issue a formal letter of matriculation into the program.
NOTE: Prior to completing the admissions portfolio, the applicant may take two (2) courses. These courses must be EDL 680 and/or EDL 681. Students who enroll in more than two courses prior to being accepted for matriculation seriously jeopardize future admission to the desired programs of study.

Program Requirements

The Sixth Year Program Professional Diploma Program consists of 30 credits (10 courses) and other requirements as follows:

EDL 680 Leadership Perspectives
EDL 681 Leadership Development
EDL 684 Learning Theory
EDL 685 Curriculum Development
EDL 682 Organizational Development
EDL 683 Supervision and Staff Development
EDL 602 Educational Law
EDL 657 Educational Finance
EDL 687 Field-based Internship I
EDL 688 Field-based Internship II
EDL 689 Seminar in Educational Leadership

This program generally takes two years to complete, and most courses are offered during the summer sessions as well as during the Fall and Spring semesters. While transfer credits are rarely accepted, a student may petition the Department’s Committee on Standards and Appeals should he or she wish to apply for transfer credit. Students have six years to complete the program. Students may petition the Department’s Committee on Standards and Appeals for a program extension prior to the expiration of his or her program. If the student’s program expires, he or she will need to reapply to the program.

Registration

Students are strongly advised to register on the earliest possible date for their courses; this helps prevent sections being cancelled due to low enrollment.

For those courses requiring department chair permission, students should adhere to the following procedure:

- Go to the Department website and click on Procedures and Forms, then Request for Permission from EDL Chairperson.
- Complete the online form and submit.
- Eligibility is determined within five days.
- Electronic permission will be uploaded and the student will be notified via email to enroll.
- In order to retain acceptance, the student must register within 10 days of notification.

Students have six years to complete the program. Students may petition the Department’s Committee on Standards and Appeals for a program extension prior to the expiration of his or her program. If the student’s program expires, he or she will need to reapply to the program.
Intermediate Administrator (092) Certification

Program Overview

The Intermediate Administrator (092) Certification Program is designed to equip educators with the knowledge, skills, and dispositions to be administrators in Connecticut’s public schools ranging from Assistant Principal up to, and including, Assistant Superintendent.

The program consists of 21 credits (8 courses) with additional requirements and generally takes two to two and one half years to complete. Courses are offered during the academic year and the summer. Courses are offered on the SCSU campus and also in certain districts through our “cohort” programs.

Admissions

To be admitted to the 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.

Application Procedure

The program accepts applications on a rolling basis; you may send your application at any time of year. Applicants must complete an admissions portfolio consisting of the following:

1- Completed School of Graduate Studies application form with the required fee. This can be done online at http://www.southernct.edu/grad/.

2- Transcripts from all colleges and universities attended by the applicant demonstrating a completed master's degree with a minimum GPA of 3.2 on a 4.0 scale. (Transcripts should be mailed directly from the registrar of the institution to the Department.) 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.

3- Two (2) letters of recommendation from qualified individuals who will attest to the applicant's school leadership potential

4- A current résumé

5- A two-page (or less) essay on the applicant's exemplary educational experience (including specific examples) and how the SCSU program will benefit him or her in his or her endeavor to become an educational leader

6- Immunization records to the SCSU Health and Wellness Office

This completed package should be mailed to Dr. Peter Madonia/Ms. Mary Cubitt, TE-6 Educational Leadership & Policy Studies, SCSU, 501 Crescent Street, New Haven, CT 06515, and will be reviewed by the Admissions Committee. Qualified applicants will be invited to complete a planned program. The Graduate Office will issue a formal letter of matriculation into the program.
NOTE: Prior to completing the admissions portfolio, the applicant may take two (2) courses. These courses must be either EDL 680 or 681. Students who enroll in more than two courses prior to being accepted for matriculation seriously jeopardize future admission to the desired programs of study.

Program Requirements

The Certification Program consists of 21 credits (7 courses) and other requirements as follows:

EDL 680 Leadership Perspectives
EDL 681 Leadership Development
EDL 684 Learning Theory
EDL 685 Curriculum Development
EDL 682 Organizational Development
EDL 683 Supervision and Staff Development
EDL 687 Field-based Internship I
EDL 688 Field-based Internship II
Passing the State’s Connecticut Administrator Test (CAT)
A completed Technology course or portfolio (See Appendix C)
A Special Education course completed since 1997 or an equivalent (See Appendix D)

This program generally takes two years to complete, and most courses are offered during the summer sessions as well as during the Fall and Spring semesters. While transfer credits are rarely accepted, a student may petition the Department’s Committee on Standards and Appeals should he or she wish to apply for transfer credit. Students have six years to complete the program; often a one-year extension will be granted if the student provides a satisfactory explanation of circumstances. Students may petition the Department’s Committee on Standards and Appeals for a program extension prior to the expiration of his or her program. If the student’s program expires, he or she will need to reapply to the program.

Registration

Students are strongly advised to register on the earliest possible date for their courses; this helps prevent sections being cancelled due to low enrollment.

For those courses requiring department chair permission, students should adhere to the following procedure:

- Go to the Department website and click on Procedures and Forms, then Request for Permission from EDL Chairperson.
- Complete the online form and submit.
- Eligibility is determined within five days.
- Electronic permission will be uploaded and the student will be notified via email to enroll.
- In order to retain acceptance, the student must register within 10 days of notification.

Prep CAT

The Department of Educational Leadership offers a preparatory seminar (Prep CAT) prior to the administration of each CAT to support students in their review and preparation for the CAT test. Currently, 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, 684, 685, 682, 683 and 687 (the first semester of the Internship).

Submission of Certification Packet

The Certification packet is available on the department’s web site:

http://www.southernct.edu/edl/proceduresandforms/

The packet includes the following:

- Department Certification Form
- State of Connecticut Certification ED 170A Application Form
- Statement of Professional Experience (SPE) Report ED 126
- Connecticut Administrator’s Test Results (copy)
- EDL 688 Internship Field Experience Report Form
- Verification of either EDL 664 Administration Applications of the Computer or Technology Portfolio
- Verification of Completion of Special Education Requirement
- Web printout of SCSU transcripts showing EDL courses with grades
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.

Validation of Out of State Special Education Courses

All requests for validation of special education courses taken out of state are initiated in the Department. Requests 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 Department regarding waiver eligibility is final.

Uncollected Student Work

A student’s work in the form of papers, portfolios, projects, exams, etc. are held in the EDL office for ONE SEMESTER ONLY following the completion of the course. Unclaimed work is automatically destroyed once the period for reclaiming assignments has passed.
Research, Statistics and Measurement (RSM)

This program is currently not accepting students

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. Both the student and the professor as a screening process use these two courses. Upon completion of these courses students are recommended for matriculation or advised against continuation.

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 credits 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,
videotaped 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
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 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:
   a. Supervision and staff development, curriculum development, and school improvement
   b. 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. A democratic attitude that respects the worth, uniqueness, and potential for growth and development of all individuals;
   b. Effectiveness in interpersonal relationships, and the ability to establish facilitative relationships with many different kinds of people;
   c. Flexibility and openness to feedback and learning, and a commitment to personal growth;
   d. 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 clearly outlined course requirements and course syllabi are on file within the department and are also available from the professor instructing the course. 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**

Students should refer to the current University Student Handbook for Grade Appeal Procedures.

**Academic Honesty**

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 and the Student Handbook.

**Tk20**

Tk20 is an online assessment software system that allows you to organize and upload relevant professional documents. Faculty members will be able to score assignments, evaluate student progress in accordance with state regulations, and document a student’s readiness for certification. This system helps us ensure that students receive the necessary training to become certified in their field.

In Tk20 students will upload representative assignments, professional documents, and other materials related to key program assessments including field experiences, student teaching, and clinical placements. Submitting documents and assignments in Tk20 is as simple as attaching a file to an email.

In addition, as long as the Tk20 account is active (10 years from purchase date), students have the option of creating an electronic presentation portfolio that may include documents, sample student projects, pictures, videos, etc. This portfolio is completely customizable and can be personalized to each student’s needs. In the past, students would prepare a binder of
representative coursework they would bring with them to job interviews. Tk20 organizes this customized information into one convenient link that students can send to various potential employers, supervisors, or whomever.

Please note that all School of Education and certification students must purchase Tk20. In many courses, your assignments will be submitted and graded by professors via Tk20. Therefore, to receive full credit for courses, students must use Tk20.

Additional information may be accessed through https://www.southernct.edu/education/tk20/

Dispositions

The Professional Dispositions Assessment for EDL assignment is sent to all students in EDL 681, EDL 684, and EDL 687 Tk20 accounts.

Students are required to read the rubric and provide an electronic signature indicating that they have read the assessment. On the version of the rubric that students receive are “exemplars” for both the classroom and the field. These exemplars provide samples of behaviors that are consistent with InTASC standards, The Connecticut Standards for School Leaders, and the conceptual framework of the School of Education Unit. Student versions of the assessment, with exemplars, may be found on the SCSU School of Education website, http://www.southernct.edu/education/uploads/textWidget/wysiwyg/documents/Dispositions_Assessment_EDL_Student_Version.pdf

After a student submits his/her electronic signature indicating that he/she has read the assessment in Tk20, the student’s name will appear in the course faculty member’s Tk20 account and “trigger” the rubric to be scored. Using Tk20, a faculty member will assess the student’s professional dispositions using one of the following scales: exemplary, acceptable, unacceptable, or no basis for judgment. This is a mandatory assessment

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 content specifications, assessment procedures, grading (situated within university policy), and student expectations.
Expectations of Students

Students are expected to use the syllabus not only as an outline of scope and sequence but also as a reference to each professor’s requirements for the course.

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.
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 C105A 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.”

Students should refer to the current University Student Handbook for policies related to Sexual Harassment.

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 their due process right must submit their request for a hearing in writing to the Department of Educational Leadership’s Standards and Appeals Committee.

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 are entitled to know the specifics of the case against them, to make their case supported by any relevant materials, and to be heard fairly.

The Department of Educational Leadership’s Standards and Appeals Committee will schedule a hearing for a student who may request it. The student may present relevant evidence. At its discretion, the Standards and Appeals Committee may upon its own discretion, request additional information or interview witnesses relevant to the case.
Faculty directly involved in the dispute at hand may not serve on the Standards and Appeals Committee. All decisions of the Department’s Standards and Appeals Committee are subject to review by the Department Chair and/or the Dean of the School of Education.
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 is 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 audiovisual and television equipment for instructional purposes must secure prior approval from the instructor involved. Audio Visual/Television/Multi-Media personnel will deliver Equipment (with some exceptions) to the designated classroom. Only the instructor of the class can request equipment for delivery to classrooms. 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.
Bookstore contact information:

**Phone:** 203-392-5270  **Fax:** 203-392-5278

**Web:** [www.southern-ct.bkstore.com](http://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 203-392-5799 or check the CAT web site for the latest information and schedules: [www.SouthernCT.edu/departments/cat](http://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.

On-Campus 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. From telephones on campus, call extension 25375 or dial 203-392-5375.

Southern Hoot Loot 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.

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.

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.

For additional information about Hoot Loot or to add money to the card from the University’s secure website, visit: http://hootloot.southernct.edu/

To report lost or stolen cards to the University Card Office during normal business hours please call: 203-392-7077. After business hours, please report lost or stolen cards to the Southern Campus Police at 203-392-5375.

Information Desk

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

The Interfaith 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 Interfaith Office is located at USC 228 or by calling 203-392-5331 to ask for assistance.

Library Services

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 non-refundable 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, located in the Wintergreen building, is responsible for registration of classes, 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 extension 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.

**Student Health and 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

“Oh 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.

Students may meet this certification requirement in one of two ways:


   or

2. Completion of EDL 664 (Administrative Applications of the Computer)

Students should review Educational Technology Requirement Guidance which can be found at http://www.southernct.edu/edl/proceduresandforms/ for essential information in meeting this requirement.

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.