University of Connecticut Administrator Preparation Program

STUDENT HANDBOOK
2015 - 2016
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MISSION, GOAL & CONCEPTUAL FRAMEWORK

Neag School Mission

The mission of the Neag School of Education is leadership, scholarship, inquiry, and service. We work to develop students with strong ethical standards into educators, clinicians, practitioners, researchers, scholars, and leaders dedicated to improving education, health and wellness for all children and adults. By so doing, we strive to improve and enhance the quality of life in our ever-changing society.

UCAPP Mission

The mission of the University of Connecticut Administrator Preparation Program (UCAPP) is to prepare highly qualified and capable school leaders for all Connecticut schools.

UCAPP Goal

UCAPP aims to prepare educational leaders who have the demonstrated knowledge and ability to promote the success of all students by:

- Implementing a vision of learning supported by the school community
- Promoting a positive school culture by providing an effective instructional program and using strategies that capitalize on the school’s diversity
- Designing comprehensive continuous improvement plans based on research and reflective practices
- Managing a safe and effective learning environment

Conceptual Framework

Learning
UCAPP leaders acquire knowledge and skill to enhance their leadership capacity. They engage in reflective practice to lead their schools toward excellence and equity for all students and school communities.

Leading
UCAPP leaders are skilled problem solvers, think critically, and understand inquiry-based learning. They understand and work through the social, political and organizational contexts of education in our society.

Lighting the Way
UCAPP leaders model adoption and implementation of exemplary practices and systems for future school and district leaders. They have a life-long commitment to the profession of education and to the improvement of society.
VISION OF A UCAPP LEADER

Vision of a UCAPP Leader

UCAPP aims to prepare educational leaders who have the knowledge and ability to promote the success of all students by:

- collaborating and building relationships with families and community members to positively impact student achievement
- influencing the political, social, economic, legal, and cultural context of the school community
- acting with integrity and in an ethical manner
- promoting academic achievement
- leading in a way that supports teaching and learning
- creating the structural and cultural conditions to build teachers’ instructional and leadership capacity
- being well-versed in theory and competent in practice
- working ethically for a higher purpose
- consistency and deeply reflecting on his/her practice and seeking out opportunities for new professional learning and development
- building relationships
- taking a systems approach towards continuous improvement
LEADERSHIP STANDARDS

Connecticut Leadership Standards

**Performance Expectation 1: Vision, Mission, and Goals**
Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

**Performance Expectation 2: Teaching and Learning**
Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

**Performance Expectation 3: Organization Systems and Safety**
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

**Performance Expectation 4: Families and Stakeholders**
Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

**Performance Expectation 5: Ethics and Integrity**
Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

**Performance Expectation 6: The Education System**
Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

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Educational Leadership Constituent Council (ELCC)
National Building-level Leadership Standards

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with
LEADERSHIP STANDARDS

high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
CONNECTICUT CERTIFICATION REQUIREMENTS

Intermediate Administration or Supervision

Sec. 10-145d-572. When required

(a) This certificate, or another appropriate certificate, shall be required for a person employed by a board of education who is designated by the employing agent or board of education as: deputy superintendent, assistant superintendent, principal, assistant principal, curriculum coordinator, supervisor of instruction or any person who has the primary responsibility for directing or coordinating or managing certified staff and resources, or any person responsible for summative evaluation of certified staff. This certificate may authorize service as a school business administrator.

(b) Persons hired on or after September 1, 1980, to serve in supervisory positions in special education and related services shall be required to hold the intermediate administrator or supervisor certificate and shall be appropriately certified according to the following:

(1) Whenever a board of education is required by Section 10-76d-2(b) of the Regulations of Connecticut State Agencies to employ a full-time supervisor of special education instruction, the supervisor shall be required to hold both the intermediate administrator or supervisor certificate and special education certification.

(2) Whenever a board of education is required by Section 10-76d-2(d) of the Regulations of Connecticut State Agencies to employ a full-time supervisor of pupil personnel services, the supervisor shall be required to hold both the intermediate administrator or supervisor certificate and certification in any of the service categories to be supervised.

(3) Whenever a board of education is required by Section 10-76d-2(e) of the Regulations of Connecticut State Agencies to employ a full-time supervisor of pupil personnel services, the supervisor shall be required to hold both the intermediate administrator or supervisor certificate and certification in the service category to be supervised.

(4) On and after July 1, 1991, whenever a board of education is required by Section 1 of P.A. 91-220 to employ a full-time supervisor for special education personnel, including instructional and pupil personnel services personnel, the supervisor shall be required to hold both intermediate administrator or supervisor certificate and certification in special education or in a service category of pupil personnel services.

Sec. 10-145d-573. Employer’s statement for the employing agent
Where the employing agent of a board of education is required to hold an intermediate administrator or supervisor certificate, and is required to submit a statement of successful experience from an employer, such statement shall be issued by the board of education or its equivalent.
CONNECTICUT CERTIFICATION REQUIREMENTS

Sec. 10-145d-574. Initial educator certificate requirements
To receive an initial educator certificate for intermediate administrator or supervisor an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

(a) Holds a master’s degree from an approved institution;

(b) Has completed 18 semester hours of graduate credit in addition to the master’s degree;

(c) Has completed 50 school months of successful teaching or service, which shall have been in public schools or in approved nonpublic schools or nonpublic schools approved by the appropriate governing body in another state in a position or positions requiring certification in the state where employed, or in a position or positions which would have required certification had the service been in Connecticut public schools, or in a state education agency as a professional or managerial staff member. Consideration may be given toward partial fulfillment of the requirements of this subsection to applicants who have completed, as part of a planned program of preparation, a one-year period of internship in areas of school administration and supervision under the supervision of the recommending institution;

Presents the recommendation of an approved institution where the applicant has completed a planned program of preparation for administrative and supervisory personnel. The recommendation shall state that the applicant is personally and professionally qualified to serve as a public school administrator or supervisor, and has completed an approved program at the institution specifically for school administration and supervision. The program on which the institutional recommendation has been based shall aggregate not less than 15 semester hours of graduate credit taken at the recommending institution;

(e) Has completed graduate study in each of the following:

   (l) Psychological and pedagogical foundations of learning, which may include topics such as teaching styles, learning styles, theories of human growth and development, and tests and measurement;
   (2) Curriculum development and program monitoring;
   (3) School administration, which may include topics such as school finance, school law, public relations and leadership training;
   (4) Personnel evaluation and supervision, which may include topics such as theories and techniques, current practices, staff development, and human relations; and
   (5) Contemporary educational problems and solutions from a policy-making perspective, which may include the use of research; and

   (f) Has completed a course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.
PROGRAM OVERVIEW

Common Features and Experiences

UCAPP is one program made up of Traditional, PLUS and Residency cohorts. While each cohort model has distinct features, they all share a common core of features and experiences.

Core Features
Every aspiring leader in UCAPP is guaranteed the following program elements:
1) Admission through a performance-based screening process
2) A standards-based program of study which aims to develop the essential knowledge and skill for effective school leadership and exceeds minimum certification requirements
3) A supervised internship which aligns practicum experiences to coursework content
4) Highly qualified instructors consisting of UConn faculty and district and school leaders who bring a wealth of academic and practical expertise
5) Mentors with a proven track record of success leading schools for equity and excellence

Core Experiences
Every aspiring leader in UCAPP is also guaranteed the following program experiences:

- Myers-Briggs Type Indicator (MBTI)
  - The MBTI questionnaire is an instrument designed to promote your personality preferences. The MBTI & Leadership workshop aims to develop awareness of your own and others’ work style preferences and assets. The goal is that this understanding can enhance your leadership skill to work effectively with individuals and teams.

- ASPIRE Survey
  - The ASPIRE Survey is a tool that collects asset data on the members and stakeholder groups of your school community. This data can then be utilized to promote relationship building and strategic school improvement initiatives.

- Performance-based Assessments
  - The culminating project in every course or content module assesses the essential knowledge and skills defined by national and Connecticut leadership standards through a performance task.

- Change Project
  - The change project is a capstone project in which you lead a change or improvement initiative in your home or host school. You will present on your change projects in April of your final year in the program.
PROGRAM OVERVIEW

Cohorts

UCAPP is one program with three distinct cohort models. The diversity of our cohort structure provides opportunity to individuals interested in becoming school leaders, responds to districts’ leadership pipeline needs, and responds to state priorities to improve persistently low achieving schools.

Traditional
The traditional cohort is the original UCAPP model which has served more than 20 years and 60 cohorts. The Traditional cohort serves the interests of aspiring building-level, program, and/or district-level leaders who wish to have a preparation experience that brings together students from districts around the state.

• Features:
  o employs a traditional course-based structure.
  o Internship experiences are arranged by geographic locations. UCAPP students are paired with mentor principals who have been vetted using rigorous criteria. Clinical supervisors employed by the Connecticut Association of Schools (CAS) work with the University to guide students in their internship.

PLUS
Preparing Leaders for Urban Schools (PLUS) is a collaboration between the Hartford Public Schools (HPS) and Neag School of Education. The goal of PLUS is to develop transformative leaders who will lead Hartford’s schools toward equity and excellence.

• Features:
  o Practicum experiences are embedded in the HPS organizational context and are facilitated by HPS principals selected to serve as mentors and professors of practice.
  o Emphasized competency development in instructional leadership, talent management, school climate and community engagement, and school improvement.
  o Graduates transition into the HPS leadership pipeline strategically according to the match between individual strengths and interests and organizational opportunity.
  o Content from the Traditional course syllabi is delivered through modules which have been developed with the Hartford Public Schools context in mind.
PROGRAM OVERVIEW

Residency
The UCAPP Residency focuses on preparing highly effective principal candidates to lead schools needing dramatic improvement, or those often called “turnaround” schools. The UCAPP Residency is an initiative of LEAD Connecticut, a collaboration among organizations with deep expertise on leadership and leadership development, joining together to provide a comprehensive and sustainable leadership development pipeline for the state of Connecticut.

- **Features:**
  - Residents spend 80% of their time during the school year serving in an administrative capacity in a school, taking on authentic leadership responsibilities under the supervision of a carefully selected mentor.
  - The UCAPP Residency emphasizes competency development in areas proven to be effective in turnaround settings: instructional leadership, human capital, operations and strategic planning, school culture, and personal leadership.
  - Content from the Traditional course syllabi is delivered through modules which have been developed with a “turnaround” context in mind.

Program of Study

**EDLR 5306: Administration of Educational Organizations**
This course will introduce students to concepts and skills which are fundamental to the successful administration of educational organizations. The overarching goal of the course is to provide pragmatic knowledge which will give students an understanding and appreciation of the complexity of educational organizations. The course uses Bolman and Deal’s conceptual framework (multi-frame thinking) which borrows ideas from sociology, management science, psychology, political science as well as social and cultural anthropology.

**EDLR 5307: Contemporary Education Policy**
This course is designed to introduce students to the formation and implementation of education policy. The study of education policy focuses on the processes by which society develops, implements, and evaluates, the rules, both official and unofficial, by which the American education system runs. Students will gain an awareness of the relationship between the legal system and the institution of schooling. Students will use their school, district, state and federal environments as a means to develop understandings of the political dimensions of the education system in addition to school leadership skills.

**EDLR 5303: Supervision of Educational Organizations**
This course focuses on developing the knowledge and skills needed to evaluate and supervise instruction in schools. Upon completion of this course, students will know and understand the elements of developmental supervision and evaluation. Through an experience-based clinical
PROGRAM OVERVIEW

practicum, students will learn to use that knowledge and demonstrate the skills necessary to evaluate and supervise effectively, thereby improving teaching and learning. In addition, students will understand the elements of an effective teacher evaluation plan and the support required to implement and maintain that plan.

EDLR 5302: Program Evaluation of School Improvement
This course is designed to prepare students for future positions as school leaders and to succeed on the school improvement module of the CAT examination. In this course students will learn to guide the school improvement process by:

- Assessing the current state of teaching and learning in a school through the collection of multiple forms of accurate, unbiased, and representative data.
- Analyzing and interpreting data to identify gaps between identified goals and current practice.
- Identifying research-based improvement strategies and models.
- Planning for high fidelity implementation of improvement strategies.
- Evaluating the level of implementation and impact of these strategies on teaching and learning by setting measurable goals, identifying outcome measures, and collecting evidence.

EDLR 5304: Curriculum Lab
This course will familiarize students with various factors that influence curriculum development, including historical influences and future trends. Students will also learn about the importance of coherence and alignment in curriculum design and delivery as it relates to student achievement; how curriculum is linked to standards, including the CT Standards; how curriculum is organized at the state and district levels; and the role of curriculum in the school improvement process. They will also demonstrate their ability to use multiple sources of data to improve instruction and increase student learning. There will be a focus on addressing the needs of diverse learners and the integration of technology into curriculum.

EDLR 5305: Legal Aspects of Education
This course focuses on the legal status of public schools, legal rights and responsibilities of administrators, parents, students, school board members, and teachers.

EDLR 5310: Creating and Sustaining a Positive School Climate
The purpose of this course is to give aspiring school administrators practices and processes for evaluating, establishing and sustaining a positive school climate for the purpose of improving student achievement. Students will recognize the necessity of developing a clear vision for education and applying it when building a positive school culture.
PROGRAM OVERVIEW

EDLR 5092: Internship
These courses provide structured opportunities for aspiring school leaders to become familiar with the functions and tasks that certified administrators perform. The Special Education Institute is included among these planned experiences.

Theory of Action

The development of a Leadership Theory of Action is a core assessment and unifying thread throughout the UCAPP program of study.

Definition
A theory of action is a mental map that influences the way individuals plan, implement, and review their actions (Argyris & Schon, Elmore). A leadership theory of action therefore can be thought of as a personalized understanding of how a leader’s actions can influence valued organizational outcomes (Weisburd & Sniad).

In UCAPP, the leadership theory of action represents an aspiring leader’s understanding of research-based actions to affect change and promote excellence and equity for all students in every school community.

Supporting the Development of a Leadership Theory of Action
The development and application of a leadership theory of action is threaded throughout all UCAPP experiences:

- UCAPP courses emphasize foundational content to develop an understanding of the research-based practices of effective school leadership
- Practicum experiences are structured to provide students opportunities to apply and test their developing leadership theory of action
- Course assessments provide aspiring leaders the ongoing opportunity for reflection and dialogue to support refinement and adjustment of their leadership theory of action.
EXPECTATIONS & POLICIES

Expectations for UCAPP Leaders

We expect that, as a UCAPP leader, you will . . .

**Assume the mantle of leadership from the first day of the program.** This means approaching issues and obstacles encountered both in UCAPP and your home school and district as opportunities for the application of your developing leadership skills.

**Act professionally in every situation.** This means presenting yourself in the best manner possible including modeling what you expect of others and choosing positive, solution-seeking actions.

**Behave ethically and display mutual trust and respect.** This means modeling yourself and expecting in others the highest standards of ethical, moral, and legal behaviors.

**Stay current with program requirements.** This means fulfilling class, course, and internship responsibilities as they are presented. It also means informing UCAPP staff promptly when situations arise that preclude this from happening.

**Be a full participant and challenge your limitations.** This means being fully engaged in the classroom and the internship. Learn to lead by doing rather than by watching, understanding that the most important lessons often occur when you are out of your comfort zone.

**Build a professional network.** This means doing your best to contribute to your cohort and respecting and learning from its members. It also means developing on-going professional relationships with school/district leaders, Neag faculty and affiliating with state and national professional associations.

**Academic Integrity**

This is a graduate level course in the UCAPP program that leads to a Sixth Year Professional Diploma and O92 certification as an Intermediate School Administrator. Academic and scholarly behavior shall be consistent with conduct delineated in the University of Connecticut *Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research*. This statement is available at: [http://policy.uconn.edu/?p=3282](http://policy.uconn.edu/?p=3282). Students are responsible for the understanding the forms of scholarly misconduct described in the policy. The Dean of The Graduate School shall coordinate the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with this policy. Misconduct other than scholarly misconduct is governed by the University’s Student Code, which is administered under the direction of the Office of the Provost. This statement is available at: [http://community.uconn.edu/the-student-code-preamble/](http://community.uconn.edu/the-student-code-preamble/)
EXPECTATIONS AND POLICIES

Application of Technology in Courses and
Minimum Technology Requirements for Students

Achievement of the course objectives will require, in part, application of electronic and digital technologies by students and instructors.

Student use of technology may include:
- Accessing and participating in the online course sites. May include downloading digital (pdf) files of course readings, contributing to online discussions, posting drafts of your work, providing feedback to peer drafts. You are required to have access to the Internet in order to access in the online course site.
- Communicating and sending/receiving document attachments via electronic mail.
- Searching, retrieving, and reading information and documents from World Wide Web sites.

Each student must have regular access to hardware and software technology with the following capabilities:
- Access Internet and course management sites such as HuskyCT and Taskstream
- Download, open, and read documents in pdf, Word, and html formats from course Husky CT site. Preferred capability to print downloaded files.
- Send and receive email, and open email attachments in various formats (e.g., Adobe pdf, MSWord, rtf, html, jpeg, etc.)
- Submit to instructor written assignments in MSWord format. Submit assignments electronically via email attachment, web links, Dropbox, etc.
- Open MSWord documents and view comments inserted in documents by instructor or classmates.
- Read and post entries on course sites.

Attendance

Attendance at all class sessions is required. Attendance is stressed in our cohort model to promote opportunities to (a) develop knowledge and understanding through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue/exchange with colleagues, (c) practice skills required to present information to others, (d) acquire information from lectures and presentations, (e) participate in activities, and (f) submit required assignments. In the event of an absence, you are expected to (a) notify your instructor(s) before missing a class meeting, and (b) arrange for another person to collect in-class materials.

Class Cancellations

If class cancellation is required, the course instructor will make a good faith effort to inform students as soon as the cancellation is known. The instructor will also provide timely notice of
EXPECTATIONS AND POLICIES

his/her plan to reschedule or to cover missed course material using various instructional delivery options.

Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community — students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

Grading Scale

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>99-100</td>
<td>A+</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
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<td>84-86</td>
<td>B</td>
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<td>74-76</td>
<td>C</td>
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<td>90-93</td>
<td>A-</td>
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<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
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</tbody>
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Guidelines for Submitting Assignments

All written assignments must be prepared in a professional manner. All submitted work must:
- be typed;
- acknowledge proper credit for ideas used; and
- be submitted on or by the due date unless you have spoken with the instructor and received an extension.

Products which, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned ungraded or assigned a lower evaluation. In addition, the instructor may specify an amount of total points for each assignment which will be assigned for professional presentation (e.g., neatness, APA, writing mechanics).

Incompletes

A grade of "I" (incomplete) will not be given, except in the rare cases of a family or medical emergency. In the event that you are granted an Incomplete, you are wholly responsible for
EXPECTATIONS AND POLICIES

meeting all deadlines for completion according to UConn Graduate School policy. All requests for Incompletes must be made in writing to the course instructor at least 1 week before the last scheduled class session.

Late Work

Unexcused assignments submitted after the due date may be returned ungraded or may be assigned a lower evaluation. Prior or timely notification is required for excused assignments.

Mid-point Review

The UCAPP Director will collaborate with your instructors, internship supervisor, and mentor principal to review your performance upon completion of the first half of the prescribed program of study. Your supervisor will provide you notice of satisfactory performance, the need for improvement, or a recommendation for discontinuation before you begin the second half of the program of study.

Notice of Revisions to Course Content & Syllabus

Please note that the instructor reserves the right to make adjustments to the course content during the semester if necessary. Students will be notified of revisions in a timely manner.

Professionalism

Professional behavior is expected during class meetings and all program-related activities. You are expected to be punctual, use appropriate language, respect the personal property and physical space of others, and engage in courteous interpersonal interactions. Similarly, academic honesty and personal integrity are expected.

Program Completion Outcomes

The following are the possible program completion outcomes:

1. Satisfactory completion of the program of study and endorsement for certification
2. Satisfactory completion of the program of study without endorsement for certification
   - Notice of the need for improvement at the mid-point review will serve as notice that this outcome is possible
   - Failure to complete a Learning Theory course (as applicable) may result in this outcome
3. Unsatisfactory completion of the program of study without endorsement for certification
   - Notice of a recommendation for discontinuation at the mid-point review will serve as notice that this outcome is possible
EXPECTATIONS AND POLICIES

Reasonable Accommodation of Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and requested accommodations known to the instructor as soon as possible. The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Religious Observance

After reviewing the syllabus carefully, if, due to your religious observance, you foresee an absence from a class meeting or a conflict with a due date for an assignment or an exam, please inform the instructor in writing within the first three weeks of the semester. Prior to the anticipated absence, take the initiative to work out with the instructor a schedule for making up missed work.

Reporting Sexual Assault

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.