University of Connecticut Administrator Preparation Program

STUDENT HANDBOOK

2018-2019

UCONN

NEAG SCHOOL OF EDUCATION

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MISSION

UCAPP Mission

The mission of the University of Connecticut Administrator Preparation Program (UCAPP) is to prepare highly qualified and capable school leaders who are committed to realizing excellence and equity in all Connecticut schools.

Neag School 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.

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.

National Professional Standards for Educational Leaders (PSEL)

Standard 1: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Standard 10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Common 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:

- Cohorts
  - UCAPP is based on a cohort model, bringing together students in each cohort for all courses and assignments for the duration of the program.

- Personal Leadership Inventories
  - UCAPP uses various instruments to develop awareness of your own and others' work style preferences and assets. This understanding can enhance your leadership skill to work effectively with individuals and teams.

- 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.

- Workshops
  - The program includes optional hands-on workshops facilitated by successful principals on such topics such as budgeting, SRBI/RTI case management, and PPT facilitation.

Program of Study

The table below summarizes the sequence and course descriptions.

Summer 1	Session 1 EDLR 5306 – School Leadership & Administration of Educational Organizations (3 credits) EDLR 5092 – Practicum: Administrative Field Experience (1 credits) Session 2 EDLR 5307 - Contemporary Ed Policy (3 credits)
Year 1	Fall EDLR 5303 – Supervision of Educational Organizations (3 credits) EDLR 5092 – Practicum: Administrative Field Experience (2 credits) Spring EDLR 5302 – Program Evaluation for School Improvement (3 credits) EDLR 5092 – Practicum: Administrative Field Experience (2 credits)
Summer 2	EDLR 5092 – Practicum: Special Education Institute (3 credits)
Year 2	Fall EDLR 5304 – Curriculum Lab (3 credits) EDLR 5092 – Practicum: Administrative Field Experience (2 credits) Winter EDLR 5305 – Legal Aspects of Education (2 credits) Spring EDLR 5310: Creating and Sustaining a Positive School Climate (3 credits) EDLR 5092 – Practicum: Administrative Field Experience (2 credits)
*Students may have to take an additional three-credit learning theory course if they have not taken such a course within the last five years.	

Leadership Theory of Action

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

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). <u>In UCAPP, the leadership theory of action represents an aspiring leader's road map of research-based ways to affect change and promote excellence and equity for all students in every school community.</u>

The development and application of a leadership theory of action is supported accordingly:
- 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

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 precludes 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.

INTERNSHIP

The UCAPP internship is designed to put theory into practice while developing and honing the leadership skills and dispositions of the school administration intern. It is the core of the program. The experiences are aligned with the PSEL and CT Leadership standards. There are 540 hours over the course of two years. An expectation of every intern is they reflect on the work they are performing as aspiring leaders in their home/mentor school and assess their school administrator development in accordance with the UCAPP program's leadership standards.

Responsibilities of Internship

Intern

1. Arrange all triad meetings.
2. Complete internship hours and maintain reflective journal/triad matrix as appropriate.
3. Complete course specific reflections as assigned.
4. Complete evaluation of the internship experience (annually).
5. Participate in an exit interview/program assessment (end of last semester of studies).

Internship Supervisor/Coach

1. Recruit, orient and support experienced and capable mentors.
2. Assist students in developing individual learning plans that address program objectives.
3. Establish a liaison with course instructors and become familiar with course content and materials.
4. Help students link their internship experiences to course content and materials.
5. Develop and implement clinical modules of instruction in conjunction with courses.
6. Conduct triads, meetings with students and their mentors at internship sites.

Mentor

1. Participate in mentor orientation.
2. Attend triad meetings with intern and clinical supervisor/coach.
3. Assist the intern in fulfilling program objectives and accompanying activities.
4. Meet and communicate with the intern on a regular basis in order to provide opportunities for discussion, reflection, and feedback.
5. Complete intern assessment form at the end of each year.
6. Complete assessment regarding the UCAPP program.

Core Internship Tasks

TASK	OBSERVE	CO-LEAD	LEAD
Accurately observe instruction			
Lead an instructional and school-wide data team meeting			
Analyze achievement data and create school goals			
Lead a faculty meeting with a SIP focus.			
Lead professional development activities			
Observe and participate in interview process for prospective teachers and administrators			
Lead curriculum review and development activities			
Develop/implement SIP climate and culture improvement activity			
Develop/implement support plan for new teachers			
Write summative evaluation and design feedback plan			
Deliver presentation to parent group			
Observe and co-lead IEP/PPT meeting			
Complete Change Project			

INTERNSHIP

The internship is one of the most critical components of UCAPP and is carefully designed to offer interns productive, first-hand experiences with mentors in the field. The internship consists of 540 hours over the course of a two year period working under the guidance of an assigned mentor principal, the home school principal and supported by the clinical supervisor/coach.

The majority of the hours will be spent working with the mentor principal at the internship school and completing tasks related to internship responsibilities. The balance of the hours should be dedicated to developing and implementing leadership skills in the home school and completing related tasks.

Following a meeting to determine each intern's professional goals and work schedule, a two-year internship is developed. Careful consideration is given to match each intern with an outstanding administrator. Internships vary in their descriptions. The majority of interns remain at the same school for their two years. Occasionally, interns may explore administrative experiences at two different locations over the two-year period. Interns considering two different locations are encouraged to have at least one in an urban setting. Important factors in all of these discussions are an intern's career aspirations, the potential for growth in an internship site and the arrangements the intern has made with his/her employer to allow time away from work-related responsibilities.

Recommended Internship Schedule

Year I

Summer I	45 hours
1st Semester	90 hours
2nd Semester	90 hours

Year II

Summer II	135 hours
1st Semester	90 hours
2nd Semester	90 hours

During the summer internship time, the students should work in collaboration with their mentor and home school administrators to assist with summer tasks such as but not limited to: participating in new staff interviews, planning and supporting professional development, attending curriculum writing sessions, attending PPTs for new students, revising school schedules, analyzing student data. Also, during this time it is recommended that the students should identify the topic for their intended change projects to be developed throughout the year II experiences.

Scheduling the Internship

The ideal situation for interns is to spend extended periods of time at the internship site, clustering the days to heighten continuity of the experience. ***We advise interns to think and plan the two-year period very carefully, and to discuss various options with their principals, superintendents, or other employers.*** Most districts are willing to support interns by reworking professional and/or personal days.

Suggestions and options for students for planning their internship hours:
- Attend conferences or workshops with the mentor
- Use personal days to spend an entire day with mentors
- Participate in before and after school meetings
- Attend evening parent/family meetings and events

Triad Meetings

Triad meetings act as a regular point of contact for the intern, mentor or home school principal and clinical supervisor/coach.

It is the responsibility of the intern to schedule a minimum of five triad meetings according to the following schedule:

Year I
Triad #1	May-June	with home school principal
Triad #2	June-July	with internship mentor
Triad #3	January-February	with internship mentor

Year II
Triad #4	June-July	with internship mentor
Triad #5	January-February	with internship mentor

Triad meetings serve to:
- Discuss with all parties the progress achieved in meeting the intern's objectives.
- Encourage links between course work and practical experiences in the field.
- Create a time for three-way reflection on the intern's experiences.

Assignments and Assessments

Reflective Journal

Interns must submit a reflective journal entry electronically (http://www.casciac.org/ucapplogs/) for each of the activities experienced during their internship. The journal entry will have the following structure:

- Describe your recent internship experience in 2-3 sentences.
- Explain why the experience was informative and/or challenging.
- Explain how and/or why the experience relates to your coursework and/or emerging theory of action as well as to your understanding of effective school leadership.

Journal entries must include reflections on the required tasks, and can include reflections on other experiences. Clinical supervisors/coaches will monitor student journal entries and respond to each student's journal.

EDLR 5303: Supervision of Educational Organizations
Reflect on your overall experiences as an observer/participant of the observation cycle at your internship site. Based on what you have learned through readings and course discussions, in what ways do the classroom observations and related feedback impact teaching and learning? How do you know?

EDLR 5302: Program Evaluation for School Improvement
Based on your internship experiences this semester that have focused on program evaluation for school improvement, describe the practices and procedures used for student assessment, data collection and analysis. Do they result in making adjustments to programming and individualized instruction in order to improve student achievement?

EDLR 5304: Curriculum Laboratory
Many factors influence the development and implementation of a school's and district's curriculum. Provide examples of the factors that seem to have the greatest influence in your home and internship schools. Articulate the implications for school administrators as they strive to ensure that the curriculum is delivered and assessed with fidelity.

EDLR 5310: Creating and Sustaining a Positive School Climate
Reflect upon your experiences in UCAPP over the past two years. What conclusions have you drawn regarding the relationship between school culture and academic achievement? To what extent were your expectations for the overall program met? Assess the effectiveness of your internship in meeting your goals. What suggestions do you have for making improvements in the UCAPP program?

Linking the Internship to Course Content

What activities, initiatives, programs or task could be undertaken to support and enhance the course objectives?

How might additional activities enhance your leadership abilities and add value at your internship site?

Students who receive a modular sequence of classes will make sense of the ideas listed above in relationship to Instructional Leadership, Organization Leadership and Talent Management.

EDLR 5306: School Leadership & Administration of Educational Organizations

- Complete 45 internship hours and submit reflective journal entry following each internship experience.
- Complete structured interviews with mentoring administrator and with district administrator and synthesize data for clinical supervisor/coach and cohort.
- Observe achievement data analysis and school goal setting.
- Observe staffing process including support plan for new teachers.
- Observe planning for opening and school year professional development.
- Observe summer curriculum review and development.
- Observe culture/climate components of SIP.
- Complete Taskstream summary reflection on summer internship experiences.

EDLR 5303: Supervision of Educational Organizations

- Complete 90 internship and home school leadership hours and submit reflective journal entries following each experience.
- Interview a district level administrator with supervision and evaluation oversight responsibilities in your home or internship district.
- Participate as an observer with your mentor in a full observation cycle.
- Conduct an equity audit and discuss results with your mentor.
- Observe a faculty meeting with an SIP focus.
- Observe either an instructional or school-wide data team meeting.
- Observe and/or participate in professional development.
- Observe the implementation of a support plan for first year teachers.
- Observe a presentation to a parent group.
- Observe an IEP/PPT meeting.
- Complete Taskstream summary reflection on your fall internship experiences.

EDLR 5302: Program Evaluation for School Improvement

- Complete 90 internship and home school leadership hours and submit reflective journal entries following each experience.
- Interview a district level administrator with responsibility in the area of program evaluation for school improvement.
- Observe instruction with volunteer teachers and participate in follow-up discussion.
- Co-lead a faculty meeting with an SIP focus.
- Co-lead an instructional or school-wide data team meeting.
- Participate in the interviewing process for prospective teachers.
- Complete Taskstream summary reflection on your spring internship experiences.

EDLR 5092: Special Education Institute

- Complete 135 internship hours (18 hours pre-institute, 18 hours special education institute, 18 hours post-institute, 81 hours on site.
- Complete pre-institute assignments on Taskstream.
- Attend and pre-session Special Education Institute session one evening during Spring I semester.
- Attend a 4-day Special Education Institute last week in June.
- Complete post–institute assignments on Taskstream.
- Co-lead development and implementation of support plan for new teachers.
- Co-lead analysis of achievement process including setting/revising of school goals.
- Co-lead planning and implementation of a professional development activity.
- Complete Taskstream summary reflection on your summer internship experiences.

EDLR 5304: Curriculum Laboratory

- Complete 90 internship and home school leadership hours and submit reflective journal entries following each experience.
- Interview a district level administrator with curriculum oversight responsibilities in your home and/or internship district.
- Continue to observe instruction with follow-up discussions after each observation.
- Lead a faculty meeting with an SIP focus.
- Lead an instructional or school-wide data team meeting.
- Lead a professional development activity.
- Lead a curriculum review and/or development activity.
- Lead the implementation of a support plan for new teachers.
- Deliver presentation to parent group.
- Lead an IEP/PPT meeting.
- Complete Taskstream summary reflection on your fall internship experiences.

EDLR 5310: Creating & Sustaining a Positive School Climate

- Complete 90 internship and home school leadership hours and submit reflective journal entries following each experience.
- Lead a faculty meeting addressing an SIP culture/climate component.
- Lead an instructional or school-wide data team meeting with a focus on culture.
- Lead a professional development activity with a culture improvement focus.
- Lead a classroom management session with new teachers.
- Deliver a presentation to a parent group with a focus on culture.
- Continue to observe instruction with follow-up feedback discussion.
- Complete Taskstream summary reflection on your spring internship experiences.

COURSE DESCRIPTIONS

EDLR 5306: School Leadership & Administration of Educational Organizations

This course introduces 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 introduces 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 prepares you for the Instructional Analysis modules of the Connecticut Administrator Test and 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. 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 prepares you for guiding 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 focuses on various factors that influence curriculum development, including historical influences and future trends. Students will 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

This course focuses on 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.

EDLR 5092: Internship

These courses provide structured, field-based 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.

COURSE DESCRIPTIONS

Modules

Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment. They employ a growth mindset to facilitate and encourage innovative solutions to identified areas by developing and implementing an action plan that supports the mission, vision and goals.

Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support, evaluate and retain highly qualified staff, and by demonstrating a commitment to high-quality differentiated systems for professional learning. They are reflective practitioners who inspire and motivate all stakeholders in the school community and work with them in a culturally aware and responsive manner.

Organizational Leadership

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment. They are flexible and able to respond quickly to shifting and changing environments. Additionally, they maximize available resources in order to meet the needs of all students. Furthermore, they ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity. They leverage the community and parent resources and partnerships for greater impact.

UNIVERSITY AND PROGRAM POLICIES

Academic Integrity / UConn Student Code of Conduct

Scholarly activity at the graduate and postdoctoral level takes many forms, including, but not limited to, classroom activity, laboratory or field experience, writing for publication, presentation, and forms of artistic expression. Integrity in all of these activities is of paramount importance, and The Graduate School of the University of Connecticut requires that the highest ethical standards in teaching, learning, research, and service be maintained. Scholarly integrity encompasses "both research integrity and the ethical understanding and skill required of researchers/scholars in domestic, international, and multicultural contexts." It also addresses "ethical aspects of scholarship that influence the next generation of researchers as teachers, mentors, supervisors, and successful stewards of grant funds" (Council of Graduate Schools, *Research and Scholarly Integrity in Graduate Education: A Comprehensive Approach, 2012*).

UCAPP is a 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/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/=3282 Students are responsible for the understanding the forms of scholarly misconduct described in the policy. The Dean of the UConn 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/

Application of Technology in Courses and Minimum Technology Requirements for Students

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

Credit Hour

The University of Connecticut, as mandated by the U.S. Department of Education and the New England Association of Schools and Colleges, and following Federal regulation, defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for one semester or the equivalent number of hours of instructional and out of class work for shorter sessions (e.g. summer); or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Instruction and out of class work increase commensurately, for courses consisting of two, three, four, five or more credit hours.

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

99-100	A+	87-89	B+	77-79	C+
94-98	A	84-86	B	74-76	C
90-93	A-	80-83	B-	70-73	C-

Guidelines for Submitting Assignments

Unless otherwise specified by the instructor, 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, 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

meeting all deadlines for completion according to UConn Graduate School policy. All Incompletes must be cleared by the first day of class for the next semester or session in order to remain enrolled in UCAPP.

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/coach, and mentor principal to review your performance upon completion of the first half of the prescribed program of study. Your supervisor/coach will provide you notice of satisfactory performance or the need for improvement. A recommendation for discontinuation will result in a meeting with your supervisor/coach and the UCAPP Director.

Notice of Revisions to Course Content & Syllabus

The instructor maintains 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

UNIVERSITY AND PROGRAM POLICIES

Reasonable Accommodation of Students with Disabilities

The University of Connecticut is committed to achieving equal educational and employment opportunity and full participation for persons with disabilities. It is the University's policy that no qualified person be excluded from consideration for employment, participation in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the University's commitment to nondiscrimination for all persons in employment, academic programs, and access to facilities, programs, activities, and services.

A person with a disability must be ensured the same access to programs, opportunities, and activities at the University as all others. Existing barriers, whether physical, programmatic, or attitudinal must be removed. Further, there must be ongoing vigilance to ensure that new barriers are not erected.

The University's efforts to accommodate people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the University's regular services and programs.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the University's departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Anyone with questions regarding this policy is encouraged to consult the Office of Institutional Equity (OIE). The office is located in Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175, telephone, 860-486-2943.

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.

UNIVERSITY AND PROGRAM POLICIES

Policy Against Discrimination, Harassment and Related Interpersonal Violence

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 amorous 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 amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. 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.

More information is available at equity.uconn.edu and titleix.uconn.edu

*Information regarding policies and procedures of the University of Connecticut not listed in this handbook can be accessed here: policy.uconn.edu

CONNECTICUT CERTIFICATION REQUIREMENTS

Intermediate Administration and 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.