



**Educational Policy
Studies
& Practice**

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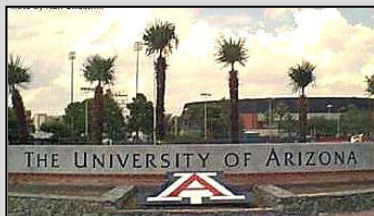
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Educational Leadership Program Student Handbook

Fall 2017 – Spring 2019

**Master of Education Degree
and Post-Degree Principal
Certification Program**

Approved for Veteran's Benefits.

Master’s Degree and Post-Degree Principal Certification Program Handbook
Educational Leadership
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Prefatory Note

All students in the University of Arizona's Master's Degree and Post-Degree Principal Certification Program in Educational Leadership, who are in the class commencing after Summer 2010, are **required** to have read and comprehended this Handbook.

This comprehension will benefit you in navigating your way successfully through this program. Taking the time now to understand the material covered in this Handbook will save you from potential difficulties later.

All incoming students are required to sign and submit to their Educational Leadership advisor the "Attestation Form" at the back of this Handbook, as part of the requirements of the "Foundations of Educational Leadership: Theory, Research, and Practice" course. This form must be submitted within 15 days of the beginning your course of study.

Introduction

We welcome you to the University of Arizona Educational Leadership Program in the Department of Educational Policy Studies and Practice, and appreciate your desire to pursue principal certification in the state of Arizona. We are happy you have chosen to further your educational and career goals here. Our mission is to provide you an academic experience that will fully prepare you for a leadership role in today's educational environment. In this Handbook, you will find information that will be valuable to you as you progress through the program.

This program is designed so that you can progress through the coursework with a stable cohort. We recognize that not everyone will follow the course sequence as designed, and flexibility is included so that we might meet the needs of each individual. Core certification courses are currently offered in both the traditional format and in a hybrid online format, which combines face-to-face instruction with online learning. Please note that course content, expectations, and Benchmark Assignments remain the same for both venues.

This handbook will describe the processes and paperwork requirements for the Master's program, the College of Education, and the Graduate College. While we have not included all the rules and regulations related to obtaining a degree, we have included descriptions of program, date, and time requirements. **All official degree-related paperwork needs to be initiated and completed by you** at the Graduate College website at <https://grad.arizona.edu/gc/forms/>.

The EDL office is located in the College of Education building, room 321, and is open Monday through Friday, 8:00 a.m. – 5:00 p.m., except during the lunch hour, noon-1:00 p.m. Should you have any specific questions not addressed within this document, please contact:

Liz Gaxiola
Administrative Associate
Department of Educational Policy Studies and Practice
520-626-7313; FAX: 520-621-1875
egaxiola@email.arizona.edu

We ask that you

- keep this handbook in an accessible and logical place.
- consult the handbook each semester for dates, deadlines, and other important information.
- work closely with your advisor to ensure that you are progressing through your program in a timely manner.

We trust that this handbook will be helpful for navigating your journey through your program.

Sincerely,
Lynnette Brunderman, Ed.D.
Professor of Practice
Director, M.Ed. and Certification Programs

REQUIREMENTS
FOR
PRINCIPAL, PREKINDERGARTEN – 12 CERTIFICATE

EXCEPT FOR INDIVIDUALS WHO HOLD A VALID ARIZONA SUPERINTENDENT CERTIFICATE AND HAVE COMPLETED THREE YEARS OF VERIFIED FULL-TIME TEACHING EXPERIENCE, THE PRINCIPAL CERTIFICATE IS REQUIRED FOR ALL PERSONNEL WHO HOLD THE TITLE OF PRINCIPAL, ASSISTANT PRINCIPAL OR PERFORM THE DUTIES OF PRINCIPAL OR ASSISTANT PRINCIPAL AS DELINEATED IN TITLE 15 OF THE ARIZONA REVISED STATUTES.

○ **PRINCIPAL, PREKINDERGARTEN – 12 CERTIFICATE**

The Principal Certificate is valid for 6 years may be renewed.

Requirements for the Principal Certificate are:

- Completed [Application for Certification](#)
- Appropriate fee (See Application for Certification)
- A photocopy of your valid Arizona Department of Public Safety Identity Verified Prints (**IVP**) fingerprint card (plastic). For more information visit the [Arizona Department of Public Safety](#) website or call (602) 223-2279.
- A Master's or more advanced degree from an accredited institution. Official transcript(s) must be submitted.
- Three (3) years of verified full-time teaching experience in grades Prekindergarten – 12. Please submit a [Verification of Teaching Experience](#) form from the District Superintendent or Personnel Director to verify teaching experience.
- Completion of a program in educational administration for principals, including at least 30 graduate semester hours of educational administration courses teaching the knowledge and skills described in the Professional Administrative Standards (R7-2-603) to include three credit hours in school law and three credit hours in school finance.
- 7. One of the following (Option A or B):
 - Official transcript from an accredited institution documenting a practicum as a principal; **OR**
 - Two years of experience as a principal or assistant principal under the supervision of a certified principal in grades Prekindergarten – 12. Submit a letter on official letterhead from the District Superintendent or Personnel Director to verify experience.
- 8. Administrator Exam
 - One** of the following (Option A or B)
 - A. A passing score on the Principal portion of the Arizona Educator Proficiency Assessment. *Note: Effective February 3, 2014, both subtests of the Principal portion of the Arizona Educator Proficiency Assessment must be passed.*; **OR**
 - B. A passing score on the Superintendent portion of the Arizona Educator Proficiency Assessment.

DEPARTMENT OF EDUCATION – CERTIFICATION UNIT

** REQUIREMENTS MAY BE SUBJECT TO CHANGE AND ARE FULLY REFERENCED IN THE ARIZONA REVISED STATUTES AND ADMINISTRATIVE CODE. **

Revised 8-6-2016

WWW.AZED.GOV/CERTIFICATION

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.

Effective leaders:

- A. Develop an educational mission for the school to promote the academic success and well-being of each student.
- B. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on the instructional and organizational practices that promote such success.
- C. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- D. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- E. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- F. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- G. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

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

Effective leaders:

- A. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- B. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- C. Place children at the center of education and accept responsibility for each student's academic success and well-being.
- D. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- E. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- F. Provide moral direction for the school and promote ethical professional behavior among faculty and staff.

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.

Effective leaders:

- A. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- B. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- C. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- D. Develop student policies and address student misconduct in a positive, fair, and unbiased manner
- E. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

- F. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- G. Act with cultural competence and responsiveness in their interactions, decision-making, and practice.
- H. Address matters of equity and cultural responsiveness in all aspects of leadership.

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.

Effective leaders:

- A. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- B. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- C. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- D. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- E. Promote the effective use of technology in the service of teaching and learning.
- F. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- G. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

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

Effective leaders:

- A. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- B. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- C. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- D. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- E. Cultivate and reinforce student engagement in school and positive student conduct.
- F. Infuse the school's learning environment with the cultures and languages of the school's community.

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

Effective leaders:

- A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- B. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- C. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

- D. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- E. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- F. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- G. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- H. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- I. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

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.

Effective leaders:

- A. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- B. Empower and entrust teachers and staff with collective responsibility for meeting academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- C. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- D. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- E. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- F. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- G. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- H. Encourage faculty-initiated improvement of programs and practices.

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.

Effective leaders:

- A. Are approachable, accessible, and welcoming to families and members of the community.
- B. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- C. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- D. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- E. Create means for the school community to partner with families to support student learning in and out of school.
- F. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- G. Develop and provide the school as a resource for families and the community.

- H. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- I. Advocate publicly for the needs and priorities of students, families, and the community.
- J. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

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

Effective leaders:

- A. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- B. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- C. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- D. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- E. Protect teachers' and other staff members' work and learning from disruption.
- F. Employ technology to improve the quality and efficiency of operations and management.
- G. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- H. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- I. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- J. Develop and manage productive relationships with the central office and school board.
- K. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- L. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

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

Effective leaders:

- A. Seek to make school more effective for each student, teachers and staff, families, and the community.
- B. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- C. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- D. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- E. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- F. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

- G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- H. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- I. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- J. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

The Educational Leadership Program Description

The Educational Leadership Program in the Department of Educational Policy Studies and Practice at the University of Arizona, College of Education prepares scholar-practitioners for leadership roles at all levels of public education. Through coursework, internships, and independent research projects, students in both our Master's and Doctoral programs enhance their abilities to

- a. use theory and research to inform and guide inquiry and practice
- b. cultivate interpersonal relationships and strengthen political diplomacy skills
- c. follow ethical principles
- d. adapt to a changing world and demonstrate cultural responsiveness
- e. predict the consequences of proposed action
- f. sustain continuous educational improvements over time

Graduates from the Educational Leadership Program hold positions in urban, rural, and suburban districts. They work as principals, superintendents, and other district office professionals. Many graduates serve in leadership roles in professional organizations at the state and national levels.

Master of Education (M.Ed.) in Educational Leadership

The EDL Master's program is designed for aspiring educational leaders who wish to obtain principal certification. This degree provides a solid foundation for leaders considering pursuing doctoral work in the future. Courses are offered in the summer and during the academic year allowing part time and full time students to participate in the program. Students who choose not to enroll in the cohort can opt to take coursework on a course- and space-available basis. The 36-unit program includes three units of internship for principal certification.

Minimum Requirements

- a. Cumulative undergraduate G.P.A. of 3.00
- b. Three years verified, successful teaching in a K-12 setting (*or related experience if not pursuing principal certification*)

Additional Requirements for Principal Certification

- a. A valid Arizona teaching certificate (includes AZ and US Constitution)
- b. 45 clock hours of training in Structured English Immersion
- c. Arizona Fingerprint Clearance Card
- d. A passing score on the Arizona Educator Proficiency Assessment for Principals

EDUCATIONAL LEADERSHIP

PROGRAM

Master of Education – Educational Leadership
Meets all Course Requirements for Principal Certification

Core Courses: (21 semester hours)		
EDL 560	Foundations of Educational Leadership: Theory, Research & Practice	3
EDL 561	The Principalship	3
EDL 562	Arizona Education Law	3
EDL 563	Supervision of the Instructional Program	3
EDL 565	School Finance	3
EDL 593a	Principal Internship	3
EDL 568	Curriculum Leadership and Data Literacy for Continuous School	3
Research Courses: (6 semester hours)		
EDL 504	Disciplined Inquiry in Education	3
EDL 598	Problems in Educational Leadership: Capstone Experience	3
Elective Courses: (9 semester hours) (or others may be substituted with permission)		
EDL 567	School, Family, and Community Relations	3
EDL 604	Leadership for Educational Change	3
EDL 602	Culturally Responsive Leadership and Policy	3
TOTAL		36 units

To inquire about courses, administrative certification, or degree programs offered in the Educational Leadership Program at the University of Arizona, call (520) 626-7313 or e-mail: edlprog@email.arizona.edu

Revised June 2012

Nationally Recognized Faculty and Research Program

The faculty of the Educational Leadership Program is recognized locally, statewide, and nationally for significant educational research, outstanding teaching in the field of educational leadership, and commitment to the service of public education.

Faculty

Kris Bosworth, Professor, Smith Endowed Chair, Ph.D., Adult Education/Educational Technology, University of Wisconsin – Madison

Lynnette Brunderman, Professor of Practice and Master's Coordinator, Ed.D., Educational Leadership, University of Arizona

Kevin Henry, Jr., Assistant Professor, Ph.D., Curriculum & Instruction, University of Wisconsin - Madison

Jill Koyama, Associate Professor, Ph.D., Anthropology and Education, Teachers College, Columbia University

Francesca López, Associate Professor, Ph.D., Educational Psychology, University of Arizona

John Taylor, Professor, Ed.D., Curriculum, Instruction, and Teacher Education, Stanford University

Staff

- **Liz Gaxiola**, Administrative Associate and Graduate Coordinator
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- **Lora Francois**, Administrative Assistant
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lf@email.arizona.edu

Course Descriptions and Representative Complete Syllabi

Required Courses

EDL 504

Disciplined Inquiry in Education

Introduction to research methods in education: analysis of research; writing of research reviews; applying research results in educational settings. Students will learn the basic tools of quantitative and qualitative methods of research, critical analysis of peer-refereed journals, and careful and systematic investigation of educational phenomena. This course will also prepare students for EDL 598: Capstone Experience.

EDL 560

Foundations of Educational Leadership: Theory, Research and Practice

This course is an introduction to the foundations of educational administration and leadership. An open social-systems model of schools provides the theoretical framework that organizes and relates this theory and research to educational administration practice. There will be strong emphasis on problem-based learning through case studies and simulations.

EDL 561

The Principalship

This course examines the functions and responsibilities of the school principal, including the political, social and human relations dimensions of the role. School leadership encompasses the wide range of job activities engaged in by educational administrators as they work collaboratively with teachers, school families, support staff, other administrators, and students to ensure all students learn. This course focuses on issues that include leadership responsibilities, issues, duties, and activities at the overall school level and beyond. At the conclusion of the course, students will be prepared for the Arizona Educator Proficiency Assessment (AEPA) exam required for principal certification in Arizona, and will be thoroughly familiar with the Arizona School Improvement Plan (ASIP) process. The format of the course will be class lecture, discussion, video presentations, small group activities, role-playing and simulations, reading of required articles and handouts, guest speakers, and completion of projects, assignments, and class responsibilities.

EDL 562**Arizona Education Law**

This course is a Master's level survey course of Constitutional law and sample Arizona statutes and cases that pertain to school policies. Students will study relevant legal issues as well as learn about the legal rights and responsibilities of students, teachers and administrators within our educational system in Arizona. Also, the underlying issue emphasized in this course is that each educator will be able to apply rational legal constructs to academic decisions. Each administrator should be prepared to reasonably apply legal parameters to academic conflicts, thereby assuring that each student, teacher and fellow administrator be able to understand why particular decisions are made.

EDL 563**Supervision of the Instructional Program**

Building upon the knowledge base of transformational and instructional leadership, this course is designed to examine the application of current supervisory theory in the school and/or school district setting. Special emphasis will be placed on the understanding of the role of instructional supervision in the improvement of classroom instruction and in curriculum development and revision. The primary focus of this course will be to acquire the knowledge, skills, and dispositions to successfully meet the challenge of improving student learning through the application of knowledge, interpersonal skills, and technical skills to various supervisory tasks. These supervisory tasks include direct assistance, group development and professional development. When implemented successfully, teachers will be able to teach in a collective, purposeful manner which unites organizational goals and teacher needs.

EDL 568**Curriculum Leadership and Data Literacy
for Continuous School Improvement**

The purpose of this class is to examine curricular leadership for continuous school improvement, particularly in turnaround contexts. Students will read research on turnaround leadership and school improvement processes from local, national, and international studies. Further, this class will provide students with practical, research-based strategies to support school development and turnaround, including data literacy, common core implementation, and building school-wide capacity through professional learning communities.

EDL 565**School Finance**

This is a three credit Master's level course designed to introduce the student to the basics of school finance at both the local (school) and district levels, specific to the laws and regulations of the state of Arizona. Students will explore the policies and procedures common to many school districts in the area of school finance. Special topics include bonds and overrides, ADA, ADM, funding formulas applicable to Arizona school districts, and the role of the federal government in other issues, such as class size, employee benefits, transportation, special education, etc.

EDL 593a**Principal Internship**

This course entails practical experiences in a leadership role at the district site. Interns will experience what it is like to assume the role of principal, and will become immersed in the role. Experiences in all phases of building life will be included. Interns will collaboratively plan those experiences with their supervising practitioner. Substantial and significant amounts of time devoted to the internship experiences will provide a more realistic experience for interns. Combined with the field work from the program, the intern must log a minimum of 240 hours for the internship.

EDL 598**Problems in Educational Leadership: Capstone Experience**

This course entails the development and conduct of an action research project to analyze a practical problem in educational administration. Students will apply educational theory and research methodologies to problems faced by educational leaders. Students will seek and obtain permission in writing from education officials to conduct the research project.

Students' research projects will include: background to the problem, statement of the problem, purpose of the intervention/study, research questions, review of the literature, and methodology. Students will then complete the data collection, analyze the data, and describe the results, aligning their work with the Professional Standards for Educational Leaders (PSEL). Interaction with the professor in data collection and the writing of the sections entitles research findings, conclusions, recommendations, evaluation of the process for student and workplace, references, appendices, and abstract will constitute the bulk of the course. Instruction will delineate the format, writing, and procedures. Students will share each section for instructor approval and critique. In addition, students will be required to make a juried presentation of their project. This will be coordinated through the instructor.

Courses for Elective Credits

EDL 604

Leadership for Educational Change

Change is a critical component in any American educational organization. Leadership is essential to implement innovation or new practice, to make mid-course corrections when problems arise and to create a culture in which planning for change is an integral part of the culture. Understanding the need for change, the nature of change, the change process, and the research on change provides a leader with tools to be more effective in dealing with change within their organizations. The purpose of this course is to explore a systems change framework for transforming our schools.

EDL 567

School, Family and Community

This graduate-level course is designed to provide a critical overview of the purposes of education and the changing historical, social, and cultural contexts of schooling in the United States, with emphasis on how school leaders can develop, engage in, and sustain relationships between schools, families, and communities. In it, we will address issues of demographic differences and complexity in schools and neighborhoods as embedded within multiple contexts, but with emphasis on those in Southern Arizona. In the course, families and communities—both broadly defined—are situated as potential social and intellectual resources for schools, but the challenges of creating meaningful and effective partnerships between schools, families, and communities is also considered. Utilizing perspectives from culturally relevant leadership, the course provides introductory knowledge(s), resources, and strategies that students can draw on to envision, create, and participate in collaborations between schools, families, neighborhoods, businesses, and larger communities.

EDL 602

Culturally Responsive Leadership and Policy

The purpose of this class is to examine culturally responsive leadership in school contexts through a strong theoretical and research framework. The course will provide aspiring leaders with the guidance to lead, organize and support their schools to effectively serve linguistically and culturally diverse students in a rich and challenging learning environment, ensuring that students are socioculturally integrated.

Additional Information

Information Resources

We ask that you obtain and use the following required publications:

The Graduate Catalog, available online only. Visit the Graduate College web site at <http://grad.admin.arizona.edu/> to download a current catalog. The catalog provides information on the programs and regulations that govern graduate exams, ethics, graduate requirements, etc. These regulations will apply to you throughout your program.

Publication Manual of the American Psychological Association (APA), 6th edition, available at the UA Bookstore. **All** of your papers should adhere to APA style requirements.

Advisor

Your work in the EDL program will be guided by Dr. Brunderman who will be your main contact and serve as your program advisor. Dr. Brunderman will also advise and supervise your internship, unless otherwise indicated.

Registration for Courses

For **fall, spring and summer semesters**, you must register through UACCESS. The **internship and capstone courses** require approval from your advisor prior to registration.

D2L

Desire2Learn (D2L) is a web-based course management system used to augment Master's courses. It is a required study component of your program. You must first be registered for the classes in order to access D2L. To use D2L, you must create a NetID if you have not already done so by visiting <https://netid.arizona.edu/> and following instructions. You will need to provide your student ID number, four-digit PIN, and date of birth.

Instructors typically use D2L to communicate with students. If you would like emails forwarded some account other than D2L(or CatMail), you will need to make this change yourself. Go to www.d2l.arizona.edu and enter your NetID and password. Click on "Preferences" on the left side of the screen, then the tab marked "Email." Scroll to the bottom of the screen to "Forwarding Options" and click the box "forward incoming messages to an alternate email account." Enter the alternate email address. You must click "Save." If you do not do this, all course emails will be visible in D2L and CatMail only.

Plan of Study

Your **Plan of Study** serves two purposes. It is a planning document for scheduling courses you will need to complete for degree requirements. Your Plan of Study is also a record of the courses you have already taken, either at the UA or other institutions that you wish to apply toward your Masters.

There are restrictions on transferring units from other institutions and/or applying UA course units toward a master's degree. You may transfer only 9 graduate units from another accredited institution(s) and must have earned a B grade or better in those courses. Only *original* transcripts will be accepted. Your advisor, the department head and the Graduate College must approve these units.

You should submit your Plan of Study electronically **no later than the end of the second semester** (see item 2 in the Master's Program Requirements.) A \$35 fee will be billed to your Bursar's account at the time you submit your Plan of Study. Log into UACCESS Student Center. Find the Other Academic tab on the left side

of the page, and Go to GradPath Forms to complete the Plan of Study.

Capstone Experience

EDL 504/EDL 598: These two courses- Disciplined Inquiry and the Capstone Experience- provide two preparation experiences that culminate in an educational exercise that allows you to demonstrate the skills and knowledge acquired in your M. Ed. program. A faculty member will direct the capstone and work with you to develop an appropriate action research project that you will define as you near the end of your Master's program.

Completion of Degree Requirements

A Completion of Master's Degree Requirements form (found in UACCESS Student Center/Other Academic/GradPath Forms) must be submitted to the Graduate College **by the deadline of the semester in which you will graduate**. Approval of this form by the Dean of the Graduate College will certify completion of degree requirements. For dates that requirements must be met to graduate in a particular semester, refer to the Deadline Sheets, available at the Graduate Degree Certification website.

Administrative Certification and Institutional Recommendation

Upon completion of your master's or certification program course requirements, including the internship, you will be eligible to obtain administrative certification as a school supervisor, principal, or superintendent. When you have completed all requirements for certification, Ms. Letty Gutierrez, 621-7865, olgutier@email.arizona.edu, in the Office of the Dean, will assist you with the *Institutional Recommendation* (IR) questions. At the final debriefing meeting for the Internship with your University Supervisor, you will complete the necessary form requesting Institutional Recommendation.

Institutional Recommendation verifies that you have completed a certification program and all requirements to become eligible for administrative certification. This courtesy service greatly simplifies the process, reduces your wait time, and saves you time and money.

You must submit the following to ADE:

1. Completed IR application packet
2. Application for Certification and \$30 fee (\$30 for each additional endorsement)
3. Fingerprint Clearance Card

ADE has electronic records for applicants who have met Arizona and U.S. Constitution and SEI requirements as well as AEPA scores, so you do not need to provide those verifications. For more information, visit the ADE website at <http://www.ade.az.gov/certification/>.

Master's Program Requirements Checklist

Activity	Timing	Paperwork Required by:		Completed
		CoE/EDL	Grad.College	
1. Submit your Plan of Study (EPSP Administrative Associate forwards it to the Graduate Degree Certification Office)	2 nd semester	X	X	<input type="checkbox"/>
2. Capstone Experience	Final year	X		<input type="checkbox"/>
3. Submit your Completion of Degree Requirements (the EPSP Administrative Associate forwards it to the Graduate Degree Certification Office)	Final semester- per Graduate College deadline	X	X	<input type="checkbox"/>
4. Internship and Request for Institutional Recommendation	Final semester	X		<input type="checkbox"/>

Convocation and Commencement

We hope that you and your family and friends will be able to celebrate your accomplishments in two ceremonies. **Convocation**, organized by the College of Education, is for Education graduates only. It takes place prior to the larger University graduation ceremony. Family and friends are invited to this ceremony. **Commencement** is a larger ceremony in which all graduating undergraduates and graduates are recognized. Families and friends are also invited to this ceremony.

You will receive announcements of these two events, and will be asked to state whether you are coming to the convocation, and if so, how many family members and friends will be attending.

Financial Aid Information

The College of Education also offers various types of financial aid to graduate students beginning during fall semester for use the following academic year. For information and the online application, visit the College of Education financial aid website at www.coe.arizona.edu/giving/scholarships/.

The Graduate College financial aid web site provides a number of opportunities to students based on financial need, academic performance, membership in an underrepresented population, and other criteria. For information about qualifying for financial aid from the Graduate College, current dates, available scholarships, deadlines, and how to apply for financial aid through the Graduate College, visit <http://grad.arizona.edu/financial-resources>.

University and EDL Policies

Time Limitation

All requirements for the master's degree must be completed within 5 years. Time-to-degree begins with the earliest course to be applied toward the degree, including credits transferred from other institutions. Work more than 6 years old is not accepted toward degree requirements.

Leave of Absence

Students registered in a program of study must enroll continuously for fall and spring semesters until the completion of the degree. If it becomes necessary to interrupt your studies, you must file a Leave of Absence form with the Graduate College. Visit <http://grad.arizona.edu/gc/> to download and complete the form.

Readmission

When you wish to return to your studies, you must reapply for admission. Contact the EDL office to obtain an Application for Readmission form.

Grievance

Should a graduate student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, the department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance. The [University Ombudsman](#) is also available to assist students with concerns or complaints.

Grievances that will be Reviewed by the Graduate College

While the Graduate College is available to discuss any academic concern, only grievances that allege violation of a specific University rule, regulation, policy or practice will be considered for formal review as stated below. A grievance procedure is available to graduate students who have complaints that:

1. allege violation of a specific University rule, regulation, policy or practice;
2. are not remediable by other university grievance policies and procedures; and
3. are within the decision-making jurisdiction of the Graduate College.

The Associate Dean of the Graduate College or other delegate of the Dean of the Graduate College (hereinafter "Associate Dean") shall determine whether a complaint is within the decision-making jurisdiction of the Graduate College. Examples of complaints that are NOT suitable for formal grievance through the Graduate College are listed at the end of this section.

Grievance Procedure

See Appendix A for a description of the formal grievance procedure.

College Grade Appeal

A student may appeal a grade by using the following procedures. Where mentioned, the words college, dean, and department head are the department or college in which the course being appealed is offered. All timelines

refer to the first regular semester after the semester or summer term in which the grade was awarded. Grade appeals are not processed during the summer sessions unless the dean determines a case warrants immediate review.

Written verification of each step below is critical. Steps three, five, and seven require the student to submit a written appeal. Therefore, either mail the appeal via return receipt or deliver it to the appropriate office and have a staff member verify the date and time of delivery. The dean's decision on whether or not the deadlines have been met is final. The dean has authority to extend the deadlines, but only in extraordinary circumstances shall the appeal extend beyond the first regular semester.

Step 1: Within the first five weeks of the semester, the student should discuss the concerns with the course instructor, stating the reasons for questioning the grade. If the instructor is a teaching assistant/associate and this interview does not resolve the difficulty, the student shall discuss the problem with the person in charge of the course.

Step 2: Within the first five weeks of the semester, the student shall go to the college dean's office to obtain any requisite forms and to review directions. The student must attest in writing that s/he has informed the instructor s/he intends to file a grade appeal.

Step 3: Within the first five weeks of the semester, the student shall carefully formulate an appeal in writing, and submit it to the instructor with a copy to the department head.

Step 4: Within two weeks from the date of receipt of the student's written statement, the instructor shall respond to the student in writing. The instructor should explain the grading procedures and how the grade in question was determined as well as other issues raised in the student's statement.

Step 5: If the instructor is not available or does not resolve the matter within the two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the department head.

Step 6: The department head has two weeks to consider the student's written statement, the instructor's written statement, and confer with each. The department head, who does not have the authority to change the grade, shall inform the instructor and the student in writing of his/her recommendation. If a grade change is recommended, the instructor may refuse to accept the recommendation. The instructor shall notify the department head and the student in writing of his/her decision.

Step 7: If the department head does not act on or resolve this matter within a two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the dean.

Step 8: The dean shall convene a committee to review the case. The committee consists of five members. Faculty representatives include one from the department of the instructor concerned, and two from closely related departments or colleges. The student council of the college provides two student representatives. Student representatives shall be full-time upper-division undergraduate students for appeals by undergraduate students or full-time graduate students for appeals by graduate students. If the college does not have an appropriate student council, the ASUA shall appoint the student members. All student members must be in good academic standing in that college.

Within the structure provided by the dean, the committee shall design its own rules of operation and select a chair other than the faculty representative from the department concerned. The student and instructor shall represent themselves. The committee may, or may not

- meet separately with the student, the instructor, and the department head
- request each party to submit a brief written summary statement of the issues, and/or
- interview other persons who have relevant information.

If feasible, the committee should meet with the student and the instructor together in an attempt to resolve the difference. The committee shall consider all aspects of the case before making its recommendation. The committee shall make a written report with recommendations and provide copies to the student, the instructor, the department head, and the dean.

Step 9: The dean shall make a final decision after full consideration of the committee's recommendation and within four weeks of receiving the student's appeal. The dean has the authority to change the grade and the registrar shall accept the dean's decision. The department head, the instructor, and the student shall be notified in writing of the dean's decision.

Grade Appeal Time Table

Prior to:	Complete steps:	Responsibility of:
Week 5	1, 2, and 3	Student
Week 7	4	Instructor
Week 8	5	Student
Week 10	6	Department Head/ Instructor
Week 11	7	Student
Week 15	8 and 9	Dean

Code of Academic Integrity

Principle

Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. This principle is furthered by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 through 5-404, all provisions of which apply to all University of Arizona students. This Code of Academic Integrity (hereinafter “this Code”) is intended to fulfill the requirement imposed by ABOR Policy 5-403.A.4 and otherwise to supplement the Student Code of Conduct as permitted by ABOR Policy 5-308.C.1.

Prohibited Conduct

1. Conduct prohibited by this Code consists of all forms of academic dishonesty, including, but not limited to:
2. Cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Student Code of Conduct, ABOR Policy 5-308-E.6, E.10, and F.1.
3. Submitting an item of academic work that has previously been submitted without fair citation of the original work or authorization by the faculty member supervising the work.
4. Violating required professional ethics rules contained or referenced in the student handbooks (hardcopy or online) of undergraduate or graduate programs, or professional colleges.
5. Violating health, safety or ethical requirements to gain any unfair advantage in lab(s) or clinical assignments.
6. Failing to observe rules of academic integrity established by a faculty member for a particular course.
7. Attempting to commit an act prohibited by this Code. Any attempt to commit an act prohibited by these rules shall be subject to sanctions to the same extent as completed acts.
8. Assisting or attempting to assist another to violate this Code.

Student Responsibility

Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the generally applicable provisions of this Code whether or not faculty members establish special rules of academic integrity for particular classes. Students are not excused from complying with this Code because of faculty members’ failure to prevent cheating.

Faculty Responsibility

Faculty members shall foster an expectation of academic integrity and shall notify students of their policy for the submission of academic work that has previously been submitted for academic advancement, as well as any special rules of academic integrity or ethics established for a particular class or program (e.g., whether a faculty member permits collaboration on coursework; ethical requirements for lab and clinical assignments; etc.), and make every reasonable effort to avoid situations conducive to infractions of this Code.

Student Rights

Students have the right to a fair consideration of the charges, to see the evidence, and to confidentiality as allowed by law and fairness to other affected persons. Procedures under this Code shall be conducted in a confidential manner, although a student has the right to an advisor in any appeal to a University Hearing Board under this Code.

Academic Integrity Procedures

See Appendix B for a description of the Academic Integrity Procedures

General Provisions

Academic Days

“Academic Days” are the days in which school is in session during the regular fall and spring semesters, excluding weekends and holidays. If possible, Faculty-Student Conferences and appeals may be heard during the summer or winter break. The Dean of the College or Dean of Students may extend these time limits when serving the interests of a fair consideration or for good cause shown.

Advisor

Dr. Lynnette Brunderman serves as the advisor for all Masters and Certification students in Educational Leadership.

Grade Before Appeals

Students must be allowed to continue in class without prejudice until all unexpired or pending appeals are completed. If the semester ends before all appeals are concluded, a grade of “I” shall be recorded until appeals are completed.

Graduate Students

In cases involving graduate students, faculty shall follow the procedures outlined for undergraduate students except that in all cases where the student is found to have violated this Code, the faculty member (and in the case of appeals, the Dean of the College or Hearing Board) shall notify the Associate Dean of the Graduate College.

Notice

Whenever notice is required in these procedures it shall be written notice delivered by hand or by other means that provides for verification of delivery.

Record

Whenever a sanction is imposed, the sanction and the rationale shall be recorded in the student’s academic file. It is recommended that the standard forms “Record of Faculty-Student Conference” and “Record of Appeal to Dean of the College” be used. These forms are available from the Dean of Students Office. Students may petition the Senior Vice President for Academic Affairs/Provost after five years from the semester of the determination or upon graduation, whichever occurs first, to have the record destroyed.

Rights and Responsibilities of Witnesses

Witnesses are expected to cooperate in any proceedings under this Code. The privacy of a witness shall be protected to the extent allowed by law and with consideration to fairness to the students charged and other affected persons. Retaliation of any kind against witnesses is prohibited and shall be treated as a violation of the Student Code of Conduct or of other applicable University rules.

Students or Faculty Not Available for Conference

In cases where the student is not available, e.g., out of the area after final exams, the faculty member shall make every reasonable effort to contact the student through personal contact, telephone, University email, or mail to inform the student of the charges. If the faculty member is able to contact the student, the Faculty-Student Conference shall be scheduled as soon as both parties are available, e.g., at the beginning of the next semester. The student shall be given the grade of Incomplete until the conference is held. If either of the parties will not be available for an extended period, the Faculty-Student Conference shall be held via the telephone or by mail. If after several efforts, contact cannot be established, the faculty member may impose sanctions but must send a letter or copy of the "Record of Faculty-Student Conference" form via certified return receipt requested mail to the student's last permanent address outlining the charges, findings, conclusions and sanctions.

Students Not in Class

If students not enrolled in the class are involved in a violation of this Code, faculty shall file a Student Code of Conduct complaint with the Dean of Students Office.

CHECKLIST: DEGREE REQUIREMENTS

GENERAL REQUIREMENTS - ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE "YES"

- Were current catalog requirements followed?
- Were changes in name or addresses reported to Graduate Degree Certification?
- Did registration meet the minimum number of hours each semester (spring and fall - three graduate units, and summer session - one graduate unit)?
- Is the cumulative GPA 3.00 or higher?
- If undergraduate units were applied to the minor program (no more than six units), were they approved by the department?
- If TOEFL score was below 550, were all English courses specified by the English Placement Board completed?
- Did the department recommend change from provisional or international special status to regular graduate standing?
- Were deficiencies completed or cleared by the department?
- Was re-admission completed after a vacant spring or fall semester? (Exceptions: approved part-time status)
- Were all fees cleared by the Bursar's office?

GENERAL REQUIREMENTS - ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE "NO"

- Were any courses taken pass/fail without approval by the Graduate College? (*Only* College of Law courses qualify for this option.)
- Were any courses repeated that are not designated as repeatable in the Graduate Catalog?
- Were more than 6 units taken as a non-degree student included on the program of study?
- Did any incompletes revert to E's after one year, or do any grades appear as Y on the transcript? (grade not reported)
- Did registration exceed the maximum number of units? (16 units spring or fall, including audit and undergraduate credit; summer session six units)

MASTER'S DEGREE REQUIREMENTS -- ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE "YES"

- Were all requirements completed within a 6 year period (including transfer work)?
- Were 6 units completed on campus?
- Were one-half the total units on the Plan of Study in coursework graded A, B or C?
- Did all transfer units receive graduate level grades of A or B?
- Were all vacant semesters (semesters with no registration) approved by the department and reported to Graduate Degree Certification?
- Were you registered in all semesters in which exams were taken?

Appendix A

Grievance Procedure

To pursue a formal grievance, students must take the following steps:

1. If informal efforts to resolve the grievance have failed, students must file their written grievance complaint with the head of their academic unit. Such written complaint must be filed within 6 months of the incident that is the subject of the grievance. The grievance complaint must include a concise statement of the allegations that form the basis for the student's complaint, including a careful statement of the facts, the rule, regulation, policy or practice that was violated, a summary of the informal attempts at resolution, and a suggested remedy.
2. The academic unit head must review the grievance complaint and provide a written response to the student within 15 class days*. A student, who wishes to appeal the unit head's response, must file a copy of the grievance complaint and the unit head's response with the Graduate College within 5 class days of receiving the unit head's response.
3. The Associate Dean (or designee) will then try to negotiate a resolution. If acceptable mediation of the grievance is not achieved within 15 class days of filing with the Graduate College, the student may request that it be forwarded to the Grievance Committee.
4. In accordance with the procedures set forth below, the Grievance Committee will hold a hearing and convey its recommendation to the Graduate Dean in writing within 15 class days of their final meeting. The Associate Dean will schedule the hearing date(s).
5. The Graduate Dean will render a final decision affirming, denying or modifying the Grievance Committee's recommendation within 15 class days following receipt of the recommendation.

* "Class days" exclude Saturday, Sunday, holidays, and days in which the University is not in session. All timelines refer to the first regular semester after the incident. Grievances are not processed during the summer sessions unless the dean determines a case warrants immediate review.

Grievance Procedure Deadlines

In pursuing a formal grievance, students must take note of the necessary timeline for pursuing a formal grievance (Table 1). If a student adheres to this timeline, resolution of the grievance can be expected within about 65 class days of the student's written grievance complaint. If the Grievance Committee requires several meetings to reach a recommendation, more time might be required. Deadlines may be extended with the consent of the student, respondent, and/or the responsible party for the pending step in the process. Should there be an unavoidable delay at any step and the Graduate Dean determines that prompt disposition is not possible, he or she shall inform the grievant in writing.

The Graduate Grievance Committee

The Graduate Grievance Committee is a standing committee consisting of eight graduate students representing different academic units appointed by the Graduate and Professional Student Council (GPSC), four faculty members from the Graduate Council and twelve faculty members at large, appointed by the Graduate Dean. Faculty members serve three-year terms. Student members serve two-year terms. All terms are staggered.

To schedule a grievance hearing, the Associate Dean will select a subcommittee from the standing committee consisting of two students and four faculty members, at least one of whom is a member of the Graduate Council. This subcommittee is the hearing committee.

The Graduate Grievance Hearing

The Associate Dean of the Graduate College will arrange a time and place for a hearing. The hearing will be closed to protect the privacy of the student. The hearing committee will select a chair. The chair will preside at the hearing and will rule upon all procedural matters. The formal rules of evidence will not apply, although objections to the introduction of specific statements or documents may be considered by the chair. Irrelevant, immaterial, privileged or unduly repetitious information will be excluded. The chair may establish reasonable limits upon the time allotted to the student and the department or academic unit for oral presentation and examination of witnesses.

All members of the hearing committee and all parties to the grievance will receive a copy of the grievance and the department's response. All parties may present evidence in the hearing. Committee members may question anyone presenting evidence during the hearing. Only evidence presented at the hearing and those documents submitted up to the time of the hearing will be considered in the adjudication of the grievance.

At the hearing, the student will first present his/her case to the hearing committee. He/she may present witnesses. The student may have one advisor present. That person will play an advisory role only and shall not present or participate in the presentation of the student's case at the hearing. If the student elects to have an attorney as an advisor, the Graduate College must be notified at least one week before the scheduled hearing.

The department or appropriate academic unit shall present its case before the hearing committee. Each party may question the other party or their witnesses. The student and the department or appropriate academic unit shall each have the right to rebuttal.

After each party has presented its case and left the hearing room, the hearing committee will begin its deliberations. Additional meetings of the hearing committee may be required for deliberation. Within 15 class days, the chair will communicate the hearing committee's recommendation to the Dean of the Graduate College who will render the final decision.

Some complaints that cannot be addressed through this procedure include:

- Allegations of gender (including sexual harassment), racial, ethnic, religious and sexual orientation discrimination; these are dealt with by the Affirmative Action Office.
- Grade appeals, procedures for which are available in General Catalog or from the Graduate College Information Desk. (Grade appeal procedures apply to course grades; appeals of comprehensive examination or oral defense results follow the general Graduate College Grievance Review Procedures.)
- Complaints against University employees and students that are covered by provisions of the University Handbook for Appointed Personnel ("UHAP"), the Staff Personnel Policy Manual ("SPPM"), and the Student Code of Conduct.
- Graduate College petitions requesting waivers of policy are not addressed through the general Graduate College Grievance Review Procedures; students may appeal denials of petitions by writing directly to the Dean of the Graduate College.

The University Ombudsperson is also available to assist students with concerns and complaints.

Table 1: Graduate Grievance Timetable

All timelines refer to the first regular semester after the incident. Grievances are not processed during the summer sessions unless the dean determines a case warrants immediate review.

	Steps	Time Limit
1.	Student submits written grievance complaint to Head of Academic unit	Within 6 months of incident
2.	Head of Academic unit responds in writing	15 class days
3.	To continue grievance beyond academic unit, student must file copy of complaint and unit head's response with the Graduate College	5 class days
4.	Associate Dean attempts to negotiate a resolution	15 class days
5.	If not resolved, hearing committee hears grievance and sends recommendation to Graduate Dean	15 class days after last Committee meeting
6.	Graduate Dean renders final decision	15 class days after receiving Committee recommendation

Appendix B

Academic Integrity Procedures

I. Faculty-Student Conference

The faculty member of record for the course (i.e., responsible for signing the grade sheet) conducts these procedures. Faculty shall make sure that students receive notice and fair consideration of the charges against them. The faculty member must confer with the student within 15 academic days (hereinafter referred to as “days”) of receiving evidence of a suspected violation of this Code, unless good cause is shown for an extension of no more than 30 days. The faculty member shall confer with the student in private, explain the allegations, present any evidence, and hear the student’s response. If more than one student is involved in an incident, separate conferences are recommended but not required. When dealing with students who are unavailable for the conference, students not enrolled in the class, or graduate students, refer to the General Provisions. After the conference the faculty member shall decide, by a preponderance of the evidence, whether or not the student has committed an act prohibited by this Code. “Preponderance of the evidence” means that it is more likely than not that a violation of this Code occurred. If the evidence does not support a finding of a violation, the University will make no record of the incident in any University files. The student may continue in the class without prejudice. If the evidence supports a finding that the student has engaged in misconduct, the faculty member shall impose sanctions after considering the seriousness of the misconduct, the student’s state of mind, and the harm done to the University and to other students. In addition, the faculty member shall consider mitigating and aggravating factors in accordance with the provisions of ABOR Policy 5-308.H. A faculty member may impose any one or a combination of the following sanctions: a written warning, loss of credit for the work involved, reduction in grade, notation of the violation(s) on the student’s transcript (temporary or permanent), or a failing grade in the course. The faculty member may also impose a sanction of suspension or expulsion from the program, department, college, or University. Within 10 days of the conference, the faculty member shall prepare a written decision outlining the charges, evidence, findings, conclusions and sanctions imposed. The faculty member should use the standard form entitled “Record of Faculty-Student Conference,” and furnish copies to the student (as provided in the “Notice” section under General Provisions) and to all others as noted on the form, including the Dean of Students Office. See the General Provisions section for Grade Before Appeals.

II. Additional Sanctions for Multiple Violations

Multiple violations of this Code may subject students to additional sanctions, including suspension or expulsion at the discretion of the Dean of the student’s College (“Academic Dean”) or his/her designee. Students found responsible by a faculty member for a violation of the Code must immediately contact the Dean of Students Office to determine if they have multiple violations subjecting them to additional sanctions by their Academic Deans.

Upon receiving the Record of Faculty-Student Conference, the Dean of Students Office will notify the student and the Academic Dean of the existence of multiple violations. The Academic Dean will decide if any additional sanctions are to be imposed on the student as a result of multiple violations. The Academic Dean will convey this information to the faculty member, the student and the Dean of the college where the violation occurred (“Dean of the College”), as provided in the “Notice” section under General Provisions. The Academic Dean should use the form entitled “Sanctions for Multiple Violations,” and outline the findings and conclusions supporting his/her decision for an additional sanction. If the case is appealed as set forth below, the Academic Dean will present the case for the additional sanction.

III. Appeal to Dean of the College

The student may appeal the faculty member’s decision and sanctions to the Dean of the College or his/her designee. The student shall deliver the written appeal to the Dean of the College within 10 days of the date on which the notice of the decision is received. The Dean of the College may extend this filing period if the student shows good cause for the extension. If a student does not appeal within the time provided, the decision and sanctions of the faculty member will be final. Within 15 days of receiving the appeal, the Dean of the College

shall review the faculty member's decision, sanctions and supporting evidence, and shall confer with the faculty member and the student. The Dean of the College shall have the authority to uphold, modify, or rescind the faculty member's decision and sanctions. If the Dean of the College finds:

1. that the conclusion of a violation is not supported by the evidence, then he/she shall render a finding of no violation and that the sanction(s) imposed be rescinded.
2. that the conclusion of a violation is supported by the evidence and the sanction imposed is appropriate, then he/she shall uphold the faculty member's decision and sanction(s).
3. that the conclusion of a violation is supported by the evidence, and the sanction(s) imposed are inadequate or excessive, then he/she shall modify the sanction(s) as appropriate.

The Dean of the College shall notify the student, the faculty member and the Dean of Students in writing of his/her decision as provided in the "Notice" section under General Provisions. The Dean of the College should use the form "Record of Appeal to Dean of the College" for this purpose. If the Dean of the College fails to act within the 15 day period, the student may, within 10 days thereafter, appeal to a University Hearing Board by providing a written notice of appeal to the Dean of Students Office. If the Dean of the College decides no violation occurred, all reference to the charge shall be removed from the student's 4 University records, and the student may continue in the class without prejudice. If the semester has ended, the faculty member shall calculate the grade without the sanction. If work was not completed due to the academic integrity allegation, the faculty member and the student shall confer and a grade of "W" or "I" shall be assigned. If a grade of "I" is assigned, the student shall have the opportunity to complete remaining work without prejudice.

IV. Interim Action

1. The Dean of the College involved may suspend the student from one or more classes, clinics or labs for an interim period prior to resolution of the academic integrity proceeding if the Dean believes that the information supporting the allegations of academic misconduct is reliable and determines that the continued presence of the student in classes or class-related activities poses a significant threat to any person or property.
2. The Dean must provide a written notice of the interim suspension to the student, with a copy to the Provost. The interim suspension will become effective immediately as of the date of the written notice.
3. A student who is suspended for an interim period may request a meeting with the Provost or his/her designee to review the Dean's decision and to respond to the allegations that he or she poses a threat, by making a written request to the Provost for a meeting, including the student's dates of availability. The Provost or his/her designee will schedule the meeting no later than five (5) days following receipt of the written request and decide whether the reasons for imposing the interim suspension are supported by the available evidence.
4. The interim suspension will remain in effect until a final decision has been made on the pending academic misconduct charges or until the Provost, or his/her designee, determines that the reasons for imposing the interim suspension no longer exist or are not supported by the available evidence.

V. Appeal to University Hearing Board

The student may appeal any decision of the Dean of the College or the Academic Dean that imposes suspension or expulsion or provides for a notation on the student's transcript. The student may also appeal if the Dean of the College failed to act within the 15 day period. The Dean may grant the student the option to appeal if the sanction of a failing grade is imposed and the Dean believes reasonable persons would disagree on whether a violation occurred. The appeal must be filed within 10 days from receipt of the decision or the Dean of the College's failure to act, by providing written notice of appeal to the Dean of Students Office. If a student does not appeal within the time provided, the decisions of the Academic Dean, and the Dean of the College or the faculty member if the Dean of the College failed to act, will be final. The University Hearing Board shall follow the procedures set forth in the Student Disciplinary Procedures ABOR Policy 5-403.D. with

the following modifications:

1. The Hearing Board shall be composed of three faculty and two students and shall convene within 30 days of the time the student files the appeal.
2. Wherever the term Vice President of Student Affairs appears, it shall be replaced with Senior Vice President for Academic Affairs/Provost. The Provost is empowered to change grades and the Registrar shall accept the Provost's decision. The Provost shall also notify the parties of the final decision.
3. Wherever the Dean of Students is indicated as presenting evidence or witnesses, it shall be replaced with the faculty member who made the charges or his/her representative. Additionally, the Academic Dean or designee may also present evidence to support sanctions for multiple violations.
4. The student may be assisted throughout the proceedings by an advisor or may be represented by an attorney. If the student is represented by an attorney, the faculty member may also be represented by an attorney selected by the University Attorneys Office.
5. The faculty member has the same right as students to challenge the participation of any Board member, as noted in the Student Disciplinary Procedures (5-403.D.3.f.).
6. The Board may, in its recommendations, address any egregious violations of process.
7. Sanctions for multiple violations will be recommended and presented to the Board by the Academic Dean or his/ her designee

APPENDIX C – Educational Leadership Program Professionalism Rubric

Directions: The course instructor will place a check in the box of the behavior or attitude that best characterizes the person being evaluated.

	Distinguished	Admirable	Basic	Unsatisfactory
Ethical Behavior and Role Model	Is honest in dealing with others. Shows a passion for truth. Can be counted on in all circumstances to keep personal and professional confidences. Is absolutely trustworthy and can be completely depended upon to keep one's word. A person of impeccable character who is an outstanding model of personal integrity.	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep one's word. Shows self to be a person of strong character. A good role model of personal integrity.	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences entrusted to oneself. Strives to be trustworthy and keep one's word. A sound role model with personal integrity.	Shows pattern of dishonest or deceitful behavior. May sacrifice truth for personal advantage. Fails to use discretion in keeping personal confidences entrusted to oneself. Cannot be counted on to keep one's word or to follow through as promised.
In-class Performance	Shows initiative in class activities. Applies knowledge to other situations and makes connections with previous learning. Asks questions showing intellectual interest. Seeks to extend understanding through higher-level thinking.	Actively engaged and interested in class activities. Volunteers to respond to questions. Participates in discussions. Stays focused. Has done necessary preparation for class.	Is attentive to what is happening in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom.	Inattentive in class. May fall asleep, read newspaper, text message or attend to other materials not related to class. Rarely participates in class discussions. May distract others in the class with inappropriate behaviors.
Class Preparation	Work is of exceptional quality. Shows a desire to pursue the intended learning at a deep level. Work shows evidence of personal reflection and revision. Uses an array of quality resources to add to the scope and depth of project.	Work is completed with attention to detail, is sequential and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Seeks new resources and additional information to complete work.	Assignments completed correctly and with accuracy. Work shows basic grasp of the assignment's intent. Meets assignment deadlines adequately. Makes use of resources provided to complete work.	Work completed with little attention to quality. May be sloppy and/or contain errors. Assignments are sometimes late or missing. Uses current knowledge rather than additional resources to complete work. Procrastinates.

Relationships with Others	Actively seeks opportunity to work with those of different ability, race, gender, or ethnicity. Actively seeks interaction and feedback from variety of other people. Has compassion for others, putting their needs ahead of one's own. Listens actively and values the opinions of others.	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Shows genuine concern for others and their needs. Listens carefully to others and respects their views.	Accepts others despite differences in ability, race, gender, or ethnicity. Interacts with others in a polite, courteous, and professional manner. Shows awareness of others' needs. Listens to others and understands them.	Usually works only with those of similar ability, race, gender, or ethnicity. Rarely interacts with others, especially those different than self. Does not listen well.
Group Work	Promotes group by contributing above and beyond expectations. Comes early to help facilitate group meetings and is well prepared. Encourages the use of ideas from all. Does everything possible to ensure success for the group.	Contributes ideas and efforts to the group. Comes to meetings prepared and on time. Incorporates ideas of others into the group's activities. Relates well to others and promotes group success.	Does a fair share of the work. Accepts responsibility. Attends group meetings. Accepts ideas of others. Relates adequately with others and performs basic group responsibilities.	Puts forth minimal effort and fails to do fair share of the work. Attendance at group meetings is uneven or absent. Shows little regard for other people or their ideas. May actually be a roadblock for getting a project completed. Does not relate well with others.
Professional Development and Involvement	Actively involved with professional organizations and publications. Seeks opportunities to be involved in professional activities or events. Takes a leadership role in professional organization(s). Makes professional growth a high priority. Organizes and presents professional development.	References or makes use of professional organizations or publications. Willingly participates in professional activities or events. Belongs to professional organization(s). Values professional growth. Seeks out professional development.	Aware of professional organizations and/or publications. Occasionally participates in professional activities or events. Sees the importance of professional growth. Attends professional development when required or requested.	Unaware of professional organizations and/or publications. Shows little or no interest in professional activities or events. Attends only when mandatory. Does not attend professional development.
Respect for Rules, Routines, Policies and Norms	Follows rules, routines and policies and encourages others to respect them. Shows exemplary patterns of behavior with respect to rules and policies dealing with dress, behavior, or	Knows rules, routines and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for	Aware of rules, routines and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent	Unaware of rules, routines and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for oneself, or tries to get around established

	other aspects of context operation.	personally following them in one's patterns of dress, behavior, etc.	them in one's patterns of behavior, dress, etc.	rules of behavior, dress, etc.
Communication	Speaking and writing is flawless in terms of grammatical correctness. Language usage is conventional and respectful. Is articulate and/or persuasive when expressing ideas.	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	Usually uses correct grammar in oral and/or written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.	Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits (e.g., repetition of words or phrases, such as "okay" or "like").
Emotional Control/ Responsibility	Always maintains composure regardless of circumstances. Respects the viewpoints of others and treats them with dignity even when not in agreement with them. Can be depended on to always be accountable and responsible for one's own emotions and behaviors.	Displays steady emotional temperament, even in potentially volatile situations. Is receptive to viewpoints of others and to their suggestions. Holds self accountable for one's emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for one's emotions and behaviors.	Emotions not under control. May lose temper and show outbursts of anger. Is disrespectful of peers and others. Does not take personal responsibility for one's emotions and behaviors. Blames others or outside circumstances for loss of emotional control.
Scholar/ Practitioner	Regularly uses theories and research to gain new clarity about educational problems and possible solutions. Demonstrates exceptional quality of academic writing and contributions in class discussions / activities. Demonstrates a desire to revisit, re-read or explore other scholarly readings in order to learn more about a topic that relates to practice. Reflects on	Shows ability to read academic writing with a writer's eye. Uses academic writers' tools in writing. Writing draws on insights from theory/ research as well as experiences, and shows a synthesis and critical analysis of literature (goes beyond summary). Articulates how theoretical models, analytical tools, and research findings have been adopted into practice. Discusses how	Examines and reflects on experiences in relation to topics covered in class. Demonstrates a clear recollection of what has been read and can write summaries of academic work. Identifies practical problems that require further investigation, using emerging understandings about theory and research.	Oral and written responses strictly reflect own experiences. Little to no evidence of reading and dwelling in academic ideas of assigned readings. Cannot distinguish between academic literature and advocacy literature. Writing is simplistic and/or grammatically incorrect.

	how readings have influenced thinking and daily practices. Reflects on how thinking has changed over time in favor of philosophy, theories, and/or updated, research-based understandings.	to use academic research to further study practical problems in schools. Articulates orally and in writing how previously held knowledge and beliefs have changed or been revised in favor of updated, research-based understandings.		
Attendance	Arrives at class early. Always makes prior arrangements when absence is necessary. Submits assignments prior to absences and/or follows up to complete missed work. Arranges with classmates or instructor to secure handouts or materials presented in class.	Consistently attends class and is on time. Usually notifies instructor in advance or arranges to meet instructor following a missed class. Usually provides a valid reason for absence.	Occasionally misses class (no more than 2 times). Tries to notify instructor if going to be absent, or contacts instructor following absence with valid reason for absence.	Exhibits a pattern of tardiness or absence (more than 2 absences). Fails to contact instructor or make arrangements for missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late.

To be completed during the first semester of the program, and at the end of the internship.

Appendix D – Attestation Form

ATTESTATION FORM

I, _____, have read and understood this Program Handbook, and agree to abide by all procedures outlined therein.

Student Signature

Date

University Advisor Signature

Date