

**SEATTLEU**<sup>®</sup>

COLLEGE OF EDUCATION

**EDUCATIONAL  
ADMINISTRATION  
PROGRAM HANDBOOK**

**2022-2023**

**Educational Administration Program  
College of Education  
Seattle University**

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***“Preparing ethical, reflective, culturally competent professionals  
who lead with integrity, embrace diversity, and advance social justice  
in an interdependent world.”***

**Confirmed: March 2018**

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## Section 1: Introduction

Welcome to the Educational Administration (EDAD) degree program at Seattle University. This degree program prepares ethical, reflective, and professional leaders who are culturally competent, value and understand diversity, and use evidence-based practices to work for social justice. Students situate their knowledge of leadership and their professional identity as leaders within their understandings of self, the organizations in which they interact, and global orientations in an interdependent world. We are pleased that you have elected to develop your professional competencies as a leader through this degree program.

Faculty and administrators within the program and the College of Education have prepared this **EDAD Student Handbook** to support your successful entry, continuance and completion of your degree and/or certification. The *Handbook* has been designed to provide easy access to information and resources that are essential to your success as student. Read it carefully! An electronic version of this *Handbook* is available at: [Course of Study](#) .

In addition to this handbook, supplement this material with a thorough reading of the relevant sections of the Graduate School Bulletin and the Seattle University Student Handbook. It is your responsibility as a student to review, keep up to date (they are subject to revision) and adhere to them.

Note that this **Handbook** is based on the Seattle University **Graduate Catalog**, the official source of all policies and procedures. Any discrepancies between this **Handbook** and the **Graduate Catalog** are unintentional and will be resolved using the content of the **Graduate Catalog** as the official and correct statement of policy and procedure. The **Graduate Catalog** may be accessed at: [Academic Catalog](#). Students should obtain and keep a copy of the Graduate Bulletin of Information for the year they first enroll. It contains the specific policies which apply to their program of studies.

### Seattle University Student Handbook and other publications

The Seattle University Student Handbook is available at: [Student Handbook](#).

Other forms, policies and publications are available at [Redhawk Axis](#).

### NOTIFICATION

The EDAD program reserves the right to change at any time any policies and procedures in the **EDAD Student Handbook**. Note that any new or revised policies and procedures will be required for all EDAD students regardless of their program status—all changes will apply to all EDAD students regardless of when matriculation occurred—unless students explicitly are notified of exceptions. The most current version of the **EDAD Student Handbook** is on the program website: [Course of Study](#)

## Section 2: Leadership Programs Office

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## **Section 3: College of Education Vision, Mission, Goals, Values and Core Dispositions**

### **Seattle University**

Founded in 1891, Seattle University has offered a values-based education in the Jesuit tradition for more than a century. Located in the heart of Seattle, it is the Northwest's largest and most diverse independent university, with a student population of more than 7700. The 48-acre campus houses eight schools and colleges, including the College of Education. One of 28 Jesuit Catholic universities in the United States, Seattle University draws upon the Jesuit educational philosophy to develop critical thinkers and compassionate leaders. Teaching is the first priority of Seattle University. The faculty have distinguished themselves through a commitment to teaching excellence. Many have achieved national and international recognition for their scholarship and service, but teaching remains their primary commitment.

### **College of Education**

Established in 1935, the School of Education (renamed the College of Education in July 2004) was the first professional degree program offered at Seattle University. Today the College of Education is a graduate- only college, offering 11 of the 24 graduate degree programs available at Seattle University, including the only academic doctoral program. Nine of the 11 programs prepare candidates for work in K-12 settings.

### Conceptual Framework

The College of Education adopted its conceptual framework in October, 2004:

### **To prepare ethical, reflective professionals for quality service in diverse communities**

Over the ensuing years, the college developed and subsequently revised several long-range and strategic plans. The current College of Education strategic plan was approved by the faculty and dean in January 2003. However, the conceptual framework has remained the same and is integrated into all College of Education programs and informs the college vision, mission, and goals.

### Vision

The Seattle University College of Education will be an educationally excellent learning community that prepares professional leaders dedicated to education for justice and service to others.

### Mission

1. The College of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
2. The College of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
3. The College of Education strives to provide a curriculum relevant to the needs of the profession, the greater society and supported by the best practice and research.
4. The College of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.
5. The College of Education strives to produce graduates who are compassionate and effective professionals in their respective areas of preparation.

### Goals

1. To prepare practitioners and policy makers to be educational leaders for a just and humane world.
2. To model collegial and collaborative communities in our interactions among faculty, staff, students, and external constituencies.
3. To provide leadership in teaching, learning, scholarship, service, and reflective practices.

4. To increase our recognition as leaders in the profession and our influence as policy makers.

#### Values

As an educational community dedicated to service to others, the College of Education faculty and staff embrace the following values:

**Collaboration and Care** – We are committed to our students. Our programs and curricula enable collaboration within and among P-12 schools, colleges, universities, families, community members and organizations.

**Academic Excellence** – As faculty, we are outstanding teachers/scholars, dedicated to service and actively engaged in making quality contributions to their professions. The curricula we deliver are rigorous and reflect current best practices. Our curricula anticipate and create the knowledge, skills and dispositions needed for future leaders in their professions.

**Diversity** - Our commitment to understand and respond to human differences is articulated and practiced throughout all aspects of the programs, including admissions, curriculum and student field experiences. Our programs provide opportunities to learn about the world beyond the border of the United States, and to learn about American society's relation to and place in the larger world system.

**Faith** – Our programs honor the many beliefs of our students and faculty members. Through open dialog we seek to prepare professionals who experience the Jesuit educational traditions grounded in the Catholic intellectual tradition and appreciate multiple perspectives.

**Education for Justice** – As a college, we have a commitment to education for justice consistent with the Jesuit tradition. This includes advocacy and action with and on behalf of others and reflects beliefs in the dignity of the human person and the rights of individuals in a just society to participate fully in socio-cultural, economic and political structures that affect them.

**Leadership** – We seek to develop responsible and reflective leaders committed to the common good. Leadership is modeled by our faculty who provide leadership in their programs, the college and university and in their professional fields.

#### Core Dispositions

Faculty and staff model the values of the College of Education for our students. Through these values, we expect students to demonstrate core dispositions of professional practice.

The conceptual framework of the College of Education (to prepare ethical, reflective, professionals for quality service in diverse communities) encompasses the college's core dispositions: ethical, reflective, professional, quality service, and diversity.

#### **Ethical**

The College of Education prepares students to meet high standards of conduct and behavior for the profession for which they are preparing. Students examine personal and professional codes of ethics in light of Seattle University's and the College of Education's values and standards of practice set forth by their respective professional organizations. Students performing in a clinical setting, internship, or practicum are required to demonstrate the knowledge, skills, and dispositions related to the ethical standards and practice of their respective professional organizations.

**Reflective**

All College of Education programs prepare students to be self-initiating and life-long learners who 1) integrate and extend their professional knowledge, self-understanding, and professional experience; 2) examine their intentions, assumptions, and personal and professional goals in light of their professional experience, relevant theory, research, professional practice, and the actual outcomes of their own professional practice; and 3) create and apply new understanding from such examination. Reflection is the primary process to achieve these three professional goals.

**Professional**

All College of Education programs prepare students to be members of, and leaders in, their professions. A professional is one who has mastered a specialized knowledge base, applies knowledge supported by best practice, research and theory, and abides by code of ethical standards. A professional remains current in and makes contributions to the field. A professional also demonstrates high-level accountability and a service orientation within the arena of practice.

**Quality Service**

College of Education programs prepare students as leaders in their professions who provide high-quality service to students/clients and their communities. Our graduates are prepared to provide services that meet or exceed legal, ethical, and professional standards of practice, reflect validated theories and research-based practices, and result in positive outcomes for student/clients and their communities.

**Diversity**

The College of Education is committed to affirming diversity among all members of its teaching-learning community in order to prepare its students for culturally competent service and leadership in an increasingly diverse society and world. Diversity is defined as the many dimensions of commonalities and differences that broadly encompass the multiplicity of cultures and perspectives. The intent is to create equitable and inclusive arenas that embrace the full spectrum of all community members' contributions and provide optimal access to services, resources, and opportunities.

## **Section 4: Program Overview**

### **Institutional Context**

The Educational Administration program at Seattle University is located within the College of Education. Seattle University, founded in 1891, is the largest and among the most diverse independent universities in the northwest. As a Jesuit institution, the university seeks to develop critical thinkers and compassionate leaders.

The College of Education, one of nine colleges and schools within the university, is an all-graduate college offering 11 different degree programs. The college prepares ethical and reflective practitioners for quality service in diverse communities. Educational Administration program participants will have the opportunity to work with many different faculty members across the college through course work and research projects. The doctoral degree concentrations draw upon faculty expertise across programs.

### **Program Vision**

Inspired by the vision and mission of Seattle University and the College of Education, the Educational Administration program is dedicated to preparing educational leaders who serve students and families, other professionals, and the broader public with professional expertise and personal commitment. In doing so, the program seeks to develop educators who have a deep knowledge of leadership, who understand and embrace their ethical and moral responsibilities as leaders and who have the skills to put these values to service for others. We strive to model caring, academic excellence and a commitment to justice, so that our graduates enact these values in their own professional lives.

### **Program Philosophy and Outcomes**

Societal diversity suggests that students need an integrated holistic experience throughout coursework that requires them to process and synthesize new information, past experience, and technical expertise. This value for synthesis and interaction underlies the program structure, which enables students to integrate theory and practice in classrooms and at their work-sites. The array of opportunities to hone new skills begins with interactions among colleagues who take responsibility for real tasks and useable outcomes.

These learning goals describe the leader the program strives to develop as value centered, committed to service and social justice for the common good; professional, reflective, holistic, interdisciplinary, creative, visionary, and scholarly; effective interpersonally and as a leader in organizations; and both committed to and possessing the conceptual knowledge and skills to lead in diverse communities and in an interdependent world.

The Educational Administration program learning outcomes are aligned with the Professional Standards for Educational Leadership (PSEL), and state PESB Standards. The Standards are foundational to all levels of educational leadership, and were redeveloped (and expanded) in 2015 with a stronger, clearer emphasis on students and student learning, outlining foundational principles of leadership to help ensure that each child is well-educated and prepared for the 21st century. The Standards reflect a positive approach to leadership that is optimistic, emphasizes development and strengths, and focuses on human potential. (National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders.)

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.

## **Program Components**

### **Core Courses**

Courses are designed to develop knowledge base and competencies to achieve program learning goals and student outcomes. The courses are sequenced to move from a focus on you as a leader and to your roles and responsibilities within educational organizations. Students may earn a Master of Education (MEd) degree with a Principal or Program Administrator certification (46 credits) or a Post-Master's Certificate with Principal or Program Administrator certification (37 credits).

### **Internships**

Students will have an in-depth internship where they will have the opportunity to experience extensive field work which will include community, as well as school leadership roles and settings. The internship is planned, guided, refined, and cooperatively evaluated by the student, university faculty and P-12 site mentors who will support student learning in multiple dimensions. Students will become familiar with the multiple responsibilities of school leadership and understand the various roles required to provide quality schooling experiences for all. Internships will include opportunities for experiences broader than the school where the student is working and students must commit to time working in other environments with a variety of leaders.

### **Specialization Options**

The program in Educational Administration offers two specializations (Principal and Program Administrator) to meet the needs of instructional leaders in K-12 schools. Designed for part-time students who are working adults, this program attracts aspiring administrators who are passionate about making a difference—who see themselves as leaders of other professionals in pursuit of excellence for students, staff, and schools. This program leads to either a Washington State principal certificate or program administrator certificate.

### **Program Sequence**

The current curriculum for the Master of Education (MEd) degree with a Principal or Program Administrator certification (46 credits) is designed for students to be completed in six-eight quarters, while the Post-Master's Certificate with Principal or Program Administrator certification (37 credits) is designed for students to complete in just five quarters, beginning in the spring and ending the following spring.

### **Distinctive Program Features**

The above sections describe the program components and sequence of events. This section describes how the program elements are woven together to create a learning community to support attainment of program outcomes.

#### **The Cohort Model**

A cohort model was intentionally selected because it creates a supportive community of learners that benefits both students and faculty members. Working within a cohort provides an opportunity to learn with and from one's peers as well as program faculty. Each cohort will proceed through the program together, enrolling in all required core courses. Program faculty will assist each cohort to develop into an effective learning community wherein students challenge and support one another. Being a graduate student is a very challenging and intense experience. Developing a strong network of peer support is critical.

#### **Field Based Learning**

Field-based learning is emphasized and focus areas are specially developed for each student, targeted to the type of school/s where they work or want to work, including:

- Public school administration
- Private/Independent/Catholic school administration

## **Admissions Process**

Please refer to the Seattle University Graduate Bulletin for the Admission Requirements for Educational Administration Program. Each applicant will provide evidence to the screening committee of continuous professional growth and development, as well as evidence of contributions made to the leadership base, to the growth of others, and to the improvement of student achievement.

All applications are reviewed by Leadership Programs core faculty. The review is holistic. Accepted applicants are notified by the SU Graduate Office and are sent an admission packet. Note that an individual who is denied admission to the College of Education or to one of its programs cannot request a review of that decision.

## **Registering and Advising**

EDAD Program faculty members serve as academic advisors and one is assigned to you during your first quarter in the program. This faculty member remains your academic advisor throughout the program. If it appears that there may be a better match with another faculty member, a change can be made upon request from the student. The first meeting with your academic advisor will occur during the EDAD Orientation. Initial questions about your program of study, academic and career interests, and elements of the program are common topics of conversation at this first meeting.

Once a program of study has been approved, it serves as the official checklist for degree completion. When all items listed on the program of study are satisfied, degree requirements are met. For this reason, if a student decides to take courses other than those listed, the program of study must be amended using a Petition for Exception to Policy (PEP) form. Students must complete a PEP to request a change to the program of study. The PEP must be submitted to the student's academic advisor and then to the EDAD for processing; all approval signatures are required. Course substitutions must support the degree.

Before you advance in subsequent quarters, make an appointment with your advisor to confirm plans for registration. Your advisor can help in many ways but please remember that it is your program and you are responsible for all material in the graduate bulletin as well as for all published deadlines and for meeting the requirements for graduation.

SUOnline provides access to course registration. Students are responsible for registration for appropriate courses every quarter as prescribed by their approved program of student while enrolled in the program. Courses that require prior approval or carry variable credit (such as independent studies) require academic advisor approval.

## **Section 6: Planning Your Degree**

## Program of Study

The program of study serves as a degree-planning document and as the official checklist used to determine if a student is eligible for graduation. Degree requirements and concentration options should be drafted by the student in consultation with his/her academic advisor during the first year in the program. When finalized, the program of study must be approved by the academic advisor. The Office of the Registrar maintains the student's official program of study and determines when all degree requirements are completed.

Students will be invited to attend an orientation session, scheduled once each term, when they will be informed of the expectations and processes described below and given appropriate materials about the program. Attendance at the first available opportunity is recommended, so students will feel they are on solid ground from the beginning of their work at Seattle University.

The general order of events during the program is as follows:

1. **PRE-ADMISSION.** Although technically not a part of the program of study, candidates pursuing certification may have additional pre-admission certification requirements. This may include providing evidence of an active teaching license or a successful background clearance (fingerprints).
2. **VERIFICATION OF SCHOOL/DISTRICT APPROVAL.** Because students will enter field experience courses as early as the first full academic year, local arrangements for practical on-site experiences at a school or in the district office will be necessary prior to the first internship.
3. **COURSES PRIOR TO CANDIDACY.** Students set a tentative schedule of courses for the first two to three terms, which should include EDAD 5011, 5910 or 5021, 6190, 5000, 5010, 5041, 5031, and 5013. The advisor projects a date by which the student will complete 9 elective credits and be eligible for advancement to candidacy for the degree. Transfer credits from other universities should be identified clearly at this time (maximum of 10 quarter credits) and a form (Petition for Exception to Policy) filled out to recommend transfer of those credits. Where students believe their prior experiences qualify for a waiver of a course, the advisor will discuss the procedures.

Students who are pursuing a state credential through the post-master's Certification only option will plan their courses of study with the advisor, but are not required to carry through Steps #3 or #7.

4. **ADVANCEMENT TO CANDIDACY.** As a student near completion of the first 15 credits, the student is responsible for contacting his/her advisor for a check of grades to determine whether the student should be advanced to candidacy. Meeting with the advisor is required to fill out and officially approve the student's Program of Study/Candidacy Form which will also assist in projecting a schedule for the remaining requirement. The form itself is then signed by the student and the advisor, checked for accuracy, and the original is placed in the student's main file. Quarterly progress is recorded on the Program of Study form throughout the student's coursework. Any proposed changes to this program are made through a formal academic petition process using a Petition for Exception to Policy form.
5. **RESIDENCY STANDARDS.** As students move through the program, they should attend in each course to assignments and activities which will assist them in fulfilling the PSEL and Washington Administrative Code requirements (identical to the Residency standards) identified for their program role (principal or program administrator). During their course work, students should pay significant attention to assignments that offer opportunities to demonstrate standards/criteria competencies. For example, when students complete such assignments during the internship, they should fill out a Performance

Submission Form to have their instructor, supervisor, or program director officially approve the assignment/project/activity as evidence of the students' meeting the standard. A copy of the Performance Submission Form is available on the Educational Administration program website: [www.seattleu.edu/education/edadmin](http://www.seattleu.edu/education/edadmin)

6. **MULTIPLE ASSESSMENTS.** WACs require that university programs assess student skills and knowledge in the required state standards. A self-assessment is completed at the beginning, midpoint, and end of the Internship, prior to certification. See the Student Handbook for more details on this process in the document called "Washington State Residency Standards: Self-Assessment Process."
7. **FIELD EXPERIENCE PLANNING.** Two major field experiences are required at Seattle University: a) Community Engaged Internship, and b) Administrative Internship I-III (principal candidates take I-III).
  - a. During your first quarter, and prior to the anticipated date for beginning the Internship courses, students should notify the program director of their intentions. Students will need to provide the Internship Application and Approval Form (appropriately signed and dated) to formally confirm that they have permission to carry out Internship assignments, and activities.
  - b. Early in the Spring quarter prior to the projected internships (which usually begin in the summer (Community Engaged Internship), and fall quarter (Administrative Internship), students will need to ascertain the internship approval procedures and dates in their districts to assure an appropriate placement and suitable support. If students wish to relocate to a new site to work with a particular supervisor, those arrangements should be made within the organization's timelines for personnel transfer or hiring. In some cases the supervisor or program director might be able to help with internship placement; however, the normal expectation is that the students make their own arrangements to suit individual needs, secure signatures on the approval form, and then notify the program coordinator.
8. **ON-SITE SUPERVISOR.** Under state program approval requirements, on-site supervisors must have had at least three years' experience in the role for which the intern is preparing and currently hold the appropriate certification for that role. This requirement holds for the administrative internship only. If students wish to work in a setting where the supervisor does not meet these certification and/or experience requirements, an additional supervisor must be identified to work collaboratively with both persons on-site and with the university supervisor to assure a productive (and legal) field experience. The approval form includes space for the on-site supervisor to assert evidence of eligibility for that responsibility. Any difficulties with this requirement should be discussed as early as possible with the program director.
9. **APPLICATION FOR GRADUATION FOR MASTERS DEGREE.** As students approach completion of the program, they should apply for graduation. Graduation application packets are available from the Registrar's office (University Services Bldg., Rm. 103) or online at [Apply for Graduation](#).
10. **CERTIFICATION.** Certification requirements are completed by the end of the internship. The College of Education's Certification Office can answer any questions related to certification. You can find relevant contact information at the following link: [Certification Office](#). Certification paperwork to apply for the initial administrator certificate is completed through the College of Education. However, it is important to note that once your paperwork has been submitted to the Office of the Superintendent of Public Instruction, Seattle University has no control over the time it will take to for the state to approve certification.

11. CERTIFICATION IN RELATION TO THE MASTER'S REQUIREMENT. For students seeking Washington State certification as part of their master's degree program in Educational Administration, completion of the master's degree (i.e., portfolio, field experiences, and coursework) is required before the university can recommend the student for certification. Students who already hold the master's degree must fill out an approved Ed.S. or Certification Only Program of Study and complete the coursework required on this Program of Study, including the field experiences, before being recommended for certification.

### **Request Waivers for Degree Requirements**

It is critical to understand the distinction between transfer credits and requests for waivers. As indicated above, a limited number of credits can be transferred into the EDAD program, if they meet certain qualifications. These credits, when approved, are applied to the program of study. Waivers, on the other hand, carry no credit value and the student must complete the minimum number of credits required for the degree even if waivers are approved. A waiver is a request to be exempted from a degree requirement. A common example is where a student has completed a similar course but cannot transfer in the credits for whatever reason. If the student's request for a waiver is approved, he/she would be allowed to take a substitute course at Seattle University in a topic area that supports the degree. Note that waivers require Exception to Policy (PEP) approval. All requests for waivers should be discussed with your academic advisor.

## Section 7: Internship

### Overview

The internship is the culmination of preparation for the role of administrator. This practical experience also is an opportunity to "live" the mission of the College and Leadership Program faculty, who intend to prepare "Ethical, reflective professionals for quality service in diverse communities."

- I. In accordance with The Professional Educator Standards Board, a minimum of 540 internship hours are required for Principal and 360 hours required for Program Administrator certification. These hours MUST BE LOGGED and signed by the appropriate supervisor to be verified. The length of the internship can be modified only through the university program, who is authorized by the State Board of Education to waive specific field requirements "for any candidate who has served in a comparable administrative position or who has previously performed a comparable field experience." (WAC 180-78A-265(2)(b)(ii))

Each internship must include experiences that demonstrate all ten required PSEL Standards. Both Principal candidates and Program Administrator candidates are responsible to demonstrate the knowledge, dispositions and performances in WAC 180-78A-270(2)(b).

- II. All interns are required to engage in the completion of an Action Research Project during their internship. This project should center issues of equity and justice while also focusing on the evaluation of existing programs, and the development of a tangible plan to address the issue through staff development and community engagement. As the culmination of the EDAD program, all coursework will be connected to the design, development, and execution of this project.
- III. Planning for the Action Research Project should be completed in cooperation with both intern supervisors and seminar faculty. Incorporating school goals and priorities with the student's competency development needs is the aim of this project, towards the end of enacting more equitable and just educational opportunities for the communities we serve. Through the standards assessment process required under WAC 180-78A-270(2)(b)(ii), competencies the student has acquired prior to the internship will be verified through review of the self-assessment by the program director. Remaining standard/criteria areas will be the focus of internship activities.
- IV. Activities carried out to complete the projects and specific competency development should be submitted to the university supervisor in EDAD 5011.

## Section 8: Policies of Importance to EDAD Program Participants

### Introduction

This section highlights important policies for program participants. While every attempt has been made to create an accurate summary of these policies, the official source for all policies governing students is the Seattle University **Graduate Catalog**. Any discrepancy between this *Handbook* and the **Graduate Catalog** will be resolved using the text of the **Graduate Catalog**. Additional information is available in the Seattle University **Student Handbook**.

**SU Graduate Catalog:** [Academic Catalog](#)

**SU Student Handbook:** [University Policies](#)

### Seattle University Academic Policies for Graduate Students

Please refer to the Seattle University 2017-2018 Graduate Catalog for information regarding the following policies (see <https://www.seattleu.edu/policies/>)

- Degree Requirements
- Time Limits for Completing Degree
- Transfer Credits for Graduate Courses Taken at another Institution
- Retaking of Courses
- Grading
- Academic Probation
- Academic Dismissal
- Readmission
- Simultaneous Enrollment
- Hardship Withdrawal
- Official Withdrawal
- Grieving a Course Grade

Students should be familiar with the academic policies of the University above. In addition, the College of Education's academic policies for EDAD students are found on the pages that follow.

### Specific EDAD Program Policies

#### Academic Integrity Policy

All students are expected to read, understand, and follow Seattle University's Academic Integrity Policy. The policy can be found on Redhawk Axis: [Academic Policies](#).

#### American Psychological Association Format for Papers

Formal papers submitted for all EDAD courses should follow the writing and documentation guidelines of the Publication Manual of the American Psychological Association (6th ed., 2009). The manual can be purchased at the Seattle University Bookstore. An orientation to APA format will be offered each summer quarter. Students are encouraged to take advantage of this helpful offering to familiarize themselves with the basics of APA format. There are also several helpful websites with information about APA format.

#### Attendance and Participation



Attendance and participation are required in all courses and are important for your success in the program. Specific attendance requirements are identified in course syllabi. As graduate students, you have made a serious commitment to learning and must make every effort to attend and engage actively in the community of learners. It is expected that you will attend all classes and weekend seminars unless a verifiable emergency situation precludes attendance. Absences from class can result in lower grades, repetition of the course, and/or to students being dropped from the program. Students are responsible for contacting and consulting with faculty about absences, program and class attendance policies, and all makeup work. Individual program faculty members reserve the right to decide whether students have adequately addressed absences from classes and weekend seminars.

Students are required to consult with appropriate program faculty in advance of classes and weekend seminars about inviting guests. This policy applies to all regularly scheduled classes, weekend seminars, and to retreats scheduled for all EDAD core classes.

### **Certification**

Certification is completed by Office of Superintendent of Public Instruction (OSPI). Please see the College of Education Certification Handbook for details on this process. The College of Education's Certification Office can answer any questions you may have related to certification. Contact information is located at the following webpage: [Certification Office](#).

### **Class Times**

The majority of EDAD courses meet on Saturdays, between 8:30 and 5:00 PM, 5 times per quarter. An academic schedule for the next year of the program is distributed each year early in spring quarter. Most College of Education courses meet one night per week (Monday through Thursday), and are generally scheduled from 6:00 p.m. to 8:40 p.m. during the Fall, Winter and Spring terms. Summer class times may vary. Visit [www.MySeattleU.edu](http://www.MySeattleU.edu) for the most up-to-date information.

### **Commencement with Deficiencies**

Students who have not completed their degree requirements may participate in Commencement exercises under certain conditions. Graduate students who have six or fewer credits of degree requirements remaining to be satisfied and who meet the grade point standards of their program are eligible to participate in Commencement. College of Education students do not need to take the Comprehensive Examination prior to participation in Commencement. The Commencement with Deficiencies policy can be found on Redhawk Axis: [Academic Policies](#).

### **Disability Services**

If the student has a disability that the student believes requires accommodation by Seattle University, it is the student's affirmative responsibility to request such accommodation from Seattle University's Disabilities Services office (Loyola room 100). The student should make an appointment with the Disability Specialist to evaluate the need for accommodation and, if needed, define the accommodation. An accommodation request form (available on their website) is required from each student for each and every quarter that any accommodation is needed. Please allow sufficient time for processing the evaluation and accommodation request. Associate Dean Brendon Taga serves as the ADA Coordinator and a resource for all faculty, staff, and students in the College of Education. He can be contacted at [tagab@seattleu.edu](mailto:tagab@seattleu.edu). For more information, please contact SU Disabilities at: [Disabilities Services](#) or 206-296-5470.

### **E-Mail Accounts**

**You must use the SU e-mail account which you are assigned, as all official communications will come to you via this account.** To set up your e-mail account online, all you need is your SU username and your student ID number. These should have been mailed to you with your initial acceptance letter. Go to <https://pwreset.seattleu.edu/> and click on the link for “I am setting my password for the first time.” Follow the directions from there. If you have any difficulties, you can call HelpDesk at 206-296-5571 or [helpdesk@seattleu.edu](mailto:helpdesk@seattleu.edu). Important information is transmitted via email; therefore, ***it is critical that you frequently and regularly monitor your e-mail account, including and especially when you are not taking classes on campus.***

### **Emergency Contact Information**

Students are required to provide accurate and current emergency contact information to the University. This contact information should be reviewed on an annual basis. Please go to MySeattleU.edu and select “user account.” Then, select “address change” to enter change of address, phone or new emergency contact information. In addition to submitting changes to your contact information on SUOnline, please inform the Leadership Programs office of any changes to your contact information as well.

### **Enrollment Status**

A student is considered full time whenever enrolled for six or more credits in a quarter or if enrolled in less than six credits, upon written verification from their faculty advisor. A student engaged in at least one dissertation credit is considered part-time student. Program enrollment includes items such as continuing dissertation research, doctoral dissertation seminars, independent study, internships, and multi-quarter courses as well as the specific credit registered for during the quarter.

### **Exception to Policy**

If you have serious reason to seek an exception to any of the policies and/or procedures listed in the **Graduate Catalog**, you must petition your academic advisor by using a petition form available in the Leadership Programs Office or from your academic advisor. Submit the completed Petition for Exception to Policy to your academic advisor for review and action.

### **Financial Aid**

Graduate students must be enrolled at least part-time (three credits) to be considered for financial assistance. Financial support is available through student loans, and there are opportunities for scholarships and limited graduate assistantships. We encourage you to check with your workplace human resources office, as some employers provide tuition assistance. Seattle University financial aid is not available for international students.

To be considered for financial aid, you must be admitted to the university and you must complete the Free Application for Federal Aid (FAFSA). This is your application for federal, state, and institutional funds. Contact Student Financial Services at [www.seattleu.edu/redhawk-axis](http://www.seattleu.edu/redhawk-axis).

### **Grades and Grading**

Faculty members are responsible for establishing course standards and grading requirements and for evaluating student work. Please see the (see [Academic Policies](#)) for more details.

In addition to the letter grades described above, the following grading symbols may be used:

**I – Incomplete:** A temporary grade assigned because a critical portion of the required work was not completed because of illness or other serious circumstances beyond the student’s control. The I grade may not be used for the convenience of the faculty member or student. When the instructor assigns the I grade at the end of a term, a provisional grade is also submitted. This provisional grade becomes the course grade if you miss the deadline for completing the course requirements. This provisional grade includes all work completed plus a failing grade for work/exams the student did not complete. When the specified work has been completed, the faculty member completes a change of grade transaction to authorize a final grade for the course. Note that the following deadlines are for faculty submission of grade changes. Work must be submitted to faculty prior to these deadlines.

Deadlines for submission of the grade change are listed in the [Seattle University Academic Calendar](#).

**N - No Grade:** The grade may be suspended for some courses in which the work is not expected to be completed during the regular quarter. It is the responsibility of the student to request removal of the "N" grade when course requirements are fulfilled. If you miss the deadline for removing an "N" grade, you will have to re-register and pay regular tuition to obtain credit for the work completed. Note that the following deadlines are for faculty submission of grade changes. Work must be submitted to faculty prior to these deadlines. Timelines for removal of the "N" grade are as follows:

| <u>N Grades Received</u> | <u>Must Be Removed Before</u>          |
|--------------------------|--|
| Summer                   | August 1 of following calendar year    |
| Fall                     | November 15 of following calendar year |
| Winter                   | March 1 of following calendar year     |
| Spring                   | May 1 of following calendar year       |

**CR/F-Mandatory Credit/Fail:** In the EDAD program, Internships are not graded but are deemed to be credit (CR) or fail (F).

### **Grading Grievance: Challenging Course Grades**

The purpose of this procedure is to provide a confidential, fair, and timely means by which students may seek redress for an academic grievance concerning a course grade. The Academic Grading Grievance policy can be found on Redhawk Axis: [Academic Policies](#). The scope of this academic grievance is limited to allegations of arbitrary and capricious behavior by faculty regarding academic grading. The faculty member has an obligation to award course grades on the basis of standards set at the beginning of the course. In the event a student challenges a final course grade, the burden of proof lies with the student who claims a grievance.

The procedure does not apply to mathematical errors in calculating the grade, academic dismissals from the university, or questions of professional judgment concerning course content, instructional methods and appropriateness of performance standards. The process involves a sequence of steps, at any one of which the issue may be resolved and the procedure terminated. The steps include: an informal conference with the instructor; filing of a formal challenge; appeal to an academic hearing board; and a limited appeal to the Provost. It is important to note this challenge procedure has very specific timelines, which must be strictly followed.

### **Graduation**

Graduation and commencement do not mean the same thing. Graduation comes after the completion of all coursework and other degree requirements and can occur at the end of any quarter. Commencement is the annual formal ceremony in June at which degrees and diplomas are presented (see previous Commencement section). See "Graduation" for additional requirements for participation in commencement.

All students must apply for graduation by going to [MySeattleU.edu](http://MySeattleU.edu). When all degree requirements are met, graduates will have their degrees posted at the end of the quarter of graduation, and your diploma will be mailed to you in approximately eight weeks. Prior to receiving your diploma, you may request that a letter be sent to you stating that all degree requirements have been completed. This letter is available from the Registrar's office by emailing a request to [registrar@seattleu.edu](mailto:registrar@seattleu.edu).

### **Harassment Policy**

Seattle University seeks to promote and maintain an environment free from harassment of any type. Preventing and remedying sexual harassment at Seattle University are essential to ensure a nondiscriminatory safe environment in which students can learn. If faculty or staff is sexually harassing a student, this should be reported to the Affirmative Action officer in Human Resources. If a student outside of an employment or teaching situation is sexually harassing another student, this should be reported to the Associate Vice President for Student Development or any of the contact persons listed in the office of the Vice President for Student Development. For more information, see the [Graduate Catalog](#), the [EDAD Handbook](#), or contact the Affirmative Action officer or the Vice President for Student Development.

### **Leave of Absence**

*Students are encouraged to take all courses with their cohort.* Seattle University (SU) acknowledges that students may encounter situations which require interruption of continuous enrollment. The EDAD Program provides options for a student leave-of-absence (SLOA). Refer to the EDAD website for more information about requesting a leave of absence.

### **Program Assessment**

The Educational Administration program faculty review student performance on multiple measures at decision points described in the below section as well as on an ongoing basis as needed. The performance data are aggregated and reviewed by the EDAD faculty yearly. Performance data are shared with educational administration faculty at annual program meetings. A comprehensive review of candidate performance data is conducted at the end of each academic year and a written report is submitted upon request to the COE Dean. Recommendations for program changes are made primarily by means of the annual program review process, but also in consultation with program and COE faculty.

### **Program Dismissal & Probation**

Program dismissal is governed by the Seattle University Academic Probation, Dismissal, and Appeal Policy and Procedure for Graduate Students, which can be found at Redhawk Axis: [Academic Policies](#). The policy outlines bases for probation and dismissal, relevant processes and timelines, and appeals procedures. In addition to this policy, at any point at which dismissal is being considered, and prior to submitting a recommendation in favor or disfavor of dismissal to the Dean's Office, the program advisor shall conduct a formal face-to-face meeting with the student to discuss the basis or bases for dismissal.

### **Registration**

Registration is completed online at [www.MySeattleU.edu](http://www.MySeattleU.edu) according to the registration periods outlined on the [University Academic Calendar](#). Students are responsible for registering, enrolling, and making changes their programs of study by published deadlines. If students fail to make certain through MySUOnline that their registration and enrollment are correctly recorded prior to end of instruction during the term and they later submit a retroactive petition, there is no guarantee that such a petition will be approved and there is significant likelihood it will be denied.

### **Removal from Internship**

Policies governing internship completion, including removal from internship and grading, are delineated in the EDAD Internship Policies. Students may be removed from an internship site if the internship site supervisor and site representative recommend removal because the student has failed to demonstrate:

1. Reliability in terms of attendance or completion of responsibilities;
2. Adequate knowledge of subject matter to fulfill internship responsibilities;
3. Adequate skill in performance of assigned internship responsibilities
4. Adequate capacity for functioning as a member of a work team; and/or
5. Capacity for ethical practice.

Upon receiving a request to remove a student from an internship site, the student's adviser will consult with the internship site supervisor to determine the reason for the request. If the site supervisor and the student's adviser concur that the student cannot complete the internship requirements, the student will be removed from the internship. Students removed from an internship site will receive no credit for the internship and be required to repeat the internship. The decision to remove a student from an internship site may not be appealed under the Fair Process policy of Seattle University.

Students who find an internship site unacceptable for personal or professional reasons should contact their internship supervisor immediately to discuss finding an alternative site. In such cases, students may be allowed to keep accrued hours and continue internship work at an alternative site.

### **Repeating a Course**

A graduate student **MUST** repeat a required graduate course graded C- or below. The grade earned the second time will be used in computing the cumulative grade point average. The original grade will remain on the record, but course credits will be counted only once toward a degree.

A graduate student **MAY** repeat a graduate course graded C+ or C. The grade earned the second time will be used in computing the cumulative grade point average. The original grade will remain on the record, but course credits will be counted only once toward a degree. Please note: a graduate course can only be repeated one time.

### **Student Code of Conduct**

Other policies that can impact program dismissal and probation includes Code of Student Conduct. The Code of Student Conduct can be found at the following link on the Dean of Students webpage: [Code of Student Conduct](#).

### **Student Files**

A file for each student is kept in Loyola Hall. Copies of candidacy forms, petitions, and other critical documents are on file and available in electronic format. Students may be asked to submit copies of documents to the office for inclusion in the file.

### Time Limits for Degree Completion and Program Continuation

All credits applied to a degree (including transfer credits) must be completed within six calendar years. Credits not completed within the six-year limitation cannot be applied toward degree requirements unless a petition for an exception to policy (PEP) is submitted and approved. Please note that such requests are rarely approved and typically only under special circumstances.

Students who have been granted admission into the EDAD program are admitted into a cohort with the shared intention of completing the leadership internship in the academic year following admission. Students who wish to defer their internship until their second year, may do so but will be reassigned to a new cohort in their second year. The EDAD degree program may be completed in as few as four quarters for those seeking certification only, and six quarters for those also seeking a M.Ed degree; most students complete program requirements within 8-9 quarters. Students will be administratively withdrawn from the institution after failing to register for three consecutive quarters, not including summer quarter. This policy is included in the Student Leave of Absence policy: [Academic Policies](#).

If a student seeks an extension beyond the 9th quarter of the EDAD program, the student must submit a petition and gain the approval of three parties: (1) the student’s faculty advisor; (2) the department chair that supports the EDAD program; and (3) a dean’s designee (typically an associate dean).

### Transfer Credits for Graduate Courses Taken at another Institution

In accordance with Seattle University policy, a maximum of 10 credits towards the master’s degree may be transferred from another institution if these are recent credits earned with a grade of A or B (3.00 minimum on a 4.00 scale) and approved by the department and dean of that department using a Petition for Exception to Policy. Transfer credits for the certification programs will be reviewed on a case by case basis, with a maximum of six (6) credits approved.

### Tuition Remission Policy

In accordance with Seattle University policy ([www.seattleu.edu/hr/benefits/tuition-benefits-program/taking-classes-at-su/](http://www.seattleu.edu/hr/benefits/tuition-benefits-program/taking-classes-at-su/)) qualified employees may apply for TR in order to pursue a masters in educational administration.

## Section 9: Appendices

### Appendix A: Program(s) of Study

#### REQUIRED COURSES

##### Year 1

|           |                               | Credits | Grade | Yr/Qtr | Comments |
|-----------|-------------------------------|---------|-------|--------|----------|
| EDAD 5910 | Instructional Leadership      | 3       |       | __SQ   |          |
| EDAD 5000 | Leadership for Social Justice | 3       |       | __RQ   |          |

|           |  |    |  |      |  |
|-----------|--|----|--|------|--|
| EDAD 5010 | Community Engaged Leadership                 | 3  |  | __RQ |  |
| EDAD 5045 | Community Engaged Field Study                | 1  |  | __RQ |  |
| EDAD 5031 | Proseminar I                                 | 2  |  | __FQ |  |
| EDAD 5041 | Leadership Internship I                      | 2  |  | __FQ |  |
| EDAD 5013 | Teaching, Learning, and Data Use             | 3  |  | __FQ |  |
| EDAD 5032 | Proseminar II                                | 2  |  | __WQ |  |
| EDAD 5042 | Leadership Internship II                     | 2  |  | __WQ |  |
| EDAD 5014 | School Law, Policy, and Finance              | 3  |  | __WQ |  |
| EDAD 5033 | Pro-seminar III                              | 2  |  | __SQ |  |
| EDAD 5043 | Leadership Internship III                    | 2  |  | __SQ |  |
| EDAD 5012 | Team Building and Organizational Development | 3  |  | __SQ |  |
|           | <b>Total</b>                                 | 31 |  |      |  |
| Elective  | Advisor Approval Required                    | 3  |  |      |  |
| Elective  | Advisor Approval Required                    | 3  |  |      |  |
|           | <b>Total Certification Program</b>           | 37 |  |      |  |

**MEd Requirements Only**

|            |                                      | Credits | Grade | Yr/Qtr | Comments |
|------------|--------------------------------------|---------|-------|--------|----------|
| Elective 1 | EDAD 5000 Intro Educational Research | 3       |       | __     |          |
| Elective 2 | Advisor Approval Required            | 3       |       | __     |          |
| EDAD 5990  | Capstone                             | 3       |       | __RQ   |          |

**Total credits for Cert program 37**

**Total credits for MEd program 46**