STUDENT INFORMATION HANDBOOK

UNIVERSITY of
DAYTON

SCHOOL OF EDUCATION
and HEALTH SCIENCES

DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

Raymond L. Fitz Hall – Suite 651
300 College Park
Dayton, Ohio 45469-2963

(937) 229-3737
(800) 259-8710, Option #2
(937) 229-1055 – FAX
Student Success Hotline (855) 563-2534 #3

Department Website:
go.udayton.edu/eda

2018-2019
Building Learning Communities Through
Critical Reflection
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
FACULTY AND STAFF DIRECTORY
(Area Code 937)

Dr. David Dolph – Chair
ddolph1@udayton.edu 229-3105
Ms. Janice Keivel
jkeivel1@udayton.edu 229-3755
Ms. Tammy Kidder
tkidder1@udayton.edu 229-3288
Ms. Elizabeth Pearn
epearn1@udayton.edu 229-2819
Dr. Charles Russo
crusso1@udayton.edu 229-3722
Dr. Larry D. Smith
lsmith3@udayton.edu 229-3289
Dr. Pamela Young
pyoung1@udayton.edu 229-3323
Dr. Mary Ziskin
mziskin1@udayton.edu 229-3287

Notice of Non-Discrimination Policy
The University of Dayton does not discriminate on the basis of age, race, national or ethnic origin, color, creed, sex, nor against otherwise qualified disadvantaged students in its admissions and academic standards; nor in the granting of scholarships, loans, and other financial aid; nor in the planning and administering of its admission, academic, athletic, housing, and other policies; nor in any other programs, services and activities.
INTRODUCTION

Department of Educational Administration
within the School of Education and Health Sciences
Institutional Community and the University of Dayton

Department of Educational Administration Mission
Through its Catholic and Marianist traditions and principles, the mission of the Department of Educational Administration (EDA) at the University of Dayton has three primary purposes. The first charge is to prepare scholar-practitioners to serve effectively in administrative roles and other leadership positions in the PK-12 public, Catholic, and other non-public schools. The second task is to contribute to the knowledge base in school administration. The third responsibility is to provide service and continuing education to PK-12 public, Catholic, and other non-public schools.

Department of Educational Administration Philosophy
Departmental practices reflect our aspirations to educate for the formation of faith; provide an integral and quality education, educate in the family spirit; educate for service, justice, and peace; and educate for adaptation and change. To this end, we believe in the need to:
- Advocate practices of social justice.
- Place the needs of our students as a primary concern.
- Build respect for difference in a pluralistic society.
- Utilize the professional knowledge base in decision-making for school communities.
- Develop learning communities in which students construct frameworks of knowledge that enable them to think critically.
- Recognize that effective leaders acknowledge the need for change.
- Facilitate collaborative efforts to ensure that educational leaders meet the evolving needs of students and their school communities.
- Engage in life-long learning.

Department of Educational Administration Vision
The vision of the Department of Educational Administration is to prepare educators who are committed to effective leadership practices that move school communities toward educational excellence. By 2019:

1. We will prepare educational leaders to engage in evidence-based practice as a process of integrating
empirical research, other forms of data, tacit knowledge, and professional and social values.

2. We will continue to contribute to the knowledge base in educational administration by disseminating our research and other forms of scholarship through publications and presentations.

3. We will continue to develop and maintain flexible instructional approaches while maintaining program integrity.

4. We will explore ways to better serve highly diverse and low performing school districts.

5. We will develop a closer relationship with the Doctoral Program in Educational Administration.

6. We will maintain selected off campus sites and cohorts in central and western Ohio.

7. We will maintain a mix of clinical, adjunct, and tenured/tenure track faculty.

8. We will have ample instructional spaces that are suitable for adult learners as well as sufficient work space for faculty and staff.

Department of Educational Administration within the University of Dayton

EDA is a part of the School of Education and Health Sciences institutional community. As a community partner within the school and also as a part of the University of Dayton, EDA plays a role in carrying out the mission and vision of the larger institution.

The Marianist tradition and foundation of the University of Dayton obligates EDA to embed the distinctive characteristics of the Society of Mary in our teaching, research, and service. Those five distinctive characteristics define the role of education and they should be visible and tangible to you in all that we do in EDA classrooms and online courses. We aspire to educate for the formation of faith, provide an integral and quality education, educate in the family spirit, educate for service, justice, and peace, and educate for adaptation and change.

Within the School of Education and Health Sciences, we join with our colleagues in the other departments to engage you and all of our students in accomplishing goals that are related to the school's conceptual framework and goals in the four areas of: embracing diversity, scholarly practice, building community, and critical reflection.
Department of Educational Administration within Professional Organizational Communities

EDA is a part of the wider community of educational and professional organizations. As a part of the University of Dayton, we comply with the standards of the Higher Learning Commission (HLC) of the North Central Association (NCA). As a community partner within the University Council for Educational Administration (UCEA), we value and support research, aspire to professional excellence, and advocate for improved schools. As a constituent with The Educational Leadership Constituent Council (ELCC), we have aligned our programs with the high standards of this council as part of our membership in the Council for the Accreditation of Educator Preparation (CAEP).

We adhere to the ELCC standards which obligate us to this vision of school leadership:

“Principals, supervisors, curriculum directors, and superintendents need increasingly to take initiative and manage change. They must build a group vision, develop quality educational programs, provide a positive instructional environment, apply evaluation processes, analyze data and interpret results, and maximize human and physical resources. They also must generate public support, engage various constituencies, and mitigate value conflicts and political pressures.” (National Policy Board for Educational Administration, 2002, p. 8)

Our goals are grounded in the Ohio Standards for Principals. These five standards include:

1. Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving their goals.
2. Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.
3. Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
4. Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
5. Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Principles of academic practice form the structure of all EDA programs aligned with these professional standards. First, the pedagogical goals
for you and all students in EDA include planned growth in your knowledge, performance, and dispositions, within the constructs of our professional affiliation with ELCC.

Second, a “knowledge” base of effective school leadership exists and is the foundation of what you as a potential school leader need to master to be effective in producing improved student learning outcomes. “Performance” is defined by ELCC as those proficiencies in subject, professional and pedagogical knowledge, skills and dispositions that benefit student learning. “Performance” is also described as related to the quality of institutional practice, in addition to individual practice. “Dispositions” are defined as those values, commitments, and professional ethics that influence your behaviors toward students, families, colleagues, and communities and affect student learning.

These principles include a heavy emphasis on pedagogy that is practice-related, problem-based, i.e., “field” related. In EDA courses you will be continually engaged in building your knowledge – knowledge that is based in research and applied to practice in real schools. Throughout each EDA program, you will apply sound leadership knowledge to problems of contemporary PK-12 public, Catholic and other non-public schools.

Department of Educational Administration Practices of Assessment toward Accountability
EDA faculty takes seriously their obligation to be accountable. We are accountable, first of all, to meeting your needs. We are accountable to the School of Education and Health Sciences, to the University, to the accrediting agencies of which we are members, and to the State of Ohio licensure requirements.

Our accountability goals in the EDA department are that all assessments are consistently planned, valid, reliable, comprehensive, based on multiple measures, based on both insider and outsider perspectives, ethical, fair, standards-based, linked to program goals, systematic, and provide results that are used in formative ways for student, faculty, and program improvement.

To show evidence of the quality of EDA programs, courses, and faculty, we regularly assess the results of our work. In our assessment procedures, we value multiple measures for each outcome objective and we include both qualitative and quantitative evidence. The Department Chair reports the Ohio Assessment for Educators (OAE) scores to the faculty on a quarterly basis. At one department meeting each year the faculty reviews the EDA strategic plan, including the assessment results for all programs. Areas of strength and areas of needed improvement are identified and discussed.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY &amp; STAFF DIRECTORY</td>
<td>i</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>ii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vi</td>
</tr>
<tr>
<td>PROGRAM DESCRIPTIONS</td>
<td>1</td>
</tr>
<tr>
<td>Master’s Degree and Professional Educator Preparation Program</td>
<td>1</td>
</tr>
<tr>
<td>M.S.E. in Educational Leadership</td>
<td>1</td>
</tr>
<tr>
<td>Principal Licensure Preparation Program</td>
<td>1</td>
</tr>
<tr>
<td>PROGRAM CURRICULUM CHART</td>
<td>2</td>
</tr>
<tr>
<td>M.S.E. in Educational Leadership</td>
<td>2</td>
</tr>
<tr>
<td>Principal Licensure Preparation Program</td>
<td>2</td>
</tr>
<tr>
<td>GENERAL INFORMATION</td>
<td>3</td>
</tr>
<tr>
<td>2UD – The Online Campus</td>
<td>3</td>
</tr>
<tr>
<td>Academic Accommodation</td>
<td>3</td>
</tr>
<tr>
<td>Academic Performance Clarification Procedure</td>
<td>3</td>
</tr>
<tr>
<td>Academic Standing and Probation Policy</td>
<td>4</td>
</tr>
<tr>
<td>Administration License Examination Required</td>
<td>4</td>
</tr>
<tr>
<td>Administrators New to the Profession</td>
<td>5</td>
</tr>
<tr>
<td>Attendance Policy for Online Classes</td>
<td>5</td>
</tr>
<tr>
<td>Career Services</td>
<td>5</td>
</tr>
<tr>
<td>Course Load</td>
<td>6</td>
</tr>
<tr>
<td>Faculty Advisors</td>
<td>6</td>
</tr>
<tr>
<td>Grades of “I” and “IP”</td>
<td>6</td>
</tr>
<tr>
<td>Graduate Retake Policy (Highlights)</td>
<td>6</td>
</tr>
<tr>
<td>Grading System</td>
<td>7</td>
</tr>
<tr>
<td>Graduate Fees &amp; Refunds</td>
<td>7</td>
</tr>
<tr>
<td>Honor Code</td>
<td>8</td>
</tr>
<tr>
<td>Internships</td>
<td>8</td>
</tr>
<tr>
<td>Ohio License Application Process</td>
<td>8</td>
</tr>
<tr>
<td>Registration (Online)</td>
<td>9</td>
</tr>
<tr>
<td>Student Success</td>
<td>10</td>
</tr>
<tr>
<td>Textbook Online Orders</td>
<td>10</td>
</tr>
<tr>
<td>Time Limit for Master’s Degree</td>
<td>10</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>10</td>
</tr>
<tr>
<td>Transcripts</td>
<td>11</td>
</tr>
<tr>
<td>Website</td>
<td>11</td>
</tr>
</tbody>
</table>
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Member of University Council for Educational Administration (UCEA); Educational Leadership Constituent Council (ELCC) approved programs; Council for the Accreditation of Educator Preparation (CAEP); and The Higher Learning Commission of the North Central Association (NCA) Accreditation.

PROGRAM DESCRIPTIONS

Master’s Degree and Professional Educator Preparation Program Leading to State of Ohio Issued Professional Licensure

EDA is committed to the preparation of scholar-practitioners who are dedicated to building learning communities through critical reflection. To this end, EDA offers a Master of Science in Education (M.S.E.) degree in Educational Leadership as well as the licensure preparation program for principals.

This handbook contains information relating to the Master’s degree program and the licensure preparation option as well as general information pertaining to the policies and procedures of the department and the Graduate School.

Master of Science in Education in Educational Leadership

Students may earn a M.S.E in Educational Leadership by successfully completing the designated 30 semester hours of coursework indicated on the master's degree chart on Page 2. Any substitutions to this coursework require the approval of the department chair. All other administrative licensure programs are built upon the knowledge, skills, and dispositions comprising this master's degree.

Principal Licensure Preparation Program

The Principal Licensure Preparation Program coursework meets the course requirements for the State of Ohio issued Principal License. Students may qualify to earn the professional educator certificate with a Principal focus by first completing the Masters of Science in Education in Educational Leadership, or its approved equivalent; providing evidence of two years of successful teaching experience under a standard teaching credential on the level for which the administrative license is sought, or state equivalent for experience and/or additional course requirements in the intended state of use; and obtaining a passing score on the OAE state testing requirement, or state equivalent test. To earn the professional educator certificate with a Principal focus, those students who have already completed the MSE with SEHS must complete 12 additional credit hours of
coursework; if students have completed an approved equivalent of the MSE program, they will need to complete 18 credit hours of coursework (see Program Curriculum Chart below).

**PROGRAM CURRICULUM CHART**  
Course substitutions MUST have prior approval of the department chair.

<table>
<thead>
<tr>
<th>Courses</th>
<th>MSE (30 credits)</th>
<th>MSE+PL (42 credits*)</th>
<th>PL (18 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>All courses are 3 credit hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDA 505 - Educational Leadership</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 509 - Supervision &amp; Professional Development</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 510 - Instructional Leadership</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 511 - Curriculum</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 515 - School Law</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDA 551 - Research</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 507 - Internship I</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 555 - Community Relations</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 556 - Leadership in Diverse Communities</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 557 - School Finance</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDA 611 - Assessment &amp; Instructions for School Improvement</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 626 - Staff Personnel</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 655 - Principalship</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 607 - Internship II</td>
<td>X*</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

*Some MSE+PL students may not have to take EDA 607 - Internship II, if you think you may qualify, please reach out and discuss with a Student Success Advisor.
2UD – The Online Campus
2UD is the learning management system (LMS) that you will use extensively during your time in the program. This is where you will create a social network with your classmates and professors, take your courses, and turn in your assignments. 2UD functions as the backbone of your online program. The asynchronous portion of the program includes structured course materials that the course load and course instructors prepare ahead of time. We use the term asynchronous because you complete the content at a time convenient to you, independently of your classmates. Students are required to independently complete the weekly asynchronous modules prior to the respective weekly live sessions (synchronous). Every student is required to attend a weekly live session for each of their classes in which students are online and interacting at the same time, synchronously. These synchronous sessions are held in the virtual classroom, where students and faculty call a conference line and have an active camera on themselves during the session. In addition to delivering the academic portion of the School of Education and Health Sciences Online experience, the 2UD platform provides a rich social networking environment. It is essential for students to connect with each other, share information, and create professional networks and relationships as they would in a traditional program or in the professional realm.

Academic Accommodation
Students having an impairment that requires academic accommodation should notify the professor and contact the Office of Learning Resources (937) 229-2066 located in the Roesch Library in room 023. Additional information is available at https://www.udayton.edu/ltc/learningresources/

Students possessing a self-identification form indicating the impairment should present this to the professor for review and discussion of the accommodation needed.

Academic Performance Clarification Procedure
The following procedure should be observed by any student who wishes clarification of his/her academic performance evaluation:

1. The student should first contact the professor and attempt to resolve any perceived differences.
2. If the issue cannot be resolved, the student may appeal to the department chair who may ask the faculty member involved to be present at a conference with the student.
3. If this fails to resolve the issue, the student may appeal to the Dean, School of Education and Health Sciences, or the Dean’s designee.
Academic Standing and Probation Policy

To be in good academic standing, a graduate student must maintain a cumulative grade point average of at least 3.0 at all times. A cumulative GPA of at least 3.0 is also required for graduation. The Coordinator of Graduate Program and Licensing will regularly review term and cumulative GPAs to determine the need for a student to be put on Academic Probation. The following procedure shall be followed for students having academic issues:

1. If a student’s cumulative GPA falls below 3.0 at the end of the term after having earned **less than or equal to 6 credits:**
   a. Student Success will call and email the student to remind them of the academic probation policy and expectations.
   b. Student Success will offer guidance and resources to avoid further probation.
   c. To avoid further academic issues, students are advised to utilize regular academic coaching with Student Success.

2. If a student’s cumulative GPA falls below 3.0 at the end of the term after having earned **more than 6 credits:**
   a. Students will receive a letter from Student Success detailing the reasons for Academic Probation and the requirement to schedule an academic success session with a Student Success Advisor.
   b. During this session, students will work with the Student Success Advisor to create an Academic Improvement Plan. This Academic Improvement Plan will specify goals, deadlines, and expectations for achieving good academic standing.
   c. The student will complete regular required check-ins with a Student Success Advisor throughout the terms detailed in the Academic Improvement Plan. These required check-ins will allow the student to assess their progress and discuss additional steps.

Failure to make solid progress towards good academic standing or meeting any of the above requirements will make the student ineligible for the next registration period and may result in dismissal from the program. This may also result in the student being dropped from current term courses.

Administration License Examination Required

The OAE has replaced the Praxis II series as the required Ohio educator licensure test. Additional information can be found on the ODE website [http://www.oh.nesinc.com](http://www.oh.nesinc.com). Individuals who successfully completed a Praxis test required for licensure prior to September 2013
may use the Praxis test results to satisfy the licensure test requirement at the time they apply for licensure.

**Administrators New to the Profession**
Graduate students who have completed an M.S.E. or licensure preparation program through the Department of Educational Administration are requested to notify the department when they accept any administrative position within a school, a district, or a diocese. In doing so, students will assist the EDA Department in collecting data required by CAEP and ELCC.

Please provide the department with your name; the name, address, and phone number of the school, district, or diocese where you are employed, and the administrative position held by emailing ddolph1@udayton.edu or calling (800) 259-8710, Option #2.

**Attendance Policy for Online Classes**
Students are expected to attend all class sessions for each course in which they are enrolled. When students cannot attend class, they are expected to contact the instructor prior to the absence. Subject to individual course syllabi, any students who miss two (2) classes in a thirteen (13) session term may have their grades lowered. Students who miss three (3) or more classes in a thirteen (13) session term may be given an incomplete grade of “I” and, if so, must retake the course in order to obtain a passing grade. Instructors will always take emergency situations as illness or a death in the family into consideration.

**Career Services**
SEHS Online students have access to a suite of career support services. Some of the services available are: job application assistance, updating resumes and cover letters, creating an effective networking strategy, planning a job search, and preparing for an interview. Students can also contact the career services team to begin defining their career path by scheduling a one-on-one advising appointment (30-45 minutes in length) to discuss their professional background, career goals, interests, skills, and more.

For further information or to schedule an appointment, you can reach the Career Services team in several ways, including by email at careerservices@udayton.edu or by phone at (937) 229-2045. Additionally, you can communicate with the team via the Course Wall of the Virtual Career Center course in 2UD.
Course Load
Graduate students in the MSE program should register for six credit hours (2 courses) during the Spring, Summer, and Fall Terms. Students who register for more than the hours permitted may be subject to courses being dropped. All courses are scheduled in such a manner that enables students to complete degree/licensure requirements in a timely manner and in a particular sequence. Students who do not follow the scheduled sequence of courses may be required to complete coursework in additional terms. Exceptions to this policy may be requested by contacting the department chair.

Faculty Advisors
All students admitted to the master’s program will have access to a Faculty Advisor. The role of the Faculty Advisor is to assist the student with information relative to his/her course of study. Students who wish to speak with a Faculty Advisor should first speak with a Student Success Advisor to determine the right person to contact.

Grades of “I” and “IP”
An “I” (Incomplete) grade may be given in a course that is not designed to extend beyond one term. This grade may stand for a period of no more than one year from the end of the term in which the grade was assigned. If the grade is unchanged after one year, from the date listed on the grade report, it will be changed to an “F” on the student’s permanent record and the quality-point average adjusted accordingly.

An “IP” (Grade In-Progress) designation is used in lieu of a grade for thesis/dissertation credits or other courses which have not terminated at the end of a semester. Upon completion of the thesis/dissertation all “IP” designations will be changed to “CR” in the student’s permanent record. For other courses, appropriate letter grades will replace “IP” designations after the course is completed and the quality-point average will be adjusted accordingly.

The Graduate Academic Standards & Progress Policies are followed in line with the University of Dayton Graduate Catalog.

Graduate Retake Policy (Highlights)
University policy does not limit the number of courses that may be retaken by graduate students, nor does it limit the number of times any particular course may be attempted. Academic units are nevertheless free to impose specific restrictions according to their needs. All retaken courses, including the original attempt, will be shown on the student’s transcript. With permission, however, graduate students may retake a single course, one time, and have the lowest grade excluded from the calculation of their cumulative quality-point average.

- Graduate students may retake one course, one time, for the purpose of excluding the lowest grade from cumulative GPA calculations.
The lower grade after a retake attempt will be designated by an “E” (grade excluded) on the transcript and will no longer affect cumulative GPA.
- Graduate students may retake one course, of no more than 4 credit hours, in which they earned a C or F.
- Graduate students may retake one course per graduate degree pursued at UD.
- Courses to be retaken must have been taken at UD, and must be retaken at UD.
- All retaken courses, including the original attempt, as well as all grades will be shown on the student's graduate transcript.
- Graduate students may only retake a course with written permission.
- Permission to retake a course must be granted prior to registration.
- As part of the approval process graduate students must demonstrate that courses to be retaken are essentially the same in content as the original course.
- Please consult the University of Dayton Bulletin for complete description of retake policy.

Grading System
The University of Dayton uses a plus/minus (+/-) grading system for both undergraduate and graduate students. The grading system for graduate students is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.66</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.66</td>
</tr>
<tr>
<td>C</td>
<td>Poor</td>
<td>2.0</td>
</tr>
<tr>
<td>I/P</td>
<td>Incomplete/Grade In-Progress</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Fees and Refunds
School of Education and Health Sciences Semester hour credit
- Tuition rate per credit..................$1,030.00 (2018-19)

Miscellaneous
- Graduation Fee (Graduate/Doctoral)...$90.00
- Registration late fee (to be assessed after the first week of classes) - $25.00 per week to a maximum of $75.00

Tuition Refunds for Courses Dropped Fall, Spring, and Summer Terms
- 100% by end of first week of classes (close of business Friday)
- 50% by end of third week of classes (close of business Friday)
Honor Code
As stated in The University of Dayton Bulletin; “As a Marianist, Catholic university committed to the education of the whole person, The University of Dayton expects all members of the academic community to strive for excellence in scholarship and in character. As stated in the University’s Student Handbook, “The University of Dayton expects its faculty and administration to be instrumental in creating an environment in which its students can develop personal integrity.”

“To uphold this tradition, the University community has established an academic honor code for all of its students, except Law students who are governed by The University of Dayton School of Law Honor Code. Students are expected to be aware of and abide by the honor codes.” Please see the complete Honor Code in the Bulletin http://catalog.udayton.edu/undergraduate/generalinformation/academicinformation/theacademichonorcode/.

Internships
Students will be able to register for EDA 507 Internship I after successfully completing a minimum of twelve (12) credit hours including EDA 551 Research (prerequisite course). Students may not register for EDA 551 and EDA 507 in the same term. As part of the EDA 507 Internship I course, students must complete 150 contact hours, which includes job shadowing and assignment completion. Students are expected to complete the EDA 507 Internship I and contact hours in one term.

Ohio License Application Process (Principal)
The electronic license application must be submitted to the Ohio Department of Education (ODE) for the University of Dayton recommendation. License processing instructions are available by emailing gseiter1@udayton.edu or telephone (937) 229-3103.

The Principal license is an initial five-year professional license:
Applicants must have a minimum of two years teaching experience under a standard teaching certificate/license in the grade level(s) of the license requested. (Administration license examination required.)

Applicants qualify for the principal license based on a minimum of two years teaching experience under a standard teaching certificate/license at the following levels: PK-6 for an early childhood license (280100), grades 4-9 for a middle school license (280200), and grades 5-12 for a high school license (280300). Some applicants will qualify for more than one level. (For example: teaching 5th and/or 6th grade for a minimum of two years qualifies for all three license levels.)
A verification of employment letter (grade level(s)/number of years) from the applicant's school district personnel office is required. Applications cannot be processed without this letter.

**Fingerprints (BCI/FBI):**
Applicants must have a valid BCI and FBI background check on file with the State of Ohio. Follow the instructions on the ODE electronic license application regarding residency and background checks.

**License Applications in Other States**
For all students wishing to complete the license application to become a principal in a state other than Ohio, students are responsible for research and confirming state-level requirements. Students may access each state’s licensing board website here: [https://educationonline.udayton.edu/legal/principal-licensure/](https://educationonline.udayton.edu/legal/principal-licensure/). As most state licensing boards require a number of years of certified teaching experience, and these may vary heavily from state to state, students should check individual state requirements here: [https://educationonline.udayton.edu/legal/principal-licensure-experience/](https://educationonline.udayton.edu/legal/principal-licensure-experience/).

**Questions**
Please contact Ms. Gina Seiter, Coordinator of Graduate Programs and Licensing, School of Education and Health Sciences, University of Dayton, 300 College Park, Dayton, OH 45469-2969. Ms. Seiter can also be reached through email at gseiter1@udayton.edu or by calling (937) 229-3103. Any unofficial documents may be faxed to (937) 229-3199.

**Registration (Online)**
The University of Dayton offers graduate students the opportunity to register online.

Any student who has registered in a prior semester should register online at [http://porches.udayton.edu](http://porches.udayton.edu) using his/her student ID and password.

Online registration may be used:
- If you have attended UD in the past year
- If you are newly accepted to a program and have confirmed your acceptance, or if you have been re-activated by your school/college
- To add/drop courses
- To review your class schedule

Online registration may not be used:
- If you have a registration hold
- To change a grading option
- To register or add/drop a course for audit
Confirmed student schedules may be viewed and/or printed at http://porches.udayton.edu.

**Student Success**
Upon matriculation, all online students will have access to an advisor on the Student Success team. Students can reach out to Student Success for general program inquiries and concerns, academic support, and technical support. Students should expect to hear from a Student Success Advisor regularly throughout their time in the program and they are available to help coach students through the online student experience. Students may reach Student Success at (855) 563-2534 x3 or studentsuccess@educationonline.udayton.edu for assistance.

**Textbook Online Orders**
Textbooks may be ordered through the UD Bookstore online at http://bookstore.udayton.edu. Click on “Textbooks and Course Materials” and follow the prompts for term, department, course, and section which can be found on your confirmed class schedule (http://porches.udayton.edu) or in the Graduate Class Schedule online.

**Time Limit for Master’s Degree**
Students are expected to complete their program following a particular sequence as described in the Course Load section of this handbook. This sequence will allow students to complete the program in a timely manner. Exceptions to this policy must be approved by the department chair. If the student does not complete their coursework within seven (7) calendar years from the date of matriculation, the student must complete and submit the “Petition for Exception to Policy” form to the department chair. If the student needs this form or does not think they will complete their degree in this time limit, contact Student Success for next steps.

**Transfer of Credit**
A maximum of six (6) semester hours or nine (9) quarter hours of graduate level coursework completed at another institution within five (5) years of the student’s acceptance into the master’s degree program and carrying a grade of "B" or better, may be transferred provided the course relates to the content of the course for which it is being transferred. If you think you may be eligible to transfer in credit, please reach out to Student Success at studentsuccess@educationonline.udayton.edu to discuss your eligibility. If eligible, a member of the Student Success team will detail your next steps and direct you to fill out a form to officially request the transfer of credits. All requests will require a transcript and detailed course description or syllabus. If not submitted at the time of admission, an official transcript is required.
Transcripts
Transcripts may be obtained by mail, in person, or through the internet. Information on how to obtain a transcript can be found at http://porches.udayton.edu. The cost is $7.00 per transcript (by standard mail) and $5.00 per transcript sent electronically. Each person earning a degree will be sent their diploma along with a card in which one complimentary transcript can be ordered. Transcripts can also be ordered by going online to http://transcriptsplus.net/order.

Website
For Educational Administration department updates to programs, courses, and faculty information, please go to go.udayton.edu/eda. For specific information pertaining to the online program, please go to educationonline.udayton.edu.