

EEA 677 Internship I

School of Education and Leadership

3 Credits

Effective Date: 10/1/2022

Grading Type: Pass / No Pass

Pre-requisites and Co-requisites – NONE

Permission Required for Registration

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors and course manager is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

In this Internship I course, interns who previously earned administrator certification apply and practice entry-level knowledge, skills, dispositions, and cultural competence to add certification(s) as P-12 principal, program administrator, and/or CTE administrator. The intern builds capacity for leadership by acquiring an expanding range of experiences in the field as assigned by the mentor and field supervisor and as guided by the standards and/or competencies relevant to the intern's certification role. The intern maintains a daily log and weekly reflection, prepares a portfolio as a collection of evidence, and demonstrates progress toward meeting or exceeding National Educational Leadership Preparation (NELP) Standards for Washington State certification as a principal or program administrator and/or the CTE Director Competencies (PESB) for Washington State certification as a CTE Director.

Course Resources

This course has no required textbooks. All resources required for the course can be accessed through the course shell or the program community (COM) shell.

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Program Outcomes

This course prepares interns to meet or exceed program outcomes, which are Washington State administrator certification requirements, by end of Internship III.

Principal and Program Administrator interns demonstrate the [National Educational Leadership Preparation \(NELP\) Building-Level Standards](#):

- Standard 1 – Mission, Vision, and Improvement
- Standard 2 – Ethics and Professional Norms
- Standard 3 – Equity, Inclusiveness, and Cultural Responsiveness, including PESB's CCDEI Standards (2022)
- Standard 4 – Learning and Instruction
- Standard 5 – Community and External Leadership
- Standard 6 – Operations and Management
- Standard 7 – Building Professional Capacity
- Standard 8 – Internship

Each of the NELP Standards has 2-4 components whose language appears in the portfolio rubric descriptors.

Career and Technical Education (CTE) Administrator interns demonstrate the [Career and Technical Education Director Competencies](#):

- I. CTE Directors will demonstrate the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through:
 1. Development of a clearly articulated vision of learning
 2. Ability to develop a culture of coherent instructional programs
 3. Organization of operations for safe, efficient and effective learning environment
 4. Demonstration of family and community engagement
 5. Demonstration of ethics, integrity, and fairness in decision making
 6. Understanding of political, social, economic, legal, and culture context
 7. Development of a draft professional growth plan following a self-assessment, and completion of the internship program
- II. CTE Directors will demonstrate the technical skills and ability needed to make equitable decisions related to state and federal compliance and implementation of high quality CTE programs through:
 1. Development of overall CTE and program budgets in relations to district level budgets, including projection of FTE enrollment and alignment to revenue and expenditure requirements considering state and federal laws for permissible use
 2. Understand, analyze, and confirm validity of multiple data collection points required through multiple systems to demonstrate program effectiveness.
 3. Completion of state and federally required CTE reports including Perkins, CEDARS, P223, P210.
 4. Compiling program evidence in preparation for Consolidated Program Review, Methods of Administration, and State Auditor's Office audits and reviews.

5. Leading and organizing the annual review and approval of courses, teachers, and programs based on labor market data and advisory committee and school board approval
6. Building program and general advisory committees, demonstrating the ability to advocate for programs and build business and industry partnerships in collaboration to benefit CTE programs
7. Advocating for programs through marketing and community engagement efforts
8. Ensuring the alignment of CIP code to V code assignment
9. Managing the pursuit of additional state and federal funds to support CTE initiatives, by monitoring and evaluating grant completion, process, and procedures

Core Concepts, Knowledge, and Skills

- Academic achievement
- Accountability
- Advisory Committees
- Audits
- Budget
- Building leadership capacity
- Teacher Evaluation Framework(s): AWSP, CEL 5D+, Danielson, Marzano
- Career and Technical Education (CTE)
- Celebrating success
- Closing of school
- Community involvement
- Continual improvement
- CTE Advisory Committee (CTE cert. only)
- Cultural competence
- Data analysis
- Data-informed decision making
- Diverse student populations
- Efficient management
- Equity and Equality
- Evidence
- Evidence collection and presentation
- Human resources management
- Inclusiveness
- Law and compliance
- Learning environment
- Logging, reflection upon, and sharing leadership activities
- Multi-tiered systems of support (MTSS)
- Navigating the socio-political context
- Opening of school
- Opportunity gap and achievement gap
- P-12 out-of-level (ES-MS-HS) experiences (principal cert. only)
- Parent involvement
- Policy and procedures
- Positive Behavior Interventions and Supports (PBIS)

- Professional associations
- Professional certification standards, including cultural competence
- Professional growth
- Professional growth team roles and responsibilities
- Program review, reporting and compliance (CTE cert. only)
- Public Relations
- Recognition
- Relationships
- Reporting
- Resourcing
- Restorative justice
- Scheduling
- School climate and culture
- School leadership team
- School safety
- Social justice
- Social-emotional learning
- *Since Time Immemorial* Implementation (principal cert. only)
- Staffing
- Student growth
- Systemic inequities
- Teacher/Principal Evaluation Program (TPEP)
- Whole-school vision

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's Pass / No Pass (P/NP) grading system, found in the current [University Catalog](#).

Graduate Values

	Pass (P)		No Pass (NP)	
	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Overall Score	92	85	75	0
Row Value				
Value Range	100-92	91-85	84-75	74-0
Decimal Range	4.0-3.7	3.6-3.0	2.9-2.0	1.9-0.0

Course Assignments and Grading

Assignment descriptions and grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the Brightspace course menu. Students should review the assignment description and rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Internship I Portfolio (100% of Final Grade)

To document growth and leadership capacity relative to the relevant certification standards and requirements, interns build a certification portfolio using the program’s adopted model to facilitate collection of evidence across all quarters of the internship. Principals/program administrator interns and CTE administrator use different portfolio models because their certifications focus on different standards.

~~The intern shares the portfolio in its entirety with field supervisor and program coordinators for the duration of the internship. To submit the portfolio assignment in Brightspace, the intern submits the portfolio’s share link.~~

Portfolio components due at end of Internship I include:

- Profile – Information about the intern and internship placement
- Common Performance Tasks – All CPTs and/or a plan to complete all CPTs and/or CTE performance assessments
- 1-3 field-based artifacts per standard/competency
- Mentor Orientation Checklist
- Quarterly Reflections for Internship I
- eJournal – A log of the intern’s daily leadership activities and weekly reflections upon growth as a leader, documenting hours required for certification, locations of experiences, principal hours during school, P-12 experiences, diverse experiences, and opening and closing of school experiences as required by the certification the intern is seeking. Interns reflect weekly in writing on culturally responsive practice and their growth as a leader.
- Formative and Summative Report with Internship I activities completed
- Field Supervisor Evaluation for Internship I
- Mentor Evaluation for Internship I

More detailed guidance about the portfolio, its structure and contents, strategies for collecting and presenting evidence, evaluation, sharing with field supervisor and program coordinators, and submitting the portfolio assignment, and related procedures can be found in the Internship I course shell and in the EEA COM shell for Principals, Program Administrators, and CTE Administrators.

Components – Principal or Program Administrator	% of Grade	Components – CTE Administrator	% of Grade
NELP Standards		CTE Director Competencies	

Standard 1: Mission, vision, and Improvement	10%	Competency 1.1 Vision of Learning	5%
		Competency 1.2 Culture of Coherent Instructional Programs	5%
Standard 2: Ethics and Professional Norms	10%	Competency 1.3 Safe, Efficient, Effective learning Environment	5%
		Competency 1.4 Family and Community Engagement	5%
Standard 3: Equity, Inclusiveness, and cultural Responsiveness	10%	Competency 1.5 Ethics, Integrity, Fairness	5%
		Competency 1.6 Political, Social, Economic, Legal, Cultural Context	5%
Standard 4: Learning and Instruction	10%	Competency 2.1 CTE and Program Budgets	5%
		Competency 2.2 Using Data to Demonstrate Program Effectiveness	5%
Standard 5: Community and external Leadership	10%	Competency 2.3 State and Federally Required CTE Reports	5%
		Competency 2.4 Evidence Preparation for Program Reviews and Audits	5%
Standard 6: Operations and Management	10%	Competency 2.5 Annual Review and Approval of Courses, Teachers, Programs	5%
		Competency 2.6 Advisory Committees, Program Advocacy, Partnership Building	5%
Standard 7: Building Professional Capacity	10%	Competency 2.7 Marketing and Community Engagement	5%
		Competency 2.8 CIP Code to V Code Alignment	5%
		Competency 2.9 Grant Funds	5%
Standard 8: Internship & Program Completion <ul style="list-style-type: none"> • eJournal • NELP Common Performance Tasks • Quarterly Reflections – NELP Standards • Summative Reflection • Formative and Summative Evaluation Report • Mentor and Field Supervisor Evaluations • Capstone Score Sheet • PGP • Field Supervisor Final Verification Form 	30%	Program Completion: <ul style="list-style-type: none"> • eJournal • CTE Common Performance Assessments • Quarterly Reflections – CTE Director Competencies • Formative and Summative Evaluation Report • Mentor and Field Supervisor Evaluations • Capstone Score Sheet • PGP (Competency 1.7) • Field Supervisor Final Verification Form 	25%
TOTAL	100%	TOTAL	100%

Portfolio Rubric for Principal and Program Administrator Interns
NELP Building-Level Standards

Graduate Percentage Scale	100-92	91-85	85-75	74-0	
Graduate Scaled Score	4.0-3.7	3.6-3.0	2.9-2.0	1.9-0.0	
P/NP	Pass			No Pass	
	Exceeds Standard	At Standard	Approaching Standard	Below Standard	% of Grade
Standard 1: Mission, Vision, and Improvement – Evidence and Reflection	At Standard, plus: Candidate uses understanding and capacity to undertake and implement this work within a school setting.	Component 1.1 Candidate <u>understands</u> the role and importance of a school's vision and mission as well as processes for evaluating and collaboratively developing a mission and vision. Candidate <u>demonstrates capacities</u> to: 1) evaluate an existing mission and vision statement, 2) collaboratively design a school mission and vision that reflects a core set of values and priorities, and 3) develop a comprehensive plan for communicating the mission and vision. Component 1.2 Candidate <u>understands</u> the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research. Candidate <u>demonstrates capacities</u> to: 1) evaluate existing improvement processes, 2) design a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation), and 3) develop an implementation process that supports the components and goals of the improvement process.	Candidate does not demonstrate the capacities required to Meet Standard.	Candidate performance is unsatisfactory and may justify a Focus of Concern.	10%
Standard 2: Ethics and Professional Norms - Evidence and Reflection	At Standard, plus: Candidate uses understanding and capacity to undertake and implement this work within a school setting.	Component 2.1 Candidate <u>understands</u> the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student. Candidates <u>demonstrates capacities</u> to engage in reflective practice and cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult. Component 2.2 Candidate <u>understands</u> ethical and legal decision making. Candidate <u>demonstrates capacities</u> to evaluate the ethical dimensions of issues, analyze decisions in terms of established ethical frameworks, or communicate about and advocate for ethical and legal decisions. Component 2.3 Candidate <u>understands</u> ethical behavior and the importance of: 1) modeling ethical behavior in their personal conduct and relationships, and 2) cultivating ethical behavior in others. Candidate <u>demonstrates capacities</u> to: 1) model ethical behavior in their personal	Candidate does not demonstrate the capacities required to Meet Standard.	Candidate performance is unsatisfactory and may justify a Focus of Concern.	10%

		conduct and relationships, and 2) cultivate ethical behavior in others.			
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness - Evidence and Reflection	At Standard, plus: Candidate uses understanding and capacity to undertake and implement this work within a school setting.	<p>Component 3.1 Candidate <u>understands</u> the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. Candidate <u>demonstrates capacities</u> to evaluate school culture, design and cultivate a supportive and inclusive school culture, develop strategies for improving school culture, and advocate for a supportive and inclusive school culture.</p> <p>Component 3.2 Candidate <u>understands</u> the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. Candidate <u>demonstrates capacities</u> to: 1) evaluate sources of inequality and bias in the allocation of educational resources and opportunities, 2) cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and 3) advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.</p> <p>Component 3.3 Candidate <u>understands</u> the knowledge and theory to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. Candidate <u>demonstrates capacities</u> to: 1) evaluate the root causes of inequity and bias, 2) cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, and 3) advocate for equitable practices among teachers and staff.</p> <p>Cultural Competency, Diversity, Equity, and Inclusion (CCDEI) Standards Candidate <u>understands</u> the four CCDEI Standards and <u>demonstrates capacities</u> to: 1) Understand themselves and others deeply as diverse cultural beings, so they can better serve others across a range of human differences. 2) Engage with students, families, and communities as valued members of and contributors to the education community (relationships, communication, service). 3) Create conditions that support partnerships and shared responsibility for learning (shared expertise, collaboration, shared decision-making). 4) Create opportunities and remove barriers to ensure each and every student experiences the full benefit of public education (self-reflection, commitment, advocacy).</p>	Candidate does not demonstrate the capacities required to Meet Standard.	Candidate performance is unsatisfactory and may justify a Focus of Concern.	10%

<p>Standard 4: Learning and Instruction - Evidence and Reflection</p>	<p>At Standard, plus: Candidate uses understanding and capacity to undertake and implement this work within a school setting.</p>	<p>Component 4.1 Candidate <u>understands</u> the knowledge and theory concerning how to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. Candidate <u>demonstrates capacities</u> to: 1) evaluate curricula and use of technology and other supports in academic and non-academic systems, and 2) develop and implement high-quality, technology-rich, and coherent curricula programs and other supports for academic and non-academic student programs.</p> <p>Component 4.2 Candidate <u>understands</u> the knowledge and theory concerning how to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. Candidate <u>demonstrates capacities</u> to: 1) evaluate coordination and coherence among the practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems, and 2) develop plans and implementation strategies for improving the impact of academic and non-academic practices, resources, technologies, and services that support student learning.</p> <p>Component 4.3 Candidate <u>understands</u> the requisite knowledge and theory to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. Candidate <u>demonstrates capacities</u> to: 1) evaluate the quality of formative and summative assessments of learning, 2) implement formal and informal culturally responsive and accessible assessments of student learning, 3) interpret data from formative and summative assessments for use in educational planning, and 4) cultivate teachers' capacity to improve instruction based on analysis of assessment data.</p> <p>Component 4.4 Candidate <u>understands</u> requisite knowledge and theory to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. Candidate <u>demonstrates capacities</u> to: 1) engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, technology, data systems, and assessment practices, 2) propose designs and implementation strategies for improving coordination and</p>	<p>Candidate does not demonstrate the capacities required to Meet Standard.</p>	<p>Candidate performance is unsatisfactory and may justify a Focus of Concern.</p>	<p>10%</p>
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		coherence among the school's curriculum, instruction, technology, data systems, and assessment practices, and 3) use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, technology, data systems, and assessment practices and results.			
Standard 5: Community and External Leadership - Evidence and Reflection	At Standard, plus: Candidate uses understanding and capacity to undertake and implement this work within a school setting.	Component 5.1 Candidate <u>understands</u> the importance of and how to collaboratively engage diverse families in strengthening student learning in and out of school. Candidate <u>demonstrates capacities</u> to develop processes for gathering information about families and family funds of knowledge, cultivating partnerships between staff and families, and fostering two-way communication with families. Component 5.2 Candidate <u>understands</u> the importance of and how to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. Candidate <u>demonstrates capacities</u> to identify diverse community resources and devise plans for the following: 1) using such resources to benefit school programs and student learning, 2) engaging with community members, partners, and other constituencies around shared goals, and 3) cultivating regular, two- way communication with them. Component 5.3 Candidate <u>understands</u> the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community. Candidate <u>demonstrates capacities</u> to develop a plan that includes the following: 1) conducting a needs assessment of the school and community, 2) identifying and accessing resources, 3) gathering information about the district and policy context, 4) developing targeted communication for oral, written, and digital distribution, and 5) advocating for school and community needs.	Candidate does not demonstrate the capacities required to Meet Standard.	Candidate performance is unsatisfactory and may justify a Focus of Concern.	10%
Standard 6: Operations and Management -Evidence and Reflection	At Standard, plus: Candidate uses understanding and capacity to undertake and implement this work within a	Component 6.1 Candidate <u>understands</u> the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems. Candidate <u>demonstrates capacities</u> to develop a plan to: 1) audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes, 2) analyze and identify strategic and tactical	Candidate does not demonstrate the capacities required to Meet Standard.	Candidate performance is unsatisfactory and may justify a Focus of Concern.	10%

	<p>school setting.</p>	<p>challenges for the school's systems, 3) develop and implement management, communication, assessment, technology, school-level governance, and operation systems, and 4) develop a school's master schedule.</p> <p>Component 6.2 Candidate <u>understands</u> the importance of and how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. Candidate <u>demonstrates capacities</u> to develop a plan to: 1) evaluate resource needs, 2) use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities, and 3) advocate for resources in support of needs.</p> <p>Component 6.3 Candidate <u>understands</u> the importance of and how to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. Candidates reflectively evaluate situations and policies with regard to legal, ethical, and equity issues. Candidate <u>demonstrates capacities</u> to develop a plan to: 1) analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school, 2) communicate policies, laws, regulations, and procedures to appropriate school stakeholders, and 3) monitor and ensure adherence to laws, rights, policies, and regulations.</p>			
<p>Standard 7: Building Professional Capacity - Evidence and Reflection</p>	<p>At Standard, plus: Candidate uses understanding and capacity to undertake and implement this work within a school setting.</p>	<p>Component 7.1 Candidate <u>understands</u> the importance of and how to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. Candidate <u>demonstrates capacities</u> to: 1) evaluate a school's professional staff capacity needs, 2) collect and use data to plan candidate recruitment and selection that reflects the diversity of a school's student body, and 3) develop a strategy for evaluating applicant materials.</p> <p>Component 7.2 Candidate <u>understands</u> the importance of and how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. Candidate <u>demonstrates capacities</u> to: 1) develop a comprehensive plan for providing school community members with a healthy and positive school building environment, 2) design a collaborative professional culture, and 3) develop a process for modeling and fostering effective communication.</p>	<p>Candidate does not demonstrate the capacities required to Meet Standard.</p>	<p>Candidate performance is unsatisfactory and may justify a Focus of Concern.</p>	<p>10%</p>

		<p>Component 7.3 Candidate <u>understands</u> the importance of and how to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. Candidate <u>demonstrates capacities</u> to: 1) evaluate professional staff capacity needs and management practices, 2) identify leadership capabilities of staff, 3) plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success, 4) plan opportunities for engaging staff in leadership roles, and 5) develop a plan for utilizing digital technology in ethical and appropriate ways to foster professional learning for self and others.</p> <p>Component 7.4 Candidate <u>understands</u> the importance of and how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. Candidate <u>demonstrates capacities</u> to: 1) observe teaching in a variety of classrooms, 2) gather and analyze district policies on instructional expectations, 3) provide teaching staff with actionable feedback to support improvement, and 4) develop a system for monitoring whether supervision and evaluation strategies promote improvement.</p>			
<p>Standard 8: eJournal</p>	<p>At Standard, plus: Entries show exceptional range and depth of leadership experience and capacity as an entry-level leader across all standards including cultural competence.</p>	<p>Cumulatively:</p> <ul style="list-style-type: none"> • At least one leadership activity logged daily on average • Percentage of certification hours logged to date is at least as large as the percentage of internship completed • At least one reflection on growth as a leader entered weekly • All Principal hours categorized correctly • All logging locations entered and described <p>By end of the yearlong internship:</p> <ul style="list-style-type: none"> • At least 540 hours logged in the first certification role • At least 300 hours logged in the second certification role • Log entries and reflections show significant performance connections with all standards including cultural competence <p>For Principal certification:</p> <ul style="list-style-type: none"> • At least 51% of Principal hours occurred during school hours • At least 40 hours of P-12 out-of-level (ES-MS-HS) experiences logged • At least 40 hours of Diverse Student Populations experiences logged • A range of Opening School experiences logged • A range of Closing School experiences logged 	<p>Entries reflect:</p> <ul style="list-style-type: none"> • Logging is behind pace to complete certification hours by end of internship. • Many entries are not leadership. • Many reflections are missing or not focused on growth as a leader. • Experiences do not connect with some standards and/or cultural competence. • Principal certification hours requirements are behind schedule. 	<p>eJournal is unsatisfactory in multiple At Standard requirements. eJournal is not provided, not shared, or not maintained in the program-adopted template.</p>	<p>10%</p>

Standard 8: Common Performance Tasks	At Standard, plus: Three or more CPTs exhibit exceptional knowledge, skills, and cultural competence.	All CPTs passed (3.0 or higher) and uploaded to Portfolio	One or more CPTs not completed and/or not uploaded to Portfolio. Intern explains plan to complete remaining CPTs prior to end of Internship III.	One or more CPTs not completed and uploaded to Portfolio. Intern explains no plan to complete CPTs.	5%
Standard 8: Quarterly & Summative Reflections	At Standard, plus: Internships I and II: Intern completed all portions of the Quarterly Reflection in an exemplary manner. Internship III: Intern presented convincing cases of exceeding 4 or more standards.	Internships I and II: Intern completed Quarterly Reflections template indicating <u>progress</u> toward meeting each standard, including: <ul style="list-style-type: none"> • <u>Inventory</u> of activities related to the standard, • <u>Reflection</u> on meaningful growth, • <u>Self-assessment</u> of progress toward meeting or exceeding the standard, AND • <u>Goal(s) and Actions</u> that are appropriate and realistic for each standard to plan for meaningful growth during the next internship quarter. Internship III: Intern completes Summative Reflection template addressing the <u>yearlong</u> internship and presenting compelling cases of <u>meeting all standards</u> : <ul style="list-style-type: none"> • <u>Inventory</u> of activities related to the standard; • <u>Reflection</u> on evidence, experiences, and growth indicating having MET <u>all</u> standards; AND • <u>Self-assessment</u> of progress toward meeting or exceeding each standard. 	Internship I and II: Quarterly Reflections lack one or more At Standard requirements. Internship III: Summative Reflection lacks At Standard requirements for 1-2 standards.	Internship I and II: Quarterly Reflections missing or lacking completion of one or more standards. Internship III: Summative Reflection missing or lacks At Standard requirements for 3 or more standards.	5%
Standard 8: Formative and Summative Evaluation Report	At Standard, plus: Intern completed all activities in an exemplary manner.	Internships II and III: Intern completed all activities listed on the Formative and Summative Evaluation Report through the current quarter with minor exceptions. Internship III: Intern completed all activities listed on the Formative and Summative Evaluation Report with minor exceptions.	Cumulatively: Nearly all activities completed, and missing activities carried over for subsequent completion, indicating expected progress toward completion of internship expectations.	Many significant activities not completed, indicating inadequate progress toward completion of internship expectations.	5%
Standard 8: Mentor and Field Supervisor Evaluations	Internships I and II: Evaluations show majority of 3s and 4s. Internship III: Evaluations show all scores 3 and higher with majority of 4s.	Internship I: All scores 2 or higher. Internship II: All scores 2 or higher with 1-3 higher scores. Internship III: Evaluations show all scores 3 or higher with majority of 3s (no 1s nor 2s).	Internships I and II: Evaluations showing all 2 or higher scores (no 1s) indicate satisfactory progress. Internship III: Evaluation(s) show one or more 2s (no 1s).	All Internships: Evaluations showing one or more 1 score indicate unsatisfactory performance. May result in a Focus of Concern.	5%

Standard 8: Program Completion Internship III Only		Portfolio contains all required items listed on the Field Supervisor Final Verification Form. Intern is recommended for certification.	Portfolio lacks one or more items required for At Standard. Intern is not yet recommended for certification.		0%
					100%

Portfolio Rubric for CTE Administrator Interns Career and Technical Education (CTE) Director Competencies					
Graduate Percentage Scale	100-92	91-85	85-75	74-0	
Graduate Scaled Score	4.0-3.7	3.6-3.0	2.9-2.0	1.9-0.0	
P/NP	Pass			No Pass	
	Exceeds Standard	At Standard	Approaching Standard	Below Standard	% of Grade
CTE Director Competencies 1.1 - Development of a clearly articulated vision of learning	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard"	DEMONSTRATES THROUGH FULL PARTICIPATION IN LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through development of a clearly articulated vision of learning	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
CTE Director Competencies 1.2 - Development of coherent instructional programs	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through development of coherent instructional programs	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
CTE Director Competency 1.3 - Organization of operations for safe, efficient and effective learning environment	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLES in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through organization of operations for safe, efficient, and effective learning environment	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
CTE Director Competency 1.4 - Demonstration of family and community engagement	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through demonstration of family and community engagement	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
CTE Director Competency 1.5 - Demonstration	DEMONSTRATES SIGNIFICANT LEADERSHIP	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the	DEMONSTRATES LIMITED ACTIVITIES and	FAILS TO DEMONSTRATE the theoretical	5%

of ethics, integrity, and fairness in decision making	ROLE in "At Standard" requirements	theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through demonstration of ethics, integrity, and fairness in decision making	theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	and technical knowledge, skills, and cultural competence to be at "approaching standard."	
CTE Director Competency 1.6 - Understanding of political, social, economic, legal, and cultural context	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through understanding of political, social, economic, legal, and cultural context	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "Approaching Standard."	5%
CTE Director Competency 2.1 - development of overall CTE and program budgets in relations to district level budgets, including projection of FTE enrollment and alignment to revenue and expenditure	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through development of overall CTE and program budgets in relations to district level budgets, including projection of FTE enrollment and alignment to revenue and expenditure	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
CTE Director Competency 2.2 - Understand, analyze, and confirm validity of multiple data collection points required through multiple systems to demonstrate program effectiveness	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through ability to understand, analyze, and confirm validity of multiple data collection points required through multiple systems to demonstrate program effectiveness	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
CTE Director Competency 2.3 - Completion of state and federally required CTE reports including Perkins, CEDARS, P223, P210	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through completion of state and federally required CTE reports including Perkins, CEDARS, P223, P210	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
CTE Director Competency 2.4 - Compiling program evidence in preparation for consolidated Program Review, Methods of Administration, and State Auditor's	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through ability to compile program evidence in preparation for consolidated program review, methods of administration, and State Auditor's Office audits and reviews	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%

Office audits and reviews.					
CTE Director Competency 2.5 - Leading and organizing the annual review and approval of courses, teachers, and programs	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through leading and organizing the annual review and approval of courses, teachers, and programs	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
CTE Director Competency 2.6 - Building program and general advisory committees, demonstrating the ability to advocate for programs and build business and industry partnerships in collaboration to benefit CTE programs	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through building program and general advisory committees, demonstrating the ability to advocate for programs and build business and industry partnerships in collaboration to benefit CTE programs	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
CTE Director Competency 2.7 - Advocating for programs through marketing and community engagement efforts	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through advocating for programs through marketing and community engagement efforts	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
CTE Director Competency 2.8 - Ensuring the alignment of CIP code to V code assignment	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through ensuring the alignment of CIP code to V code assignment	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
CTE Director Competency 2.9 - Managing the pursuit of additional state and federal funds to support CTE initiatives, by monitoring and evaluating grant completion, process, and procedures	DEMONSTRATES SIGNIFICANT LEADERSHIP ROLE in "At Standard" requirements	DEMONSTRATES THROUGH FULL PARTICIPATION AND LEADERSHIP ACTIVITIES the theoretical and technical knowledge, skills, and cultural competence required to lead CTE programs through managing the pursuit of additional state and federal funds to support CTE initiatives, by monitoring and evaluating grant completion, process, and procedures	DEMONSTRATES LIMITED ACTIVITIES and theoretical and technical knowledge, skills, and cultural competence to meet "At Standard" requirements	FAILS TO DEMONSTRATE the theoretical and technical knowledge, skills, and cultural competence to be at "approaching standard."	5%
Internship & Completion: eJournal	At Standard, plus: Documentation shows exceptional range and depth of	Cumulatively: • At least one leadership activity logged daily on average	Entries reflect: • Logging is behind pace to complete	eJournal is unsatisfactory in multiple At Standard requirements.	10%

	<p>leadership experience and capacity as an entry-level CTE leader across all CTE Director competencies including cultural competency.</p>	<ul style="list-style-type: none"> Percentage of certification hours logged to date is at least as large as the percentage of internship completed At least one reflection on growth as a leader entered weekly All logging locations entered and described <p>By end of the yearlong internship:</p> <ul style="list-style-type: none"> At least 60 hours logged Log entries and reflections show significant performance connections with all CTE Director Competencies, including cultural competence 	<p>certification hours by end of internship.</p> <ul style="list-style-type: none"> Many entries are not leadership. Many reflections are missing or not focused on growth as a leader. Experiences do not connect with some competencies and/or cultural competence. 	<p>eJournal is not provided, not shared, or not maintained in the program-adopted template.</p>	
<p>Internship & Program Completion Documentation - including PGP (Competency 1.7)</p>	<p>At Standard, plus: All items are completed in an exemplary manner, showing significant leadership activities, in-depth reflection on learning, and exemplary evaluations.</p>	<p>Contains all other required items completed at standard listed on the Field Supervisor Final Verification Form.</p> <p><u>Quarterly Reflections:</u> Intern completed Quarterly Reflections template indicating <u>progress</u> toward meeting each competency, including:</p> <ul style="list-style-type: none"> <u>Inventory</u> of activities related to the competency, <u>Reflection</u> on meaningful growth, <u>Self-assessment</u> of progress toward meeting or exceeding the competency, AND <u>Goal(s) and Actions</u> that are appropriate and realistic for each competency to plan for meaningful growth during the next internship quarter. <p><u>CTE Performance Assessments (PESB):</u> Performance Assessments completed in EEA 560 passed (at 3.0 or higher) and uploaded into Portfolio. PESB Performance Assessments passed (at 3.0 or higher) when assessments are available.</p> <p><u>Mentor and field Supervisor Evaluations:</u> Internship I: All scores 2 or higher. Internship II: All scores 2 or higher with 1-3 higher scores. Internship III: Evaluations show all scores 3 or higher with majority of 3s (no 1s nor 2s).</p> <p><u>Formative and Summative Report: Internships II and III:</u></p>	<p>One-three required activities or documentation items are missing or not "At Standard." There is a plan and a timeline in place to complete all items at standard level.</p>	<p>Several significant activities or documentation items not completed, indicating inadequate progress toward completion of internship expectations. There is no plan or timeline to complete all items at standard level</p> <p>All Internships: Evaluations showing one or more 1 score indicate unsatisfactory performance. May result in a Focus of Concern.</p> <p>Intern has NOT been recommended for certification</p>	<p>15%</p>

		<p>Intern completed all activities listed on the Formative and Summative Evaluation Report through the current quarter with minor exceptions.</p> <p>Internship III: Intern completed all activities listed on the Formative and Summative Evaluation Report with minor exceptions.</p> <p><u>Capstone Score Sheet:</u> Capstone Score Sheet shows an overall score of 3.0 or higher with at least a 3.0 or higher for content</p> <p><u>PGP (Competency 1.7).</u> All components of the OSPI PGP template are completed. PGP has been signed by both intern and field supervisor.</p> <p><u>Program Completion:</u> Portfolio contains all other required items listed on the Field Supervisor Final Verification Form.</p> <p>Intern is recommended for certification.</p>			
					100%

Course Schedule

COURSE SESSION & DATE	LEARNING ACTIVITIES	DISCUSSION FORUMS	CHECK-INS	ASSIGNMENTS
<p>Week 1</p>	<p><u>With mentor and field supervisor:</u></p> <ul style="list-style-type: none"> -Set goals relative to standards and/or competencies. -Use <i>Formative and Summative Report</i> to guide leadership activities. -Establish regular schedule of check-ins with mentor. -Calendar the dates and methods of check-ins with field supervisor. (Revise this standard schedule as needed.) <p><u>Seek:</u> Experiences that expand leadership capacity relative to the standards and cultural competence, including P-12, Diverse, and Opening of School (principal cert. only)</p> <p><u>eJournal:</u> Log, reflect, (and categorize)</p> <p><u>Portfolio:</u> Collect evidence for standards</p> <p>Reach out to field supervisor as needed.</p>	<p>Introduce Yourself in Module 1 Forum</p> <p>Questions & Answers Forum (as needed throughout the quarter)</p>	<p>Mentor Orientation with mentor and field supervisor. See the <i>Mentor Orientation Checklist</i>.</p>	<p>DUE: <i>Introduce Yourself</i> posted in Module 1 Forum</p> <p>DUE: Share your OneDrive Portfolio with your field supervisor</p> <p>REFLECTIVE SEMINAR (EEA 605, 606, 607, or 608). Check your enrollment in the Online course or Renton on-site course. Review items in the course shell.</p>

COURSE SESSION & DATE	LEARNING ACTIVITIES	DISCUSSION FORUMS	CHECK-INS	ASSIGNMENTS
Week 2	Continue to... Seek, log, reflect, and categorize leadership experiences and to collect evidence. Reach out to field supervisor as needed.		<u>Meet with field supervisor:</u> -eJournal feedback -Leadership activities related to NELP standards and/or CTE Director Competencies -Questions or concerns	
Week 3	Continue to... Seek, log, reflect, and categorize leadership experiences and to collect evidence. Reach out to field supervisor as needed.		Email or call as needed.	
Week 4	Continue to... Seek, log, reflect, and categorize leadership experiences and to collect evidence. Reach out to field supervisor as needed.		<u>Meet with field supervisor:</u> -eJournal feedback -Leadership activities related to NELP standards and/or CTE Director Competencies -Questions or concerns	
Week 5	Continue to... Seek, log, reflect, and categorize leadership experiences and to collect evidence. Reach out to field supervisor as needed.		<u>Two-hour Reflective Seminar</u> with field supervisor to be scheduled by field supervisor sometime during the quarter.	
Week 6	Continue to... Seek, log, reflect, and categorize leadership experiences and to collect evidence. Reach out to field supervisor as needed.		Email or call as needed.	

COURSE SESSION & DATE	LEARNING ACTIVITIES	DISCUSSION FORUMS	CHECK-INS	ASSIGNMENTS
Week 7	<p>Continue to... Seek, log, reflect, and categorize leadership experiences and to collect evidence. Reach out to field supervisor as needed.</p>		<p><u>Meet with field supervisor:</u> -eJournal feedback in OneDrive -Leadership activities related to NELP standards and/or CTE Director Competencies -Questions or concerns</p>	
Week 8	<p>Continue to... Seek, log, reflect, and categorize leadership experiences and to collect evidence. Reach out to field supervisor as needed.</p>		<p>Email or call as needed.</p>	
Week 9	<p>Continue to... Seek, log, reflect, and categorize leadership experiences and to collect evidence. Reach out to field supervisor as needed.</p>		<p>Email or call as needed.</p>	

COURSE SESSION & DATE	LEARNING ACTIVITIES	DISCUSSION FORUMS	CHECK-INS	ASSIGNMENTS
Week 10	<p>Continue to... Seek, log, reflect, and categorize leadership experiences and to collect evidence. Reach out to field supervisor as needed.</p> <p>Prepare Internship I Portfolio in OneDrive for IB -Copy of <i>eJournal</i> to date -NELP CPTs and/or CTE Common Assessments (PESB) completed to date - Strongest evidence for standards/competencies to date (not more than 3 artifacts per standard or competency) -<i>Quarterly Reflection NELP</i> and/or <i>CTE Director Competencies updated with goals for Internship I</i></p>		<p>Internship I Evaluation Conference with mentor and field supervisor -<i>Quarterly Reflection NELP</i> and/or <i>CTE Dir. Competencies (PESB)</i> -Feedback on performance -Feedback on Portfolio -<i>Mentor Evaluation</i> (copy to intern) -<i>Field Supervisor Evaluation</i> (copy to intern) -<i>Formative and Summative Report</i> - Check off completed activities -Examine Internship II activities -Set Internship II goals</p>	<p>DUE: <u>Draft</u> Internship I Portfolio completed in OneDrive -Copy of <i>eJournal</i> to date -NELP CPTs and/or CTE Common Assessments (PESB) completed to date - Strongest evidence for standards/competencies to date (not more than 3 artifacts per standard or competency) -<i>Quarterly Reflection NELP</i> and/or <i>CTE Director Competencies</i></p>
Weeks 11-12	<p>Prepare Internship I Portfolio updates -All of the above with any updates, plus: -<i>Mentor Evaluation</i> -<i>Field Supervisor Evaluation</i> -<i>Formative and Summative Report</i></p>		Email or call as needed.	<p>DUE: Internship I Portfolio submitted to Portfolio Assignment in Brightspace EEA677 -All of the above with any updates, plus: -<i>Mentor Evaluation</i> -<i>Field Supervisor Evaluation</i> -<i>Formative and Summative Report</i></p>

Course Policies

Late Assignments

On-time completion and submission of assignments is the expectation, so candidates should plan work accordingly. Candidates who anticipate submitting work late because of circumstances beyond their reasonable control are expected to contact the instructor in advance, to explain the reason(s) for lateness, and to propose a revised due date. Late assignments that do not meet these communication requirements may be subject to a 10% deduction. This policy parallels professional workplace expectations that value on-time completion or advance communication that facilitates a revised timeline.

Participation

Whether in class, online, or in a mixed-mode setting, students receive grades and feedback on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Faculty assess written work not only on relevance to the subject presented but also on professional oral and written communication and presentation.

Professional Writing

Follow the APA style guide for written work including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Assignments must be word processed and proofread. We strongly recommend that candidates have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

Mid-course Feedback

The program requests all students give their faculty mid-course feedback as a means of confirming positive learner experience and identifying adjustments needed during the last half of the course. The Mid-course Feedback survey uses the same questions as the university's End of Course Evaluation and may be located between Modules 5 and 6.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [Title IX](#) portal page or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at the [CityU website](#) under the Policies section or at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a

5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.ed to request a user name and password.