

Walden University

**Candidate  
Handbook  
Abridged  
Version**

**Ed.S. in Educational  
Leadership and Administration  
(Principal Preparation)  
Program**

The Richard W. Riley  
College of Education and Leadership

---

**WALDEN UNIVERSITY**

Walden University  
The Richard W. Riley College of Education and Leadership  
100 Washington Avenue South, Suite 900  
Minneapolis, MN 55401  
1-800-925-3368

Walden University practices a policy of nondiscrimination in admission to, access to, and employment in its programs and activities. Walden does not discriminate on the basis of race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, sexual orientation, or other legally protected status.

Walden is committed to providing barrier-free access to its educational services and makes appropriate and reasonable accommodations when necessary. Candidates requesting accommodations per the Americans with Disabilities Act (ADA) must contact the Office of Disability Services at [disability@waldenu.edu](mailto:disability@waldenu.edu).

This publication represents current curricula, educational plans, offerings, requirements, tuition, and fees. These may be modified or discontinued from time to time in the university's sole discretion to carry out the university's purposes and objectives. Neither the provisions of this document, nor the acceptance of students through registration and enrollment in the university, constitutes a contract or an offer of a contract.

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org).

### **Rights Reserved**

The provisions of this publication are not to be regarded as an irrevocable contract. The Richard W. Riley College of Education and Leadership reserves the rights to modify, revoke, or add to any and all regulations at any time. As an accredited institution in Minnesota with a state-approved teacher preparation program, Walden is subject to mandates issued by the Minnesota Department of Education and Board of Teaching. Please note that these are also subject to change.

Walden University is a registered trademark of Walden University, LLC. © 2012 Walden University, LLC.

# Table of Contents

<b>Table of Contents .....</b>	<b>iii</b>
<b>Introduction.....</b>	<b>1</b>
The Richard W. Riley College of Education and Leadership .....	1
Vision.....	2
Mission .....	2
Conceptual Framework.....	2
Critical Components .....	2
Outcomes .....	3
Education Specialist (Ed.S.) in Educational Leadership and Administration Program .....	4
Core Beliefs .....	4
Program Outcomes .....	4
About Licensure .....	5
<b>Part I: Program Information.....</b>	<b>6</b>
Academic and Professional Standards .....	6
Satisfactory Academic Progress .....	6
Program Design and Structure .....	6
Field Experiences .....	9
Field Experience Faculty .....	9
Principal Mentors .....	10
University Supervisors .....	10
ePortfolio.....	10
<b>Part II: Licensure Information.....</b>	<b>12</b>
Transition Points .....	12
Transition Point One: Program Admission .....	12
Transition Point Two: Completed After the Seventh Course.....	13
Transition Point Three: Completed After the Ninth Course.....	13
Transition Point Four: Completed After the 10th Course .....	14
Walden University Required Tests .....	15
Registration and Test-Specific Information .....	15
State-Required Exams .....	15
Applying for Principal Licensure .....	16
Summary of Minnesota Requirements .....	16
Applying for Ohio Licensure.....	19
Applying for Licensure in States Other Than Minnesota or Ohio .....	19
<b>Part III: Other Information Important to Candidate Success .....</b>	<b>21</b>
Academic Grievances.....	21
Acknowledgment of Receipt.....	21
Background Checks.....	21
Which Background Checks Are Most Important for Candidate Awareness?.....	22
What Should Candidates Know About Criminal Histories? .....	22
Why Does Criminal History Matter?.....	22

Code of Ethics ..... 22  
Insurance ..... 23  
Professional Dispositions ..... 23  
    Assessment of Professional Dispositions ..... 24  
    Professional Disposition Concerns ..... 24  
Proof of Immunization and TB Clearance ..... 25

# Introduction

Welcome to The Richard W. Riley College of Education and Leadership *Ed.S. in Educational Leadership and Administration (Principal Preparation) Program*. This program can help candidates obtain the professional knowledge and experience they need to become well-informed and skilled school administrators.

This handbook will help candidates understand the guidelines and requirements of the principal licensure program. It will answer many questions, but candidates also will need to stay in close touch with us here at Walden for specifics regarding the individual program. We are here to build a relationship with candidates, and to help them successfully complete their coursework, field experience, and face-to-face residencies.

The Ed.S. in Educational Leadership and Administration program and its curriculum are approved by the Minnesota Board of School Administrators as meeting the **competencies** and requirements for K–12 principal licensure in Minnesota. Additionally, in 2011, the program was approved by the Ohio Board of Regents as aligning to the standards and requirements for principal licensure (PK–6, 4–9, and 5–12) in Ohio. There are references to both the Minnesota competencies and Ohio standards in sections of this handbook. Candidates following the Minnesota program requirements are on the Minnesota track, and candidates following the Ohio program requirements are on the Ohio track. (**Note:** Candidates intending to seek licensure in Ohio will be provided with additional information in the full version of the *Candidate Handbook* in Addendum I, which includes the Ohio Principal Standards, Ohio Licensure Code of Professional Conduct for Ohio Educators, and Ohio licensure information.

The program’s curriculum is also aligned with the standards of the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC), and the National Policy Board for Educational Administration (NPBEA).

**Note:** This handbook refers to the [Walden University Catalog](#) and [Walden University Student Handbook](#) for specific information on university courses and policies, respectively. Candidates can access the catalog at the catalog website (<http://catalog.WaldenU.edu>) and can access the handbook at the catalog website by choosing it from the drop-down menu at upper right.

## The Richard W. Riley College of Education and Leadership

The following vision and mission statements represent the commitment of The Richard W. Riley College of Education and Leadership to pursue academic excellence, embrace our rich diversity, value all of our stakeholders, and encourage civic responsibility through the promotion of positive social change. For our graduates to cultivate habits of lifelong learning and continuous advancement of their knowledge, we consider it essential that these statements guide us as we seek to ensure the quality and synergy of our programs.

## Vision

The Richard W. Riley College of Education and Leadership fosters a dynamic and diverse network of educational leaders who seek to support learners globally by leveraging the power of teaching and technology and who are committed to the pursuit of positive social change through education.

## Mission

The Richard W. Riley College of Education and Leadership provides access to high-caliber programs that prepare learners as scholar-practitioners and leaders who can inspire, influence, and impact their diverse communities by helping to meet the challenges and opportunities of education worldwide.

## Conceptual Framework

Walden University has developed a conceptual framework in collaboration with the professional community that articulates the shared vision of the unit's efforts to prepare educators to work in K–12 schools. The conceptual framework provides our philosophical foundation and serves as a guide for decision making within the unit.



## Critical Components

Eight critical components were identified to serve as our unit outcomes or institutional standards based on our guiding philosophy as well as our vision and mission at the unit and institutional levels. We believe our critical components distinguish our candidates from candidates who graduate from other institutions.

These components are as follows:

- Teaching and Lifelong Learning
- Research with Application
- Reflective and Analytic Thought
- Leadership
- Collaboration
- Communication
- Diversity
- Social Change

## Outcomes

We expect our candidates to successfully demonstrate each of the following institutional outcomes upon completion of our programs:

1. **Teaching and Lifelong Learning:** Demonstrate current knowledge and skills with the understanding that educators are lifelong learners who continually add to their knowledge and skills.
2. **Research with Application:** Analyze educational issues in light of current research and best practice through Walden University's scholar-practitioner model.
3. **Reflective and Analytic Thought:** Reflect on and analyze educational issues in light of current research to inform best practice in K–12 classrooms.
4. **Leadership:** Demonstrate leadership to build a shared vision for effective teaching and learning that positively impacts all stakeholders within a given educational community.
5. **Collaboration:** Demonstrate collaborative skills that integrate multiple perspectives in order to create ongoing support for the learning environment.
6. **Communication:** Demonstrate skills to communicate effectively and appropriately in a variety of professional and interpersonal contexts.
7. **Diversity:** Act in ways that honor multiple perspectives and affirm the dignity and respect of all individuals internal and external to the learning environment.
8. **Social Change:** Demonstrate the skills and professional dispositions that advocate for social change to make a positive impact where the educator works and lives.
9. **Diversity:** Create educational opportunities that are adapted to diverse learners and remove barriers that inhibit learning.
10. **Professional Dispositions:** Build meaningful relationships to improve student learning by effective planning, communication, use of assessment data, and high-caliber delivery of instruction.
11. **Technology:** Design and develop learning environments that integrate various technology tools and applications, connect technology usage to content areas, and embed technology into assessment strategies.

# Education Specialist (Ed.S.) in Educational Leadership and Administration Program

The vision and mission of the Riley College of Education and Leadership is actualized by offering an Ed.S. in Educational Leadership and Administration that can lead to principal licensure. The program is based on the following core beliefs:

## Core Beliefs

- A commitment to preparing exemplary school administrators with the knowledge, skills, and professional dispositions evident in the competencies defined in Minnesota Administrative Rules (M.R.3512), the Ohio State Board of Education Standards for Principals, and the Educational Leadership Constituent Council (ELCC) standards with an emphasis on the shared roles of the university, principal mentors, field experience faculty, and university supervisors in providing authentic school leadership experiences.
- A commitment to preparing school principals who, as instructional leaders, affect the multiple facets of the school as a diverse learning organization with the ability to impact social change.
- A commitment to preparing school principals who can encourage and inspire students, staff, families, and the community to work together to achieve performance goals, foster healthy development, and enhance learning for every student.
- A commitment to preparing school leaders who must know how to manage complex issues, coordinate information across multifunctional areas, work productively with a wide range of people, and leverage the power of adult learning, teaching, and technology to gain greater efficiency and effectiveness.
- A commitment to contributing to the profession quality leaders who will be seen as making a difference and who see themselves leading other professionals in the pursuit of excellence in education for their organizations and for the greater educational community.

## Program Outcomes

The Ed.S. in Educational Leadership and Administration (Principal Preparation) program outcomes are aligned with the college's vision and mission. As graduates of this program, candidates will have the ability to:

- Promote the success of every student by leading initiatives that evaluate and improve instructional programs.
- Promote the success of every student by effectively managing all personnel and providing ongoing evaluation and professional development in teaching and learning.
- Promote the success of every student by creating a strategic plan using a visioning process to be shared and supported by all stakeholders.
- Promote the success of every student by using data to effectively manage the organization and resources for a safe, secure, and effective learning environment.
- Promote the success of every student by addressing community interests and diverse needs through communicating and collaborating with internal and external publics.

- Articulate the school’s role within the broader political, social, economic, legal, and cultural context and responding effectively to changes that impact the school community.
- Promote the success of every student by modeling democratic value systems, ethics, and moral leadership, and by supporting others to grow and develop as caring and informed citizens.

## About Licensure

The Walden University Ed.S. in Educational Leadership and Administration program is approved by the Minnesota Board of School Administrators and Ohio Board of Regents to recommend graduates of this program for licensure as principals in Minnesota (for candidates meeting all Minnesota track program requirements) or Ohio (for candidates meeting all Ohio track program requirements). Before Walden can recommend a candidate for licensure, he or she must successfully complete all components of this program.

Prospective candidates from outside Minnesota and Ohio should review their state licensure requirements to ensure that completing the principal preparation program at Walden will meet eligibility requirements for comparable licenses in their states. Some states have a separate application and process for someone completing an out-of-state approved preparation program, which should be followed. Candidates whose states require that they obtain the out-of-state license before applying in-state are encouraged to pursue the Ohio track of Walden’s approved program. This could be limited to only New Mexico, Ohio, and Oklahoma. (More information is available in the “[Licensure Information](#)” section of this handbook.)

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).

Prospective Alabama students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 1-334-242-9935 or [www.alsde.edu](http://www.alsde.edu) to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or [prof.educ@k12.wa.us](mailto:prof.educ@k12.wa.us) to determine whether Walden’s programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

# Part I: Program Information

## Academic and Professional Standards

High academic standards are important to candidates' professional success. The Minnesota Board of School Administrators, Ohio State Board of Education, and Educational Leadership Constituent Council (ELCC) have identified a set of P–12 principal competencies that clearly define what a principal needs to know and be able to do. These competencies are covered fully in the Walden principal licensure program.

Candidates begin their program by completing a pre-assessment of their own readiness to take on the role of a school leader and developing an Individual Learning Plan to guide them through the program and help them achieve their goals. As a candidate progresses through the courses, field experiences, and face-to-face residencies in the program, he or she will gain the knowledge, skills, and professional dispositions needed to be an effective school leader. Progress is assessed through coursework assignments, field experience activities/artifacts, projects, observations in the field, and reflection papers (i.e., transition points). Course artifacts and major assessments are evaluated against rubrics and housed within the program ePortfolio.

Riley College of Education and Leadership faculty members stand ready to help candidates meet those requirements of the program. They will keep a watchful eye on candidates' academic progress. Through teaching, advising, and coaching, they will assist candidates in developing the skills, knowledge, and professional dispositions necessary for academic and professional success. Further, Walden University has an array of student services to support candidates, who should refer to the [Walden University Student Handbook](#) (choose “Student Handbook” from the drop-down menu at upper right) and the [Walden University website \(www.WaldenU.edu\)](http://www.WaldenU.edu) for more information about these services.

## Satisfactory Academic Progress

Candidates are responsible for meeting the satisfactory academic progress standards set by Walden University. Riley College of Education and Leadership faculty members will monitor candidates' academic progress on a regular basis to make sure they are making progress toward program requirements and degree completion. Candidates will be expected to maintain a 3.0 GPA or higher throughout the program, as described in Transition Points Two and Four. (Additional information is available in the “[Transition Points](#)” section below.)

## Program Design and Structure

The Ed.S. in Educational Leadership and Administration (Principal Preparation) program includes multiple components and is delivered through a variety of modalities:

- **Courses** are offered in a prescribed sequence, typically concluding at the end of five consecutive semesters. Courses are three credits each and run 8 weeks in length. Courses are delivered via an online learning platform. Some learning resources—textbooks, for example—

are mailed to candidates. Other resources are available through the online classroom. The program is designed to offer opportunities to work both in groups and individually. Candidates will interact with other candidates and with their course instructors to discuss content, assignments, projects, and experiences in the field. Assignments are submitted through the online courses and are evaluated and graded by course instructors.

- **The Pre-Assessment Plan and the Individual Learning Plan** are completed during the first course, EDUC 7002 - Foundations: Educational Leadership and Administration. Candidates will begin the program by conducting a self-assessment of their current status regarding the knowledge, skills, and professional dispositions of successful school leaders. This is an opportunity for candidates to take stock of their ability to manage time and consider ways to more effectively juggle the demands of work, personal life, and the degree program. Through a series of steps, candidates will reflect on their current abilities and then envision the type of school leader they hope to become. They then will write a leadership philosophy statement, develop a set of goals, and commit to a plan of action to help them reach their goals. A copy of each candidate's initial Individual Learning Plan is added to his or her ePortfolio, revised throughout the program, and used in the exit evaluation. (Additional information is available below.)
- **Field experiences** are a required and integral part of the program and constitute six, one-credit courses that span 12 months. Candidates spend a minimum of 320 hours, or 40 8-hour days (across 12 consecutive months), in elementary, middle or junior high, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or the equivalent of 1 week at each level not represented by the principal candidate's primary teaching experience. The field experience component is designed to meet the Minnesota competencies, the Ohio standards, and the ELCC standards at the knowledge, skills, and professional dispositions level. The experience will provide candidates with opportunities to apply course concepts in authentic environments and prepare them for the daily responsibilities of leadership and administration in schools. The field experience begins after the third course (EDUC 7201- Communication and Collaboration for Leaders) and runs for 12 consecutive months, or a full year, through the ninth course (EDUC 7207- Leading Curriculum Initiatives: Literacy and Math).
  - **Please note:** If candidates do not submit their *Preferred Placement* form and proof of professional liability insurance by the requested deadlines, we will not be able to place them in their field experience settings and those candidates will not be able to register for future courses. Deadlines will be outlined in candidates' courses.

Walden's field experience component also meets the standards and requirements expected by the Ohio State Board of Education. More information about the Ohio requirements can be found in the full version of the *Candidate Handbook*, which will be available in the candidate's first course.

- **Field experience activities** are a series of challenging and motivational experiences designed to capture the critical tasks, responsibilities, and challenges an administrator encounters on the job. These activities provide aspiring school leaders with the opportunity to apply theory and content knowledge to "real-life" situations. When combined with the application assignments candidates will complete during their coursework, the field experience activities will enable them to achieve the following objectives:

- Participate in “real-life” actions that allow aspiring school leaders to apply theory and content knowledge, develop necessary professional dispositions and skills, and assess and reflect on their experiences.
- Provide a service in a field setting(s) that will enhance the significance of the candidate-principal mentor collaboration.
- Receive ongoing assessment from the field experience faculty member pertaining to the acquisition of knowledge, skills, and professional dispositions associated with effective school leadership.
- Interact with schools as a member of a system that includes the school(s) and the district(s) within which the school(s) resides.
- Be highly visible, actively involved, and communicate effectively within the community.
- Enhance knowledge, skills, and professional dispositions consistent with the Minnesota Board of School Administrators Core Leadership and Principal Competencies and the Ohio State Board of Education Standards .

(Candidates should see the *Ed.S. in Educational Leadership and Administration [Principal Preparation] Program Field Experience Handbook*, which is provided in the first course, for details on the specific activities they must complete to fulfill the field experience requirements.)

- **Academic residencies** are 3-day, face-to-face, on-site sessions that provide candidates with opportunities to interact with a diverse community of colleagues and faculty members, develop critical-thinking and writing skills, learn to use the Walden library and other Walden resources, and refine professional dispositions. At residencies, candidates will be able to network with one another and develop the support and skills they need to complete their degrees. A key goal of residencies is to ensure productive and successful field experiences. Therefore, time is structured to allow candidates to participate in professional discourse, engage in reflection, and ask questions about their field experiences.
  - There are two required residencies: Residency One takes place between the third (EDUC 7201) and fifth (EDUC 7203) courses; Residency Two takes place between the seventh (EDUC 7205) and ninth (EDUC 7207) courses. Residencies provide a variety of instructional approaches: large-group presentations, small-group discussions, role-play opportunities, case study analyses, Q&A sessions, and one-to-one interaction with faculty members. At the end of each residency, candidates will submit a reflection paper that documents and demonstrates their learning in each residency.
- **Situational observations** are candidates’ opportunities to demonstrate an integrated application of the ELCC standards and Minnesota competencies (for candidates following the Minnesota track) or ELCC standards and Ohio Principal Standards (for candidates following the Ohio track). There are two required situational observations in this program. Both situational observations include pre-conference meetings, the observations themselves, and post-conference meetings in which candidates receive feedback on performance. Details about the situational observations, the roles and responsibilities of the faculty members and principal mentors, and the required forms can be found in the *Ed.S. in Educational Leadership and Administration (Principal Preparation) Program Field Experience Handbook*.
- **The ePortfolio** is an online repository of many of the documents required to validate successful completion of the Ed.S. in Educational Leadership and Administration (Principal

Preparation) program and to document eligibility to be recommended for licensure. Other documents, such as those requiring signature and official transcripts, are housed in the Riley College of Education and Leadership administrative offices. (More information is available in the “[ePortfolio](#)” section of this handbook.)

- **The exit evaluation** is a required component of the principal licensure program. It is a culminating activity providing an opportunity for candidates to showcase successful completion of all components of the program. During the exit evaluation, which is conducted with a team of representatives from the university and licensed principal practitioners, candidates will be asked to discuss and show evidence of the situational observations, their progress-to-date on the Individual Learning Plan, selected field experience assignments, selected course artifacts, evidence of all completed transition points, and a final reflection on the program experience.

## Field Experiences

The Office of Field Experience will collaborate with the candidates’ local school districts and organizations to place them in sites that meet the program requirements; however, it is the candidates’ responsibility to identify the school districts or organizations in their area by completing the *Preferred Placement Site* form, found in the candidate’s ePortfolio. A sample of the form can be found in the *Ed.S. in Educational Leadership and Administration (Principal Preparation) Program Field Experience Handbook*. Candidates must submit the completed *Preferred Placement Site* form via ePortfolio. Failure to complete the form by the deadline will result in a hold being placed on the candidate’s record, and will prevent the candidate from beginning his or her first field experience course, EDUC 7801, and the accompanying course, EDUC 7202 - Ensuring Quality Education for Students with Diverse Needs.

Placement at a preferred site is not guaranteed. But the Office of Field Experience will make every effort to place candidates according to the preferences indicated, provided the site meets program requirements. Once a placement has been confirmed, the Office of Field Experience will notify candidates of their placement site by e-mailing their Walden e-mail address.

***Important note: All e-mail communication between the Office of Field Experience and principal candidates will take place via the Walden e-mail server, as per university policy.***

Candidates can find additional information about the placement process in the *Ed.S. in Educational Leadership and Administration (Principal Preparation) Program Field Experience Handbook* located on the “Academic” tab of their [myWalden page](https://my.WaldenU.edu/) (<https://my.WaldenU.edu/>), as well as in the first course of their program.

## Field Experience Faculty

The Walden University faculty member who works with a candidate throughout the 12-month field experience is referred to as the Ed.S. in Educational Leadership and Administration (Principal Preparation) program *field experience faculty*. This individual facilitates discussions in the online classrooms with candidates and their colleagues to talk about issues related to the experience. He or she evaluates and provides feedback on candidates’ field experience activities.

All field experience faculty members hold regular office hours, offering candidates the opportunity to discuss their placement, ask questions, and review assignments and required observations, as well as any other issues that need their involvement. The field experience faculty member also interacts with candidates' principal mentors and university supervisors. Finally, at the end of a candidate's program, the field experience faculty member participates in the exit evaluation. Together, the field experience faculty members, the principal mentors, and the university supervisors will guide and support candidates through the critical steps in becoming successful school principals.

## Principal Mentors

The principals of the schools in which candidates complete their field experiences are referred to as *principal mentors*. The qualifications for the principal mentors are outlined in the *Ed.S. in Educational Leadership and Administration (Principal Preparation) Program Field Experience Handbook*. The principal mentor will support a candidate as he or she participates in authentic experiences and completes the activities required in the field experience course. The principal mentor will verify the number of hours a candidate spends in the field and will be asked to complete a *Professional Dispositions* form that iterates the qualities and attributes of effective school leaders. These qualities, in addition to the knowledge and skills candidates learn in the program, are a barometer of eventual success as a school leader. The principal mentor in a candidate's 240-hour location also will participate in two formal situational observations on-site.

## University Supervisors

The Walden faculty members who visit candidates on-site during the field experience are referred to as *university supervisors*. The university supervisors are licensed principals who participate in the on-site situational observations. They will speak with candidates prior to each observation, visit them on-site, fill out the *Situational Observation Assessment* form, and provide specific feedback on each observation. University supervisors communicate with both field experience faculty members and principal mentors as a team to help ensure candidates have valuable and authentic field experiences.

Additional information on the field experience, including roles, responsibilities, and forms, can be found in the *Ed.S. in Educational Leadership and Administration (Principal Preparation) Program Field Experience Handbook*.

## ePortfolio

An important component of each candidate's program is the completion of a professional ePortfolio—an online repository for many of the documents produced during the program. Candidates will carefully construct their ePortfolios throughout the program, with the ePortfolio serving two important purposes:

It demonstrates that a candidate meets the Minnesota competencies for Minnesota principal licensure (for students following the Minnesota track) or Ohio standards for Ohio principal licensure (for candidates following the Ohio track). Secondly, it provides candidates with a

showcase of professional knowledge and experience to share with prospective employers and to update as part of their ongoing development as an educational professional.

The ePortfolio is a program-level component introduced in the first course, EDUC 7002 - Foundations: Educational Leadership and Administration, and will be available for candidates to access throughout their program. Candidates construct and update their ePortfolio throughout the program, producing major assessments that are evaluated according to rubrics or scoring guides that set forth clear performance criteria.

The ePortfolio is organized with folders to house the documents required for transition points (Additional information is available in the "[Transition Points](#)" section of this handbook.) There also will be additional folders to help candidates organize their work and eventually build a résumé and professional portfolio. Training in the use of the ePortfolio is included in the first course of the program.

# Part II: Licensure Information

## Transition Points

The principal licensure program includes four transition points, which are specific points in time during the program when principal candidates must meet certain Walden University, Minnesota Board of School Administrators, or Ohio State Board of Education requirements to be recommended for licensure as a principal. The requirements for each transition point help ensure that candidates' acquisition of knowledge, skills, and performance are of high caliber and that completion of each transition point makes the candidate eligible to move ahead in the program to the next transition point. If a candidate does not meet the requirements of a transition point, he or she will not be allowed to advance in the program.

As mentioned above, all documents for transition points are housed in an electronic portfolio (ePortfolio), which candidates can access throughout their program. It is the candidate's responsibility to manage his or her own progress through these transition points and submit all required documents to the ePortfolio. Candidates are encouraged to contact the Academic Advising Team at any point for help and support.

**Note:** The following requirements are organized by transition point and are cumulative in effect. That is, candidates must complete *all* requirements in one transition point *before* they are eligible to move on to the next transition point.

### Transition Point One: Program Admission

**Principal candidates can expect to complete the components of Transition Point One during the admission process.**

#### Admission requires:

- A master's degree or higher in a discipline or field related to the program.
- A minimum cumulative GPA of 3.0 on the transcript that verifies the awarding of the master's degree.
- For graduates of non-U.S. institutions: verified proficiency in English.
- A goal statement that describes why the candidate wants to become a principal.
- At least 3 years of teaching experience and a valid state-issued teaching license or certificate.
- Completed application materials, including a signed acknowledgment of background check, fingerprinting, immunization, and TB guidelines.
- Names of and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant's skills and qualifications for study in the intended field.

## **Transition Point Two: Completed After the Seventh Course**

### **• Preparation for Licensure**

- Field experience *Preferred Placement Site* form
  - Candidates must submit the *Preferred Placement Site* form to their ePortfolio during their first course.
  - **Note:** An initial field experience conference takes place prior to each field experience setting.
- Proof of liability insurance
  - Candidates must show proof of liability insurance by the second week of the third course in the program. Failure to do so will delay a candidate's placement.

### **• Coursework and Major Assessments**

- Course completion
  - Candidates must complete the first seven courses, as well as four field experience courses, with a cumulative GPA of 3.0 or better.
- Major assessments
  - Candidates must submit to the ePortfolio required major assessments with Competency-Based Reflections aligned to the Riley College of Education and Leadership outcomes. Candidates must successfully complete the major assessments with a minimum score of 3 on a 5-point scale.

### **• Residency Requirement**

- Residency One
  - Candidates must complete Residency One by the end of the fifth course.

## **Transition Point Three: Completed After the Ninth Course**

### **• Coursework and Major Assessments**

- Course completion
  - Candidates must complete the first nine courses, as well as their last two field experience courses, with a cumulative GPA of 3.0 or better.
- Major assessments
  - Candidates must submit to the ePortfolio required major assessments with Competency-Based Reflections aligned to the Riley College of Education and Leadership outcomes. Candidates must successfully complete the major assessments with a minimum score of 3 on a 5-point scale.

### **• Residency Requirement**

- Residency Two
  - Candidates must complete Residency Two by the end of the ninth course.

### **• Field Experience**

### **• Successful Completion of Field Experience Requirements**

- Candidates must complete 320 hours across three levels (elementary, middle or junior high, and high school).
  - One 240-hour placement
  - Two 40-hour placements

## **Transition Point Four: Completed After the 10th Course**

**(After candidates have completed all their courses and both residencies, and passed the School Leaders Licensure Assessment [SLLA] Exam)**

### **• Coursework and Major Assessments**

- Course completion
  - Candidates must complete all of their courses with a cumulative GPA of 3.0 or better.
- Major assessments
  - Candidates must submit to the ePortfolio required major assessments with Competency-Based Reflections aligned to the Riley College of Education and Leadership outcomes. Candidates must successfully complete the major assessments with a minimum score of 3 on a 5-point scale.

### **• School Leaders Licensure Assessment (SLLA) Exam**

- Candidates must pass the School Leaders Licensure Assessment (SLLA) exam (test code 6011), as administered by the [Educational Testing Service](#) (ETS).
  - Taking the SLLA exam is a program requirement regardless of the state in which a candidate resides. We recommend each candidate also review his/her state’s testing requirements.
  - Candidates may choose to take the SLLA exam at any point in the program; however, since the exam will cover content covered in the courses, Walden recommends that candidates complete as much of the program as possible prior to taking the exam.
  - Candidates may review the SLLA exam information on the ETS website’s [School Leadership Series page](#) at <http://www.ets.org/sls/>.
  - When a candidate registers for the exam, designate Walden University as a score recipient (code RA6675).
  - Candidates must earn the minimum scores required by Walden University before Walden can grant them the Ed.S. in Educational Leadership and Administration degree and recommend them for licensure. As of 2011, Walden’s minimum passing score for SLLA 6011 is 160. Candidates may take the test multiple times. Ohio candidates, please refer to the full version of the *Candidate Handbook*, available in the first course, for specific information relating to this exam.

### **• Exit Evaluation**

- The candidate, university supervisor, field experience faculty member, and principal mentor participate in a conference in which the candidate presents all documents from previous transitions, including the following:
  - Exit Evaluation “A”—Content-Specific Artifacts/Assessments

- Evidence that all courses have been completed with a cumulative GPA of 3.0
- Individual Learning Plan with progress-to-date and updated goals
- Three course artifacts/assessments representing integration of Minnesota competencies (for candidates following the Minnesota track) or Ohio standards (for candidates following the Ohio track)
- Responses to questions scored according to a rubric.
- Final program reflection
- Exit evaluation “B”—Field Experience Artifacts/Assessments
  - Three field experience artifacts/assessments representing integration of the Minnesota competencies (for candidates following the Minnesota track) or Ohio standards (for candidates following the Ohio track)
  - All forms, including disposition assessment forms and field experience log

## Walden University Required Tests

As part of the requirements to obtain the Ed.S. in Educational Leadership and Administration degree, all candidates must take the School Leaders Licensure Assessment (SLLA) exam 6011 and obtain the required qualifying score of 160. Candidates may take the exam at any point in the program; however, since it is a content-based exam, Walden recommends that candidates complete as much of the program as possible prior to taking it. Candidates may take the exam multiple times. See “[Transition Point Four](#)” listed above for detailed information on when candidates must take the test.

## Registration and Test-Specific Information

Information about the SLLA exam 6011 is located on the ETS website’s [School Leadership Series page](#): <http://www.ets.org/sls>. Click on the “About the Tests” link and choose “School Leaders Licensure Assessment” to get a [page of preparation materials](#).

Candidates can prepare for the exam by reading the 14-page “[Test at a Glance](#)” information document, which is downloadable in PDF format. This document includes the number and type of questions on the test, topics covered on the test, sample questions, and answers to the sample questions.

## State-Required Exams

A candidate’s state may have specific exam requirements in order to become a licensed principal. Candidates will need to complete any additional tests their state may require. Ohio, for example, requires Praxis II® Educational Leadership: Administration and Supervision (No. 0411) in order to qualify for principal licensure. Candidates can find out if their states require the SLLA exam by visiting the “School Leadership Series” section of the [ETS website](#) ([www.ets.org/sls](http://www.ets.org/sls)) and selecting from the “SLS State Testing Requirements” drop-down menu in the middle of the page and then pressing “Go.” If your state does not use SLLA, refer to your state’s department of education to determine the testing requirements.

## Applying for Principal Licensure

Candidates enrolled in this program most likely want to become licensed school principals. There are generally three categories of licensure candidates—those planning to work (1) in Minnesota, (2) in Ohio, and (3) in another state. Candidates planning to work in Minnesota or Ohio will complete the Minnesota track or Ohio track, respectively. Candidates entering this program must select whether they are pursuing the Minnesota track or Ohio track and will be required to select the track in the first course. Upon entrance into the program, enrollment advisors will have provided you with information regarding the tracks available to you. If you need additional guidance, please contact the Walden certification officer, [educlicensure@waldenu.edu](mailto:educlicensure@waldenu.edu).

Candidates planning to work in states other than Minnesota or Ohio can usually apply directly to their state by virtue of having completed a “state-approved program” (regardless in which state the program is approved). In most cases, candidates will take the Minnesota track.

However, some states do require that applicants actually obtain the out-of-state license before applying in-state (referred to as license-in-hand states). We believe this may include only New Mexico and Oklahoma. We recommend that candidates in these states (and any license-in-hand states) pursue the Ohio track and apply for the Ohio principal license.

The reason we recommend that candidates in license-in-hand states pursue the Ohio track is because in order to qualify for the Minnesota license, applicants must complete a Minnesota-approved course in human relations. Candidates can avoid having to take the additional course by applying to their state with the Ohio license, instead.

Candidates are strongly encouraged to review their state’s licensure requirements and application process early, paying particular attention to significant requirements such as having to apply with license-in-hand.

*To summarize, we recommend that candidates intending to work in New Mexico, Ohio, and Oklahoma pursue the Ohio track of Walden’s state-approved program. All other candidates are recommended to pursue the Minnesota track, even if they are applying to their state without the Minnesota license.*

The following information is designed to help candidates understand what needs to be completed, in addition to the Walden program, in order to obtain licensure.

### Summary of Minnesota Requirements

Before applying for a Minnesota administrative license (K–12 principal), candidates must meet the following requirements:

- Complete 3 years of successful classroom teaching experience while holding a classroom teaching license valid for the position or position in which the experience was granted. (*This requirement was verified upon a candidate’s admission to Walden’s Ed.S. in Educational Leadership and Administration [Principal Preparation] program.*)

- Complete a specialist or doctoral program or a program consisting of 60 semester credits beyond the bachelor’s degree that includes a terminating graduate degree and topic preparatory for educational administration, the Minnesota competencies identified in part 3512.0510, and the ELCC standards. The program must be approved by the Minnesota Board of School Administrators and be offered by a graduate school at a regionally accredited institution. (*This requirement is completed when a candidate completes Walden’s Ed.S. in Educational Leadership and Administration [Principal Preparation] program.*)
- Complete the field experience component of at least 320 hours or 40 8-hour days, to be completed within 12 continuous months in elementary, middle or junior high, and high schools as an administrative aide to a licensed and practicing school principal. The field experience must include at least 40 hours or the equivalent of 1 week at each level not represented by the applicant’s primary teaching experience. (*This requirement is completed when a candidate completes Walden’s Ed.S. in Educational Leadership and Administration [Principal Preparation program.]*)
- If you hold a Minnesota teaching license, complete the *Minnesota Application for an Addition to a Minnesota Education License (Teaching/Administrative/Related Services)* (ED-02443-09). If you do not hold a Minnesota teaching license, you must use the Minnesota Department of Education’s [online application system](#) to submit an initial (full professional) application for the Minnesota K–12 principal license. The application and other licensing forms can be accessed on the website’s “[Licensing](#)” page (<http://education.state.mn.us/MDE/EdExc/Licen/index.html>).
- Request a fingerprint card (if one is not already on file) from the Minnesota Department of Education by contacting Educator Licensing at 651/582-8691 or by e-mailing [mde.educator-licensing@state.mn.us](mailto:mde.educator-licensing@state.mn.us) with your name and mailing address and request a “Recommendation for Licensure” from Walden University’s certification officer.

**Note:** Please also see the “[Understanding Minnesota’s Human Relations Requirement](#)” section of this handbook.

### **Applying for Minnesota Licensure**

This section is for candidates who would like to obtain licensure in Minnesota because they plan to work in Minnesota or live in a state that first requires candidates to obtain the Minnesota license (license in hand) before applying to that state.

Candidates will need a form from Walden’s certification officer recommending them for Minnesota licensure. Walden will verify that candidates completed Walden’s Minnesota-approved principal licensure program (Ed.S. in Educational Leadership and Administration), including the SLLA exam, field experience, situational observation, and exit evaluation. All documents completed by Walden will be returned directly to candidates, which should then be submitted to the Minnesota Department of Education with all accompanying material.

### **For individuals who hold a Minnesota teaching license**

1. Go to the Minnesota Department of Education website's "[Licensing](http://education.state.mn.us/MDE/EdExc/Licen/index.html)" section (<http://education.state.mn.us/MDE/EdExc/Licen/index.html>).
2. In the middle of the page, scroll down to the section titled "Forms for Processes Not Yet Available Online"
3. Select: "Application to Add a Field to an Existing Minnesota Education License."
4. Follow the form instruction and fill out the form completely. You will notice that Page 2 needs to be completed by Walden's certification officer. Contact the certification officer at [educlicensure@waldenu.edu](mailto:educlicensure@waldenu.edu) and request completion of the second page of "Application for an Additional License." You do not need to send the second page to Walden.
5. Once you receive the signed page from Walden's certification officer, submit the entire packet and any accompanying material to the Minnesota Department of Education at the address provided.

### **For individuals who do not hold a Minnesota teaching license**

1. Go to the Minnesota Department of Education website's "[Licensing](http://education.state.mn.us/MDE/EdExc/Licen/index.html)" section (<http://education.state.mn.us/MDE/EdExc/Licen/index.html>).
2. In the column on the right, select "Online Licensing System" to access the online licensing system.
3. On this page, scroll down and select the link to "Create new MDE-Account?" and follow the online instructions.
4. Print out the *Verification of Completion of a State-Approved Licensure Program* form and send it (either by fax or e-mail) to Walden's certification officer (contact information below).
5. Once you receive the signed *Verification* form, submit it with any accompanying material (particularly fingerprint cards) to the Minnesota Department of Education at the address provided.

Certification Officer  
Walden University  
[educlicensure@waldenu.edu](mailto:educlicensure@waldenu.edu)  
Fax: 1-303-586-6220

### **Understanding Minnesota's Human Relations Requirement**

The following information is provided on behalf of the Minnesota Board of School Administrators. Candidates should note that most principal candidates will have satisfied this requirement as part of their Minnesota teacher licensure process.

All applicants for licenses to be issued or renewed under authority of the Minnesota Board of School Administrators shall complete a training program containing human relations components approved by the board. This requirement must be met before applying for a Minnesota principal's license.

Candidates may fulfill this requirement through one of the following:

1. Graduated from a Minnesota teacher preparation program. Verified by licensure recommendation.
2. Graduated from a teacher preparation program in Iowa, Ohio, Nebraska, South Dakota, or Wisconsin. Minnesota has reciprocity for human relations with these states. Verified by licensure recommendation.
3. Evidence of program completion through participation in the Peace Corps, AmeriCorps, AmeriCorps VISTA, or Teacher Corps.
4. Document completion of one of Minnesota's approved human relations programs/courses via a transcript or completion certificate. These programs are designed for applicants prepared outside of Minnesota and are offered throughout the state.

If a candidate has not completed one of the above, but believes he or she can demonstrate meeting all five of the human relations components/objectives and has verifiable documentation of those experiences, he or she may submit evidence via the following process as outlined on the Minnesota Department of Education website. Please see the [Minnesota Human Relations Verification Chart](#) downloadable in PDF format on the department's "[Licensing](#)" page.

Complete the Verification Chart and attach verifying documents (for example, course descriptions from college catalog and course syllabi). Documentation must clearly address each of the five elements of the human relations requirements.

**Note:** If a candidate elects to submit human relations verification via the verification process, he or she should not wait for the temporary license to expire. This review takes time, and if all components are not met, the candidate will need to complete an approved course prior to the expiration of his or her license, which cannot be renewed without satisfying the human relations requirement.

## Applying for Ohio Licensure

Specific information on applying for Ohio principal licensure, including Ohio's testing requirement (Praxis II® Educational Leadership: Administration and Supervision, No. 0411), can be found in the full version of the *Candidate Handbook*, which is available in the first course.

## Applying for Licensure in States Other Than Minnesota or Ohio

If a candidate is applying for principal licensure directly to his/her state based on the completion of a state-approved program, he or she should review the state's licensure application process thoroughly. There are a couple of specific things to look for. In some states, there is a separate process and/or application for individuals completing an out-of-state program. A candidate may also be required to obtain the out-of-state license before applying to their state (termed license-in-hand states). If a candidate needs the Minnesota license, he or she should review the section above, "[Understanding Minnesota's Human Relations Requirement](#)", as well. Lastly, it is important to review the testing requirements for licensure. The state could require a higher qualifying score or a completely different test than required by Walden's program.

Regardless, the candidate likely will need Walden to complete an institutional recommendation form or a similar document attesting to the fact he or she completed a state-approved program provided by that institution. The candidate should send these requests (via e-mail for fax) to Walden's certification officer:

Certification Officer  
Walden University  
[educlicensure@waldenu.edu](mailto:educlicensure@waldenu.edu)  
Fax: 1-303-586-6220

# Part III: Other Information Important to Candidate Success

Many factors go into ensuring a candidate is ready to become a licensed principal, not all of them attached to coursework or an academic plan. What follows is other information candidates will need to know to be successful as they seek to enter their new career as a principal.

## Academic Grievances

If a candidate has an academic grievance, he or she should refer to the “Student Appeals and Grievances” section of the [Walden University Student Handbook](#) for specific directions. (From the catalog home page (<http://catalog.WaldenU.edu>), select the student handbook from the drop-down menu at the top of the page; from the handbook home page, select the “University Policies and Code of Conduct” tab on the left navigation bar; then select “Student Appeals and Grievances”).

## Acknowledgment of Receipt

After a candidate completely reads the *Ed.S in Educational Leadership and Administration (Principal Preparation) Program Candidate Handbook*, he/she should sign the *Acknowledgment of Receipt* form and return it as directed in the first course in the program, EDUC 7002 - Foundations: Educational Leadership and Administration. The *Acknowledgment* form can be found in the candidate’s ePortfolio.

## Background Checks

Background checks are investigations into one or more of the following: employment history, criminal records, driving records, education records, drug test results, and sex offender lists. Prospective employers will usually require these types of checks before hiring a candidate to work with school-aged students.

The Riley College of Education and Leadership does not require a candidate to submit a criminal background or sex offender check as part of its program requirements, because in most cases, it will have been completed as part of the teacher licensing process. However, it is critical that candidates know the implications of having a criminal history. Because each school site or district may have specific requirements regarding criminal, sex offender, and other background checks for candidates conducting their field experiences at the site, it is important that candidates discuss this issue with the site as soon as the Office of Field Experience notifies him or her of an impending placement.

## **Which Background Checks Are Most Important for Candidate Awareness?**

The most commonly required background checks are criminal history (including illegal substances and alcohol) and checks of sex offender lists. However, again, the specific requirements vary state to state and even district to district and school to school.

## **What Should Candidates Know About Criminal Histories?**

*Any* conviction, even one for which a candidate successfully has completed probation, is part of his/her criminal history. This includes convictions for drug and alcohol offenses and any misdemeanor offenses. Certain exceptions may apply, such as sealed records or records that have been expunged. If a candidate doesn't report all of them, and if something is discovered in the clearance process, the idea that he or she was hiding something legally requested could be enough to keep the candidate from obtaining licensure. A state or district will wonder what else the candidate is hiding.

## **Why Does Criminal History Matter?**

It is important to understand that educator licensure in any state is partly dependent upon a candidate's character, which includes but is not limited to any criminal background or sex offender history. The state has a responsibility to ensure not only that a candidate is qualified by academic credentials, but that he or she also has a good character to work with school-aged students. This is one reason Walden focuses on professional dispositions and a code of ethics in evaluating our principal candidates.

## **Code of Ethics**

The Minnesota Board of School Administrators has a published Code of Ethics for School Administrators (available in the full version of the *Candidate Handbook*, which is available in the first course). This code represents the standards of professional conduct expected of all school administrators and must be strictly followed. It is critical that all principal candidates are well-versed in each part of the code and begin assuming the stance it describes immediately upon commencing the Ed.S. in Educational Leadership and Administration (Principal Preparation) program. Failure to adhere to these standards will result in disciplinary action, up to and including expulsion from the program.

For Ohio applicants, the *Licensure Code of Professional Conduct for Ohio Educators* represents the standards of professional conduct expected of all educators, including principals, and must be strictly followed. It is critical that all principal candidates are well-versed in each part of the code and begin assuming the stance it describes immediately upon commencing the Ed.S. in Educational Leadership and Administration (Principal Preparation) program. Failure to adhere to these standards will result in disciplinary action, up to and including expulsion from the program.

The Ohio code of conduct can be found in the full version of the *Candidate Handbook*, which is available in the first course or which can be found in its entirety on the [Ohio Department of Education website](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/OEDDetail.aspx?page=3&TopicRelationID=520&ContentID=41492&Content=110674) (<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/OEDDetail.aspx?page=3&TopicRelationID=520&ContentID=41492&Content=110674>).

## Insurance

Many school districts require educators working in our nation's public schools to carry professional liability insurance. Walden University requires all principal candidates to purchase and show proof of having professional liability insurance in the amount of **\$1,000,000** per year. Candidates are responsible for submitting proof of their insurance coverage at the beginning of the third course in the program, EDUC 7201 - Communication and Collaboration for Leaders. Detailed submittal instructions will be provided in the course.

Candidates must provide proof of insurance before a field placement can be made. Failure to submit the form by the end of the second week in EDUC 7201 will result in the cancellation of the candidate's registration for the first field experience course, EDUC 7801, and EDUC 7202 - Ensuring Quality Education for Students with Diverse Needs. Once the candidate completes the form, and his or her first field experience placement is secured, the candidate will be registered for the next offering of EDUC 7801 and EDUC 7202.

If a candidate doesn't have professional liability insurance, Walden suggests researching professional organizations that may offer discounted professional liability coverage as a benefit to its student members. For example, The [Association of American Educators](http://www.aateachers.org/insurance.shtml) (<http://www.aateachers.org/insurance.shtml>) is a professional organization that offers liability insurance and other membership benefits that candidates may want to consider.

## Professional Dispositions

A professional disposition is not so much about what a candidate does, but about how he or she does it. For example, being adept with technology (or not adept with it) is not a professional disposition, but a skill (or lack thereof). On the other hand, a professional disposition involves a candidate's attitude toward tackling a new skill, such as learning and utilizing technology and being open to its benefits in managing school data.

The Riley College of Education and Leadership is committed to recommending only those candidates who display the professional dispositions expected of a quality educator, someone who can and will make a positive difference within the collaborative culture of an effective school. Therefore, assessment of candidate professional dispositions is one of the key assessments used by the college to determine a candidate's eligibility for institutional recommendation for licensure. (Additional information is available in the "[Transition Points](#)" section of this handbook.) The college licensure program has identified several professional dispositions that align with the program outcomes and with the standards expected of state and national organizations. (Details are available in the full version of the *Candidate Handbook*.) In addition, candidates are assessed on the unit dispositions.

## **Assessment of Professional Dispositions**

Walden University takes the responsibility of assessing candidates' professional dispositions very seriously and thus has established specific policies and procedures to ensure that candidates, faculty members, staff, and principal mentors understand and assess candidate professional dispositions accurately. Instructors, principal mentors, and field experience faculty members work with candidates up close, sometimes on a day-to-day basis. They see how well candidates manage pressure and interact with colleagues, staff, instructions, and school personnel in the field. Others see a candidate's online abilities and use of proper online etiquette. People notice, and will keep track of, whether or not a candidate is on time, has a positive attitude, is friendly and polite to the school secretary or janitor, is cordial to parents, maintains professionalism with Riley College of Education and Leadership staff members, and is supportive and helpful toward students and their families. Candidates' professional dispositions are evaluated during all field experiences. Their professional dispositions are formally assessed by field experience faculty members, university supervisors, and principal mentors.

## **Professional Disposition Concerns**

In addition, if there are any concerns about a candidate's professional dispositions at any time, any Walden instructor, faculty or staff member, or any principal mentor may file a *Professional Disposition Concern* form (available in the full version of the *Candidate Handbook*, which is available in the first course).

## **Policies for Professional Disposition Concerns**

If anyone selects a rating of "None" on a professional disposition assessment, this indicates the candidate "Needs Improvement" in this area. The evaluator must then complete a *Professional Disposition Concern* form.

At any time during the program, any instructor, principal mentor, or staff member who comes into contact with the candidate and feels the candidate needs improvement in one or more personal or professional traits should complete a *Professional Disposition Concern* form. In this way, Riley College of Education and Leadership faculty members and staff are able to help candidates improve as the course progresses. In our quest to develop effective school principals, addressing professional disposition concerns or offenses is an ongoing process. This lets candidates know we hold them accountable to the highest standards and support them in their steps to improve.

All professional disposition concerns must be resolved by a candidate in order to remain in the principal licensure program.

Any unresolved professional disposition concerns may lead to the postponement and/or cancellation of participation in the program.

Any candidate in the Riley College of Education and Leadership may be subject to further disciplinary sanctions (as defined by the *Walden University Student Handbook*), up to and including expulsion, if more than three *Professional Disposition Concern* forms are submitted in any academic year, regardless of whether or not the candidate has resolved the concerns.

## **Procedures for Resolving Professional Disposition Concerns**

The individual (for example, the course instructor, field experience faculty member, or principal mentor) with the concern completes a *Professional Disposition Concern* form.

The individual with the concern must arrange a telephone meeting with the candidate and e-mail, fax, or mail a copy of the form to the candidate so that he or she has it for the meeting.

If the candidate is able to address and resolve the concern appropriately, no further action is needed other than to submit the completed form to the college. The form will be placed in the candidate's file.

If the candidate is not able to address and resolve the concern to the satisfaction of the individual with the concern, the form must be immediately submitted to the appropriate program director of the Riley College of Education and Leadership and the director of the Office of Field Experience. The directors will then work with the candidate and the person with the concern to determine an appropriate resolution.

## **Proof of Immunization and TB Clearance**

Because each school site or district may vary in its requirements regarding proof of immunizations and tuberculosis (TB) clearance for those who are working with students at the site, it is important that candidates discuss this with their impending placement site. Some placement sites may require proof of recent TB clearance and immunization to specified diseases.