College Senate Resolutions

3-29-2004

Certificate of Advanced Study in Educational Administration Leading to School Building Leader Certification

The College at Brockport, College Senate

Faculty Senate
State University of New York
College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
(585) 395-2586 (Fax) 395-2246

TO: Dr. Paul Yu, College President

FROM: The Faculty Senate Meeting on: **March 29, 2004**

RE: I.   Formal Resolution *(Act of Determination)*

            II.   Recommendation *(Urging the Fitness of)*

       ⇨   III. Other, For Your Information *(Notice, Request, Report, etc.)*

SUBJ: *Certificate of Advanced Study in Educational Administration Leading to School Building Leader Certification*

Signed: _____   Date: 4 / 15 / 04
            (Dr. Kenneth O'Brien, 2002-2004 Faculty Senate President)

TO: The Faculty Senate

FROM: Dr. Paul Yu, College President

RE: I.   Decision and Action Taken on Formal Resolution (circle)

            a.   Accepted. Effective Date: ____/____/____

            b.   Deferred for discussion with the Faculty Senate on ____/____/____

            c.   Unacceptable for the reasons contained in the attached explanation

       ⇨   II, III. Response to Recommendation or Other/FYI

            a.   Received and acknowledged

            b.   Comment:

DISTRIBUTED TO: _____   O: Originator, Academic
                _____   dvisement, Registrar

Distribution Date: 4-5-04

Signed: _____   Date: 4-5-04
            (Dr. Paul Yu, President, SUNY College at Brockport)

DEADLINE FOR SUBMISSIONS: FEBRUARY 23 - Proposals received after 2/23 may not be reviewed until next semester.

Submit all proposals to the Faculty Senate President electronically or on a disk with a hard copy.
Please provide cover page information requested.
facprez@brockport.edu, fsenate@brockport.edu
Faculty Senate Office, 426 Allen Building

	NUMBER TO BE ASSIGNED BY SENATE OFFICE
ROUTING NUMBER*	**#62 03-04 GC**

1. PROPOSAL TITLE:
Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal.*

CERTIFICATE OF ADVANCED STUDY (CAS) IN EDUCATIONAL ADMINISTRATION
Leading to School Building Leader (SBL) Certification

2. BRIEF DESCRIPTION OF PROPOSAL:

Re-registration of program required by New York State Education Department as a result of the change in administrative certification requirements effective September 1, 2004. There are no changes to this program.

3. SUBMISSION & REVISION DATES: PLEASE DATE ALL UPDATED DOCUMENTS and resubmit to the Senate Office electronically prior to Senate review and vote at fsenate@brockport.edu.

First Submission	Updated on	Updated on	Updated on
3/17/04			

4. SUBMITTED BY: (contact person)

Name	Department	Phone	Email
Dr. Sandra L. Graczyk, Professor and Chair	Educational Administration	395-5802	SLGRACZYK@AOL. COM

5. COMMITTEES TO COPY: (Senate office use only)

Committee	Forwarded To	Date
__ Budget	Committee Chair	*3/17/04*
__ College Environment	Executive Committee	*3/29/04*
__ Enrollment Policies	Senate Floor	*4/5/04 - announcement*
__ General Education	College President	*4/2/04*
_x_ Graduate Curriculum		
__ Personnel Policies		
__ Student Policies		
__ Undergraduate Curriculum		

APPLICATION FOR APPROVAL OF A PROGRAM LEADING TO CERTIFICATION
AS A
SCHOOL BUILDING LEADER

I.   PROGRAM PROVIDER

Programs for the preparation of educational leaders shall be graduate programs offered by institutions of higher education, or by institutions of higher education collaborating with school districts or with educational or leadership associations.

The Department of Educational Administration at SUNY Brockport hereby submits this application for a Certificate of Advanced Studies (CAS) Program leading to the School Building Leader (SBL) certification.

The program is offered in two different formats: (1) cycle courses for cohort groups offered in a variety of locations throughout Central and Western New York and (2) open enrollment courses offered at the SUNY MetroCenter in downtown Rochester.

Cycle courses are organized in collaboration with district superintendents and school district superintendents in a specific BOCES service region. Based upon that collaboration, a location for the 36 credit hour program is established and flyers (enough for each faculty and professional staff member in each district) are distributed to the school superintendents in each of the component districts. The flyer explains the program and lays out the entire schedule of courses for each semester the cycle will run. The flyer also contains details about an informational meeting which is held to give prospective students further information about the program, to answer any questions, and to have each individual meet one-on-one with an advisor. Six credit hours of course work are offered each semester (spring, summer, fall), making it possible for individuals to complete the program in two years. Candidates in cycle courses generally remain together throughout the program and become a strong cohesive group, providing the added benefit of a life-long professional network. EDA 600 Foundations of Educational Leadership (which is the prerequisite course in the program and a 6-credit hour course) is offered on seven weekends (Friday evening from 4:30-8:00 pm and Saturday from 9:00 am-4:30 pm) distributed throughout the semester. Each semester thereafter, two 3-credit hour courses are offered, with each course taught on five Saturdays from 9:00 am-4:30 pm, for a total of 10 Saturdays distributed throughout the semester. EDA 885 Practicum in Educational Leadership, a requirement for all students in the program, is taught exclusively on the SUNY Brockport main campus.

Open enrollment courses are offered at SUNY Brockport's MetroCenter in downtown Rochester. Each semester (spring, summer, fall) all required EDA courses and two EDA electives are offered at SUNY Metro. EDA 885 Practicum in Educational Leadership, a requirement for all students in the program, is taught exclusively on the SUNY Brockport main campus. EDA 600 Foundations of Educational Leadership (which is the prerequisite course in the program and a 6-credit hour course) is offered on seven weekends (Friday evening from 4:30-8:00 pm and Saturday from 9:00

am-4:30 pm) distributed throughout the semester. The majority of the other courses are offered on Saturdays, 9:00 am-4:30 pm, for five Saturdays distributed throughout the semester. Occasionally, a course will be offered on a weekday evening, 5:00-9:00 pm, for a total of 10 weekday evenings distributed throughout the semester. According to results of student surveys, the weekend/Saturday format is preferred by 90% of our students. During the 2004 spring semester, the following cycles and open enrollment courses are being offered:

CYCLES
Cattaraugus-Allegany BOCES at Cuba Rushford
　　　Central School District

	Enrollment
EDA 678 Models of Effective Supervision	19
EDA 694 Resource Management	18

Special Education Leadership Cycle (SUNY MetroCenter)

EDA 653 Site Management	21
EDA 885 Practicum in Educational Leadership (on campus)	19

OPEN ENROLLMENT
Required courses:

EDA 600 Foundations of Educational Leadership	21
EDA 653 Site Management	24
EDA 678 Models of Effective Supervision	8
EDA 694 Resource Management	24
EDA 830 Program Management and Instructional Leadership	18
EDA 871 Legal Basis of Education	7
EDA 885 Practicum in Educational Leadership (on campus)(two sections)	24
EDA 888 Administrative Internship (three sections)	29

Electives:

EDA 610 Technology Initiatives (on campus)	15
EDA 718 High School Principalship	15
EDA 724 Assessment and Accountability for Today's Schools	11

II.　　CONCEPTUAL FRAMEWORK

Programs shall demonstrate a commitment to:
(a) preparing candidates to be educational leaders who understand child and adolescent development and learning and who focus on student achievement, including meeting state learning standards;
(b) Recruiting candidates from groups hisorically underrepresented in educational leadership; and
(c) Preparing candidates to be educational leaders who demonstrate the following nine essential characteristics of effective leaders:

(1) Leaders know and understand what it means and what it takes to be a leader;
(2) Leaders have a vision for school that they constantly share and promote;
(3) Leaders communicate clearly and effectively;
(4) Leaders collaborate and cooperate with others;
(5) Leaders persevere and take the long view;
(6) Leaders support, develop and nurture staff;
(7) Leaders hold themselves and others responsible and accountable;
(8) Leaders never stop learning and honing their skills; and
(9) Leaders have the courage to take informed risks.

There are three essential ingredients in a successful educational leadership training program including:

<u>Knowledge</u> – Knowledge has been thoroughly outlined in NCATE, ELCC, and SED documents. This knowledge has been incorporated into our course syllabi.

<u>Skills</u> – Educational leaders must have the skills to apply this knowledge in practical, real-life settings. Numerous opportunities for real-life applications are provided throughout the program.

<u>Motivation</u> – Educational leaders must make a commitment to applying this wide array of knowledge to a variety of conditions and challenges in schools.

The Department recognizes the diverse backgrounds of its candidates and focuses on extending this candidate knowledge and skill base through formal and informal pre-assessment, required and optional reading, written assignments, practical applications, group and individual presentations, and self-analysis. Adult learners are respected for their experience and are expected to engage in dialogues sharing those experiences. Teamwork, team leadership and collaborative problem-solving occur in all of the courses.

Aspiring administrators enter the CAS Program in Educational Administration with a wide variety of personal and professional experiences from urban, suburban, and rural areas. They are adult learners whose unique backgrounds must be molded into equally idiosyncratic leadership roles. Aspiring administrators are offered several leadership models drawn from a variety of disciplines and are required to reflect upon all elements of these models as they progress toward selecting those components that best fit their own personal styles.

Although a common core of outcomes is required as defined in syllabi objectives, instructors are given latitude in achieving these objectives. It is recognized that cultural mores, community needs, and history will each have an effect on the role an educational leader must play.

Aspiring administrators must recognize the historical context of administrative roles while anticipating that the current role may well change during their tenure. The need for continued study is self-evident. Candidates must demonstrate flexibility while continually assessing community/client needs and keeping abreast of current research, trends, and technologies.

Finally, it is believed that all candidates must demonstrate an ability to work collaboratively with all constituents, gather and evaluate evidence, solve problems, make decisions, anticipate needs, and allocate resources to achieve both short- and long-term goals.

Three primary efforts are directed at recruiting underrepresented candidates specifically in the city of Rochester. A majority of open enrollment courses are offered at SUNY Brockport's MetroCenter in downtown Rochester where extensive advertising occurs. The department participates in the annual career day sponsored by the institution held in downtown Rochester, and a leadership cycle focusing on Special Education was recently initiated and is being offered at the MetroCenter.

III. EXTERNAL RELATIONSHIPS

Programs shall establish and maintain formal external relationships with distinguished practitioners and scholars in the field of education and in other fields, such as business or the professions, for the purposes of program development, leadership preparation, program evaluation, and program improvement.

The Department of Educational Administration at SUNY Brockport maintains the following external relationships.

- Meetings with district and school district superintendents occur periodically to determine if it is feasible to establish a cycle in that off-campus location. At these meetings, it is determined if there is a need for a cycle in that geographic area, what the specific needs are, securing cooperation for meeting space, establishing a schedule of classes, and making arrangements for distribution of information.
- Annual meetings are held with all adjuncts to discuss current issues, review course syllabi, review any program and/or policy changes that may have taken place or are being considered, and to give the faculty an opportunity to interact on a group basis. (See Appendix A for agendas.)
- The Department has a formal articulation agreement with the Department of Educational Administration of the Margaret Warner Graduate School at the University of Rochester to help Brockport students enter and complete an Ed.D. in educational administration from that institution.

IV. OTHER REQUIREMENTS

(a) *Programs shall ensure that candidates complete two clock hours of coursework or training in school violence prevention and intervention, in accordance with section 3004 of the Education Law. Such course work or training shall include but not be limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.*

(b) *Programs shall ensure that candidates complete two clock hours of coursework training regarding the identification and reporting of suspected child abuse of maltreatment, in accordance with the requirements of sections 3003 and 3004 of the Education Law.*

The two hour coursework component for the training in school violence prevention and intervention is housed in EDA 653 Site Management. Additional instructional time is built into that course during which the training is provided to all students. The curriculum used for that training is "Setting the Stage for Safer Schools: A Two-Hour Violence Prevention Training for Persons Seeking Certification in New York State" which was developed jointly by the New York State Center for School Safety (NYSCSS) and the NYSCSS Satellite Office at the Sullivan County BOCES. Those students in attendance at that session must sign an official roster with their name

and social security number. Upon completion of the session, the roster is returned to the Department of Educational Administration. The list of students is then transmitted to the Certification and Licensure Office at SUNY Brockport. Each of those students has an official notation made to their SUNY Brockport graduate transcript, which verifies they have completed the two-hour training component.

The two hour coursework component for the training in the identification and reporting of suspected child abuse or maltreatment is housed in EDA 653 Site Management. Additional instructional time is built into that course during which the training is provided to all students. The curriculum used for that training is the New York State Syllabus provided by the State Education Department entitled "The Identification and Reporting of Child Abuse and Maltreatment." Those students in attendance at that session must sign an official roster with their name and social security number. Upon completion of the session, the roster is returned to the Department of Educational Administration. The list of students is then transmitted to the Certification and Licensure Office at SUNY Brockport. Each of those students has an official notation made to their SUNY Brockport graduate transcript, which verifies they have completed the two-hour training component.

V.   ADMISSIONS REQUIREMENTS

(a) Programs shall require candidates to hold a baccalaureate from an accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees;
(b) Programs shall require candidates to possess a permanent or professional certificate in the classroom teaching service or pupil personnel service, or to demonstrate the potential for instructional leadership based on prior experiences that are evaluated using criteria established by the program and uniformly applied; and
(c) Programs shall require candidates to demonstrate the potential to become education leaders possessing the nine essential characteristics of effective leaders as a result of their prior experiences, including experiences as a teacher, administrator, or pupil personnel service provider.

Admissions requirements for the CAS degree in Educational Administration are as follows:

1.   An earned master's degree;

2.   A letter on school district stationery from a principal, an assistant superintendent, or a superintendent confirming that:

- the student has completed at least one (1) year of satisfactory teaching or pupil personnel services experience. This is defined as a full-time probationary position or long-term subbing; per diem subbing does not qualify;
- the student is an outstanding teacher or pupil personnel services worker;
- the student has excellent oral and written communication skills;
- the student has leadership potential;
- the district will provide the student with opportunities for increased responsibilities in leadership roles (e.g., chairing a committee, planning activities or events, making formal oral presentations);

3. A letter on school district stationery from a building principal, an assistant superintendent, or a superintendent stating that he/she agrees to act as the student's mentor.

VI. PROJECTED ENROLLMENT FOR FALL 2004

Because of the mixture of 3-credit and 6-credit hour courses, enrollment is monitored both in terms of 3-credit hour units and student FTEs. Estimated fall 2004 enrollment is 370 3-credit hour students or 101 student FTEs.

Under current regulations, virtually every candidate meets and applies for both the SAS and SDA certificates. Under the new regulations, it is anticipated that a substantial number of candidates will again seek to meet requirements for both the SBL and SDL. Because of the overlap in competency mastery between the two programs under the current regulations, it is impossible to distinguish which candidates are pursuing which program. The 101 student FTEs is a combination of the two programs (SBL and SDL).

VII. FIVE YEAR PROJECTED ENROLLMENT

We currently estimate that enrollment will remain stable for the near future, i.e., roughly 360 to 380 3-credit hour students or 101 student FTEs.

VIII. CREDIT FOR PRIOR LEARNING

Programs may grant graduate credit for prior learning, as determined through assessment, and develop individual plans of study to assist candidates in acquiring all prescribed knowledge and skills. Programs shall state on a candidate's academic record all graduate credit that the program has granted for prior learning determined to be equivalent to a content requirement for the program.

The Department of Educational Administration does not grant credit for prior learning.

IX. CONTENT REQUIREMENTS - MATRIX

The matrix is a brief, visual illustration of the relationship between Regents content requirements and objectives in required Brockport EDA courses in the School Building Leader program. The left hand column lists Regents content requirements; required Brockport SBL courses are listed across the top of the matrix.

Columns include the objectives for each course that specifically meet content requirements. For example, the first cell in the column EDA 600 lists objective A-1. This is in the AVision≅ row, i.e., objective A-1 from EDA 600 addresses Vision issues.

Each row lists all the objectives from all required courses that address the Vision issue.

Only required courses that all students take are included in this matrix.

All objectives referenced in this matrix are presented in the narrative portion of Content Requirements Section (X).

SCHOOL BUILDING LEADERSHIP

COURSE

	EDA 600	EDA 653	EDA 678	EDA 694	EDA 830	EDA 871	EDA 885/888
Requirement							
(a) Vision	A-1	B, D	A, E		A		
(b) Goals	C-2,5	E			B, E		C-1
(c) Communication	C-1,5	H, N			F		A-1,2,4,9
(d)							
1. Curriculum	C-2				A, B, E		C-1
2. Technology					H		F-9, N-1,2,3,4
3. Classroom		P	A, B				C-1
4. Assessment	A-5	I	F		C,D,E,G		C-2
5. Student Support		F,K,L				I	M-1,2,3
6. Professional Support			E,I,J				
7. Succession	A-6, C-6				H		G-3,4
8. Community Relations		H,N,R			F		
9. Facilities		Q					E-1,2,3, I

	EDA 600	EDA 653	EDA 678	EDA 694	EDA 830	*EDA 871*	***B. EDA 885/888***
10. Collegial Relations	A-4,C-3	I					G-1,2
11. Board Relations	A-1,2,3	C,D		B		E	A-1,8,12
	EDA 600	**EDA 653**	**EDA 678**	**EDA 694**	**EDA 830**	*EDA 871*	***B. EDA 885/888***
12. Human Relations	B-1,2,3,4	O					H-1,2,3
13. Leadership	C-4			K	H		A-11, G-1
(e) Ethical Change	A-6, C-5					C	
(f) Accountability	A-5	E,F,I,J	A,B,C				
(g) Ethical Modeling	A-6, C-5					C	
(h) Supervision		M	B,C,E,J,K				K-1,2
(i) Safe Environment		F,S,T				I	D-3, E-2, L-1
(j) Budget		C		A,B,C,D,E,F,G,L,M			F-1,2,3,4,5,6,7,8,9
(k) Regulations						A,B,C,G,H,I	D-1,2,3,4, E-3, H-1
(l) Personal Plan	D	V	L	N	I	L	G-5, O-1,2

X.   CONTENT REQUIREMENTS - NARRATIVE

Content requirements specified in the document, "New Requirements for Educational Leadership Programs, 8NYCRR 52.21(c)" are presented in *bold italics.* A brief statement of how these requirements are being met includes a course number, course title, course description and rationale listed in the course syllabi[1] that specifically address the issue(s)[2] referenced.

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[1] Course description and rationale in the NCATE format are included in Appendix C.

[2] Content requirements listed in the New Requirements often require multiple performances by administrative leadership candidates and course objectives may cover several areas.

(a) Develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State leaning standards;

Public schools in New York State have been required to submit five-year plans including vision and mission statements. In addition, the federal government has recently enacted legislation entitled No Child Left Behind (NCLB) that further prescribes the mission of public schools. Educational administration candidates are required to review school plans to meet these requirements and to compare and contrast how buildings are meeting them. Candidates are required to monitor School Building Management teams to determine how the team agendas are addressing both federal and state mandates.

EDA 600 Foundations of Educational Leadership

> A-1.   Diagnose the culture of a school and the relationships of leadership to organizational health, to include characteristics of functional and dysfunctional organizations.

EDA 653 Site Management

> B.   Identify elements of the district mission/vision statements that have specific reference to the unit being managed.

> D.   Work with the School Based Management Team to operationalize board and union policies within the context of district mission and vision statements.

EDA 678 Models of Effective Supervision

> A.   Describe and analyze teaching-learning activities climate in the classroom.

> E.   Develop cooperatively a program for evaluating staff performance based on individual needs and organizational goals which recognize present levels of performance of both probationary and tenured staff.

EDA 830 Program Management and Instructional Leadership

> A.   Create and implement an instructional planning model.

(b) Collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning.

A variety of activities focusing on goals and objectives as they relate to New York State Learning Standards and building vision and mission statements are included in the program. Candidates are also required to monitor Site Based Management Teams to determine how decisions are made,

input is solicited, and how alternative perspectives are incorporated into those decisions. Various practices across buildings are compared and contrasted to ensure a full understanding of the various approaches taken by different buildings.

EDA 600 Foundations of Educational Leadership

C-2. Write educational goals and objectives in performance terms.

C-5. Develop a system for decision-making that assures maximum input and consideration of all variable options.

EDA 653 Site Management

E. Clearly define and articulate unit goals.

EDA 830 Program Management and Instructional Leadership

B. Understand how the New York State Learning Standards and graduation requirements impact the curriculum and the teaching-learning process.

E. Analyze school data and apply results to improve school curriculum and the teaching-learning process.

EDA 885 Practicum/EDA 888 Internship

C-1. Develop or appraise a selected curriculum content area.

(c) Communicate and work effectively with parents, staff, students, community leaders and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement.

Candidates for instructional leadership are required to enter the program with excellent oral and written communication skills.[3]   In their coursework they are taught skills and provided practice in establishing collaborative teams comprised of parents, staff, students, community leaders and other community members from diverse backgrounds. Through coursework, practice, simulations, and Practicum/Internship competencies, they refine their communication skills.

EDA 600 Foundations of Educational Leadership

C-1. Communicate effectively both verbally and in writing.

C-5. Develop a system for decision-making that assures maximum input and consideration of all variable options.

EDA 653 Site Management

H. Know appropriate human relations skills to effectively deal with diversity and cultural differences.

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[3] See Section V - Admissions Requirements

N.	Create a positive view of the school and the district through an effective public relations program.

EDA 830 Program Management and Instructional Management.

F.	Interpret and explain school data to various publics: parents, board members, community members, and the media.

EDA 885 Practicum/EDA 888 Internship

A-1.	Make at least one formal oral presentation to the board of education (preferred) or a community group.

A-2.	Plan and conduct a parent/community information meeting (presentation or event).

A-4.	Write or edit a newsletter for parents or the community.

A-9.	Develop a communications plan that can be put into place by an entry-level school administrator. The plan must (a) clearly identify the target audience; (b) focus on keeping the target audience well informed/advised; (c) focus on seeking information/input from the target audience; and (d) encompass one full academic year.

(d) Lead comprehensive, long range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions and validate improvements with regard to all aspects of the school, including but not limited to:

NOTE – THREE CATEGORIES (Board Relations, Human Relations, and Leadership) have been added to the categories originally requested by the Content Requirements in 52.21. Those three categories are 11, 12, and 13 below.

(1) Curriculum development;

As instructional leaders at the building level, administrators must be aware of the relationship between federal, state, and district level goals and the various instructional alternatives available to achieve those goals. Curriculum mapping, curricular guidelines, textbook analysis, and researched program innovations are required components in this area.

EDA 600 Foundations of Educational Leadership

C-2.	Write educational goals and objectives in performance terms.

EDA 830 Program Management and Instructional Leadership

Create and implement an instructional planning model.

Understand how the New York State Learning Standards and graduation requirements impact the curriculum and the teaching-learning process.

E.	Analyze school data and apply the results to improve school curriculum and the teaching-learning process.

EDA 885 Practicum/EDA 888 Internship

C-1.	Develop or appraise a selected curriculum area.

(2) Instructional strategies and the integration of technology;

Instructional leaders are expected to enter the program computer-literate, being able to use computers in teaching, to communicate via e-mail, and to access the Internet. These capabilities are required because much of the communication between candidates and individual faculty occurs electronically.

EDA 830 Program Management and Instructional Leadership

H.   Know the role effective leadership plays in instructional change and improvement.

EDA 885 Practicum/EDA 888 Internship

F-9.   During your interview with the school business manager, identify how technology has changed the business function during the past four years. What additional changes are anticipated during the next five years? Focus on district funding priorities and evidence being collected to analyze cost-effect alternatives.

N-1.   Produce a Power Point presentation.

N-2.   Create and conduct a staff development opportunity of your choice that uses current technology as the delivery model.

N-3.   Investigate how to develop a web site for the setting in which you plan to be an administrator.

N-4.   Review at least three articles on the future use of technology and discuss implications with the technology director in your district. Focus on factors that are taken into account as decisions about the future development of technology are being made (e.g., budgeting considerations, staff development, research evidence, etc.). Prepare a summary of your findings and a reaction from your technology director.

(3) Classroom organization and practices;

Instructional leaders are expected to understand and advocate the most recent behavioral management and instructional techniques. These include: inclusion, differentiated instruction, standards, and NCLB.

EDA 653 Site Management

P.   Know techniques of building a master schedule and how to use it as a management tool.

EDA 678 Models of Effective Supervision

A.   Describe and analyze teaching-learning activities climate in the classroom.

B.   Use classroom observations to identify those aspects of the teacher's presentation in need of improvement and to suggest follow-up procedures.

EDA 885 Practicum/EDA 888 Internship

C-1.   Develop or appraise a selected curriculum content area.

(4) Assessment;

Student assessment and formative and summative program assessment strategies are addressed throughout the program. Teacher and organizational effectiveness are also included in this area.

EDA 600 Foundations of Educational Leadership

   A-5.   Compare alternative ways of assessing organizational effectiveness.

EDA 653 Site Management

   I.   Monitor programs based on stated goals both summatively and formatively.

EDA 678 Models of Effective Supervision

   F.   Know methods of data gathering and script taking.

EDA 830 Program Management and Instructional Leadership

   C.   Use assessment as a tool for the improvement of instruction.
   D.   Know the various types of instructional results data.

   E.   Analyze school data and apply the results to improve school curriculum and the teaching-learning process.

   G.   Know how to construct, interpret, and use data from the New York State School Report Card.

EDA 885 Practicum/EDA 888 Internship

   C-2.   Determine how student assessment data are currently being used to raise standards and improve student achievement. Make recommendations for improvement.

(5) Student support services, including the provision of services to students with disabilities (and students who are English language learners);

Instructional leaders enter the program with a sound understanding of the delivery of instruction in the classroom. However, leadership required for long-range planning focusing on curriculum development that targets raising standards, improving student achievement, and reducing the gap between the highest and lowest achieving students is a professional leadership skill that must be cultivated.

EDA 653 Site Management

   F.   Review staff and student placement alternatives designed to achieve desired goals.

   K.   Understand special education terms and issues.

   L.   Effectively utilize student personnel services available to the unit.

EDA 871 Legal Basis of Education

    I.   Identify/review legal issues related to students and public schools for each of the following: compulsory attendance, discipline, immunization, home instruction, search and seizure, freedom of expression, and sexual harassment.

EDA 885 Practicum/EDA 888 Internship

M-1.   Complete a task in the food service area (e.g., developing new techniques to promote sales and to market the school lunch and/or breakfast program; implementing a school breakfast program).

    M-2.   Interview the director of transportation to identify transportation issues and concerns.

    M-3.   Examine the district's athletic academic eligibility policy and determine its present effectiveness.

(6) Professional support and development;

The effective implementation of policies (developed at the local, state, or national level) requires a thorough understanding of both individual and organizational change processes. Advocate support, incentives, and training opportunities are essential to this process.

EDA 678 Models of Effective Supervision

    E.   Develop cooperatively a program for evaluating staff performance based on individual needs and organizational goals which recognize present levels of performance of both probationary and tenured staff.

    I.   Use appropriate building and system resources to provide yearly and continuing help to inexperienced staff members to reach satisfactory performance levels.

    J.   Conduct individual conferences with staff using constructive criticism and recommendations for improvement.

(7) Succession planning;

Comprehensive planning skills are an essential ingredient of educational leadership. A major component of the comprehensive whole is that of succession planning. The Department teaches instructional leaders how best to project staffing needs based on student enrollment trend data, teacher and administrator career changes and retirements. It is essential that candidates understand the legal parameters associated with succession planning.

EDA 600 Foundations of Educational Leadership

A-6.   Explain trends in changing role relationships in relation to site autonomy, empowerment, and professionalism.

C-6.   Synthesize leadership training skills and knowledge of organizational dynamics in planning for change.

EDA 830 Program Management and Instructional Leadership

H.   Know the role that effective leadership plays in instructional change and improvement.

EDA 885 Practicum/EDA 888 Internship

G-3.   Develop a written plan for an instructional change, including identification of required leadership roles, time lines, and resources needed for implementation.

G-4.   Analyze, in writing, a change in progress; address the following linkages: vision, skills, incentives, resources, and action plan.

(8) Student, family, and community relations;

Gaining community support for educational practices is an essential role for instructional leaders. Interacting with the community to utilize all community resources to support educational efforts is a second critical dimension of this leadership role.

EDA 653 Site Management

H.   Know appropriate human relations skills to effectively deal with diversity and cultural differences.

N.   Create a positive view of the school and the district through an effective public relations program.

R.   Identify community resources available to assist stakeholders within the school.

EDA 830 Program Management and Instructional Leadership

F.   Interpret and explain school data to various publics: parents, board members, community members and the media.

(9) Facilities development;

Instructional leaders need to understand that the use, maintenance, and development of facilities involves a multi-faceted approach. Through various courses, candidates learn about the nature of

different age groups (elementary, middle, and high) which affect facilities planning. Candidates also learn about legal requirements for special education populations, many of which address physical access for the handicapped.

EDA 653 Site Management

Q.   Know techniques for managing the unit's facilities.

EDA 885 Practicum/EDA 888 Internship

E-1.   Tour a school building in operation, assess its strengths and weaknesses in supporting school programs, and report findings to the site administrator.

E-2.   Complete a written review of a building to determine if there are any conditions that would expose the district to a negligence claim, with written recommendations to eliminate or reduce the risk of the district's liability.

E-3.   Complete a written review of a building to determine if it is in compliance with the Americans with Disabilities Act or Section 504 of the Rehabilitation Act.

I.   Participate actively in the development of a building level master schedule from initiation through completion.

(10) Planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school's students;

To help prepare future teachers, school administrators need to start a dialog and establish a relationship with institutions of higher education. Through this collaboration, K-12 schools can learn the expectations colleges have for incoming freshmen and can adjust their curriculum accordingly. The school districts can also learn of strategies to encourage a teaching career among their students.

EDA 600 Foundations of Educational Leadership

A-4.   Understand fundamental conflict resolution strategies.

C-3.   Listen intently and respond intelligently to presentation of others.

EDA 653 Site Management

I.   Monitor programs based on stated goals both summative and formative.

EDA 885 Practicum/EDA 888 Internship

G-1.   Observe a group over a period of several meetings. Analyze all group interactions, productivity, and process into a written summative report making suggestions for possible interventions or following the development of the transformation of the team. Discuss your findings with the group or the group leader.

G-2. Lead a group to task completion or consensus using an array of strategies and structures in the problem solving process. Have the group critique in writing your effectiveness.

(11) Establish and maintain an effective relationship with the board of education;

Educational leaders are taught the role and responsibilities of a board of education. However, future building-level administrators must have the skills to interface with the board in efficient and effective ways: ability to assess functional and dysfunctional systems, good human relations skills, conflict resolution techniques, communication skills, and ethical behavior.

EDA 600 Foundations of Educational Leadership

A-1. Diagnose the culture of a school and the relationship of leadership to organizational health, to include characteristics of functional and dysfunctional organizations.

A-2. Identify the components of a social system of the school and the role relationships within the district.

A-3. Compare and contrast organizational/personal goals and conflicts arising from differences.

EDA 653 Site Management

C. Identify board policies and union contracts that have direct impact on the unit being managed.

D. Work with the school board management team to operationalize board and union policies within the context of district mission and vision statements.

EDA 694 Resource Management

B. Recognize the importance of the budget calendar, legal restrictions, business office and administrative personnel and community support in the budget building process.

EDA 871 Legal Basis of Education

E. Understand the role and function of the board of education.

EDA 885 Practicum/EDA 888 Internship

A-1. Make at least one formal oral presentation to the board of education (preferred) or a community group.

A-8. Write a memo through appropriate channels to the board of education from self or on behalf of others.

A-12. Following attendance at school board meetings, identify an issue involving community support. Interview the appropriate administrator to determine how the issue is being dealt with and what the expected consequences of this action will be. In a brief paper, describe your reactions to this approach.

(12) Human Relations;

A critical part of administration is people management. Successful educational leaders have skills in active listening, consensus decision-making, collaboration, and conflict resolution. They set the model as a supportive member of the organization and provide positive reinforcement whenever possible.

EDA 600 Foundations of Educational Leadership

B-1. Identify leadership styles and their implications for specific context.

B-2. Function as a supportive member of a group.

B-3. Apply consensus building strategies and tactics to specific problems.

B-4. Apply techniques of conflict resolution.

EDA 653: Site Management

O. Know appropriate human relations skills to effectively manage support staff.

EDA 885 Practicum/EDA 888 Internship

H-1. Discuss with central office administrator the development of policies in the district and their relationship to administrative regulations.

H-2. Access the organization chart for the district and evaluate its relevance to daily operations.

H-3. Attend three regular meetings of the board of education: one in a rural school district, one in a suburban school district, and one in an urban school district.

(13) Leadership;

Educational leadership is an elusive concept. Although numerous attempts to apply industrial/commercial models have been explored, the professional/union dichotomy prevailing in education presents an interesting challenge.

EDA 600 Foundations of Educational Leadership

C-4. Interpret research findings and the implications of major movements in the field of management as they apply to school leadership.

EDA 694 Resource Management

    K.   Demonstrate the appropriate methods to respond to an employee grievance at Level I or Level II.

EDA 830 Program Management and Instructional Leadership

    H.   Know the role effective leadership plays in instructional change and improvement.

EDA 885 Practicum/EDA 888 Internship

    A-11. Spend at least one full day shadowing an administrator in each of two different settings that are culturally different from your own (e.g. urban, suburban, rural; elementary, middle, high school; self contained, inclusion, etc.). Prepare in writing a description that compares/contrasts each of the two different settings.

    G-1:   Observe a group over a period of several meetings. Analyze all group interactions, productivity, and processes into a written summative report making suggestions for possible interventions or following the development of the transformation of the team. Discuss your findings with the groups or the group leader.

(e) Effect a needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition.

Perspectives about ethical and/or moral leadership behavior are integral components of the candidates core courses and field experiences. They are also taught that how they conduct themselves in public school leadership positions is critical to successful school administration. Students understand that there is no substitute for ethical and moral leadership.

EDA 600 Foundations of Educational Leadership

    A-6.   Explain trends in changing role relationships in relation to site autonomy, empowerment, and professionalism.

    C-5.   Develop a system for decision-making that assures maximum input and consideration of all viable options.

<div align="center">EDA 871 Legal Basis of Education</div>

    C. Identify examples of ethical and unethical behavior as such behavior relates to an educational administrator's personal power and legal authority.

(f) Establish accountability systems for achieving educational goals and objectives;

Instructional leaders are taught that accountability starts with establishing goals and objectives to affect a desired change. To ensure that the building is progressing toward the intended outcome, goals must be monitored in both summative and formative fashions. Candidates learn that this means evaluating many subsystems within the building.

EDA 600 Foundations of Educational Leadership

A-5.   Compare alternative ways of assessing organizational effectiveness.

EDA 653 Site Management

E.   Clearly define and articulate unit goals.

F.   Review staff and student placement alternatives designed to achieve desired goals.

I .   Monitor programs based on stated goals both summative and formative.

J.   Understand several models of student disciplinary approaches. Comprehend the need for a clear structure to promote decision-making by students.

EDA 678 Models of Effective Supervision

Describe and analyze teaching-learning activities climate in the classroom.

Use classroom observations to identify those aspects of the teacher's presentation in need of improvement and to suggest follow-up procedures.

C.   Distinguish between skill deficiencies and performance deficiencies.

(g) Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;

Modeling ethical behavior requires communication with staff about the dimensions of decisions, implications, impact, and political responses to those decisions.

EDA 600 Foundations of Educational Leadership

A-6.   Explain trends in changing role relationships in relation to site autonomy, empowerment, and professionalism.

C-5.   Develop a system for decision-making that assures maximum input and consideration of all viable options.

EDA 871 Legal Basis of Education

Identify examples of ethical and unethical behavior as such behavior relates to an educational administrator's personal power and legal authority.

(h) Develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development;

Candidates are expected to demonstrate school building and management skills. An essential requirement is the ability to plan for and implement student support services. This includes students with disabilities as well as English Language learners. New York State standards and the assessment system require that all students receive Academic Intervention Services (AIS).

EDA 653 Site Management

M.   Identify methods of staff development to create a continuous progress model for schools and districts.

EDA 678 Models of Effective Supervision

B.   Use classroom observation to identify those aspects of the teacher's presentation in need of improvement and to suggest follow-up procedures.

C.   Distinguish between skill deficiencies and performance deficiencies.

E.   Develop cooperatively a program for evaluating staff performance based on individual needs and organizational goals, which recognize present levels of performance of both probationary and tenured staff.

J.   Conduct individual conferences with staff using constructive criticism and recommendations for improvement.

K.   Identify the theoretical foundations of current supervision models.

EDA 885 Practicum/EDA 888 Internship

K-1.   Evaluate in writing three sets of instructional plans with consideration given to the relevancy of the topic, mode of instruction, and use of resources.

K-2.   Observe a minimum of 6 classes and 6 teachers (4 from content areas other than your own) using accepted data collection, conference procedures, and written review. Submit your written notes and the written reviews as documentation.

(i) Create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;

Effective schools research has consistently found that a safe and orderly environment is a major concern of many educators and parents. Instructional leaders need to be aware of the conditions that will promote this environment.

EDA 653 Site Management

F.   Review staff and student placement alternatives designed to achieve desired goals.

S.   Undergo SAVE training.

T.   Undergo training for the Identification and Reporting of Child Abuse and Maltreatment.

EDA 871 Legal Basis of Education

I.   Identify/review legal issues related to students and public schools for each of the following: compulsory attendance, discipline, immunization, home instruction, search and seizure, and freedom of expression, and sexual harassment.

EDA 885 Practicum/EDA 888 Internship

D-3.   Develop an annotated flow chart depicting the sequence of events that are required to be in place from a student behavioral incident to closure or of a superintendent's disciplinary hearing.

E-2.   Complete a written review of a building to determine if there are any conditions that would expose the district to a negligence claim, with written recommendations to eliminate or reduce the risk of the district's liability.

L-1.   Collect data and analyze a student problem or issue and make recommendations for resolution.

(j) Establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives

Instructional leaders learn how to read a budget, as well as develop and manage one. However, they also learn that various constituencies within the building can impact budget development and management: the board of education, the unions, and legal restrictions. Candidates also have the opportunity to learn how to secure external funding to augment the building budget, as well as the impact of technology on the business side of the house.

EDA 653 Site Management

C.   Identify board policies and union contracts that have direct impact on the unit being managed.

EDA 694 Resource Management

A.   Know the various approaches to developing a budget.

B.   Recognize the importance of the budget calendar, legal restrictions, business office and administrative personnel and community support in the budget building process.

C.   Know how to read a budget document.

D.   Know how to manage a budget, including legal restrictions.

E.   Identify the major sources of income for school districts, including fund balance.

F.   Understand and deal with fiscal problems concerning student clubs and student activities.

G.   Know techniques for funding special projects (e.g., curriculum innovations, staff development, themed propositions).

L.   Know the mechanics of negotiations.

M.   Provide examples to demonstrate an understanding of the importance of enforcing labor agreements with consistency and in accordance with contract provisions.

EDA 885 Practicum/EDA 888 Internship

F-1.   Prepare all or part of the budget for a department or building.

F-2.   Discuss the management of the budget developed in F1 with the principal and the business administrator.

F-3.   Prepare one purchase requisition and trace its progress from initiation through to product receipt, product inventory, and invoice payment.

F-4.   Write specifications for a bid on a specific budget item.

F-5.   Prepare a written document justifying a reduction or an addition to a budget.

F-6.   Discuss with the business administrator appropriate procedures for extraclassroom activity funds.

F-7.   Review a grant proposal.

F-8.   Interview the school business manager to identify the budget development process used in your school district. Focus specifically on locus of decision-making, staff/community involvement, and relationship to the school mission statement.

Compare the process with standard models presented in EDA 694: Resource Management and provide your recommendations.

F-9. During your interview with the school business manager, identify how technology has changed the business function during the past five years. What additional changes are anticipated during the next five years? Focus on district funding priorities and evidence being collected to analyze cost-effective alternatives.

(k) Apply statutes and regulations as required by law, and implement school policies in accordance with law.

School building leaders are provided with the basic set of rules and regulations governing administration at the building level. Although candidates are cautioned that after completing the law course (EDA 871 Legal Basis of Education) they are not qualified lawyers, they will have a sense of legal authority. They are given rudimentary knowledge of their responsibilities and advised to contact their district's legal representative in any question of serious consequences.

EDA 871 Legal Basis of Education

A. Understand and explain the importance of legal considerations in problem solving and decision making in school administration.

B. Provide examples of the evolutionary aspect of school law.

C. Identify examples of ethical and unethical behavior as such behavior relates to an educational administrator's personal power and legal authority.

G. Identify avenues of legal protection for administrators in the course of their duties.
H. Define the legal relationship that exists between public schools and religion.

I. Identify/review legal issues related to students and public schools for each of the following compulsory attendance, discipline, immunization, home instruction, search and seizure, and freedom of expression and sexual harassment.

EDA 885 Practicum/EDA 888 Internship

D-1. Investigate a student disciplinary referral, make a written finding, and if warranted make a recommendation to the principal regarding appropriate actions for the referred student.

D-2. Attend a manifest determination hearing or interview the administrator who would chair the meeting. Submit the following as documentation: copy of superintendent's letter announcing the hearing and manifest determination, a list of the charges, a copy of the superintendent's letter stating outcomes, and a written student reflection of the process.

D-3. Develop an annotated flow chart depicting the sequence of events that are required to be in place from a student behavioral incident to closure of a superintendent's disciplinary hearing.

D-4. Assess the current school district procedure for managing the home schooling process, with particular attention to the degree to which the school district is in compliance.

E-3. Complete a written review of a building to determine if it is in compliance with the Americans With Disabilities Act or Section 504 of the Rehabilitation Act.

H-1. Discuss with a central office administrator the development of policies in the district and their relationship to administrative regulations.

(l) Maintain a personal plan for self-improvement and continuous learning.

A professional development growth plan is initiated in the prerequisite course (EDA 600 Foundations of Educational Leadership) and is continually being modified during each successive EDA required course.

EDA 600 Foundations of Educational Leadership

D. Identify areas of personal expertise and needed development, by developing a personal/professional growth plan. This growth plan will begin in EDA 600 and be modified during each successive EDA required course.

EDA 653 Site Management

V. Modify the personal/professional growth plan by identifying areas of personal expertise and needed development within the scope of this course.

EDA 678 Models of Effective Supervision

L. Modify the personal/professional growth plan by identifying areas of personal expertise and needed development within the scope of this course.

EDA 694 Resource Management

N. Modify the personal/professional growth plan by identifying areas of personal expertise and needed development within the scope of this course.

EDA 830 Program Management and Instructional Leadership

> ### I. Modify the personal/professional growth plan by identifying areas of personal expertise and needed development within the scope of this course.

EDA 871 Legal Basis of Education

> L.   Modify the personal/professional growth plan by identifying areas of personal expertise and needed development within the scope of this course.

EDA 885 Practicum/EDA 888 Internship

> G-5.   Design and implement a personal/professional growth plan that identifies strengths and skill areas needing further development. This plan will cover the time period from the completion of the internship to the start of the entry-level administrative position.

> O-1.   Submit for publication in a journal a well-written, cogent article whose content is germane to an instructional, organizational or leadership issue. This work will serve as an exemplar of your writing style and will be congruent with the format required by the journal to which it is submitted.

> O-2.   Select a collegial editor who will be available for critiquing your written communication and who will critique and provide feedback on three pieces of your professional writing over a 12-month period.

XI.   PROGRAM OF STUDY

The program of study meeting the requirements for School Building Leader is a 36 credit hour, post master's program. Students who matriculate into the program meet with their faculty advisor to complete a program of study that becomes a contract for completion of the program. (See Appendix B for a copy of the program of study.)

Required courses include the following:
(See Appendix C for course descriptions.)

	Credit Hours
EDA 600 Foundations of Education Leadership	6
EDA 653 Site Management	3
EDA 678 Models of Effective Supervision	3
EDA 694 Resource Management	3
EDA 830 Program Management	3
EDA 871 Legal Basis of Education	3
EDA 885 Practicum in Educational Leadership	3
EDA 888 Administrative Internship	6

	Total Required	30
EDA Electives		6
	Total Program	36

EDA Elective courses include the following:
(See Appendix C for course descriptions.)

Course		
EDA 715 Managing the Middle School	3	
EDA 718 High School Principalship		3
EDA 724 Assessment and Accountability for Today' Schools		3
EDA 725 Technology Initiatives	3	
EDA 728 Grantsmanship	3	
EDA 732 Elementary School Administration		3
EDA 820 Staff Development		3
EDA 843 Advanced Personnel Management		3
EDA 860 Special Education Law I	3	
EDA 861 Special Education Law II	3	

EDA 600 Foundations of Educational Leadership is taught by the following faculty members:
>   Mr. Donald Covell (full-time faculty member)
>   Ms. Carol Godsave (full-time faculty member)
>   Dr. Joseph Hoff (full-time faculty member)
>   Dr. Jon Hunter (part-time faculty member)
>   Dr. Donald Nelson-Nasca (part-time faculty member)
>   Dr. Gene Spanneut (full-time faculty member)
>   Dr. Daniel Talany (part-time faculty member)
>   Dr. Gregory Vogt (part-time faculty member)

EDA 653 Site Management is taught by the following faculty members:
>   Dr. John Cooper (part-time faculty member)
>   Dr. Joseph Hoff (full-time faculty member)
>   Dr. Nancy Hussey (part-time faculty member)
>   Ms. Janice Sherrill (part-time faculty member)
>   Mr. James Thompson (part-time faculty member)
>   Mr. Patrick Wright (part-time faculty member)

EDA 678 Models of Effective Supervision is taught by the following faculty members:
>   Mr. Edward Cavalier (part-time faculty member)
>   Ms. Carol Godsave (full-time faculty member)
>   Dr. Nancy Hussey (part-time faculty member)
>   Dr. Daniel Talany (part-time faculty member)
>   Mr. James Thompson (part-time faculty member)
>   Mr. John Williams (part-time faculty member)

Ms. Virginia Diesenberg (part-time faculty member)

EDA 694 Resource Management is taught by the following faculty members:
Mr. Steven Ayers (part-time faculty member)
Dr. J. Richard Boyes (part-time faculty member)
Mr. John Forbes (part-time faculty member)
Dr. Sandra Graczyk (full-time faculty member)
Ms. Mary Beth Lovejoy (part-time faculty member)
Dr. Manuel Rivera (part-time faculty member)
Mr. Ralph Smith (part-time faculty member)

EDA 830 Program Management and Instructional Leadership is taught by the following faculty members:
Dr. Billie Bauman (part-time faculty member)
Dr. John Cooper (part-time faculty member)
Mr. Donald Covell (full-time faculty member)
Mr. Thomas Cox (part-time faculty member)

EDA 871 Legal Basis of Education is taught by the following faculty members:
Mr. Donald Covell (full-time faculty member)
Mr. C. Tod Eagle (part-time faculty member)
Dr. William Rock (part-time faculty member)
Dr. Stephen Uebbing (part-time faculty member)
Mr. Wayne Vander Byl (part-time faculty member)
Dr. Gregory Vogt (part-time faculty member)

EDA 885 Practicum in Educational Leadership is taught by the following faculty members:
Mr. Edward Cavalier (part-time faculty member)
Mr. Donald Covell (full-time faculty member)
Ms. Carol Godsave (full-time faculty member)
Dr. Sandra Graczyk (full-time faculty member)
Dr. Gary Hammond (part-time faculty member)
Dr. Joseph Hoff (full-time faculty member)
Ms. Anne Willkens Leach (part-time faculty member)
Dr. Donald Nelson-Nasca (part-time faculty member)
Dr. William Rock (part-time faculty member)
Dr. Gregory Vogt (part-time faculty member)

EDA 888 Administrative Internship is taught by the following faculty members:
Dr. H. Ronald Black (part-time faculty member)
Mr. Edward Cavalier (part-time faculty member)
Mr. Donald Covell (full-time faculty member)
Ms. Carol Godsave (full-time faculty member)
Dr. Ralph Kerr (part-time faculty member)
Mr. Joseph Meaney (part-time faculty member)

Dr. Donald Nelson-Nasca (part-time faculty member)
Mrs. Mildred Ness (part-time faculty member)
Dr. Gregory Vogt (part-time faculty member)

The chart delineating the full-time faculty in the department is included in Appendix D.

The chart delineating the part-time faculty in the department is included in Appendix E.

XII.   PROGRAM COMPLETION

Indicate whether courses will be offered with sufficient frequency so that the full program may be completed in one academic year (includes summer). If not, please indicate how many semesters will be required for program completion. If this is a doctoral program, indicate whether courses will be offered with sufficient frequency so that the full program may be completed in three academic years.

The CAS Program in Educational Administration may not be completed in one academic year. Students in the program take 6 credits per semester (spring, summer, fall) and are able to complete the program in two academic years (six academic semesters). If a student should miss a semester or not take 6 credits per semester, their program completion time will be extended.

Cycles are created with a six-semester schedule over two (2) years. Students in these cycle groups generally remain together throughout the entire cycle. A typical cycle would follow this format:

Semester #1   Credit hours

EDA 600 Foundations of Educational Leadership   6

Semester #2

EDA 653 Site Management   3
EDA 678 Models of Effective Supervision   3

Semester #3

EDA 694 Resource Management   3
EDA 830 Program Management   3

Semester #4

EDA 871 Legal Basis of Education   3
EDA 885 Practicum in Educational Leadership   3

Semester # 5

EDA Elective   3
EDA Elective   3

EDA 888 Administrative Internship   6

XIII.   PROGRAM RESOURCES

- A full time faculty member has just been added to the staff
- A budget of $14,400 (Presently meets the department needs)
- A library allocation of $ 3,500 (Presently meets department needs)
- A Web site – www.brockport.edu/edadmin
- A listserve
- A large graduate population who provide substantial word-of-mouth recommendations

XIV. LEADERSHIP EXPERIENCES

(a) Programs shall require candidates to successfully complete leadership experiences that shall:
(1)   include leadership experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;
(2)   be carefully selected and planned by program faculty in collaboration with school district leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty; and
(3)   be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to school building leadership.
(b) The leadership experience specified in clause (a) of this subparagraph shall occur throughout the program of study. In addition, they shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.
(c) Alternatively, the leadership experience specified in clause (a) of this subparagraph may occur in a competency-based format different from that prescribed in clause (b) of this subparagraph, provided that the program demonstrates that such format is substantially equivalent to the format prescribed in clause (b) of this subparagraph.

Although leadership experience competencies are officially approved only during the Practicum (EDA 885) and the Internship (EDA 888) (See Appendix F: Field Experience Handbook), leadership experiences are actually undertaken throughout the entire program. The SBL program is competency-based, in which applying theory to
practice occurs in every course based on assignments that require students to use school data in completing assignments.
Competencies defined in the Field Experience Handbook may be completed in three ways:

1. Class assignments:
   E.g., Observation of teachers from EDA 678 Models of Effective Supervision
         Budget development from EDA 694 Resource Management
         Curriculum development from EDA 830 Program Management and Instructional
         Leadership

2. On-the-job experiences:
   E.g., Participation in a faculty recruitment process
         Leadership of a building based management team
         A major staff development project

3. Tasks completed during the Practicum and the Internship.

A chart for students to use in keeping track of competency completion is included in Appendix G. Each competency completed must be accompanied by a Contract for EDA 885 Practicum in Educational Leadership, (Appendix H). Competencies completed prior to the Practicum may be endorsed by staff but are officially approved by the Practicum professor.

Although fully described in the Field Experience Handbook, the Practicum is a three credit hour course during which the candidate meets individually three times in product review sessions with the college professor, at which time the student's individual competencies are reviewed. Candidates also attend three group seminars during the Practicum. Competencies completed during the Practicum are approved by qualified school personnel and the college professor. A minimum number of competencies must be completed to successfully pass the Practicum.

The Internship is a six credit hour course during which time the candidate must spend at least 20 hours per week for 15 weeks in a single setting under the direction of a qualified mentor (principal or higher level administrator with minimum of two years of full-time administrative experience). All competencies in the Field Experience Handbook must be completed in order to pass the Internship.

XV.   PROGRAM REQUIREMENTS FOR GRADUATION

(vi) Requirements for program completion and recommendation for initial certificate.
(a) Candidates shall have met all program requirements established by the institution of higher education and required for program registration;
(b) Candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion.

Upon successful completion of the 36 credit hour program students with a GPA of B or better who have completed all competencies listed in the Field Experience Handbook receive a Certificate of Advanced Studies (CAS) from SUNY Brockport. Through the process of institutional endorsement, they are then eligible to be recommended to NYSED for administrative certification.

All performance competencies listed in the Field Experience Handbook must have been verified by both a field supervisor and a college professor. In addition, the field supervisor completes a final review of the candidate's performance and writes a letter of recommendation for the candidate.

This documentation is reviewed by the department and a final recommendation is made. Checkpoints throughout the program of study include permission to register for the Practicum (EDA 885) and the Internship (EDA 888). These checkpoints include a review of completed courses with a grade of B or better and an approved field site (mentor) placement.

Mentors must have served in an appropriate administrative position (principal or higher level administrator) for at least two years and must submit a letter indicating their agreement to work with the candidate in a professional manner.

XVI. INSTITUTIONAL ACCOUNTABILITY

(i) Institutions shall be accountable for the quality of their programs leading to certification of education leaders and the candidates who complete such program, and shall demonstrate that their programs are evaluated regularly and that such evaluations are considered for making program improvements.

Programs in the Department of Educational Administration were recently approved by the NCATE affiliate, ELCC (Educational Leadership Council Committee).

A graduate student survey completed in 2002 (Appendix I) and student focus groups confirmed the Department's belief that the program needed updating. Both the feedback from the student survey and the ELCC led to program modifications that took effect January 1, 2003. Although program modifications have not been in effect long enough to draw valid conclusions, preliminary indications are that they are being well received.

In May 1992, the SBL program was required to undergo external review as part of an institutional review process for all campus departments. The review was highly favorable. (See Appendix J.)

As part of a college-wide review of its academic programs in 1998 and 2000, the SBL program was scrutinized by college administration (see Appendix K). The program was awarded the highest rating each time.

In addition, the institution requires each department to submit an annual report. (See Appendix L for the two most recent Annual Reports [2001-2002 and 2002-2003] for the Department of Educational Administration.)

All faculty (full-time and part-time) are required to administer student Instructional Assessment System (IAS) forms at the last class session in each of their courses every semester. Copies of the three different forms the department uses are included in Appendix M. These evaluations are completed anonymously by all students in the course, with one student serving as the administrator of the evaluation. The evaluations are then collected by that student, placed in a postage-paid envelope and returned to the Department office. The Department chair reviews computer analyses of these evaluations each semester. Adjunct professors whose scores are low are not asked to teach again.

XVII. ACCREDITATION

The program was formally approved by the ELCC (Educational Leadership Council Committee), an NCATE affiliate, in 2002.

March 5, 2004
TO: Faculty Senate
FR: Christine E. Murray, Dean
      School of Professions
RE: Education Administration Program Re-registration

I am in support of the proposed changes needed for the CAS in Educational Administration leading to the new School District Leader Certification. These changes are required as a result of the new State Education Department regulations for educational leadership certifications.

The programs leading to the new certificate titles, School Building Leader and School District Business Leader, do not require any revisions. Even though the School Building Leader and School District Business Leader remain unchanged, the State Education Department is requiring re-registration of all three programs, hence your receipt of all three notebooks.

Thank you for your prompt attention to this program revision proposal.

slm