Educational Leadership Program Handbook

School Building Leader · School District Leader
School District Business Leader
Master’s Degree in Education – Educational Leadership

The College of Saint Rose
Lally School of Education

http://www.strose.edu/educational-leadership-and-administration/

Effective spring, 2020
About our Educational Leadership Program

A warm welcome to all our alumni, current and prospective students! The College of Saint Rose has had the distinguished honor of working with and preparing school leaders for many decades. Our alumni serve in a variety of educational leadership positions in public, private, governmental and academic settings within New York State, nationally and internationally. Our small classes and close-knit interactions between other students and accessible professors, supports a personalized learning environment where we help bring theory into practice. Classes are available evenings, weekends, on-campus and on-line. We are proud of the accomplishments of our students and graduates in the classroom as well as the board room, and our educational leadership program works to maintain life-long connections with you as colleagues. Graduates will always remain a key part of The College of Saint Rose.

The Program Handbook

This Educational Leadership Program Handbook provides critical information for current and prospective students on many aspects of the Educational Leadership Program. The Program Handbook evolved from the many questions raised by former students about the program. The handbook was a response to better meeting the needs of students. The handbook is an important planning tool for every student.

The Educational Leadership Program Handbook is used by students to begin initial program planning, and takes students through the entire program process to completion of the internship and graduation. The handbook provides information on:

- Contact information
- Instructors
- Frequently asked questions
- Registering for classes
- Credit transfer
- Course planning
- Course descriptions
- Program requirements
- Planning for the internship
- Certification requirements
- On-line learning
- Graduation planning

Whether you are an alumni, or a current or prospective student, always feel free to contact The College of Saint Rose, the Lally School of Education, or the Educational Leadership Program Coordinator. We are always on the ready to assist in your professional journey in school leadership. Thank you always, for your support of the school leadership program, and your strong dedication to making an enormous difference in the lives of children and the communities you serve.

We trust this edition of the Educational Leadership Program Handbook will be helpful in guiding you forward on your journey.
The College of Saint Rose
Educational Leadership Program

Educational Leadership Program Information Handbook
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More Information on the Educational Leadership Program at The College at Saint Rose:
http://www.strose.edu/educational-leadership-and-administration/
Section 1: Important Program and College Contact Information

Important Saint Rose & Other Web Site Addresses

<table>
<thead>
<tr>
<th>Department or Contact</th>
<th>Web Address/Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Leadership Web Page</td>
<td><a href="http://www.strose.edu/educational-leadership-and-administration/">http://www.strose.edu/educational-leadership-and-administration/</a></td>
</tr>
<tr>
<td>Registration, Transfer Credit &amp; Course</td>
<td>Substitution, etc.)</td>
</tr>
<tr>
<td>Registrar</td>
<td></td>
</tr>
<tr>
<td>Banner Log In (Register for classes,</td>
<td><a href="https://bannerweb.strose.edu/strose/twbkwbis.P_WWWLogin">https://bannerweb.strose.edu/strose/twbkwbis.P_WWWLogin</a></td>
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<tr>
<td>DegreeWorks, Financial Aid)</td>
<td></td>
</tr>
<tr>
<td>Canvas Log In</td>
<td><a href="http://www.strose.edu/login/">http://www.strose.edu/login/</a></td>
</tr>
<tr>
<td>Graduate Course Listings</td>
<td><a href="http://www.strose.edu/academics/graduate-programs/courses/">http://www.strose.edu/academics/graduate-programs/courses/</a></td>
</tr>
<tr>
<td>ITS Technology Help (On-Line Access)</td>
<td><a href="http://www.strose.edu/campus-offices/its/">http://www.strose.edu/campus-offices/its/</a></td>
</tr>
<tr>
<td>About Graduate Admission &amp; Programs</td>
<td><a href="http://www.strose.edu/admissions/graduate-students/">http://www.strose.edu/admissions/graduate-students/</a></td>
</tr>
<tr>
<td>Saint Rose MAIN WEB PORTAL</td>
<td><a href="http://www.strose.edu/">http://www.strose.edu/</a></td>
</tr>
<tr>
<td>Faculty and Staff Directory</td>
<td><a href="http://www.strose.edu/faculty-staff/?letter=b#results">http://www.strose.edu/faculty-staff/?letter=b#results</a></td>
</tr>
<tr>
<td>TEACH Web Site (NYS Certification)</td>
<td><a href="http://www.highered.nysed.gov/tcert/teach/login.html">http://www.highered.nysed.gov/tcert/teach/login.html</a></td>
</tr>
<tr>
<td>CANVAS tech support</td>
<td><a href="https://community.canvaslms.com/docs/DOC-10701">https://community.canvaslms.com/docs/DOC-10701</a></td>
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For more complete information profiles on each program faculty member, go to “Meet the Faculty” at: http://www.strose.edu/educational-leadership-and-administration/

<table>
<thead>
<tr>
<th>College of St. Rose Administration and Educational Leadership Program Faculty</th>
<th>Department Chair, Counseling and Leadership Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Dean, School of Education</td>
<td>Dr. Claudia Lingertat-Putnam</td>
</tr>
<tr>
<td>Dr. Teri Ward</td>
<td>Email: <a href="mailto:lingertc@mail.strose.edu">lingertc@mail.strose.edu</a></td>
</tr>
<tr>
<td>Email: <a href="mailto:wardt@mail.strose.edu">wardt@mail.strose.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Coordinator, Educational Leadership Programs</td>
<td>Internship Coordinator, Educational Leadership Programs</td>
</tr>
<tr>
<td>Dr. Deborah Shea</td>
<td>Dr. Marguerite Vanden-Wyngaard</td>
</tr>
<tr>
<td>Email: <a href="mailto:shead@mail.strose.edu">shead@mail.strose.edu</a></td>
<td>Email: <a href="mailto:vandenwm@mail.strose.edu">vandenwm@mail.strose.edu</a></td>
</tr>
</tbody>
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Section 2: Frequently Asked Questions from Current & Prospective Students

1. When is the best time or semester to start?
   Students can start either in the fall or spring semesters, or the summer session although more students begin typically in the fall.

2. How many courses (load) can I handle at one time?
   It depends on the student’s other demands regarding work, family, etc. It also depends upon the student’s target completion of the program. Students, who are also working, typically take one or two courses per semester. Sometimes a student needs to also take a semester off although this can lead to a loss of momentum, and sometimes the delays compound.

3. How much work and time is required for a class?
   The coursework is rigorous and demanding of a student’s time. The courses and workload are intended to place the student in a similar environment of that faced by school leaders on a daily basis. The work is focused on real situations and case studies, with practical applications, and is easily transferrable to the actual school leadership position.

4. If I delay taking a specific course, what does that do to my plan to finish?
   All core courses (except for the Internship Seminar) are offered only once per academic year. If a student decides to not take a core course, they will need to wait a year to register for the course. Students should plan this into the program planning carefully. Core courses are typically not scheduled at the same day or time to minimize conflicts.

5. I've taken several others graduate classes at other colleges, are they transferrable?
   Graduate level courses typically must have been completed within the last 6 years, and need to carefully match to the content curriculum and outcomes of the school leadership core course to be considered for transfer. The Graduate Coordinator can provide more information and an analysis of any proposed transfer.

6. Who will guide me through the program to make sure I take the correct classes?
   All students in the Educational Leadership program will be assigned an Academic Program Adviser. The adviser will help each student in selecting classes and planning the program. This is especially helpful near the beginning of the program. The Program Handbook provides much of the information needed for program planning.

7. How long does the program take to complete?
   This obviously depends upon the student’s desired targeted completion of the core courses and internship. Students who are interested in accelerating through the program (may have a job waiting, e.g.) taking two courses per semester could potentially complete the program in 18 months. The typical completion is 18-24 months, but some students may also choose to take longer to finish.

8. After I complete the SBL certification, what should I do next?
   A graduate earning the initial certificate for School Building Leader has many options that can be discussed with the adviser. Many students also choose to complete the Summer Leadership Academy – an intensive nine-day, six-credit program leading to the School District Leadership certification. This permits the student to lead at both the building and district levels.

9. Can I complete an administrative internship while still working?
   Most students do. It requires students and the school where they are employed to be flexible. Students may work the lunch period, afterschool, evenings, weekends, summers, even holidays, in order to complete the required internship hours and projects. Our students have proven that it is achievable but is a very busy time.
10. What if it takes me longer to complete my internship?
   The internship is expected to take approximately two semesters. It is not unusual for students to require additional time to complete the internship, although there are time limits. Conversely, some students have been able to work full-time as interns and have completed the internship in one semester although this does not occur frequently.

11. When can I start my internship?
   A student may begin an administrative internship after a minimum completion of 12 credit hours in the program, and must have taken EDA 510 Supervision prior to beginning part 2 of the internship (EDA 547).

12. When should I begin discussing the possible internship with my school?
   A student could begin preliminary discussions with her/his supervisor soon after beginning the leadership program. Students should also familiarize themselves with the internship requirements by going to the Educational Leadership web site, watching the internship information videos and reviewing the Internship Guide. Early development of a preliminary internship proposal will help the student in accelerating the internship process.

13. What if I can’t find an internship location?
   It is the student’s primary responsibility to locate an administrative internship (usually in the same building or district where one works). The Educational Leadership program, in limited or unique cases, may provide some suggestions.

14. Upon completion of the program, what are the prospects for obtaining a school leadership position?
   The prospects are dependent upon many factors including: a) the student’s internship performance; b) willingness to work in a different school district or environment; c) willingness to re-locate; d) flexibility in assignment and role; and e) available openings locally or regionally at time of program completion and graduation.

15. When should I take the NYSTCE School Leadership Assessment?
   It is advisable that students should attend a minimum of one (advise two) of the SBL Test Preparation sessions that are offered once per Fall and Spring semester. It is also advisable that students should also have completed all core courses (6) and at least be working in the internship.

16. When should I take the state required workshops for certification?
   Depending upon a student’s prior preparation, a student will likely be required to complete three short non-credit workshops required by New York State for certification including: EDU 602 - Violence Prevention; EDU 603 Child Abuse Prevention; and EDU 611 Dignity For All Students. Students should make sure to complete these requirements early in her/his program to ensure these requirements are not an obstacle to certification when approaching program completion.

17. What equipment will I need to start the program?
   Every course now has on-line components and resources so every student needs an up to date lap top, with word and PowerPoint capabilities, and a built-in or external camera, and a network card. For on-line learning, a set of headphones may also be helpful as well as a high speed internet connection.

18. What are the credit requirements and costs for the program?
   The program requirements for the program for School Building Leader and School District Business Leader programs are 24 credits. There is a significant amount of content and applications embedded into the six courses and six-credit internship. Several other regional colleges offering educational preparation programs have more credit requirements. As a private college, Saint Rose does not benefit from state subsidies to lower student tuition; however, the Saint Rose program cost is very competitive when comparing the total costs for program completion with other choices.
Section 3: Registration, Course Planning, Course Descriptions

On-Line Registering for Courses
As you approach each new semester, students sometimes indicate to faculty that no registration information for the upcoming semester was ever received by the student. However, College policy is to only send registration information to the student’s local Saint Rose e-mail address. If a student checks this email address, they will usually find the registration information there. When students don’t use or check it often, it is suggested that a student go in once and setting up an automatic forward to their personal email so they don’t miss this important registration information. Also remember, new enrolled students must receive their first PIN from the advisor. New students will receive their Saint Rose email from the Registrar’s office AFTER the student has registered for classes. For each subsequent semester, registration Alternate PIN works as follows:

Spring: Students receive PIN for Summer/Fall (usually in mid-April)
Fall: Students receive PIN for Spring courses only (usually in in-November)

On-Line Steps to Register For Courses
Go to: http://www.strose.edu/academics/graduate-programs/courses/
1) Then, select: Educational Administration under “Subjects.”
2) Then, select/verify your courses and course numbers/section numbers
3) Then, instructions to register are at: http://www.strose.edu/officesandresources/registrar/registration
4) You will register for courses in Banner: https://bannerweb.strose.edu

Holds on Registration
Students who have outstanding obligations regarding submitting college transcripts, health records, or college payments may have a HOLD placed their ability to register for any new courses. Contact information is as follows:
Health Services office healthservices@strose.edu 518-454-5244
Registrar’s office http://www.strose.edu/academics/registrar/ 518-458-5464
Bursar’s office bursar@strose.edu 518-458-5464

People Wanting to Complete SDL Certification – the “Short SDL” Program
For school leaders who have the older Subject Area Supervisor (SAS) or the current School Building Leader (SBL) certification lack required certification to function in any district level administrative position. District level positions require either the older School District Administrator (SDA) or the current School District Leader (SDL) certification. The College offers a “Short SDL” program. If you are a recent graduate of The College of Saint Rose Educational Leadership SBL program, you would likely only need to take EDA 601/602 – a six-credit summer Leadership Academy plus pass the NYS SDL assessment. For school leaders from Saint Rose who graduated seven or more years ago or for leaders graduating from other institutions, the credit requirements may be slightly different requiring the completion of additional coursework depending upon background and courses taken. Contact the Coordinator of the Educational Leadership programs for more information or the student academic adviser.

When registering for the EDA 601 & EDA 602 Summer Leadership Academy, students should remember to register for both courses. To register for BOTH courses without receiving any error message in Banner, students need to enter BOTH CRN (Course Registration Numbers) numbers for the courses and then press SUBMIT to register on-line.

Course Transfer & Substitution for Core Courses in Program
Students are typically permitted to transfer up to 1/3rd of a program’s course requirements (9 graduate level comparable credits for full program) with a grade of B or better. Students should initiate the course transfer and substitution request
process early in the program. Students should first discuss with their adviser the potential of course transfer and substitution before submitting the request. (Informal transfer discussion with college representatives is advisory only). Students must take formal action through completion of the form. Students should then access and download the Graduate Transfer Credit Request form at:


Students must attach copies of course descriptions or a course syllabus for each transfer course requested. Students should also request an official copy of the student transcript from the prior academic institution. No approval will be granted by the Registrar until all steps and actions are addressed. When proposing substitution for core course requirements, prior courses must be reasonably similar in content, themes, and outcomes. Students should complete the Graduate Transfer Form, scan it, and e-mail or return it to the adviser. The adviser will circulate the request form through the various college approvals. No action will be taken on incomplete transfer forms lacking information.

Long Term Projected Course Offerings (Tentative – subject to change)

Note: The most updated Long Term Course projection can be found on the Educational Leadership web pages under the section “Course Projection”. The web address is: http://www.strose.edu/educational-leadership-and-administration/.

<table>
<thead>
<tr>
<th>SBL Preparation Program</th>
<th>2019-20</th>
<th>2020-21</th>
<th>21-22</th>
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<tbody>
<tr>
<td>EDA 505 Intro to Leadership</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDA 510 Suprv of Instruction</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>EDA 540 School Law</td>
<td>X</td>
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<td>EDA 550 School Finance</td>
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<td>EDA 590 Organ Change-Multi-Cultural</td>
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<td>X</td>
<td></td>
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<tr>
<td>EDA 546/547 Internship Part 1 &amp; 2</td>
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<td>X</td>
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<table>
<thead>
<tr>
<th>SDL Leadership Academy</th>
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<tr>
<td>EDA 601 Ldshp/Mgmt</td>
<td>X</td>
<td>X</td>
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<td>EDA 602 Com. Policy</td>
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<tr>
<th>On-Line SDBL Cohort Program</th>
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<tr>
<td>EDA 506 Intro to Leadersh-Sch. Bus.</td>
<td>C4</td>
<td>C6</td>
<td>C7</td>
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<td>EDA 541 School Law-Sch. Bus.</td>
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<td>EDA 543 School Personnel</td>
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<td>EDA 551 School Finance-Sch. Bus.</td>
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<td>C7</td>
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<td>EDA 589 School Business Practicum</td>
<td>C4</td>
<td>C5</td>
<td>C6</td>
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<td>EDA 591 Critical Issues-Sch. Bus.</td>
<td>C4</td>
<td>C5</td>
<td>C6</td>
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<tr>
<td>EDA 596 Internship Pt. 1 SDLB</td>
<td>C4</td>
<td>C5</td>
<td>C6</td>
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<tr>
<td>EDA 597 Internship Pt. 2 SDLB</td>
<td>C4</td>
<td>C5</td>
<td>C6</td>
</tr>
</tbody>
</table>

School District Leader Advanced Certificate: Courses shown as “Prerequisite” indicates an expectation that these courses must be completed in order to meet SDL program requirements. Students not completing the SBL program at The College of Saint Rose will be required to complete additional coursework dependent upon previous preparation. At a minimum, students will need to also complete EDA 505 Principles of Educational Leadership & Administration, and EDA 590 Seminar: Culturally Responsive Leadership. Students lacking any background in school finance or curriculum may also be required to take EDA 503 and/or EDA 550. Consult the Program Coordinator or the adviser for more information.

<table>
<thead>
<tr>
<th>M.S. Education</th>
<th>School Building Leader (SBL)</th>
<th>School District Leader (SDL)</th>
<th>School District Business Leader (SDBL)</th>
<th>M.S. Education</th>
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<tbody>
<tr>
<td>(SBL) 36 Credits</td>
<td>24 Credits</td>
<td>6-15 Credits</td>
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<td>(SDBL) 36 Credits</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Notes</th>
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<tbody>
<tr>
<td>EPY 500</td>
<td>Research in Ed Admin.</td>
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<td>Must take in first 12 credits</td>
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<tr>
<td>SED 590</td>
<td>Research Seminar in Special Education</td>
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<td>Select 1 (EPY 500 Prerequisite)</td>
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<tr>
<td>EDU 590</td>
<td>Integrative Research Seminar</td>
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<tr>
<td>EPY 592</td>
<td>Integrative Seminar in Education</td>
<td></td>
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</tr>
<tr>
<td>(Select Two Graduate Electives with Adviser Approval – for Masters ONLY)</td>
<td></td>
<td>Must Select 2 Need Adviser Approval</td>
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</tr>
<tr>
<td>EDA 503</td>
<td>Leadership Curriculum Development</td>
<td></td>
<td>Prerequisite</td>
</tr>
<tr>
<td>EDA 505</td>
<td>Intro Ed Leadership &amp; Admin.</td>
<td></td>
<td>Prerequisite</td>
</tr>
<tr>
<td>EDA 506</td>
<td>Intro Ed Leadership &amp; Admin. (SDBL)</td>
<td></td>
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<tr>
<td>EDA 510</td>
<td>Supervision &amp; Teacher Development</td>
<td></td>
<td>Prerequisite</td>
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<tr>
<td>EDA 540</td>
<td>Education Law</td>
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<td>Prerequisite</td>
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<tr>
<td>EDA 541</td>
<td>Education Law for SDBL</td>
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<tr>
<td>EDA 543</td>
<td>Personnel Administration (SDBL)</td>
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<tr>
<td>EDA 546</td>
<td>SBL Internship - part 1 (attend seminar)</td>
<td></td>
<td>Prerequisite</td>
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<tr>
<td>EDA 547</td>
<td>SBL Internship - part 2 (attend seminar)</td>
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<td>Prerequisite</td>
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<tr>
<td>EDA 550</td>
<td>School Finance</td>
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<tr>
<td>EDA 551</td>
<td>School Finance (SDBL)</td>
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<tr>
<td>EDA 586</td>
<td>Advance Field Experience (For Masters students not seeking certification)</td>
<td>In lieu of 546/547</td>
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<td>EDA 589</td>
<td>School Business Leader Practicum</td>
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<td>EDA 590</td>
<td>Critical Issues in Ed Leadership</td>
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<td>EDA 591</td>
<td>Critical Issues in School Business (SDBL)</td>
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<td>EDA 596</td>
<td>School Dist. Business Internship (SDBL)</td>
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<td>EDA 597</td>
<td>School Dist. Business Internship (SDBL)</td>
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<td>EDA 601</td>
<td>District Level Leadership/Management</td>
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<tr>
<td>EDA 602</td>
<td>School District/Comm. Policy &amp; Politics</td>
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<tr>
<td>EDA 999</td>
<td>Comp. Exam</td>
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* Program Notes:

**Master's in Education/Concentration in Educational Leadership:** Students should first complete EPY 500 in the first 12-15 credits and then either SED 590 Research Seminar in Special Education, or EDU 590 Integrative Research Seminar, or EPY 592 Integrative Seminar in Education.

**Students Not Seeking Administrative Certification:** Students who are not intending to obtain administrative certification in New York State may substitute courses for EDA 540 Education Law and EDA 550 Finance with permission of the adviser. In lieu of EDA 546/547 internship, these students may also substitute EDA 586 Field Experience with adviser approval.

**School District Leader Advanced Certificate:** Students not completing the SBL program at The College of Saint Rose will be required to complete additional coursework dependent upon previous preparation. At a minimum, students will need to also complete EDA 505 Introduction to Educational Leadership & Administration, and EDA 590 Seminar: Critical Issues in Educational Leadership/Administration.
Course Descriptions – Educational Leadership Program

For Master’s in Education (concentration in SBL or SDBL)
All students enrolled in the Master’s in Education (concentration in School Building Leader or School District Business Leader) must take two research based courses: Students should first complete EPY 500 in the first 12-15 credits and then either SED 590 Research Seminar in Special Education, or EDU 590 Integrative Research Seminar, or EPY 592 Integrative Seminar in Education.

For Research in Educational Administration (3 credits) – Register for EPY 500 Educational Research: Fall, Spring and Summer

For Research Seminar in Educational Leadership/Administration (3 credits) --- You may register for one of these courses:
SED 590 Research Seminar in Special Education (if you have background/interest in special education); or
EDU 590 Integrative Research Seminar (ideal for general, all purpose leadership research); or EPY 592 Integrative Seminar in Education (applies to those with a strong psychological background or job experience).

In summary, make sure you take EPY 500 within your first 12-15 credit hours. You may then take either SED 590, EDU 590 or EPY 592. EPY 500 is a pre-requisite for the actual research seminar courses. Highly motivated students may take both courses in the same semester (EPY 500 and one of the other listed courses with permission of the adviser) . Remind your adviser to complete a course substitution form for each course.

EDA 500 Research in Educational Administration
This introductory course prepares students to be consumers and designers of educational research. Discussion includes research designs (qualitative and quantitative approaches), problem selection, review of the literature, measurement issues, proposal writing and critical evaluation. Library use, descriptive statistics and a cursory discussion of inferential statistics are also included. Required for M.S. degree. Only offered if sufficient student interest. If not offered, students should substitute EPY 500 Educational Research with permission of the adviser. (3 credits)

EDA 503 Curriculum Leadership for Equity: Implementation and Evaluation (revised spring 2019)
The historical perspective of curriculum is studied in addition to sources of curriculum decisions and the tasks of instructional leaders. The course also includes the social, philosophical and psychological principles relevant in developing and organizing curriculum; the processes which affect curriculum planning and revision; addresses the roles of curriculum developers and supervisors, and investigates how the impact of curriculum can be considered and measured. Special emphasis is given to K-12 articulation with state standards and the integration of multiculturalism and technology in curriculum improvement. Spring or Summer (3 credits)

EDA 505 Principles of Educational Leadership & Administration (revised spring 2019)
This course provides an overview of administrative and organizational theory applied to the educational environment. It is designed to assist students in developing their leadership identities through the exploration of texts, readings, classroom and online experiences. Topics include a study of foundational leadership texts which focus on the leader’s role in shaping a school environment that is culturally responsive. Students work on their personal professional development plans, which they directly link to Professional Educational Leadership Standards (PSEL) and the National Educational Leadership standards (NELP). Work on these plans continues throughout the program in addition to beginning field experiences that contribute to the internship and their personal portfolios. Students are encouraged to register for this course as early in the program as possible as it is a foundation for the study of leadership in school systems. Fall. (3 credits)

EDA 506 Introduction to Educational Leadership & Administration (SDBL)
An overview of administrative and organizational theory applied to the educational environment with an emphasis on finance and operational systems. Provides students with a theoretical and historical understanding of educational goals, structures, politics, governance, financing and relations with internal and external constituencies. Emphasis is placed on school business and operational administrative competencies and planning for effective change and efficient use of resources aligned to educational goals. Students work on their personal Professional Development Plans which they directly link to national and state education leadership standards and practices. Work on these plans continues throughout the program. Students are expected to review school programs and operations at school sites they select. This is a core requirement for the School District Business Leader certification program. (Online, for SDBL Students). Offered in sequence with each Cohort Group. (3 credits)
EDA 510 Supervision & Teacher Development
A study of the supervisory relationship with emphasis on competencies of clinical supervision and teacher development. Professional development, formative and summative evaluation, team-building and participatory decision-making are considered. A broad view of schools with an emphasis on different school cultures and underserved populations are also discussed. Students are expected to work at school sites they select to practice the techniques of clinical supervision. Core requirement for the M.S. degree and the School Building Leader certification program. Spring. (3 credits)

EDA 540 Education Law, Ethics and Policy (revised fall 2019)
A study of the legal areas which administrators encounter; the legal system and its relationship with the educational system; types of school organizations in New York State and their structure and functions; employer/employee relationships and their legal ramifications. Education Law will combine with a review of policies on student rights and student discipline; attendance; due process, including general principles and applicability of the due process and equal protection clauses of the 14th Amendment, and procedural and substantive due process. All legal aspects of the role of building leader will be contextualized through the lens of ethical leadership. Core requirement for the M.S. degree and the School Building Leader certification program. Spring or Summer. (3 credits)

EDA 541 School Business Law (SDBL)
A study of the legal areas of school districts with an emphasis on school finance, business operations, types of school organizations in New York State and their structure and functions; employer/employee relationships and their legal ramifications; student rights and student discipline; due process and equal protection clauses of the 14th Amendment; and procedural and substantive due process. This is a core requirement for the M.S. (School District Business Leader) and the School District Business Leader certification program. (On-line for SDBL students). Offered in sequence with each Cohort Group. (3 credits)

EDA 543 Personnel Administration (SDBL)
Provides the insights and competencies necessary for the educational administrator to manage both instructional and non-instructional staff members; focus will be on establishing a positive, productive relationship with staff in an effort to achieve the organization’s goals as effectively and efficiently as possible; attention will be given to contract administration and to the specific personnel functions of planning, recruiting, selection, induction and appraisal. This is a core requirement for the M.S. (School District Business Leader major) and the School District Business Leader certification program. (On-line for SDBL students). Offered in sequence with each Cohort Group. (3 credits)

EDA 546 Internship in Educational Leadership & Administration: Part 1
The administrative internship is a minimum 600 hour clinical experience. It is an individually arranged experience in selected schools or educational organizations, under the supervision of an experienced certified administrator and/or supervisor (SBL, SDL, SAS, SDA). Experiences will include, but not be limited to, planning, implementing and evaluating in the areas of curriculum, supervision of instruction, staff development, personnel, community relations, management, legal issues, finance and personal/professional development. Interns regularly participate in a seminar which provides in-depth discussion and integration of administrative and supervisory issues and concerns for students actively involved in an internship experience. In addition to formal input from the instructor, students are allowed the opportunity for the regular exchange of ideas and experiences. Prerequisite: a minimum of 12 credit hours must be taken at Saint Rose before the internship. EDA 510: Supervision and Teacher Development, must be taken no later than Part 2 of the internship. Core requirement for the M.S. degree and the School Building Leader certification program. Fall, Spring, Summer (3 credits). Note: International Students not seeking New York State certification should register for EDA 586 Advanced Field Experience.

EDA 547 Internship in Educational Leadership & Administration: Part 2
Continuation of field experience. Fall, Spring, Summer. (3 credits)

EDA 550 School Finance, Resource Planning and Personnel Management (revised fall 2019)
This course is a study of the current system of public school finance in New York and the role of the building leader in the strategic use of resources (both financial and human capital) at the level of school building leader. Candidates gain the knowledge, skills, and attributes involved in leading both professional and non-professional staff. A central theme includes how leaders ensure equity for students of all subgroups. This is a core requirement for the M.S. degree and the School Building Leader certification program. Spring or Summer. (3 credits)

EDA 551 School Finance (SDBL)
A study of the historical development and current system of public school finance in New York; theoretical issues and policy choices facing educators everywhere will be related to actual questions of school finance; a central theme will be the possibility of equity for both students and taxpayers in a period of declining resources. Topics include revenue, investments, long term financial planning and projection, insurance, etc. Core Requirement for the M.S. Degree (School District Business Leadership Major) and the School District Business Leadership certification program. (On-line for SDBL students). Offered in sequence with each Cohort Group. (3 credits)

EDA 586 Advanced Field Experience in Education – Parts 1 & 2
A field experience, selected in cooperation with faculty in the Education Leadership Program, designed to meet the individual needs of the student. Possible alternatives include: internships in child or family services non-governmental organizations, governmental organizations involved in child or family services, or foundations involved in child or family services, presentations or significant involvement in local, state, regional or national conferences, or projects supporting ongoing efforts engaged by the Education Leadership programs at the College. A syllabus for this experience must be devised with cooperation and approval of the faculty adviser prior to registration for the course. (Students not seeking New York State administrative certification may take these courses in lieu of EDA 546 and EDA 547). Pass/Fail. Open to Saint Rose students only. Offered occasionally based upon student need. (3-6 credits)

EDA 589 School Business Leader Practicum (SDBL)
This course provides a comprehensive overview of the various school district operations including the business office, budgeting, maintenance, transportation, insurance and food service. Students will be expected to select, review and analyze a school operation for efficiency and effectiveness. Major topics include: supervising the staffing in the operations and maintenance, transportation and food service departments; capital project planning, regulations affecting each area; reports required; managing capital project management, regulatory requirements, roles and responsibilities, purchasing and accounts payable, facilities management, risk management, and leadership in the various areas of a typical school business leader. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. (On-line for SDBL students). Offered in sequence with each Cohort Group. (3 credits)

EDA 590 Seminar: Critical issues in Educational Leadership/Administration (replaced fall 2019 – new course)

EDA 590 Seminar: Organizational Change: Leadership Dimensions Critical to Leading Multicultural School Communities
This course provides an opportunity to understand diverse perspectives in culturally responsive school leadership. Students will become familiar with the major themes for analyzing inclusive school communities and the complexities of organizational analysis and change. Students will gain knowledge, skills, and dispositions towards solving the impediments to school improvement, particularly as it relates to subgroup populations. Fall (3 credits).

EDA 591 Seminar: Critical Issues in School Business Leadership - On-Line SDBL Core Course
Discussion of current problems and issues in educational leadership and administration with an emphasis on finance, budget and school operations. Topics may include: alternative models for funding schools; business operational mergers and shared services; school restructuring; school climate; crisis management; and other emerging topics or areas of interest to students and instructor. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. (For On-line SDBL Students). Offered in sequence with each Cohort Group. (3 credits)

EDA 595 Research Seminar in Educational Leadership/Administration
An extensive study and analysis of the literature and research in the areas of educational administration and supervision; students will develop and present a research proposal and/or conduct research concerning a specific administrative/supervisory issue. Required for M.S. degree. Only offered if sufficient student interest. If not offered, students should course substitute depending upon interest and background one of the following: SED 590 Research Seminar in Special Education, EDU 590 Integrative Research Seminar; or EPY 592 Integrative Seminar in Education. (3 credits)

EDA 596 School District Business Leader Internship Part 1 (SDBL)
This 600 hour administrative internship is required for students in the School District Business Leader programs. An individually arranged experience in selected school business and/or district offices or educational organizations, under the supervision of an experienced certified business administrator and/or supervisor (SDBL, SDL, SBA, SDA, SBL); experiences will include, but not be limited to, planning, implementing and evaluating in the areas of budget, finance policy, contracts, property management, staff development, personnel, community relations, management, legal issues, personal/professional, development, etc.. Interns
regularly participate in an on-line seminar that provides in-depth discussion and integration of administrative and supervisory issues and concerns for students actively involved in an internship experience. In addition to formal input from the instructor, students have the opportunity for the regular exchange of ideas and experiences. Prerequisite: a minimum of 12 credit hours must be taken at Saint Rose before the internship. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. (For On-line SDBL Students). Offered in sequence with each Cohort Group. (3 credits)

EDA 597 School District Business Leader Internship Part 2 (SDBL)
This internship is a continuation of the field experience from EDA 596. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. (For On-line SDBL Students). Offered in sequence with each Cohort Group. (3 credits)

EDA 598 Independent Study
Provides a student with the opportunity to explore in depth a particular topic of interest related to school leadership. Elective - offered occasionally at special student request and with unique need. (1-3 credits). Requires prior permission of the instructor.

EDA 599 Thesis
M.S. degree students, in lieu of taking the EDA 999 Comprehensive Examination, may optionally propose, develop, research, write and present a comprehensive Master’s Thesis research paper related to educational leadership. Prerequisites are: EDA 503; EDA 505; EDA 510; EDA 550; EDA 540; and EPY 500 Research Seminar; students will not need to take SED 590 Research Seminar in Special Education; EDU 590 Integrative Research Seminar; or EPY 592 Integrative Seminar in Education. Prior permission of the instructor is required and the adviser should be consulted prior to registration. (3-6 credits)

School District Leadership (SDL) Academy: EDA 601 District Level Leadership and Management & EDA 602 School District Community Policy/Politics
Course Note: Co-requisites EDA 601 and EDA 602 must be taken together. Although shown as separate courses, the 601 and 602 courses will be taught as co-requisites in a single term as a six-credit experience. Classes will be offered at various locations and in varying time frames that may include either weekend full-day experiences, evening classes, or summer weekdays. Courses include visits to different educational and institutional locations in the local region. Students will participate in a total of seventy-five (75) hours of in-class experience. In addition, students will be expected to complete several individual and group projects that will require significant outside-of-class time commitment. Required for School District Leadership certificate program.

EDA 601- District Level Leadership and Management
This course utilizes the analysis of education case studies and a experiential methodology. The emphasis of the course is on district level leadership. It is designed to shape and assess the abilities of potential leaders to analyze, strategize, implement and follow-up, individually and in groups with respect to the problems faced by school district leaders in a variety of settings. The cases cover the full spectrum of challenges faced by school district leaders. The cases and assignments are targeted to specific activities that a district level leader might perform in his or her job. The areas of concentration for study will be designed to parallel the competencies addressed in the internships required by the college. Case studies will be analyzed using a broad range of perspectives. The cases used have been generated from the working experiences of administrators and students of educational leadership in different settings. Upon completion students will acquire the knowledge, dispositions and skills necessary to perform the functions of the chief executive officer and instructional leader of a school district. Summer . (3 credits)

EDA 602- School District Community Policy & Politics
A complement to the work done in EDA 601, the focus will be on interacting effectively with school board members, community and parent groups, underserved and unserved constituencies, teacher and administrator organizations at all levels, and political leaders having an impact on the resources and/or the mission of the school district. There will be an emphasis placed on honing administrative skills in communications and group facilitation, and on assessing how professionals can most effectively interact with others, especially in diverse groups. Summer. (3 credits)

EDA 999 Comprehensive Exam
The comprehensive examination is one of the final evaluation components for the M.S. degree (Educational Leadership concentration). The examination is a computer -based administration based upon the NELP Leadership Standards under the review of NCATE (National Council for the Accreditation of Teacher Education). The exam format and content is similar to the New York State School Leadership Assessments (SBL & SDL). The exam focuses on the majority of the standards presented in case studies and analysis of data. Pass/Fail. Prerequisites: EDA 503,505, 510, 550, 540, and 590. Fall, Spring, Summer. (0 credits).
Section 4: The SBL/SDL/SDBL Administrative Internship

Internship Overview Videos - Preparing for Internships
The administrative internship for the SBL and SDL certification pathways are based upon the NCATE Leadership Standards. For the SDBL student, the internship is based upon the NYSTCE SDBL Assessment Standards and Competencies – 2015. For all certification pathways, the internship requires a minimum of 600 hours. For the SB hours must be invested at both the building and district level. The allocation of hours between building and district will be predicated on the nature of the projects selected, the location of the internship, and the future interests of the students. It is not uncommon to expect a 100/500 hour split with the majority of hours at the building level but this will vary significantly be each internship. Within the SBL internship, 20 projects are developed, and interns must address the elements of each standard for building and district level leadership (a total of 50). For the SDBL internship, each of the 12 identified NYS SDBL competencies must be addressed in a unique project at district level. For both internships, the internship leadership artifacts are maintained online as an e-portfolio. Refer to the latest SBL and SDBL Internship Guides for detailed information on the internship process. To download either guide, go to the Educational Leadership web page and download the document titled: “SBL (or SDBL) Administrative Internship Guide” at: http://www.strose.edu/educational-leadership-and-administration/.

Due to the complexity of the NCATE standards and elements and the need to address each one in the SBL internship, the program has a set of four on-line videos detailing the key aspects of the SBL internship process including application, proposal, artifacts, and responsibilities. The videos may be viewed from the Educational Leadership web pages titled “Administrative Internship Helpful Videos” or may be downloaded through YouTube at the addresses listed below:

EDA 546/547 Administrative Internship Overview – On-Line You Tube Videos

Module 1 Internship Overview: https://youtu.be/Mx_rU86Nh8A
Module 2 Internship Application Process: https://youtu.be/sqE4TeYYsbo
Module 3 Internship Proposal & Artifacts: https://youtu.be/DVNjavCUPRM
Module 4 Internship Responsibilities: https://youtu.be/809keJCr85s

The Internship E-Portfolio
SBL and SDBL student interns must develop an Internship E-Portfolio using Chalk & Wire where interns will upload all internship materials including the application, proposal, and internship artifacts representing each of the standard elements for School Building Leader (SBL) and School District Leader (SDL), and for the School District Building Leader (SDBL). Using the required projects, artifacts will be generated and uploaded by the intern throughout the experience. The submittal of artifacts for upload to a student intern’s e-portfolio is discussed in more detail within the respective Internship Guides and the Internship Orientation and Seminar for each program as well as with the college internship site supervisor.

Section 5: Applying for Certification & State Leadership Assessments

Information and Preparation for the NYSTCE School Leadership SBL Assessment
Students must take and pass the NYSTCE School Leadership Assessment for SBL (and SDL, SDBL for some students). There are usually Test Preparation Session for students anticipating taking the NYSTCE School Leadership Assessments once per semester. The schedule usually is posted in the periodic Educational Leadership newsletter. Students preparing for the NYSTCE School Leadership Assessment and for the Test Preparation session should download the School Leadership State Assessment Preparation booklet from the address listed below. The booklet combined information from New York State and The College of Saint Rose and students have remarked how helpful the materials are for preparation. You should attend one or both of these test preparation sessions to ensure a better passage rate. To download the test preparation
booklet, go to the Educational Leadership web page and download the document titled: “School Leadership State Assessment Preparation” at: http://www.strose.edu/educational-leadership-and-administration/.

About the Exam/Assessment
Register as early as possible before your desired test date due to limited seating. Before registering, you may check real-time seat availability and review test center locations.

- General test information: http://www.nystce.nesinc.com/index.asp

Candidates may take Part One and Part Two on a single day (usually 8-5:00 pm) although our Educational Leadership program recommends our students taking the parts on two separate testing dates to avoid fatigue and to score as high as possible on the assessment. If you choose to take the assessment parts on two separate dates, you must submit two separate registrations, one for each test. The SLAs are offered during a testing schedule posted in the newsletter and also on the NYSTCE website listed above. Access the site at this address: http://www.nystce.nesinc.com/Home.aspx

Applying for NYS Certification in School Administration
Once a student completes an approved teacher preparation program that leads to NYS teacher certification, the College of Saint Rose recommends the student (now graduate) to the New York State Education Department (NYSED) confirming that the student has met our program requirements as registered. The graduate must submit a certification application to NYSED, through their online processing system called TEACH. All students/graduates will use the TEACH system to apply for their NYS teacher certification. Everything, including payment, will be done online through the TEACH system.

In order to apply online, you will need to create a TEACH account: http://www.highered.nysed.gov/tcert/teach/home.html. Instructions are provided as you go through this process. Keep your username and password in a safe place! If you already have a TEACH account/password but have forgotten it, go to: http://www.highered.nysed.gov/tcert/teach/report.html. There are multiple help links: http://www.highered.nysed.gov/tcert/teach/ that should answer the majority of your questions regarding the process, including--Instructions on how to Add Employment Experience into the TEACH System: http://www.highered.nysed.gov/tcert/teach/experienceaddverify.html. If you have further questions, you will need to use the Office of Teaching Initiatives Contact Form to submit a question to NYSED: https://secureforms.nysed.gov/ohe/tcert/ContactOTI.cfm.

Once you have a TEACH account, you'll need to start an application. To do so, choose the appropriate Student Application Information Sheet for your program on the College’s website: http://www.strose.edu/academics/Registrar/forms-applications-and-instructions/teacher-certification/. This sheet will give you step by step instructions to apply for your certificate(s) through the TEACH system. You can submit your teacher certification application through the TEACH system at any time before or after you graduate. However, your application will not be reviewed by NYSED until after the College sends our recommendation. The College will automatically send this recommendation approximately 3 weeks after the end of your last semester, provided you do not have any holds on your account.

You and your potential employers can check your certification status online through TEACH at any time. Therefore, The College of Saint Rose does not issue letters confirming your pending certification status with NYSED. If you have questions beyond what is available through the links above, you can email the Registrar’s Office at certification@strose.edu for assistance.
Required Workshops for NYS Certification
NYSED requires all teachers and administrators who are seeking new certifications, to complete the state required workshops listed below. Students may take these workshops at The College of Saint Rose or at any other location (BOCES, other colleges, etc.). If a student has completed a prior recent workshop for any listed, they should furnish a certificate of completion copy to the Saint Rose Office of the Registrar as well as to the TEACH web site (web address for TEACH and the Registrar both listed in Web Address section near beginning of handbook).

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 602</td>
<td>Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 603</td>
<td>Child Abuse Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 611</td>
<td>Dignity For All Students*</td>
<td>0</td>
</tr>
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</table>

To register for any of these workshops on-line at The College of Saint Rose, go to the web site listed below: http://www.strose.edu/academics/graduate-programs/courses/ and do a search by selecting “Subject” and entering Education, and then search by keyword “EDU”. Select the appropriate workshop and register for it.

* If you have taken the DASA workshop as a teacher and uploaded the certificate into TEACH, you do not need to retake this workshop.

Program Codes
When an applicant is asked for a College of Saint Rose program code, use the following codes: SBL Cert: 28938; SBL MSED: 28937; SDL Cert: 28939; and SDBL Cert: 32728, Transitional D certificate is 33058.

Application for the Master’s Degree/Advanced Certificates
As you begin your last semester to complete your degree or certificate, you need to download the Application for a Master’s or Advanced Certificate from the Registrar’s office. This can be accessed in a pdf form from the address: http://www.strose.edu/officesandresources/registrar/forms. The form is also due no later than mid-March if you wish to have your name listed in the May commencement program. Finally, remember that the Registrar’s Office will only contact you with questions or concerns about you completion through your Saint Rose e-mail account! If you don’t periodically monitor this account, you will miss critical information. Periodically in the Internship Seminar, we will have a representative from the Registrar’s Office attend and review the process and answer any questions.

Verification of Administrative Experience
After a student completes the Educational Leadership program at Saint Rose and meets all requirements, the College Registrar will recommend the student to the New York State Education Department for certification. Once a graduate obtains an administrative position, it is the graduate’s responsibility to verify administrative experience to New York State. Information is at: http://www.highered.nysed.gov/tcert/certificate/form.html.

Master’s Level Students – The Comprehensive Examination
For Master’s level students choosing to take the Comprehensive Examination (EDA 999) in lieu of the development and presentation of a comprehensive Master’s Thesis, students should register for EDA 999 typically in the last semester of study after consultation with the adviser. Students should contact her/his adviser to schedule the examination. Prior to the scheduled examination date, students should carefully review directions found on-line in Canvas for the course EDA 999. For more information on the Comprehensive Examination, refer to the Education Leadership web site: http://www.strose.edu/educational-leadership-and-administration/.

The Comprehensive Examination will last approximately 4-5 hours. Students may use any other notes, textbooks, or other materials. Students are cautioned however, to carefully monitor time to ensure each performance task is addressed. During the exam, a student may not speak with or share any materials or information with others. The Comprehensive Examination is administered through Canvas. Any student who has registered for EDA 999 for this semester will have automatic access to the examination on Canvas under the course titled: Comp Exam SECTION 01 – (Name of semester)
The Comprehensive Examination is based upon the NELP Leadership standards. It partially parallels the format of portions of the New York State SBL Assessment. All or a majority of NELP Leadership standards are addressed in the exam. The Comprehensive Examination includes the following:

<table>
<thead>
<tr>
<th>Assessment/Area of Focus</th>
<th>Max. Time</th>
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<tbody>
<tr>
<td>Extended Performance Task 1: School Based Instructional Leadership</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Extended Performance Task 2: Family &amp; Community Engagement</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Constructed Response 1: Program Evaluation, School Improvement, Social Justice*</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Constructed Response 2: Supervision of Instruction, Professional development, Change*</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Constructed Response 3: Supervision, Resource Management, Social Justice*</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Suggested Time (A Maximum of 5 hours is allotted):</td>
<td>3-4 hours</td>
</tr>
</tbody>
</table>

* Student only need to complete TWO of the 3 Constructed Response Questions.

The exam will be scored as either Pass, or Fail. The examination will be typically scored within 2-4 weeks of the administration. The professor or other program representative will contact the student by e-mail indicating the status of the examination.

This is a timed exam for each task. Once a student begins the writing portion of this performance task, the time automatically begins counting down. Each of the Extended Performance Tasks will have a maximum of 90 minutes to complete. The shorter Constructed Response tasks will be 60 minutes each. The allotted time should be more than sufficient for students to complete all areas and tasks if the student is sufficiently prepared.

Students should carefully study all directions and information regarding the Comprehensive Examination prior to taking the exam. The Comprehensive Examination has a controlled time available window. Students reserve a time block on a certain date with permission of the professor. The Comprehensive Examination will then be available and accessible only for the period requested. Outside the approved test widow, the Comprehensive Examination performance tasks are not available or accessible to students. Students may take this examination at their own convenience from any location they choose.

Section 6: School Leadership Certification Requirements in New York State

Checklist Requirements for Administrative Certification A-Z

Below is a comprehensive checklist of New York State Education requirements for qualifying for administrative certification. Please review them carefully as several have been recently amended.

School Building Leader (SBL)

Internship Certificate (SBL)

- Enrolled in College of Saint Rose NYS Registered Program – School Building Leader
- Completion of at least 12 credits (50%) of the Graduate Program - School Building Leader
- Institutional Recommendation from Registrar’s Office - School Building Leader
- Institutional Recommendation from Saint Rose Registrar’s Office - School Building Leader
- Workshop - Dignity For All Students Act
  
  EDU 609 at Saint Rose (See course offerings). Requires completion of six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention from a provider approved by NYSED on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).
- Fingerprint Clearance

Initial Certificate: School Building Leader (SBL)

- Completion of College of Saint Rose NYS Registered Program 24 credits - SBL
- Institutional Recommendation from Registrar’s Office - School Building Leader
Additional Education – Master’s Degree

Master’s degree means a graduate degree awarded following the satisfactory completion of at least a one-year graduate-level curriculum and other requirements. The program must be offered by an institution of higher education approved by the Commissioner of Education or a regional accrediting agency.

Paid, Full-time Classroom Teaching/PPS Experience - 3 Years

Educating All Students Test (EAS)

School Building Leader Assessment (SBL) - Part 1 & 2

Workshop - Dignity For All Students Act

EDU 609 at Saint Rose (See course offerings). Requires completion of six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention from a provider approved by NYSED on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).

Workshop - Child Abuse Identification

EDU 601 at Saint Rose (see course offerings). Required is completion of two hours of training in child abuse identification and prevention on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).

Workshop - School Violence Intervention and Prevention

EDU 602 at Saint Rose (see course offerings). Required is completion of two hours of training in school violence prevention and intervention on a fee basis by provider. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).

Fingerprint Clearance

Professional Certificate for School Building Leader (SBL)

Paid, full-time Admin experience - 3 Years (Includes 1 year “mentored experience” as school building leader)

The applicant must document paid, full-time work experience, acceptable to the Commissioner, in school administration. Acceptable experience relates to hiring, terminating, evaluating, and supervising professional school staff, overseeing the school budget, and developing curriculum. Experience assisting administrators or supervisors, however, will not be considered. "Mentored experience” refers to the guidance and professional support that experienced, certified teachers/school building leaders provide to new teachers/school building leaders in their first year of teaching/building leadership in a public school. Completion of the mentored experience must be verified by the superintendent of the employing school district through TEACH by entering a superintendent statement and selecting “Verification of Mentoring” as the statement.

Professional Development – 175 hours

Note: To maintain the validity of the Professional certificate once awarded, certificate holders must obtain 175 hours of appropriate professional development every five years after initial receipt.

School District Leader (SDL)

Transitional D Certificate (SDL)

Enrolled in College of Saint Rose NYS Registered Program – School District Leader

College of Saint Rose Recommendation from Registrar’s Office – SDL Transitional D Certificate

Additional Education – Master’s Degree

Master’s degree means a graduate degree awarded following the satisfactory completion of at least a one-year graduate-level curriculum and other requirements. The program must be offered by an institution of higher education approved by the Commissioner of Education or a regional accrediting agency.

School District Employment/Commitment – SDL

Letter provided to The College of Saint Rose by the school district indicating employment of the person in a position of district level responsibility who will receive mentoring support from another administrator with district experience and school district leader certification.

Fingerprint Clearance

Must be cleared by the New York State Education Department through a fingerprint-supported criminal history background check. Candidates fingerprinted and cleared by the New York City Board of Education after July 1, 1990, may submit that clearance to the Department to satisfy this requirement. Detailed information and forms can be found at the Office of School Personnel Review and Accountability (OSPRA) Web site:

http://www.highered.nysed.gov/tcert/home.html
Workshop - Dignity For All Students Act

EDU 609 at Saint Rose (See course offerings). Requires completion of six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention from a provider approved by NYSED on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).

Professional Certificate (SDL)

Completion of College of Saint Rose NYS Registered Program - School District Leader

Institutional Recommendation from Registrar’s Office - School District Leader

Additional Education – Master’s Degree

Master’s degree means a graduate degree awarded following the satisfactory completion of at least a one-year graduate-level curriculum and other requirements. The program must be offered by an institution of higher education approved by the Commissioner of Education or a regional accrediting agency.

Graduate Coursework - 60 graduate hours

“Graduate Coursework” means studies that can be credited toward a graduate degree granted by an institution of higher education that is approved by the Commissioner of Education or by a regional accrediting agency.

Paid, full-time Admin/PPS/Classroom Teaching experience - 3 Years

The applicant must demonstrate paid, full-time work experience as a classroom teacher, pupil personnel professional (e.g., school counselor), or administrator.

Examination - School District Leader - Part 1 & Part 2

Workshop - Dignity For All Students Act

EDU 609 at Saint Rose (See course offerings). Requires completion of six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention from a provider approved by NYSED on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).

Workshop - Child Abuse Identification

EDU 601 at Saint Rose (see course offerings). Required is completion of two hours of training in school violence prevention and intervention on a fee basis. by provider. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).

Workshop - School Violence Intervention and Prevention

EDU 602 at Saint Rose (see course offerings).

Fingerprint Clearance

Must be cleared by the New York State Education Department through a fingerprint-supported criminal history background check. Candidates fingerprinted and cleared by the New York City Board of Education after July 1, 1990, may submit that clearance to the Department to satisfy this requirement. Detailed information and forms can be found at the Office of School Personnel Review and Accountability (OSPRA) Web site:

http://www.highered.nysed.gov/tcert/home.html

Citizenship Status - INS Permanent Residence or U.S. Citizenship

New York Education Law permits individuals with USCIS (United States Citizenship and Immigration Services) Permanent Residence status to qualify for a Permanent/Professional teacher certificate. To verify your permanent residence status, submit one of the following with your application:

- photocopy of your permanent resident card ("Green Card")
- photocopy of your passport stamped with "Processed for 1-551 Temporary Evidence of Lawful Admission for Permanent Residence"
- a certified and sealed copy of a letter from the USCIS verifying permanent residence

Professional Development – 175 hours

Note: To maintain the validity of the Professional certificate once awarded, certificate holders must obtain 175 hours of appropriate professional development every five years after initial receipt.

Note: The New York State Education Department does not recognize teacher certification or teacher education programs from outside the United States or its territories. Candidates would have to apply for certification under the New York State individual evaluation pathway for a certificate where the individual evaluation pathway is available. For more information on teacher and administrative certification:

www.highered.nysed.gov/tcert
School District Business Leader (SDBL)

Professional Certificate (SDBL)

- Completion of College of Saint Rose NYS Registered Program - School District Business Leader
- Institutional Recommendation from Registrar’s Office - School District Leader
- Additional Education – Master’s Degree
  Master’s degree means a graduate degree awarded following the satisfactory completion of at least a one-year graduate-level curriculum and other requirements. The program must be offered by an institution of higher education approved by the Commissioner of Education or a regional accrediting agency.
- Graduate Coursework - 60 graduate hours
  “Graduate Coursework” means studies that can be credited toward a graduate degree granted by an institution of higher education that is approved by the Commissioner of Education or by a regional accrediting agency.
- Examination - School District Business Leader - Part 1 & Part 2
- Workshop - Dignity For All Students Act
  EDU 609 at Saint Rose (See course offerings). Requires completion of six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention from a provider approved by NYSED on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).
- Workshop - Child Abuse Identification
  EDU 601 at Saint Rose (see course offerings). Required is completion of two hours of training in school violence prevention and intervention on a fee basis. by provider. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).
- Workshop - School Violence Intervention and Prevention
  EDU 602 at Saint Rose (see course offerings).
- Fingerprint Clearance
  Must be cleared by the New York State Education Department through a fingerprint-supported criminal history background check. Candidates fingerprinted and cleared by the New York City Board of Education after July 1, 1990, may submit that clearance to the Department to satisfy this requirement. Detailed information and forms can be found at the Office of School Personnel Review and Accountability (OSPRA) Web site:
- Citizenship Status - INS Permanent Residence or U.S. Citizenship
  New York Education Law permits individuals with USCIS (United States Citizenship and Immigration Services) Permanent Residence status to qualify for a Permanent/Professional teacher certificate. To verify your permanent residence status, submit one of the following with your application:
  - photocopy of your permanent resident card ("Green Card")
  - photocopy of your passport stamped with “Processed for 1-551 Temporary Evidence of Lawful Admission for Permanent Residence”
  - a certified and sealed copy of a letter from the USCIS verifying permanent residence
- Professional Development – 175 hours
  Note: To maintain the validity of the Professional certificate once awarded, certificate holders must obtain 175 hours of appropriate professional development every five years after initial receipt.

Section 7: On-Line Learning

On-Line Learning: Zoom & Canvas
Welcome to on-line learning in our Educational Leadership programs! These First Steps to On-Line Learning will help you to get started. On-line instruction is divided into two areas: asynchronous and synchronous. Synchronous learning is on-line, live real-time instruction that is “face-to-face” with your professor and student colleagues across the internet. Asynchronous learning is learning that is independent, at the convenience and schedule of the student. While on-line learning provides convenience of time and location, the learner must independently engage in active structured organized learning. Students should schedule time dedicated towards studying the course materials. We want to make your on-line learning experience valuable and enjoyable so please let us know if there is anything you need or suggest in enhancing the experience.
Use of Canvas for Accessing Course Materials
This course uses Canvas for accessing most course materials. Canvas is an electronic course management system. Canvas incorporates web pages, email, discussion boards, blogs, small group areas, online quizzes, an online grade book, a calendar, virtual groups, document sharing, for either web-enhanced courses or totally web-based courses. Canvas provides 24x7 access to your course materials, class discussions synchronously or asynchronously via threaded discussions and chat rooms features, lessons incorporate multimedia and allow for various learning styles; offer group collaboration tools; and provides students with instant feedback with online Grade Center.

Students will need to use their Saint Rose assigned e-mail and create a password. This allows student access to the courses they are registered for only. Courses are available typically through Canvas 2-4 weeks prior to the first scheduled class. A student may be notified by the professor via e-mail prior to the class that access is now available through Canvas. Otherwise, students should check in periodically.

http://www.strose.edu/login/

Textbooks and other Course Materials
Materials and textbook purchase information will typically be provided in the Course Syllabus. These materials should be acquired as soon as possible after review of the syllabus. The syllabus will be provided in Canvas. Some professors will also provide the syllabus in advance via e-mail.

Advancing into the Course Modules
This on-line course is divided into separate modules that include due dates for student work and assignments. The courses are designed to be followed with the professor and according to the timeline. Although students may self-pace within a module within the timeline provided, they should not proceed ahead of the other students or professor or proceed into additional modules. The rationale is that the course and learning experience are enriched with: planned interactions with other students and the teacher; the professor may need to explain or clarify expectations; or the assignments could be subject to change.

Equipment Required to Participate in On-Line Learning
Students will need the following: 1) a computer – desktop or laptop with an internet connection (high speed recommended) using an updated common web browser; 2) Either an internal camera in the computer or a web cam external camera (recommended); and 3) Computer external microphone/speaker headset or ear buds (helps with sound quality and reduces echo effect). For more information on system requirements, go to:

https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-and-Mac

Media On-Line Service
The College uses an on-line service called Zoom. It is intuitive, and there is help and support through the Zoom web pages. This service is at no charge to students. You will need to download the client software onto your computer(s) from where you will be accessing the internet and Zoom. The directions and how to use Zoom can be found at:

https://support.zoom.us/hc/en-us

If a student is unable to resolve an issue with Zoom after reviewing all on-line help, students may contact Abi Johnson, Instructional Designer, Information Technology Services (ITS) at: johnsona@mail.strose.edu.

Connectivity
One of the keys to a successful on-line synchronous experience is your internet and computer connectivity. A high speed internet connection is essential. If you have trouble with the video/audio of any session:

1) Check your internet connection
2) Close any other programs running on your computer
3) Make sure that no other device in your location is using the internet
4) If you are planning on-line access through a school or other organization internet connection, be aware you may have issue with their internet security firewall. You should test access from this site before beginning class.

5) If all else fails, you can connect to the session by phone. Information on phone connection is listed below:

https://support.zoom.us/hc/en-us/articles/201362663-How-Do-I-Join-by-Telephone-

Joining Class
There are one (or more) sessions scheduled for this course. The schedule of synchronized sessions is either listed here, in the course syllabus, e-mail, or elsewhere. For general information on joining a “meeting” or class:

https://support.zoom.us/hc/en-us/articles/201362193-How-Do-I-Join-A-Meeting-

Each course has a unique “meeting ID”. A student receives a different meeting ID for each on-line course that includes synchronized learning sessions. By clicking on the address listed below, you will join the “meeting” (class) for this course. You will need to provide an e-mail address and selected password that you initially create through Zoom. You should remember your password, as well as save this unique meeting address and you may wish to place it into your favorites or bookmarks for ease of later access. Prior to your first scheduled on-line class, the professor will provide a class meeting web address to use.

Synchronized Session Schedule
The course on-line synchronized class meeting dates, times and frequency of the on-line synchronized class will be provided in advance. Mark these dates on your calendar. All meetings start at 7:00pm and last 90-120 minutes on average. Be on-line 5-10 minutes in advance of each scheduled class. You will use the SAME meeting address for all course meetings. Since synchronized on-line class meetings are limited and not frequent, participation is anticipated and students should make this a high priority. If a student cannot make an on-line class for an essential professional or personal reason, students should inform the professor in advance. Student participation is expected on any class where group or final presentations are due. Where a student misses a synchronous class, students will be able to access the missed class in Canvas under the section titled: Previous Class Recording Links. It is in the far left column of options. By clicking on it, it will list the on-line scheduled classes and include a link to any previously recorded class. Students are expected to review the missed class as soon after the scheduled class as possible. Repeated missed on-line classes are strongly discouraged and requires a discussion with the instructor. It may require additional assigned work to compensate for the absence, or reflect on the final grade including a possibility the student may receive an incomplete for the course.

Preparing for Synchronized Sessions
When participating in regular on-line sessions, students should mute their microphones unless they wish to speak. This reduces ambient noise which may distract other participants.

Prior to the first class, you may be invited to test your system and watch a short asynchronous recorded welcome video from your professor discussing the class. This is more typical if the class is the first session of a program or sequence.

Individual On-Line Meetings: Student to Student and Student to Professor
Students have several options to “meet” on-line to discuss work, projects or group presentations. Options include: using an on-line service provider like Skype, or Google Hangouts, or schedule a meeting through Zoom. Remember to contact the other participants and invite them to participate at a scheduled time.

Section 8: Using and Accessing the College Technology

The Instructional Technology Services (ITS) department is very helpful and provides a Help Desk to answer technology questions. On campus phone contact: 4357 (help); if off campus, 518-454-2190. The e-mail is: helpdesk@strose.edu.

E-mail and Using Banner
To set up a student e-mail account and other functions, access the Student Technology Guide at the address below:
Your Initial Username & Email Address

To login to e-mail, Canvas, lab computers, or the wireless network, use your username:
Username: Last name + first initial of your first name + last three digits of your student ID #
Password: Your birthday (MMDDYY)
Your full email address is: username@strose.edu
Need help? Contact the Help Desk at x4357 or (518) 454-2190.

Your Password

All passwords must include the following characteristics:
1. It cannot contain significant portions of the user’s account name or full name
2. It must be at least eight characters in length
3. It must contain characters from three of the following four categories:
   • Uppercase characters (A through Z)
   • Lowercase characters (a through z)
   • Numbers (0 through 9)
   • Non-alphabetic characters (for example, !, $, #, %)

Change it...three options:

• Log into a campus PC, press CTRL+ALT+DEL and select “Change Password,”
• Log into the password reset site at https://pwdreset.strose.edu
• Go to Help Desk with photo ID.

BannerWeb Login

To login to BannerWeb, the College’s self-service administrative system:

User ID: Your Saint Rose ID number (9-digit)
PIN: Your birthday (MMDDYY)
Need Help? Call the Student Solution Center at (518) 458-5464.

Chalk & Wire

Chalk & Wire is a student assessment and portfolio system that is used in many Educational Leadership courses. The internship portfolio is created in Chalk & Wire as an E-Portfolio. Students will need to familiarize themselves with it. You can sign into Chalk & Wire by going to the address listed below:

http://www.strose.edu/login/

Help for Chalk & Wire can be found at the address listed below:
http://techtalk.strose.edu/category/cw

Policy on Plagiarism and Other Infringements of Academic Honesty

Students at The College of Saint Rose are expected to be honest in every aspect of their academic work. All work presented as a student’s own must be the product of his or her own efforts. Students working in groups are each individually responsible for the academic integrity of the group project. Plagiarism, cheating, academic misconduct, or any other submission of another’s work as one’s own is unacceptable. Plagiarism is discussed in more detail within the general course requirements of the syllabus of each course. A student who violates said standards of academic integrity will receive sanctions, which can include dismissal from the College.
Students with a Documented Disability
If a student has a documented disability requiring academic accommodations, the student should register with the Director of Services for Students with Disabilities. The office is located in the Academic Support Center on the 2nd floor of St. Joseph Hall (campus extension 2335 or 518-337-2335) for disability verification and for determination of recommended reasonable academic accommodations. Please remember that timely notice will help avoid a delay in receipt of services and support.