MISSION STATEMENT

The Educational Leadership Program at the College of Saint Rose is committed to preparing dedicated, competent, and ethical educational leaders.

We offer a unique program with personal attention to students, small yet diverse classes, highly qualified practitioner-professors, a substantial internship, and ongoing networking with graduates.

ETHICAL STANDARDS FOR STUDENTS ASPIRING TO EDUCATIONAL LEADERSHIP

1. Pursue the best education for yourself, not the easiest.
2. Challenge yourself to develop in your weakest areas.
3. Be an active learner; show initiative and enthusiasm.
4. Take responsibility for your ideas, and back them with facts.
5. Show your integrity through your scholarship. Cite sources appropriately; never present another's ideas or words as your own.
6. Pull your weight in classes and with assignments; support your colleagues' learning.
7. Critically evaluate ideas; respect persons.
8. Maintain confidentiality.
9. Welcome mistakes and criticism as opportunities to learn.
10. Maintain a sense of humor and perspective.
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EDA PROGRAM OPTIONS

Students may complete any or all of the following four sequences:

<table>
<thead>
<tr>
<th>Coursework + Internship in EDA</th>
<th>Internship</th>
<th>Total Grad Credit Hours</th>
<th>Minimum CSR Credits</th>
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<tbody>
<tr>
<td>School Building Leader (SBL) Certification (initial; professional requires 2 years in administrative service + an MS) Student must pass NYS SBL Assessment examination (to be offered in 2006)</td>
<td>18 credit hours</td>
<td>+ 6 c.h. internship Requires proposal And 600 hours</td>
<td>24</td>
</tr>
<tr>
<td>MS in Educational Administration</td>
<td>30 c.h. &amp; Comprehensive Exam</td>
<td>Same as above</td>
<td>36</td>
</tr>
<tr>
<td>School District Leader (SDL) Certificate Student must pass NYS SDL Assessment examination (to be offered in 2006)</td>
<td>SBL work plus EDA 601-602 Summer Academy.</td>
<td>Same as above</td>
<td>60</td>
</tr>
<tr>
<td>CAS in Educational Administration</td>
<td>24 c.h. + 36 other c.h.</td>
<td>Same as above</td>
<td>60</td>
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</table>

The SBL certifies the student for school-level responsibilities: e.g. department chair, assistant principal, or principal. The SDL certifies the student for district-wide responsibilities: e.g. K-12 subject coordinator, director of pupil services, assistant superintendent, superintendent. Credits for each program may be applied to the others; the programs are cumulative. All new certifications require state-approved seminars in child abuse detection and reporting and in violence prevention.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>SBL Program</th>
<th>Master’s in EDA</th>
<th>SDL Program</th>
<th>Cert. Of Advanced Studies in EDA</th>
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<tbody>
<tr>
<td>EDA 505 (first)</td>
<td>EDA 505 (first)</td>
<td>Either the SDL program or its equivalent. An MS degree.</td>
<td>The complete SDL program at CSR.</td>
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<tr>
<td>EDA 503</td>
<td>EDA 503</td>
<td>EDA 601</td>
<td>An MS degree.</td>
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<td>EDA 510</td>
<td>EDA 510</td>
<td>EDA 602</td>
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<td>EDA 590</td>
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<td>EDA 546/7- internship</td>
<td>EDA 546/7- internship</td>
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<tr>
<td>One EDA electives</td>
<td>EDA 500 and 595 (research sequence)</td>
<td>30 additional credit hours of relevant graduate study</td>
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<td></td>
<td>Three EDA electives</td>
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And, for all: seminars on child abuse detection and reporting and violence prevention (unless previously taken).
EDA PROGRAM STUDENT CHECKLIST

GETTING STARTED

- Contact Graduate Admissions Office for application. (454-5136)
- SDL and MS: Submit application form, statement of purpose, all transcripts, two letters of professional recommendation, and proof of permanent or professional NYS teacher certification and/or 3 years' full time experience in schools.
- After acceptance, contact advisor about course registration.
- Complete a minimum of four courses in the program before the internship.

INTERNSHIP AND RESIDENCY

- SBL/SDL: Attend internship orientation meeting and begin planning internship after 2nd or 3rd course.
  - Submit internship proposal and letter of support to Internship Coordinator (454-5259); have proposal approved and college supervisor assigned. If uncertified but being paid for an administrative job, arrange for intern certificate, which must be requested by the College from the State Education Department.
  - Begin 6-credit, 600-hour internship any time after 4th course. (See Internship and Residency Details.)

MS/CAS DEGREE CERTIFICATE PAPERWORK

- To transfer from a Certification program to the Master’s program complete a Change of Program Form (Graduate Admissions Office)
- At the beginning of your last course, complete a Degree Application (Registrar’s Office).
- MS: at the end of the program, schedule, take and pass both the timed and take-home portions of the Comprehensive Exam.
- CAS: Upon completion of the certification program complete a Program Completion Application (Registrar’s Office)

Student in the MS program may request permission to transfer up to 12 of the required 36 credits earned at other programs or institutions, prior to matriculation into the EDA program. However, 6 of those credits must be from other state-approved educational administration programs, and all courses must be justified on the basis that they meet important requirements for administrative preparation.

The College has a 6-year time limit for transfer courses.
APPLYING FOR ADMINISTRATIVE CERTIFICATION

Apply for appropriate certification to NYSED; obtain application from Registrar's Office. The fee for each certificate is $50 (subject to change by the State Education Department).

SBL - Initial Certificate: - College submits for you certifying your eligibility to take the New York State School Building Leader Assessment Examination (NB: Whereas the examination will not be offered until 2006, and the Regents Rules and Regulations (as of this writing) regarding the interim period have not been published, it is presumed that the certificate will be awarded upon the recommendation of the college. Students will be made aware of any changes in NYS Rules and Regulation changes as soon as they become known). Students will be made aware of any changes in NYS Rules and Regulation changes as soon as they become known).

SDL - Professional Certificate: – After completing a total of 60 graduate credits, including 30 EDA credits, college submits for you certifying your eligibility to take the New York State School District Leader Assessment Examination (NB: Whereas the examination will not be offered until 2006, and the Regents Rules and Regulations (as of this writing) regarding the interim period have not been published, it is presumed that the certificate will be awarded upon the recommendation of the college. Students will be made aware of any changes in NYS Rules and Regulation changes as soon as they become known). Students will be made aware of any changes in NYS Rules and Regulation changes as soon as they become known).

MS program students are entitled to apply for the SBL through the College as shown above.

See NYS Certification Requirements for details.

ADMINISTRATIVE INTERNSHIP AND RESIDENCY DETAILS

Prerequisites

For the 600-hour SAS Internship (EDA 546/7: 6 credit hours)

- Four EDA courses completed at St. Rose (should include EDA 505, EDA 540 and EDA 590 and one other required course or elective)
- Proposal approved by College and district/agency
- Letter of support from district/agency
- Registration for first 3 credits of internship

Orientation meetings

Orientation meetings for prospective interns are held two times a year, in December, and May. Dates appear in the program newsletter. You should attend one at least six months before you plan to starting order to receive the guidelines and to declare your intention of starting an internship or residency.

Internship Guidelines

The Guidelines booklet describes the steps for planning the internship, writing the proposal, gaining approval, and successfully completing the internship. It provides numerous suggestions for learning experiences in the ten competency areas:

- Supervision of Instruction
- Law
- Personnel
- Curriculum
- Finance
- Community Relations
- Staff Development
- Management
- Technology
- Personal Professional Development
Registration

Your proposal must be reviewed and approved before you may register for the internship or residency. You will receive a registration form with your letter of approval. The internship or residency does not begin until the proposal is approved and the student is registered.

Internship Seminar

Interns attend a series of seven biweekly seminars during the first semester of their internships. The seminars cover key topics for interns, such as

- Time/Stress Management
- Job Searching: Resumes, etc.
- Dealing with Difficult Staff
- Dealing with Uncontrollable Students
- Crisis Management and the Media
- Career Night/Go for the Job Night
- Ask the Lawyer Night

Seminars also give interns support during this challenging experience, and help them to establish long-term relationships with colleagues. Seminar dates are published in the college’s course listing booklet published for each session (Fall, Spring, Summer) and can also be seen online.

Internship Waiver

The College does not issue internship waivers. Experienced school administrators without certification can ask the NYS Education Department to evaluate their experience and waive the internship. Such waivers are rare, however, except for private school administrators.

If the State has waived your internship, you can simply complete the coursework for certification, and apply by the alternate route. If you are in the Master’s program, you will still need to complete 36 credits, but may do an independent study or substitute courses for the internship if you wish.
**ANNUAL COURSE SCHEDULE** - Subject to change. Check program newsletters and Graduate Course Listings.

**FALL**

EDA 500  Research in Educational Administration.  
EDA 503  Leadership in Curriculum Development and Revision  
EDA 505  EDA 505 Introduction to Educational Leadership and Administration  
EDA 510  Supervision and Teacher Development  
EDA 529  Mental and Educational Measurement  
EDA 546  Internship in Educational Leadership and Administration: Part 1  
EDA 547  Internship in Educational Leadership and Administration: Part 2  
EDA 550  School Finance  
EDA 585  Institute in EDA  
EDA 590  Critical Issues in Educational Leadership/Supervision Seminar  
EDA 595  Research Seminar in Educational Leadership/Administration  
EDA 999  Comprehensive Exam

**SPRING**

EDA 500  Research in Educational Administration.  
EDA 503  Leadership in Curriculum Development and Revision  
EDA 505  EDA 505 Introduction to Educational Leadership and Administration  
EDA 510  Supervision and Teacher Development  
EDA 529  Mental and Educational Measurement  
EDA 534  Admin of Early Childhood Programs  
EDA 540  Education Law  
EDA 543  Personnel  
EDA 546  Internship in Educational Leadership and Administration: Part 1  
EDA 547  Internship in Educational Leadership and Administration: Part 2  
EDA 585  Institute in EDA  
EDA 590  Critical Issues in Educational Leadership/Supervision Seminar  
EDA 595  Research Seminar in Educational Leadership/Administration  
EDA 999  Comprehensive Exam

**SUMMER I**

EDA 500  Research in Educational Administration  
EDA 505  EDA 505 Introduction to Educational Leadership and Administration  
EDA 529  Mental and Educational Measurement  
EDA 545  School Principalship  
EDA 546  Internship in Educational Leadership and Administration: Part 1  
EDA 547  Internship in Educational Leadership and Administration: Part 2

**SUMMER II**

EDA 500  Research in Ed. Admin  
EDA 529  Mental and Educational Measurement  
EDA 540  Education Law  
EDA 546  Internship: Part 1  
EDA 547  Internship: Part 2  
EDA 560  School/Community Relations  
EDA 584  Administration of Special Education Programs  
EDA 585  Institute in EDA  
EDA 601  District-Level Leadership and Management (3) AND EDA 602 School District/Community Policy and Politics (3) (Co-requisites: must be taken together --- see Graduate Catalog description)  
EDA 999  Comprehensive Exam
Regular Faculty

Perry Berkowitz, Ed. D., Assistant Professor
Robert B. McClure, Ed. D., Assistant Professor

Internship Coordinator

Robert B. McClure, Ed. D., Assistant Professor

Adjunct Faculty

Lee Bordick, M.S., Superintendent of Schools, Lansingburgh Central Schools

James Butterworth, Ed.D., Assistant Commissioner of Education, NYS Education Department

Mary Capobianco, Learning Standards Coordinator, Capital Region BOCES

James Maxwell, Ed. D., Principal, Coxsackie-Athens High School

Joseph Porter, J.D., Executive Coordinator, Office of Teaching Initiatives, NYS Education Department

Oliver Robinson, Ph. D., Superintendent of Schools, Rotterdam-Mohonasen Central School District

Blaise Salerno, Director, Hudson Mohawk Leadership Academy
EDA PROGRAM RESOURCES

Graduate Catalog
The "Grad Catalog" comes in your application packet. Reissued every two years, it explains admissions requirements, academic policies, and student services; specifies each graduate program's requirements; and describes each graduate course. **Read it; don't wait until you have a problem!** You are responsible for meeting the requirements of the catalog under which you entered the Program. If you drop out for two years or more, you must reapply, and enter under the new catalog.

Graduate Course Listings Booklet for Course Registration
Course listings booklets are distributed a few weeks before graduate registration begins: for Spring Semester, in November; for Summer Sessions and Fall Semester, in March. **There are benefits to registering early: you can simply make a deposit rather than paying in full, and the course you want is less likely to get filled or cancelled for low enrollment. Last minute registrants must pay in full; late registrants must also pay a late fee.**

The School Violence Prevention Seminar, EDU 602, and the Child Abuse Reporting Seminar, EDU 603, are offered several times every semester.

Program Newsletter: The EDA/CSR Update
All EDA Program students receive the program newsletter in November and March. **Read it.** It provides updates on program plans and changes; gives dates for upcoming events, meetings, and deadlines; lists alumni recently appointed to positions; and sometimes contains special features.

If your address changes after you enter the program, **please call the registrar at 454-2012 to update your information.**

Internship Orientation Meetings
Students who hope to begin their internships or residencies within the next year attend an orientation meeting in October or May, to help them start planning. Recent interns and intern supervisors are present to answer questions, and detailed guidelines are distributed. **Again, dates and times are listed in the newsletter.**

The Educational Administration Association
Shortly after the founding of the EDA Program in 1984, a group of students formed an association for students and alumni to foster continued networking and support. Currently the EAA attends dinner meetings with high-interest programs, and also organizes the fall and the spring Go-for-the-Job Night. **Watch the newsletter for announcements of events.**

Go for the Job Night
Go-for-the-Job Night features a panel of experienced administrators and alumni who discuss personal and professional issues in careers in educational administration.

Go for the Job Night is structured to encourage continued networking among students and alumni.
Career Information: Finding a Job in Educational Administration

The Program makes every effort to assist students in their job search. Naturally, your success depends on taking advantage of the resources provided.

1. Use the College of Saint Rose Career Center (518-458-5330)
   Located in St. Joseph’s Hall, Room 118.
   Develop and critique a resume.
   Write letters of application.
   Practice mock interviews, including videotaped sessions.
   Use the computerized DISCOVER self-assessment program.
   Establish a placement file.

2. Check the on line listings provided by the New York State Council of School Superintendents: WWW.NYSCOSS.ORG.

   Call 1-800-303-JOBS.

4. Receive mailings from the Capital Area School Development Association (CASDA) for newsletters, notices of conferences, and activities of the Capital Region Principals’ Center. Call 518-525-2680.

5. Join professional associations.
   SAANYS: 518-869-0600 or 1-800-464-0144.
   NYS Association for Women in Administration and the Capital District Association for Women in Administration: 518-525-2680.
   Phi Delta Kappa: Call Rita Moore at 370-8330.

6. Read the Sunday New York Times and Education Week for job listings outside the Capital District.

7. Build a network of professional contacts by:
   Attending educational conferences and meetings;
   Volunteering with a professional association;
   Making appointments with key people to discuss your career;
   Being active in your community.
Some General Campus Services (See campus map for locations.)

Switchboard: 454-5111

Security: 454-5187
   Student ID cards, parking permits and decals, safety escort service

Registrar and Student Services: 454-5464
   Course registration, transcripts, and certification applications

Bursar/Student Accounts: 454-5464
   Accounts payable, payment plans

Campus Ministry: 454-5250
   Interfaith and multicultural programming and services

Athletics/Recreation/Fitness Facilities: 454-5158
   Swimming pool, fitness room with aerobic and weight training equipment

Services for Students with Disabilities: 454-5299
   Clinical evaluations and support services

Health Services: 454-5244
   Nurse on duty, information on immunizations

Counseling and Psychological Services: 454-5200
   Confidential individual, couples, and family counseling; support groups; 24-hour crisis intervention service, referrals

Financial Aid: 454-5464
   Federal, state, and institutional loans; graduate assistantships, scholarships, and grants

Neil Hellman Library: 454-5180
   Curriculum & tests library, ERIC CD-ROM, Lexus-Nexis, EBSCO Full-text journal database, CaDiLAC local libraries access, Internet access. Library tours and training.

The Learning Center: 458-5305
   Workshops on writing research papers, use of APA style, various computer programs

Academic Computer Resources: 454-5214
   To use campus resources, you must have a current student ID card. Establish a student Internet account with the Academic Computing Office (St. Joseph’s Basement). Labs are in St. Joseph’s Hall (1st Floor, 458-5342), Albertus Hall (4th Floor Room 408, 458-5459), and Lima Hall (Basement, 458-5419: open 24 hours when College is in session).
| ELCC I. | Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. | CSR Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8 | Knowledge and Skills 2 and 8 |
| ELCC II. | Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. | Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8 | Knowledge and Skills 6, 7, and 8 |
| ELCC III. | Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. | Conceptual Framework Standards: 5, 6, and 7 | Knowledge and Skills 1 and 7 |
| ELCC IV. | Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. | Conceptual Framework Standards: 5 | Knowledge and Skills 3 and 4 |
| ELCC V. | Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. | Conceptual Framework Standards: 5 | Knowledge and Skills 6, 7, and 8 |
| ELCC VI. | Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. | Conceptual Framework Standards: 5 | Knowledge and Skills 1 and 5 |
*Thelma P. Lally School of Education Conceptual Framework*

Candidates in professional education programs at The College of Saint Rose will:

1. Acquire the knowledge and dispositions of disciplines relevant to the candidates' projected educational or clinical roles sufficient to be able to:
   a. Structure students' learning of that content at levels appropriate to their development;
   b. Apply the content and skill knowledge; and
   c. Continue acquisition of related and new content.

2. Apply principles and theories of lifespan human development and learning in all of its diversity to educational or clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.

3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative, and motivating, inviting students' analytical skills and promoting their dispositions to be lifelong learners.

4. Ensure that evaluation is a collaborative and recursive process that aligns instructional/clinical goals, practice, assessments, and standards; and reflects the real knowledge, skills, and dispositions of learners.

5. Develop and demonstrate personal and professional values that foster:
   a. The highest ethical standards of the profession;
   b. Intellectual curiosity and open-mindedness;
   c. Understanding and responsiveness to multiple social and global perspectives; and
   d. Collegiality and collaboration among partners in the educational or clinical process that involves children, families, community members, and other professionals.

6. Promote optimal learning environments for all individuals regardless of their experiential, cultural, and/or racial/ethnic background, including but not limited to:
   a. Those for whom English is not the primary language;
   b. Gifted and educationally disadvantaged students;
   c. Students with disabilities;
   d. Students with developmental and learning differences; and
   e. Those with different interests, ambitions, and sexual orientations.

7. Demonstrate in their practice that oral and written language is a functional as well as social and artistic tool for communication and thought, and as such reflects the multiple literacies of our cultures.

8. Integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness, facilitate students' acquisition of technological skills, and their dispositions to use them.
**The New York State Essential Knowledge and Skills for Effective School Leadership include:**

1. **Leaders know and understand what it means and what it takes to be a leader.**
   Leadership is the act of identifying important goals and then motivating and enabling others to devote themselves and all necessary resources to achievement. It includes summoning one's self and others to learn and adapt to the new situation represented by the goal.

2. **Leaders have a vision for schools that they constantly share and promote.**
   Leaders have a vision of the ideal, can articulate this vision to any audience, and work diligently to make it a reality. Leaders also know how to build upon and sustain a vision that preceded them.

3. **Leaders communicate clearly and effectively.**
   Leaders possess effective writing and presentation skills. They express themselves clearly, and are confident and capable of responding to the hard questions in a public forum. They are also direct and precise questioners, always seeking understanding.

4. **Leaders collaborate and cooperate with others.**
   Leaders communicate high expectations and provide accurate information to foster understanding and to maintain trust and confidence. Leaders reach out to others for support and assistance, build partnerships, secure resources, and share credit for success and accomplishments. School leaders manage change through effective relationships with school boards.

5. **Leaders persevere and take the "long view."**
   Leaders build institutions that endure. They "stay the course," maintain focus, anticipate and work to overcome resistance. They create capacity within the organization to achieve and sustain its vision.

6. **Leaders support, develop and nurture staff.**
   Leaders set a standard for ethical behavior. They seek diverse perspectives and alternative points-of-view. They encourage initiative, innovation, collaboration, and a strong work ethic. Leaders expect and provide opportunities for staff to engage in continuous personal and professional growth. They recognize individual talents and assign responsibility and authority for specific tasks. Leaders celebrate accomplishments. They identify recruit, mentor, and promote potential leaders.

7. **Leaders hold themselves and others responsible and accountable.**
   Leaders embrace and adhere to comprehensive planning that improves the organization. They use data to determine the present state of the organization, identify root cause problems, propose solutions, and validate accomplishments. Leaders respect responsibility and accountability and manage resources effectively and efficiently. They require staff to establish and meet clear indicators of success.
   Leaders in education also know and understand good pedagogy and effective classroom practices and support sustained professional development. They recognize the importance of learning standards and significance of assessments.

8. **Leaders never stop learning and honing their skills**
   Leaders are introspective and reflective. Leaders ask questions and seek answers. Leaders in education are familiar with current research and best practice, not only in education, but also in other related fields. They maintain a personal plan for self-improvement and continuous learning, and balance their professional and personal lives, making time for other interests.

8. **Leaders have the courage to take informed risks.** Leaders embrace informed, planned change and recognize that everyone may not support change. Leaders work to win support and are willing to take action in support of their vision even in the face of opposition.
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<tr>
<th>Check</th>
<th>Required Core (15 credits)</th>
<th>Cr.</th>
<th>Comments</th>
<th>Semester</th>
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<tr>
<td></td>
<td>EDA 505: Introduction to Educational Leadership and Administration</td>
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<td><em>Must be taken as first course in the program</em></td>
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<td>EDA 503: Leadership in Curriculum Development and Revision</td>
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<td>510: Supervision and Teacher Development</td>
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<td>EDA 540: Education Law</td>
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<td>EDA 590: Seminar: Critical Issues in Educational Leadership/Administration</td>
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<td>Advisor-approved course work in education, reading, special education, etc.</td>
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<td></td>
<td><strong>Internship (6 credits)</strong></td>
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<td>EDA 546: Internship in Educational Leadership and Administration: Part 1</td>
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<td>EDA 547: Internship in Educational Leadership and Administration: Part 2</td>
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<td><strong>Workshops (0 credits)</strong></td>
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<td>EDU 602: Violence Prevention Workshop</td>
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**PROGRAM REQUIREMENTS FOR AN SBL INITIAL CERTIFICATE AND CAS IN EDUCATIONAL LEADERSHIP AND ADMINISTRATION:** Program Planning Sheet

2004-2006 Catalog
NAME____________________________ Advisor:__________________________
<table>
<thead>
<tr>
<th>Check</th>
<th>Required Core (15 credits)</th>
<th>Cr.</th>
<th>Comments</th>
<th>Semester</th>
<th>Grade</th>
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<tr>
<td></td>
<td>EDA 505: Introduction to Educational Leadership and Administration</td>
<td>3</td>
<td><strong>Must be taken as first course in the program</strong></td>
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<td>EDA 503: Leadership in Curriculum Development and Revision</td>
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<td>510: Supervision and Teacher Development</td>
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<td>EDA 540: Education Law</td>
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<td>EDA 590: Seminar: Critical Issues in Educational Leadership/Administration</td>
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<td></td>
<td>* Research (6 to 9 credits)</td>
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<td>EDA 500: Research in Educational Administration</td>
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<td>Offered as cross-listed course with EPY 500</td>
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<td>EDA 595: Research Seminar in Educational Administration</td>
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<td>AND</td>
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<td>EDA 999: Comprehensive Examination</td>
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<td></td>
<td>EDA 599: Thesis</td>
<td>3-6</td>
<td>As an alternative to EDA 595 and EDA 999</td>
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<td>* Electives (6 to 9 credits)</td>
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<td>?? EDA 520: Leadership and Motivation in Ed Admin</td>
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<td>?? EDA 529: Mental and Educational Measurement</td>
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<td>?? EDA 534: Administration of Early Childhood Programs</td>
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<td>?? EDA 543: Personnel Administration</td>
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<td>?? EDA 545: School Principalship</td>
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<td>?? EDA 584: Administration of Special Education Programs</td>
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<td>?? EDA 585: Institute in Educational Administration</td>
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<td>Leadership Academy (6 credits)</td>
<td>Students must successfully complete a total of 60 Graduate Hours including all requirements for the SBL Professional Certificate and the Leadership Academy (6 credit co-requisite courses) in order to be eligible for the New York State School District Leader Assessment Examination (see notes regarding NYS certification on page 5)</td>
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<td>EDA 601 District Level Leadership and Management</td>
<td>3  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, weekend full day experiences, evening classes, and weekday visits to different locations in the local region. Students will participate in a total of seventy-five</td>
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<td>EDA 602: School District/Community Policy and Politics</td>
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