



Educational Leadership Program Handbook

Foundations and Social Advocacy Department
SUNY Cortland
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Dear Candidates,

Welcome to the Educational Leadership Programs in the Department of Foundations and Social Advocacy (FSA) in the School of Education. You are participating in a program that has a long and distinguished record of preparing educators to serve effectively as visionary instructional leaders throughout central New York State and beyond.

This “Handbook” was the creation of the former faculty members, Drs. Holly and Chris Manasari. We thank them for putting in the time and effort into this handbook to assist you, our future leaders.

Educational leaders who complete our program are committed to creating a school community founded on reflective leadership, standards-based authentic learning for P-12 students and educators, and collegial collaboration. The purpose of the Educational Leadership Program is to create, refine, and sustain a professional graduate learning environment that supports public and private P-12 schools by preparing leaders committed to promoting excellence and equity within our school communities. This task is accomplished through ensuring rigor in scholarship, meaningful opportunities for practice and reflection, and a commitment to consistent professional development for the school leader. The Educational Leadership Program prepares educational leaders proficient in theory, practice, scholarship and reflection who can creatively meet the urban, rural, and suburban challenges that confront 21st century schools.

This Educational Leadership program offers you a flexible approach to meet the requirements of the state for licensure as a school leader in the SBL, SDL or the SBDL areas of concentration. The preponderance of students in the Cortland program enroll in the 30-hour sequence leading to both SBL and SDL certification. A smaller number of students pursue the SDBL 36 credit program. Classes are offered consistently at SUNY Cortland and at the Mohawk Valley Region in Utica, allowing the college to serve a wide array of students from many central New York school districts. While no requirement to enter the program as a cohort exists, many students find themselves taking two classes per semester at either site, effectively creating a peer cohort for mutual support.

Please take time to explore the program options and the course matrix displaying planned course offerings for fall, spring and summer at each site, and feel free to ask questions to help you determine a path to completion that best meets your needs.

The following pages explain the program components and expectations and are intended to assist you in selecting the options that will work best for you in pursuit of your leadership goals.

We look forward to working with you!

EDL Program Faculty:

Joseph Menard, Visiting Professor

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GENERAL INFORMATION

Introduction

The information in this Handbook is an overview of the procedures students seeking certification in Educational Leadership at the State University of New York College at Cortland should follow. The material is a supplement to the Graduate Catalog.

Graduate policies in effect at the time a student is accepted for graduate study are those for which the student is accountable.

The student is responsible for knowing about department policies and for managing his/her program accordingly. The faculty and staff provide assistance and guidance.

College requirements may be superseded at any time by mandates of the New York State Education Department. In such an event, the Cortland Educational Leadership program will attempt to notify all students through the department newsletter, email, or other appropriate means.

The Educational Leadership program requirements may be viewed at the Foundations and Social Advocacy Department's graduate program's web site at:

<http://www2.cortland.edu/departments/fandsa/graduate-programs.dot>

At this site you can:

- view course descriptions and course schedules
- access via links other campus offices and programs
- find information about applying to the program

Certificate of Advanced Study: Certificate Program

The Department Foundations and Social Advocacy offers the Certificate of Advanced Study (CAS) in Educational Leadership. Previously, the Educational Leadership certificate was offered through a small separate Department within the School of Education. The current faculty welcomes the comradery and support of fellow scholars and teachers within FSA, and accepts as appropriate the inclusion of Educational Leadership as an element of Social Justice Work.

Certification: The program at SUNY Cortland is a State Education Department approved program for the School Building Leader (SBL), School District Leader (SDL), and School District Business Leader (SDBL) in New York State. Successful completion of this program qualifies the student for the professional SBL, SDL, or SDBL certificate. These certificates are continuously valid, subject to professional development requirements in 5 year cycles.

Financial Assistance

Most students in the Educational Leadership Program at SUNY Cortland are current full-time employees of school districts in the geographical region of central New York between Binghamton, Syracuse and the greater Utica areas. While most candidates for the CAS pursue their studies concurrently with full-time employment, some opportunities for financial aid can support such students in the pursuit of their advanced certificate.

Financial Aid: Information regarding graduate assistantships, student loans and scholarships is available at <https://www2.cortland.edu/cost-aid/financial-aid/graduate-funding/>. For additional information or question please contact the Financial Aid Office.

Stafford Loans: Full and part time students may apply for Stafford Loans. A maximum of \$8500 subsidized and \$10,000 unsubsidized, up to the allowed costs of attendance can be borrowed each year. See the college catalog for details.

Application is made by filing a Free Application for Federal Student Aid (FAFSA) <http://www.fafsa.ed.gov/>.

Other: Several organizations sponsor scholarships. For example, the Business and Professional Women's Clubs of New York State annually offers several \$1,000 fellowships for women in graduate study. Check organizations with which you are affiliated.

The New York State Council of School Superintendents awards a Raymond Delaney scholarship annually to well-qualified individuals recommended for consideration by their superintendent. See NYSCOSS.org for more information about nominations.

Faculty

SUNY Cortland currently employs a full-time program coordinator within the Educational Leadership Program housed in the Foundations and Social Advocacy Department. Additional teaching assignments to complete the course matrix are scheduled within the faculty of the FSA Department and through well-qualified adjunct instructors, many of whom are current or recently retired practitioners in their area of expertise.

Faculty currently assigned to teach classes and/or supervise interns in the program include:

Fred Amante	Mr. Amante is a retired Cortland City school principal and long-time Internship supervisor
Gary Astles	Mr. Astles is a retired school principal and active consultant to schools, as well as a leadership coach with the University of Rochester
Susan Johns, J.D.	Dr. Johns is a practicing school attorney
Rhiannon Maton, PhD	Dr. Maton is a full-time faculty member in SUNY Cortland's FSA Department with a Masters degree in School Administration
Joseph Menard	Mr. Menard is a retired school superintendent, principal and director of Professional Development, and currently a visiting full-time professor
Michael Shusda	Mr. Shusda is a retired school business official, consultant to schools with Fiscal Advisors, Inc., and active school board member

The program is in the process of adding adjunct faculty conversant with specific content areas, and annually seeks the expertise of practitioners in area schools both surrounding Cortland and Utica to serve as guest lecturers and adjunct faculty members. Additional names will appear on the course offerings schedule of classes as they are added.

Directory of Offices

EDL Program Coordinator: Mr. Joseph Menard is located in Cornish Hall, Room 1213, Phone 607-753-2447, email Joseph.Menard@cortland.edu

Foundations and Social Advocacy Department Chair, Dr. Brian Barrett is located in Cornish Hall, Room 1213, Phone 607-753-2447, email Brian.Barrett@cortland.edu

Dean of the School of Education and former interim Program Coordinator, Dr. Andrea Lachance, is located in the Education Building, Room 1239, Phone 607-753-5431, email Andrea.Lachance@cortland.edu.

Associate Dean of the School of Education, Dr. Ronnie Casella, is located in the Education Building, Room 1239, Phone 607-753-5431, email Ronnie.Casella@cortland.edu

PROGRAM INFORMATION

The Educational Leadership Program is housed within the Foundations and Social Advocacy Department at SUNY Cortland by design. Our goal is to prepare leaders in the field of education who are well-equipped both theoretically and practically, to lead schools as community institutions and the students within those schools toward participation in a more inclusive, just and equitable society. Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave research and practice, theory and experience, constantly working within communities to foster learning and to create a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect and to act on those components. They advocate for public policies and practices that benefit the people they serve, their communities, and their professions, while working to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity. We prepare leaders for schools in the 21st century, schools with effective and affective missions that help change the world for the better one student at a time.

School of Education Mission Statement

The School of Education at SUNY Cortland is committed to preparing our students to be creative and adaptive educators who are knowledgeable about their students and their social contexts, value all members of diverse educational communities, and utilize best practices of teaching and learning based in research and theory.

Our School of Education helps teacher candidates reach these goals by adhering to the following principles:

- Ongoing participation in interdepartmental discourse and collaboration to ensure a unified teacher education curriculum that respects and draws on the expertise of all faculty members.
- Development of faculty who are committed to college teaching, and stay current with new professional knowledge and developments in schools in order to enhance their teaching.
- Active and ongoing commitment to professional development through research, work in schools and with community-based programs, including the creation of professional development school networks.

- Adherence to equity and social justice in their support of teacher candidates, and in their expectations of how teacher candidates will work with their own students, families, and communities.
- Involvement in education policy and practice through the generation of original research that adds to the knowledge base in education, and through advocacy and participation in professional organizations and in the political process.

Our teacher candidates will achieve these goals by striving to:

- Become reflective practitioners, whose teaching methods will be data informed, socially conscious, and theoretically grounded.
- Attain skills to meet the needs of all learners in diverse and inclusive environments.
- Maximize the development of the whole person through learner-centered, developmentally appropriate pedagogies.
- Become teacher leaders, who take an active role in schools, and advocate for issues of equity and social justice as they pertain to children, their profession, and schools, families and communities.
- Have the skills to be problem-solvers and creative, critical thinkers, who are life-long learners and value a liberal education.

Department Mission Statement

Mission Statement

The Foundations and Social Advocacy Department at SUNY Cortland promotes a reflective, critical, interdisciplinary approach to understanding the multiple and shifting contexts and practices of education. Faculty and students advocate for social justice and equity in education through teacher preparation emphasizing foundations of education, urban education, and inclusive education.

Vision Statement

The Foundations and Social Advocacy Department envisions an equitable and just world, where the needs of all people are heard, valued, and met.

Core Values

Educational and Social Equity

- Identifying and confronting inequity
- Teaching effectively in high-need environments
- Increasing diversity of the teaching force, especially among underrepresented groups

Inclusivity

- Recognizing disability as a civil rights issue
- Welcoming and respecting all students, their families, and the wider community
- Challenging all teachers and students to realize high expectations

Advocacy for Systems Change

- Critically analyzing social systems and structures through an interdisciplinary approach
- Creating a culture of activism among ourselves, our students, and the broader community

- Promoting collaborative working relationships among teachers, schools, universities, and communities.

NCATE Curriculum Guidelines

In addition to being a part of a larger unit (the Foundations and Social Advocacy Department within the School of Education), the Educational Leadership Program at SUNY Cortland exists within the wider context of a nationwide set of curriculum guidelines for the preparation of school administrators. These guidelines resulted from the work of the National Policy Board for Educational Administration (NPBEA). This body represents ten national associations which, collectively, comprise the profession of educational leadership. The ten associations are:

- American Association of Colleges for Teacher Education
- American Association of School Administrators
- Association for Supervision and Curriculum Development
- Association of School Business Officials International
- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Council of Professors of Educational Administration
- National School Boards Association
- University Council for Educational Administration

The National Council for the Accreditation of Teacher Education (NCATE) has adopted the NPBEA guidelines as its standards for accreditation of programs of educational administration in the United States.

The NCATE curriculum guidelines in educational administration fall into four areas and twelve domains:

Area I - Strategic Leadership

Professional and Ethical Leadership
Informational Management and Evaluation

Area II - Instructional Leadership

Curriculum, Instruction, Supervision, and the Learning Environment
Professional Development and Human Resources
Student Personnel Services

Area III - Organizational Leadership

Organizational Management
Interpersonal Relationships
Financial Management and Resource Allocation
Technology and Information Systems

Area IV - Political and Community Leadership

Community and Media Relations
Education Law, Public Policy and Political Systems
Internship

The competencies involved in educational administration, as defined and delineated in the four areas of the NCATE curriculum guidelines, form the outline for the development and delivery of the instructional program.

Program Goals and Objectives

The EDL Programs at SUNY Cortland seek to:

- Prepare educational leaders conversant with established best practices and standards
- Prepare educational leaders to advocate for socially just, equitable, and inclusive schools for all students
- Prepare educational leaders to embrace 21st century skills, aptitudes and attitudes
- Utilize technology as a tool for improved student performance and assessment
- Embrace difference as natural and diversity as strength
- Support students in ongoing professional development in the field

Educational Leadership Program Framework

SUNY Cortland Educational Leadership program is committed to developing leaders focused on advocacy, inclusion and the advancement of equity and justice. Using a project-based approach, candidates will become familiar with the knowledge, skills and habits of mind of transformational and instructional leadership in order to lead schools and districts to high levels of excellence.

SUNY Cortland program graduates are LEADERS...

Learning Leaders

Engaged with communities, families, students and staff

Advocates for equity

Dedicated in service to the profession

Ethical decision makers

Responsible, caring and compassionate

Socially just

Self-Paced Pathway

The Self-Paced pathway enables candidates to take courses in a sequence and following a timeline determined by the degree candidate. Courses for the Self-Paced pathway are offered over multiple semesters. The advantage of the Self-Paced pathway is that candidates control their progression through the program according to their personal needs.

The Course Matrix allows students to plan ahead regarding the courses that are planned to be available both at the Cortland and the Mohawk Valley Region sites, and to determine how rapidly to access the required courses in order to complete according to their desired schedule.

Students are cautioned to review carefully the options available to them for completing the required Internship(s) for their intended certificates. It is the student's responsibility to arrange for their internship(s). Students who are full-time classroom teachers, particularly in elementary settings, may find the uninterrupted block of time required by internships to be problematic, and

are advised to plan accordingly. The minimum amount of time for any internship involves at least 1.5 hours of uninterrupted time devoted to internship activities DURING the regularly schedules school day for students.

Course Matrix & Plan of Study

SUNY Cortland Program Matrix		
Domain 1: Transformational Leadership	Domain 2: Instructional Leadership	Domain 3: Clinical Experience Domain
Courses focusing on school systems, organizations and change	Courses focusing on instruction, achievement and addressing equity	Courses focusing on application at the building and district levels
Candidates will demonstrate ability to manage resources, be a steward of facilities, advocate for students, staff and community and apply ethical decision making while managing an ever changing social/political and cultural environment.	Candidates will demonstrate ability to be proactive in the use of data to guide planning, delivery and assessment of instruction, collaborate with school and community constituencies to promote learning, achievement and citizenship, and cultivate caring and inclusive communities for belonging.	Candidates will apply knowledge and skills across program outcomes to solve real-world problems, building and maintain networks of support, communicate mission and vision, leverage resources and execute excellence and equity as it pertains to student learning.
EDL 657: Organizational Change	EDL 616: Curriculum, Instruction and Assessment	EDL 680: Principalship
Course description	Course description	Course description
Key Project:	Key Project: Curriculum Policy & Guide	Key Project: Entry Plan and School Improvement Plan
	Focus on identifying leadership capacities of staff; modeling distributed leadership; involving school staff in decision making; and developing policies and practices that protect instructional time.	Focusing on using collaboration strategies to collect, analyze, and interpret information about the school, students, faculty, community; identifying and using diverse community resources to improve school programs; conduct needs assessments with stakeholders; and develop effective relationships and decision making processes with families, caregivers, and community partners.

Mohawk Valley Region	Cortland	Mohawk Valley Region	Cortland	Mohawk Valley Region	Cortland
Spring	Fall	Fall	Spring		Summer
EDL 613: Finance		EDL 678: Supervision		EDL 690: District Leadership	
Course Description		Course Description		Course Description	
Key Project: Community Budget Presentation		Key Project: Evaluation and Supervision Policy and Plan		Key Project: Strategic Plan	
Focus on analyzing, developing, and managing school processes and operations for strategic and practical work of the school; developing and managing multi-year budgets and technology systems.				Focusing on creating, implementing, monitoring and communicating a school vision; developing a continuous and sustainable school improvement plan that builds stakeholder engagement; building organizational capacity to sustain continuous improvement; designing a transformational change and professional development program; and constructing an evaluation prods to assess effectiveness of school plans and communicating progress.	

Mohawk Valley Region	Cortland	Mohawk Valley Region	Cortland	Mohawk Valley Region	Cortland
Spring	Fall	Fall	Spring		Summer
EDL 615: Law		EDL 683: Special Programs		EDL 699: Internship & Seminar	
Course Description		Course Description		Course Description	
Key Project: Case Law Review: Student Advocacy		Key Project: Family and Community Engagement Plan		Key Project: Equity Project	
<p>Focusing on using laws, policies and leadership platform to advocate for students, families and caregivers; advocating for school policies and programs that promote equitable learning opportunities; communicating policies, laws, regulations and procedures to appropriate stakeholders; identifying and anticipating emergency trends and issues likely to affect schools and adapting leadership strategies to address them.</p>		<p>Focus on acting ethically to support school policies and personnel that ensure academic and social success; creating an infrastructure to monitor assurance of equitable practices; formulating a school-level leadership platform and analyzing decisions in terms of ethical practices; supporting and communicating democratic values, equity, and diversity; evaluating the moral and legal implications of decisions; responding ethically to student needs with resilience to uphold personal core values.</p>		<p>Focus on collaborating with others to accomplish school goals and build cultural competence; ensuring personalized learning opportunities; incorporating diversity into programs, curriculum, programs, and instructional practices; facilitating the use of appropriate learning materials and strategies, implement an evidence-centered curriculum; designing and using evaluation systems with multiple measures to assess school, teacher, and student performance; maximizing learning through differentiated instruction, curricular materials and technologies, and professional growth plans to increase capacity of staff; use of technology and performance management systems to monitor data for accountability.</p>	

Program Offerings by Site

Fall	
Mohawk Valley Region	Cortland
EDL 613	EDL 657
EDL 616	EDL 615
EDL 678	EDL 683
	EDL 699

Spring	
Mohawk Valley Region	Cortland
EDL 657	EDL 613
EDL 615	EDL 616
EDL 683	EDL 678
EDL 699	

Program Assessment System

Throughout the program, key assessment data provide information on individual and collective candidate performance and on program effectiveness. Assessments are based upon the ISLLC Standards as direct evidence of candidate knowledge, skills, and dispositions. To ensure adequacy, all standards and elements have been reviewed and mapped across program courses to assure candidate understanding and to link them to research-based practices for application as a school leader. Both quantitative and qualitative data are captured electronically for regular review for the purpose of program improvement.

Additional Assessments

Program Completer Survey: Approximately sixth months after completion, each program completer is encouraged to respond to a survey on the content, instructional delivery model, and support for the Educational Leadership Program. Data remain anonymous and are used for program improvement.

Employer Survey: Principals and superintendents are asked to complete a survey on the knowledge, skills, and dispositions of the SUNY Cortland Educational Leadership graduates they employ.

Exit Interview: A comprehensive interview of each program completer is conducted by internship supervision faculty to assess program completer proficiency on program standards.

All program data are regularly reviewed by program faculty and college administration, in consultation with Advisory Council members, and used to inform and monitor improvements to the program.

Expectations and Practices

It is expected that in the development and teaching of the courses in the program, faculty will include assignments that build candidate understanding of standard elements assigned to that course and monitor candidate progress through course assessments and Key Assessments. While each element serves to provide specific orientation for each standard, program faculty also are encouraged to examine standards as a whole so as to move the elements beyond a checklist and into an integrated approach to leadership principles.

At the conclusion of each semester, program faculty review Key Assessment data and other appropriate data according to a Continuous Improvement Cycle. Aggregated and disaggregated program data are used to identify areas for modification that can lead to improved outcomes. This information is shared internally and with regional practitioners who can assist in planning improvement strategies.

It is also expected that candidates view course assessments and Key Assessments as opportunities to check their learning against standard criteria, for it is through that approach that they can determine areas for personal improvement. Every effort is made throughout the program to provide meaningful feedback to candidates to assist in their self-assessment and reflection.

Admission

EDUCATIONAL LEADERSHIP			
Transition Points within the Program			
Transition Point	Assessment	Collection Tool	Criteria
Admission to Program	Grade Point Average	Transcript	
	References	Letters included with application	Includes reference from supervisor Based on contribution to professional work
	Written Goal Statement		Aligns with program focus of preparing graduates to serve as licensed school principals or other approved school leadership positions Demonstrates potential to fulfill program requirements
Admission to Internship:	Application Job Description Letters Degree Works Audit Report		
Internship:	Log Portfolio Evaluations Project		
Licensure	NYCASTE exams		Passing scores on EAS exam, and relevant exams
	Exit Interview	Structured interview based on ELCC, ICS, and CF	80% of elements at Target or Acceptable

Program Prerequisites

The program is planned for educators who have earned a Masters' degree and who are permanently or professionally certified to teach in New York State public schools. The State Education Department requires three years of classroom teaching service and/or pupil personnel service experience, in a public or non-public school (P-12) to qualify for initial School Building Leader (SBL) certification. Educators seeking certification in states other than New York should seek advice from the licensing agency within the state in which they are interested in working.

Admission

After a candidate is accepted into the program, a faculty advisor is assigned. The advisor and applicant finalize the candidate's program through a Plan of Study outlining the sequence of courses particular to the candidate's desired pace and intended target for program completion.

Transfer of Credit to Program

Only grades of "A" or "B" are transferable to a degree program. This includes work taken at SUNY Cortland prior to admission, as well as course work taken at other accredited institutions. Transfer credit from an institution other than one in the SUNY system will not be included in the computation of the graduate candidate's average. Grades of "S" and "P" in graduate level courses are interpreted as the equivalent of a "B" or better.

A candidate may request a maximum of six (6) credits of course work completed *prior to admission* to be transferred into the candidate's degree program. These six credits are not inclusive of work taken as a non-matriculated student prior to admission (non-matriculated students may take up to nine (9) credits in SUNY Cortland coursework applicable to the requirements of the CAS they seek.) The total of six credits includes any course work which was completed at other institutions *prior to admission*. Work completed prior to admission at another institution is subject to evaluation by the Program Coordinator, who makes a recommendation to the Graduate Admission's Office.

No more than six (6) credit hours may be transferred from other institutions in total, including following admission into a certificate program. If, after being admitted to a certificate program, a candidate wishes to take courses at another institution, the candidate must secure prior approval from the candidate's advisor before enrolling in study at another institution. Appropriate forms are available from the Foundations and Social Advocacy Department. A course description from the course catalog of the other institution must accompany the request for the course involved. Upon completion of the course, an official transcript must be sent to the Advisement and Transition Office.

Age of Courses

Courses completed more than five years before the term in which the degree is awarded may not be offered for credit toward the advanced degree. Exceptions to this policy require approval of the Program Coordinator and the Dean.

Attendance

Regular attendance at class is expected and considered obligatory. A candidate may be dropped from a course for poor achievement due to excessive absence and, if dropped after the deadline for dropping courses, will receive a final mark of "E".

Grading (Policy)

Letter grades are used for the final evaluation in courses; pass-fail grades are used for the internship.

A, A-	Consistently distinguished ability to understand work and interpret subject
B+, B, B-	An above average knowledge of the subject and an acceptable ability to use the materials of the course
C+, C, C-	Acceptable command of the subject although weak in some areas. Below required average, but passing

See the Graduate Catalog for an additional discussion of grading policy.

Graduation

Application: The candidate is responsible for filing a degree conferral application for the Certificate of Advanced Study. Application for degree conferral is done online through your *myRedDragon* website. The application dates are as follows:

Conferral Dates:	Deadline
May (Spring):	Apply by June 1 st You must apply by March 1 st to be in the Commencement Program
August (Summer):	Apply by August 1 st You must apply by March 1 st to be in the Commencement Program
December (Fall):	Apply by January 1 st

If for any reason the student was *denied conferral*, he/she must reapply to graduate. Contact the Student Registration and Record Services' Office for additional information.

Commencement Ceremony: All candidates for the advanced certificate are invited and encouraged to participate in the commencement ceremony. Graduate candidates who are able to certify to the Foundations and Social Advocacy Office that all requirements will be completed in August, participate in the preceding May commencement.

Receipt of Diploma/Certificate: The diploma and/or certificate will be mailed at the earliest possible date. Diplomas and/or certificates will be ordered after the candidates apply *and their degree is conferred*. If applications are late, then diplomas arrive late.

Certification

Candidates of the CAS in Educational Leadership are eligible to take the New York State examinations for School Building Leader (SBL) certification, School District Leader (SDL) certification, and School District Business Leader (SDBL) certification. Certification is a state process, and completion of required coursework is only one part of becoming licensed to practice as a school leader in New York. Each candidate for the CAS is expected to be responsible for his or her own licensure application through the State Education Department.

Career Planning and Placement

Educational Leadership candidates have the support of the College in their efforts to obtain an administrative position after completion of their program.

The Office of Career Services: SUNY Cortland offers an extensive array of career planning services available to all graduates of degree and certificate programs. Additional information concerning Career Services is available at: <http://www2.cortland.edu/career> .

Participants in the EDL Program are encouraged to make use of the Career Services Office, as well as program faculty who are happy to provide advice, references, and personal intervention in assisting program completers in securing positions in the field.

Recommended Course Progression

Students may enter the program at any point in time, at the beginning of a fall, spring, or summer term at the college. Our candidates describe the flexibility of the program as one of its strengths. Depending on when a candidate begins coursework and on the number of courses per semester for which they enroll, many candidates complete the program within two years. Individuals may choose to take longer, and there is no expectation that any student needs to “keep up” with any particular cohort of peers beginning the program at any point in time. There is, however, a path that can lead to completion in a relatively short timeframe, one that varies in length depending on the starting point, the sequence of courses offered and taken, and the length of the internship as dictated by conditions related to the ongoing employment of most candidates.

The EDL Program offers a “Course Matrix” that summarizes planned course offerings at both the Cortland campus and the Mohawk Valley Region to help students plan when they may wish to take certain courses. The Matrix is meant to serve as a planning guide for students as well as for the college in making course scheduling decisions. In most cases, even with low enrollment, the college will plan to adhere to the courses called for in the Matrix. We feel a commitment to our students matriculated to allow them to complete in a timely manner.

Many students complete course requirements within an 18-month period, depending on when they start classes. A sound plan would be to anticipate when a student might be able to secure an internship in their current school district or BOCES (internship sites are the obligation of the student to arrange) and to work backwards from that anticipated timeframe. Students are required to have completed at least 21 hours before they may actually begin an internship experience, regardless of how many credits they may have completed when they apply for approval of the Internship Proposal.

Depending on a student’s teaching assignment and the flexibility available to them to arrange for contiguous hours within a school day for the completion of internship work, he or she may need

to plan for a full school year in which to complete the internship requirements once they have completed a sufficient number of credits to apply for the internship. This is particularly challenging for candidates who need to maintain full-time employment in elementary school settings, where flexibility in teaching schedule may be less available than for teachers in secondary settings.

Checklist of requirements for completion of the CAS

- Officially accepted into the program by the Graduate Admission's Office
- Plan of Study completed with Program Coordinator (advisor) (***extremely important***)
- Workshops completed and posted to Degree Works Audit:
- Fingerprints valid on NYSED TEACH website
- Courses in program completed within five years, and with "B" average (minimum)
- Internship application approved (see Internship Guide on website)
- Internship project completed and accepted
- Certification exams taken and passed
- Electronic conferral application filed with Student Registration and Record Services

Required Workshops

EDL candidates, prior to an internship and certification, must complete all required NYSED workshops. Candidates can take any of the workshops from any state-approved vendor and send a copy of certificate of workshop completion to SUNY Cortland Student Registration and Record Services' (aka the Registrar's) Office for posting to their record.

SUNY Cortland offers the required workshops, coordinated by the Field Experience and School Partnership (FESP) Office, on a regular basis:

- CAR – Child Abuse Identification
- SAVE – School Violence Intervention and Prevention
- DASA – Dignity for All Students Act

State Examinations

State licensure examinations for SBL, SDL and SDBL certificates are offered on the SUNY Cortland campus at the Memorial Library, however the scheduling of exams is not controlled by the SUNY system or the Cortland program. Additional information about NYS testing requirements may be found at:

<http://www.highered.nysed.gov/tcert/certificate/certexamsl.html>

It is the individual student's responsibility to prepare for and pass state licensure examinations.

INTERNSHIP

The internship in Educational Leadership at SUNY Cortland is a cooperative venture involving a graduate student, a school district and the college, and is the key to future employment as a school administrator. It is an opportunity for the candidate to devise and implement a program of professional development under the field supervision of an experienced, practicing school administrator and a college supervisor. Meaningful practical experiences can be greatly advantageous to candidates for employment in school leadership and because of the importance

of the Internship experience, great emphasis is placed on planning in the approval process. Feedback from the field over recent years indicates the Internship and its validity as a preparatory experience for candidates is a priority in hiring decisions post completion.

The faculty of the Educational Leadership Program views the internship, the culminating activity of the CAS program, as a major component of its graduate program. During the internship, candidates have an opportunity to practice the theories of leadership that they learned in their course work and to demonstrate their competency as a school administrator.

The faculty is committed to high-quality internship experiences and resists waiving or lessening internship requirements. To do so would imply that school leadership is neither complex nor difficult. Worse, it would permit ill-prepared graduates to enter the profession and/or suggest to candidates that rigor is not a standard in educational leadership.

Internship Prerequisites

The following prerequisites in the candidate's program must be completed prior to applying for the internship:

- the candidates must be admitted/accepted to graduate program in the School of Education (via electronic submission of a Program Application Form to the Graduate Admission's Office)
- the candidate has completed or will have completed 21 credits of course work prior to beginning the Internship
- the candidate must have completed CAR, SAVE and DASA workshops and provided proof to Student Registration and Record Services' Office prior to the internship
- the candidate has valid fingerprints on file with NYSED

Application Process

Please view the Internship Guide for a complete description and to access the required application forms. Dates for applications are as follows:

- June 1st Summer *and* Fall Internships
- November 1st Spring Internships

The application must be approved by the Program Coordinator before the candidate makes final arrangements with a school district.

The College Internship Supervisor

Once the Program Coordinator has approved the candidate's internship proposal, the candidate is assigned to an Internship Seminar Group that will work together for the ensuing year. A faculty member (College Internship Supervisor) is assigned to each group.

Specifically, the College Intern Supervisor has the following responsibilities:

1. reviewing with each intern the requirements and/or expectation for the internship experience;
2. critiquing the internship Learning Plan proposals (after they have been critiqued by the internship group and the field supervisor) and, when the proposal is acceptable, signing it as an agreement between the Intern and the Educational Leadership Faculty;

3. meeting with the field supervisor and the intern to review the expectations of the intern, the field supervisor, and the college supervisor; and
4. meeting at the end of the internship with the field supervisor to evaluate the intern

The Field Supervisor

The field supervisor, who is the supervising administrator in the district where the internship occurs, plays a major role in the intern's professional development. This person, a practicing school administrator, functions as a mentor. He/she is in daily contact with the intern and therefore is both a role model who demonstrates and a supervisor who critiques.

Internship Certificate

Once a candidate has been approved for the internship by the review committee, a recommendation will be made to NYSED provided you have submitted the "TEACH Authorization" form, as an eligible candidate for the Internship Certificate. An Internship Certificate qualifies a candidate for employment in an administrative capacity.

Applying for an Internship Certificate

Candidates in the SBL and SDL programs should go to the personal information page and indicate that you are enrolled at SUNY Cortland in the School Building Leader program (number 29159) and also in the School District Leader program (number 29160). These must be two separate entries on the personal information page. If both of these are not entered separately then the student will get a cryptic error message when they attempt to enter the certificate application.

Although the student indicates that they are enrolled in two programs, the TEACH system labels both programs as simply School Administration and Pupil Personal Services and the two entries display exactly the same text on the screen. There is no indication on the screen that the student is enrolled in either the School Building Leader program or the School District Leader program.

Candidates in the SDBL program should go to the personal information page and indicate that you are enrolled at SUNY Cortland in the School District Business Leader program (number 29161).

Students in only one program (SBL or SDL or SDBL) should make only one entry as described above.

Log into the NYSED TEACH website at: <http://www.highered.nysed.gov/tcert/teach>

- Apply for Certificate
- Area of Interest: Administration and Pupil Personnel Services
- Subject Area: School Administration and Supervision
- Grade Level: Pre K-12 - All Grades
- Title: School Building Leader, School District Leader, or School District Business Leader. If you are in the both the SBL and SDL programs, then you need to repeat this entire process for the other certificate.
- Type of Certificate: Internship Certificate

After you graduate you will go through the same process for your regular school leadership certificates. At that point in time you will select *both the* "Initial and Professional" for the SBL

certificate and “Professional” for the SDL certificate.

The TEACH system will then ask you a series of questions to complete the application. There is a charge of \$50 for each internship certificates.

Once you complete the above you will be able to check the status of your certification applications under the “account status” option on the TEACH main page. You will NOT receive paper copies of your internship certificate(s).

The Internship Certificate is valid for a period of two years and allows the intern to participate in any administrative activity or duty that would be covered by the regular School Administrator Supervision Certification. The internship certificate becomes null and void if your degree is conferred (*awarded*) before the end of the two-year period.

Once you graduate and apply for your Initial and / or Professional certificates at a fee of \$50 each, you will receive a paper certificate in the mail for the Professional certificate only, provided all other requirements have been met.

If all requirements have been met, the Initial Certificate is usually granted within 48 hours (not counting weekends). For the Professional Certificate, the process takes longer and can be anywhere from 6 – 8 weeks before this is granted.

Applicants can request a paper copy of their Initial certificate if they pay the \$25 fee.

Course work Concurrent with the Internship

The internship is the culminating experience where the candidate practices the knowledge, skills and attitudes learned in the program course work. It is a demanding experience spanning over one, two or even three consecutive college semesters. It is preferable (but not required) that a candidate have completed all of the program course work prior to beginning the internship, with the exception of Culminating Seminar EDL 699. In any event, credit for the internship will not be awarded until all course work requirements of the program are completed.

Certification Exams

The information on the required certificate exams for School Building, District Leaders and School District Business Leaders can be found at:

http://www.nystce.nesinc.com/PageView.aspx?f=GEN_WhatTestsDoINeedToTake.html

Preparation materials, including practice exams, can be also be found at the above link.

It is the responsibility of the student to register for and pass the licensure examinations. Students in the EDL Program at SUNY Cortland may not earn their CAS unless they have passed the required examinations.