INTRODUCTION

This document is a guide for students in the Advanced Graduate Certificate (AGC) degree programs in the Department of Educational Administration and Policy Studies (EAPS) at UAlbany. There are three AGC programs, leading respectively to degrees in School Building Leadership (SBL), School District Leadership (SDL), and School District Business Leadership (SDBL). Through a set of carefully designed and integrated courses and learning experiences, the AGC programs enable students to acquire the knowledge and capacities to perform effectively as school leaders. The programs are open only to students who seek New York State certification for school leadership in each area. They have been approved by the New York State Education Department for this purpose.

Graduates of school leadership programs must have developed essential knowledge and skills of effective leaders. These include:

1. Shaping a vision of academic success for all students.
2. Creating a climate of personalized caring that is hospitable to education.
3. Cultivating leadership in others.
4. Improving instruction.
5. Maximizing student learning.
6. Promoting collaboration throughout the organization.
7. Promoting engagement for families and other stakeholders.
8. Adhering to ethical principles and professional norms.
10. Managing people, data and processes to foster continuous school improvement.

The EAPS concept of leadership in education reflects these characteristics. The concept is built on solid mastery of the knowledge and skills required to advance education in a complex, knowledge-intensive world.

PROGRAM REQUIREMENTS

Under New York State regulations, those seeking certification to take up posts as school building leaders (primarily school principals), school district leaders (superintendents and other district-level posts), and school district business leaders (school business officials) must complete approved programs in the designated areas. The School Building Leadership program provides the base for all three EAPS school leadership programs, and is designed to permit progression to either or both of the district-level leadership programs.

In addition to its own academic requirements for admission and performance, EAPS applies NYS Education Department requirements for experience, leadership potential, complementary training, and demonstrated proficiency in
making its recommendation for certification. Program requirements and regulations are described below. These include:

Admissions
Programs of Study and Courses
Internship
Advanced Standing or Transfer Credit
Statute of Limitations
State Assessments
Recommendation for Certification

ADMISSIONS

The Department welcomes applications at any time. However, in order to receive full consideration, applications should be received no later than February 1 of the year in which admission is desired.

Admission is competitive. Applicants are evaluated with regard to University at Albany and EAPS admissions requirements, standards, and expectations.

AGC in School Building Leadership (SBL)

An applicant for the AGC in SBL must:

- Hold a master’s degree in education or a related area.
- Have successfully completed three years of teaching.
- Hold permanent or professional teaching or pupil service certification or demonstrated evidence of similar instructional leadership experience.
- Submit three letters of recommendation. At least one letter (preferably two) should be from a former college professor attesting to potential for advanced graduate study, and one letter should be from a practicing school leader attesting to potential for school building leadership.
- Submit a personal statement that specifies leadership experience, evidencing potential relevant to the 10 essential characteristics of effective leaders by providing specific examples of such leadership experience.

AGC in School District Leadership (SDL)

An applicant for the AGC in SDL must:

- Hold a master’s degree in educational administration, school leadership, education, or a related area.
- Hold permanent or professional teaching or pupil service certification or demonstrated evidence of similar instructional leadership experience.
• Hold the Advanced Graduate Certificate in School Building Leadership from EAPS (or equivalent).
• Submit three letters of recommendation. At least one letter (preferably two) should be from a former college professor attesting to potential for advanced graduate study, and one letter should be from a practicing school leader attesting to potential for school district leadership.
• Submit a personal statement that specifies leadership experience, evidencing potential relevant to the 10 essential characteristics of effective leaders by providing specific examples of such leadership experience.

AGC in School District Business Leadership (SDBL)

An applicant for the AGC in SDBL must:

• Hold a master’s degree in educational administration, school leadership, education, or a related area.
• Hold the Advanced Graduate Certificate in School Building Leadership from EAPS (or equivalent).
• Submit three letters of recommendation. At least one letter (preferably two) should be from a former college professor attesting to potential for advanced graduate study, and one letter should be from a practicing school leader attesting to potential for school district business leadership.
• Submit a personal statement that specifies leadership experience, evidencing potential relevant to the 10 essential characteristics of effective leaders, by providing specific examples of such leadership experience.

PROGRAMS OF STUDY AND COURSES

Each AGC program is organized on a “pathways” basis, allowing students to build on initial coursework. Courses are scheduled in the late afternoons and evenings, and may include blended and online learning. The AGC programs are designed with an expectation of half-time study. Most students will be able to complete their program while maintaining current employment.

AGC in School Building Leadership

The Advanced Graduate Certificate program in School Building Leadership (SBL) is a 35 credit hour program offered over 21 months. The sequence and content of courses are prescribed. All students take the same required courses, with some flexibility to take first-year required courses in the fall or spring semesters and to choose among approved courses to meet certain program requirements.
**Introductory Courses**, usually completed in the first two semesters of studies, consist of three required courses and one social science elective course:

- **EAPS 600**  Introduction to Organizational Leadership
- **EAPS 601**  Introduction to Social Analysis
- **EAPS 614**  Quantitative Methods in Educational Leadership
- One elective course approved by the advisor.

The four *Introductory Courses* must be completed prior to beginning the internship.

The *School Leadership Core*, usually completed in the final 12 months of the program, consists of four courses:

- **EAPS 570**  Introduction to Law and Education
- **EAPS 618**  Family and Community Partnerships
- **EAPS 619**  Supervisory Leadership
- **EAPS 630**  Financial and Human Resources in Education

The *Internship*, also completed in the final 12 months of the program, requires registration in a three-course, 8-credit sequence: **EAPS 896**, **EAPS 897**, and **EAPS 898**. Further information on the internship is provided in the next section.

A *Policy Analysis Elective*, offered in the fall or spring semester of the second year, may be one of the following courses:

- **EAPS 500**  Educational Governance, Policy, and Administration
- **EAPS 609**  Leadership for Cradle to Career Education Systems
- **EAPS 670**  Analysis for Educational Policy and Leadership
- **EAPS 671**  Current Research on Educational Leadership and School Reform
- **EAPS 674**  Educational Administration in Federal and State Governments

Students judged to lack sufficient background in teaching and learning, or in any other area relevant to program expectations, will be required to complete additional coursework in those areas. This coursework should be completed prior to the start of the internship.

Scheduled course offerings assume steady progress to program completion. A student who does not successfully complete a course may be obliged to wait a year to take that course, and then progress to the next stage of the study program.
AGC in School District Leadership

The Advanced Graduate Certificate program in School District Leadership (SDL) is a 15 credit hour program. The sequence and content of courses are prescribed. All SDL students take the same courses.

Students must apply for admission to the AGC in School District Leadership program. Admission to the program requires completion of the AGC in School Building Leadership, or its equivalent. Students judged to lack sufficient background or preparation in any area of the AGC in SBL will be required to complete additional coursework in the areas so identified. Such areas may include teaching and learning, including assessment and classroom matters, for example.

The SDL courses are:

EAPS 623  School Board and Community Relations  
EAPS 631  Economics of Education II  
EAPS 673  Advanced Human Resource Policies in Education  
EAPS 770  Law and School District Leadership  
EAPS 780  Advanced Seminar in Educational Leadership and Policy Studies

Students complete a major project appropriate for school district leadership in the Advanced Seminar (EAPS 780). This course must be repeated for students who have completed the AGC for School District Business Leadership.

Students who have completed the AGC in School Building Leadership will satisfy the NYSED internship requirement for School District Leadership through the SBL program. Those students who have completed school leadership programs at other institutions, but who have completed internships judged not to be the equivalent of the EAPS internship, will be required to complete the internship offered through EAPS.

Scheduled course offerings assume steady progress to program completion. A student who does not successfully complete a course may be obliged to wait a year to take that course, and so progress to the next stage of the study program.

AGC in School District Business Leadership

The Advanced Graduate Certificate program in School District Business Leadership (SDBL) is a 15 credit hour program. The sequence and content of courses are prescribed. All SDBL students take the same courses.

Students must apply for admission to the AGC in School District Business Leadership program. Admission requires completion of the AGC in School Building Leadership, or its equivalent. Students judged to lack sufficient
background or preparation in any area of the SBL will be required to complete additional coursework in the areas so identified.

The SDBL courses are:

- EAPS 631  Economics of Education II
- EAPS 673  Advanced Human Resource Policies in Education
- EAPS 730  Advanced School Business Management
- EAPS 770  Law and School District Leadership
- EAPS 780  Advanced Seminar in Educational Leadership and Policy Studies

Students complete a major project appropriate for school district business leadership in the Advanced Seminar (EAPS 780). This course must be repeated for students who have completed the AGC for School District Leadership.

Students who have completed the AGC in School Building Leadership will satisfy the NYSED internship requirement for the SDBL program through the SBL program. Those students who have completed school leadership programs at other institutions, but who have completed internships judged not to be the equivalent of the EAPS internship, will be required to undertake and complete the internship offered through EAPS.

Scheduled course offerings assume steady progress to program completion. A student who does not successfully complete a course may be obliged to wait a year to take that course, and so progress to the next stage of the study program.

**Internship**

The full-year internship, under the course sequence EAPS 896, EAPS 897, and EAPS 898, is required as a part of the Advanced Graduate Certificate programs leading to New York State certification in School Building Leadership, School District Leadership, and School District Business Leadership. This internship provides relevant field experience in school leadership, under the joint supervision of the EAPS Internship Supervisor and one or more on-site supervisors who must be certified practicing school leaders.

The following policies apply to this internship:

**Eligibility** In order to register for the internship, a student must be enrolled in the AGC in School Building Leadership, AGC in School District Leadership, or AGC in School District Business Leadership, and have met all academic prerequisites for the internship. For students in the SBL program, required coursework includes, at a minimum, all four Introductory Courses (EAPS 600, EAPS 601, EAPS 614, and one elective course). Students enrolled in the SDL or the SDBL should consult with their academic advisors to determine coursework necessary for admission into the internship.
All students must also meet the NYS requirements for Child Abuse and Neglect Identification and Reporting Training, Safe Schools/Violence Prevention Training, Dignity for All Students Act (DASA) training and fingerprinting. Appropriate documentation must be submitted with the internship application.

**Application Process** Students must complete two department forms, signed by the parties indicated on each form. The forms, proposed internship plan, and current resume should be submitted to the EAPS Field Experience Coordinator.

**Step one.** The student completes the Application for Internship Experiences, EAPS 896, 897, 898, and submits this form to the academic advisor for review and approval.

**Step two.** The student completes the Agreement for Internship Experience for EAPS 896, 897, and 898. The agreement should be signed by all on-site supervisors, if all are identified and known at the time of submission. At minimum, the Agreement must be signed by the on-site supervisor(s) for EAPS 896. Once other on-site supervisors are identified, or if the on-site supervisor is changed, the student must submit a revised Agreement with signatures.

**Step three.** In consultation with the on-site supervisor(s) and EAPS Internship Supervisor, the student drafts a proposed internship plan for EAPS896 (summer), EAPS897 (fall) and EAPS898 (spring). The proposed internship plan must clearly specify the roles and responsibilities of the intern, dates and hours to be devoted to internship activities, and independent projects to be completed by the intern.

**Step four.** The Application for Internship Experience, Agreement for Internship Experience, proposed internship plan, current resume and documentation to confirm completion of specific NYS training and fingerprinting (as indicated under Eligibility, above) must be submitted to the EAPS Field Experience Coordinator for review and approval, on or before April 15 in the year the internship is to commence. All internships commence in late May, at the start of the first summer school session.

**Internship Hours** The intern must complete a minimum of 300 field experience hours during one academic term, and 150 field experience hours in each of the other two academic terms for a total of 600 field experience hours.

Questions about the internship application process should be directed to the EAPS Field Experience Coordinator. Questions about the proposed internship plan should be directed to the EAPS Internship Supervisor.
ADVANCED STANDING AND TRANSFER CREDIT

Students who have completed prior graduate coursework may apply for advanced standing or transfer credit.

Upon recommendation of the student's academic advisor and concurrence of the Curriculum Committee, courses taken outside the Department in which the student receives a grade of “B” or above, and which are comparable to Department graduate courses, may be accepted for credit toward the EAPS Advanced Graduate Certificate. Courses completed more than 10 years prior to the semester in which the student is admitted to the AGC program undergo special scrutiny by the advisor and Curriculum Committee.

Advanced standing or transfer credit generally cannot be used in place of the school leadership core courses. Such matters should be discussed with the academic advisor.

A student who wishes to apply for credit for courses completed prior to the EAPS AGC program must submit the Advanced Standing or Transfer Credit form to the advisor and Curriculum Committee for approval. “Advanced Standing” refers to courses completed as part of a prior degree that has been received by the student. “Transfer Credit” is awarded for courses completed elsewhere that did not culminate in a degree. The requisite forms and detailed guidelines are available on the EAPS website or from the Department.

STATE ASSESSMENTS

Under NYS Education Department regulations, certification for school building leadership, school district leadership, and school district business leadership requires successful completion of external state assessments. Applicants may consult the NYSED web-site for further information.

RECOMMENDATION FOR CERTIFICATION

Certification from the NYS Education Department is granted on the basis of a recommendation from EAPS and satisfactory performance on the NYS assessments for school building leadership, school district leadership, or school district business leadership (as appropriate to the AGC program in which the student matriculates).

School Building Leader

Prior to recommendation for initial certification in school building leadership, a student will have successfully completed the following:
• All prerequisite, required, and elective coursework as specified for the AGC program in School Building Leadership with a minimum 3.0 GPA.
• All required field-experiences including the culminating internship experience. The mandated training -- Child Abuse Reporting, Safe Schools Training and Dignity for All Students Act (DASA) training -- and submission of relevant documentation.
• The NYSED assessments in school building leadership.

School District Leader

Prior to recommendation for a professional certificate in school district leadership, a student will have successfully completed the following:

• All prerequisite, required, and elective coursework as specified for the AGC program in School District Leadership with a minimum 3.0 GPA.
• All required field experiences, including the internship experience through the AGC program in School Building Leadership (or its equivalent).
• The mandated training -- Child Abuse Reporting, Safe Schools Training and Dignity for All Students Act (DASA) training -- and submission of relevant documentation.
• The NYSED assessments in school district leadership.

School District Business Leader

Prior to recommendation for a professional certificate in school district business leadership, a student will have successfully completed the following:

• All prerequisite, required, and elective coursework as specified for the AGC program in School District Business Leadership with a minimum 3.0 GPA;
• All required field experiences, including the internship experience through the AGC program in School Building Leadership (or its equivalent).
• The mandated training -- Child Abuse Reporting, Safe Schools Training and Dignity for All Students Act (DASA) training -- and submission of relevant documentation.
• The NYSED assessments in school district business leadership.

Statute of Limitations

AGC candidates must complete all requirements for their respective certificates within five calendar years from the date of initial registration in the program, unless an extension is granted.