

Department of Educational Administration and Policy Studies
University at Albany, State University of New York

**Student Guide to the
Advanced Graduate Certificate Programs
In
School Leadership**

April 2006

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. The New York State Education Department has approved guidelines for the purpose of developing effective school and district leaders.

Following NYSED guidelines, graduates of school leadership programs must have developed essential characteristics of effective leaders. These are:

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

The EAPS concept of leadership in education reflects these characteristics, in which students master the knowledge and skills required to advance education in a complex, information-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 permits 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 the experience, leadership potential, complementary training, and demonstrated proficiency in

making its recommendation for certification. Described below are the program requirements leading up to recommendation for certification. These include:

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

Admissions

AGC programs commence each fall. The Department welcomes applications at any time, but in order to receive full consideration, the Department should receive applications no later than February 1 of the desired year of admission. Admission is competitive.

The Department evaluates all applications with regard to University at Albany and EAPS admissions requirements, standards, and expectations. In addition an applicant for the AGC in SBL must:

- hold a master's degree in education or a related area;
- hold permanent teaching or pupil service certification or demonstrated evidence of similar instructional leadership experience;
- submit three letters of recommendation, at least one (preferred two) from former college professors attesting to potential for advanced graduate study and one from a practicing school leader attesting to potential for school building leadership; and
- submit a personal statement that specifies leadership experience, evidencing potential relevant to the nine essential characteristics of effective leaders by providing specific examples of such leadership experience.

An applicant for the AGC in SDL must

- hold a master's degree in educational administration or school leadership or a master's degree in education or a master's degree in a related area;
- hold permanent 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 its equivalent);
- submit 3 letters of recommendation, at least one (preferred two) from former college professors attesting to potential for advanced graduate study and one

from a practicing school leader attesting to potential for school district leadership; and

- submit a personal statement that specifies leadership experience, evidencing potential relevant to the nine essential characteristics of effective leaders by providing specific examples of such leadership experience.

An applicant for the AGC in SDBL must

- hold a master's degree in educational administration or school leadership or a master's degree in education or master's degree in a related area;
- hold the advanced graduate certificate in school building leadership from EAPS (or its equivalent);
- submit 3 letters of recommendation, at least one (preferred two) from former college professors attesting to potential for advanced graduate study and one from a practicing school leader attesting to potential for school district business leadership; and
- submit a personal statement that specifies leadership experience, evidencing potential relevant to the nine essential characteristics of effective leaders, by providing specific examples of such leadership experience.

Study Program Organization and Courses

Students in the AGC study program study in sequential “cohorts”; this allows students to build on initial coursework and to work across courses in a given semester. Classes meet in the late afternoons and evenings. The Department has designed the AGC 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 program, offered over 21 months, following a prescribed course content and sequence. All students take the same required courses, with some flexibility for students to take first-year required courses in the fall or spring semesters and to choose among approved courses to meet certain program requirements.

The Program Plan in Annex A shows the specific course requirements and sequences.

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 course, from the following:

- EPHL 601 Philosophy of Education
- EAPS 602 Economics of Education
- EAPS 604 Macrosociology of Education
- EAPS 605 Microsociology of Education
- EAPS 606 Ethics and Education
- EAPS 608 Politics of Education

AGC students must complete the four *Introductory Courses* prior to the start of 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 School and Community Partnerships
- EAPS 619 Curriculum and Supervisory Leadership
- EAPS 630 Financial and Human Resources in Education

The ***Internship***, also followed in the final 12 months of the program, requires registration in a three-course, 8-credit sequence, EAPS 896, EAPS 897, and EAPS 898. See the following section for further information on the internship.

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

- EAPS 500 Educational Governance, Policy and Administration
- EAPS 670 Analysis for Educational Policy and Leadership
- EAPS 674 Educational Administration in Federal and State Governments

If the Department judges students to lack sufficient background in teaching and learning, or in any other area relevant to program expectations, they will be required to complete additional coursework in those areas. Students should complete this coursework 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 program, offered over 12 months. All SDL students take the same courses, in the same sequence.

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 Program Plan in Annex B shows the specific course requirements and sequences.

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 case study or field-based project appropriate for school district leadership in the Advanced Seminar (EAPS 780). Students who have completed the AGC for School District Business Leadership may repeat this course.

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 program, offered over 12 months in a

prescribed course content sequence. All SDBL students take the same courses, in the same sequence.

Students must apply for admission to the AGC in School District Business 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 SBL will be required to complete additional coursework in the areas so identified. For example, such areas may include teaching and learning, including assessment and classroom matters.

The Program Plan in Annex C shows specific course requirements and sequencing.

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 case study or field-based project appropriate for school district business leadership in the Advanced Seminar (EAPS 780). Students who have completed the AGC for School District Leadership may repeat this course.

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 Advance Graduate Certificate programs leading to New York State certification in School Building Leadership, School District Leadership, and School District Business Leadership require a full-year internship. Under the course sequence EAPS 896, EAPS 897, and EAPS 898, this internship provides relevant field experience in school leadership. Students learn and serve 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 enroll 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 *Introductory Courses* (EAPS 600, EAPS 601, EAPS 614 and one social science 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, and Fingerprinting. Students must submit appropriate documentation with the internship application.

Application process. Students must complete two department forms, signed by the parties indicated on each form. Students should submit these forms, along with a proposed internship plan and a current resume, 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 his/her academic advisor for review and approval.

Step two. The student completes the *Agreement for Internship Experience for EAPS 896, 897, and 898*. All on-site supervisors must sign the agreement. At minimum, the on-site supervisor(s) for EAPS 896 must sign the *Agreement*. The student must submit a revised *Agreement* if the on-site supervisor changes or other on-site supervisors agree to supervise the student.

Step three. In consultation with the on-site supervisor(s) and the EAPS Internship Supervisor, the student drafts a proposed internship plan for EAPS 896 (summer). After the internship is underway, students will complete plans for EAPS 897 (fall) and EAPS 898 (spring). The proposed internship plan must clearly specify the roles and responsibilities of the intern, the dates and hours to be devoted to internship activities, and the intern's proposed independent projects.

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 1 in the year the internship is to commence. All internships will commence in late May, at the start of the first summer school session.

Note: 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.

Please contact EAPS Field Experience Coordinator, Dr. Gina Giuliano at ggiuliano@uamail.albany.edu for questions about the internship application. Contact the EAPS Internship Supervisor for questions about the proposed internship plan.

Advanced Standing and Transfer Credit

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

The Department accepts for credit toward the EAPS Advanced Graduate Certificate, 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 directly comparable to Department graduate courses in level, content, requirements and credit. Courses completed more than six years prior to the first semester of admission to the AGC program undergo special scrutiny by the advisor and Curriculum Committee.

Students cannot apply advanced standing or transfer credit in place of the school leadership core courses.

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 his/her academic advisor and the Curriculum Committee for approval. "Advanced Standing" refers to courses completed as part of a prior degree received by the student. "Transfer Credit" refers to courses completed elsewhere that did not culminate in a degree. The EAPS website or the Department has the requisite forms and detailed guidelines.

State Assessments

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

Recommendation for Certification

Students receive certification from the NYS Education Department on the basis of a recommendation from EAPS and satisfactory performance on the NYS assessment 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:

- completed all prerequisite, required and elective coursework as specified for the AGC program in school building leadership with a minimum 3.0 GPA;
- completed all required field-experiences including the culminating internship experience; and
- completed the mandated training (Child Abuse Reporting and Safe Schools Training), and submitted documentation.

School district leader. Prior to recommendation for a professional certificate in school district leadership, a student will have

- completed all prerequisite, required and elective coursework as specified for the AGC program in School District Leadership with a minimum 3.0 GPA;
- completed all required field experiences, including the internship experience through the AGC program in school building leadership (or its equivalent);
- completed the mandated training (Child Abuse Reporting and Safe Schools Training), and submitted documentation; and
- successfully completed the NYSE assessment in school district leadership.

School district business leader. Prior to recommendation for a professional certificate in school district business leadership, a student will have

- completed all prerequisite and required and elective coursework as specified for the AGC program in School District Business Leadership with a minimum 3.0 GPA;
- completed all required field experiences, including the internship experience through the AGC program in school building leadership (or its equivalent);
- completed the mandated training (Child Abuse Reporting and Safe Schools Training), and submitted documentation; and
- successfully completed the NYSE assessment in school district 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.

