Department of
Educational Administration

Student Handbook

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I. GENERAL INFORMATION

A. Introduction

The information in this Handbook is an overview of the procedures students seeking a degree/certification in Educational Leadership at the State University of New York College at Oswego 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 the department policies and for managing his/her program accordingly. The faculty and staff provide assistance when possible.

Students may request a waiver of policies and or procedures in this Handbook by writing a letter of petition to the Department Chair. The Chair will consult the appropriate faculty group and, when applicable, the appropriate Dean. The student will be notified of the decision in writing.

College requirements may be superseded at any time by mandates of the New York State Education Department.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

B. Certificate of Advanced Study: Degree/Certificate Program

1. Degree: The Department of Educational Leadership offers the Certificate of Advanced Study (CAS) in Educational Leadership.

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

   If a student's completed program includes sixty (60) graduate hours of course work, of which twenty-four (24) hours are educational leadership courses, and he/she has at least three years of teaching experience, the student may qualify for the permanent School District Leader (SDL) Certificate.

3. Non-Degree Status: The Department offers courses to students who are not degree candidates but desire to pursue particular interests or satisfy specific requirements.

   Such students are classified as non-degree students; they are not admitted to a program and are not assigned an advisor. They are admitted to classes on a space-available basis. When class space is limited, priority is given to students who are admitted to a program of study. Registration of non-degree students to classes is by permission of the Department Chair.

C.   Financial Assistance

1.   Financial Aid: Graduate students are eligible for some forms of financial aid:

   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/.

2.   Assistantships: A limited number of graduate assistantships are available in some departments, but not educational leadership.

3.   Tuition Scholarships: A limited number of tuition scholarships are available for graduate students. While students with graduate assistantships receive preference for tuition funds, some additional scholarships may be available for students enrolled in approved programs who do not have graduate assistantships. Tuition scholarships for these students may be full or partial, depending on available funding. Students applying for these scholarships should have departmental recommendation. For information, contact the Graduate Office.

4.   Scholarships: The SUNY Oswego Foundation offers several graduate scholarships. Applications for scholarships are available via the internet at: https://www.oswego.edu/financial-aid/scholarships/. The SUNY Oswego Office of University Development is located at 219 Sheldon Hall, Oswego, NY 13126 (Phone: 315-312-3003)

   Award amounts vary, ranging from $50 to $1,000 per year. Payment of awards is divided equally between the fall and spring semesters. Scholarship awards are not automatically renewable; you must reapply each year to be considered.

   Scholarships are supported by contributions to the Oswego Annual Fund from alumni, parents, friends, faculty, staff, and corporations.

5.   Scholar Assistance Programs for Minority and Economically Disadvantaged Students: The graduate minority fellowship program supports graduate study by qualified students from all minority groups. Master's level students are eligible for an annual stipend of $7,500 in addition to tuition assistance. Pending budgetary funding, this is expected to be continued.

   Additional tuition scholarships also have been allocated for support of economically disadvantaged students. For information concerning the Graduate Tuition Scholarship Program for EOP, HEOP, and SEEK student, contact the Graduate Office.

6.   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.

D. History and Background

Two generations of professors in the Educational Administration Department at SUNY Oswego have guided hundreds of graduates into the field of educational administration. Many Central New York administrators are proud alumni of this program known for its rigor, its emphasis on teaming, and its field orientation.

Dr. John Readling founded the program in 1967. Under his leadership, a competency-based program was designed based on the assumption that the role of the educational administrator is that of a democratic-participatory leader. The faculty saw the administrative role as a teacher of teachers, a leader of leaders. Dr. Readling passed away in 2005.

Prior to conceptualizing the program, a study was made of school administrators at work. In addition, representative teachers, superintendents, students and others were interviewed to identify their expectations of principals and supervisors. From these source data the faculty developed a list of competencies in two areas: (1) generic competencies dealing with self, group interactions, leadership and organizational functions; and (2) concentration competencies relating to the principal or the supervisor. Courses were developed to provide students with these competencies.

In 1985 Dr. Linda Tinelli Sheive joined the program as its second department chair. During the late 1980s Dr. Tinelli Sheive worked closely with an advisory committee of prominent local alumni including building administrators, rural and urban superintendents, a Board of Cooperative Educational Services (BOCES) district superintendent, and a regional staff development program administrator. These alumni assisted the department in building upon the strengths of the past through innovative curricular and programmatic initiatives and by recruiting new faculty to pursue this aim.

By the early 1990s the faculty had reinvented the program. Data from field practitioners (alumni and employers) clearly suggested that certain elements of the original competency-based program be retained: the generic competencies which focused on understanding self, working in teams, and developing supervisory skill were highly regarded. Also, the emphases on networking and a strong work ethic were prized. Finally, the rigorous internship experience was respected and valued.

In addition, data from students indicated their need to rethink their roles as educators[1]. Unlike previous generations of students, the typical student of the 1990s was in her middle 30s and had more than 15 years of teaching experience in the classroom. Further, more persons of color entered the program. Many of these students, especially the women, envisioned themselves as staff rather than line administrators. Most were suspicious of leadership and needed opportunities to work with administrators in new ways early in their course work in order to reassess why administrators act as they do.

Simultaneously the faculty explored innovative instructional strategies for adult professional learning. They became familiar with emerging alternative technologies. Via their leadership roles in the New York State professors' association, they familiarized themselves with how other departments worked. They attended regional and national conferences and strengthened

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[1] The department serves students from urban, suburban, rural and small city school district backgrounds.

their relationship with the National Council of Professors of Educational Administration (NCPEA). They studied in concert with other educational administration professors from across the state the adult learning literature which appeared to relate to educational administration. They participated in the Northeast Consortium's study conferences on the preparation of school leaders. They gathered information on the recommendations of the National Policy Board on Educational Administration.

Most importantly, like many departments across the nation, the faculty explored problem-based learning and emphasized problems of practice in their teaching. Notably, Dr. Lionel "Skip" Meno, an alumnus and previous superintendent of the Syracuse City School District provided a model that the faculty emulated.

Dr. Meno invented "issue analysis teams" (IATs) as a means of identifying teachers with leadership potential in his district. Once a year teachers could apply for membership on that year's team which would investigate new and troubling issues facing the school district. Teams explored a problem by examining the related literature and studying other school districts that had already confronted the issue. Then they identified possible courses of action for the district. As the four or five IAT reports each year were circulated by the superintendent, the excellence and usefulness of the product for administrators and board members became evident.

The faculty members in the educational administration program were intrigued by Meno's IAT model as a means to involve graduate students with real world experiences in administration. They introduced the IAT into the beginning core course, EAD 601: Fundamentals of Administration in the late 1980s and it is refined annually.

Students at a campus research reporting day noted eight benefits of their involvement in IATs.

1. IATs measure our ability to act as a team.
2. As a team, we produce *results* rather than reproducing information.
3. We are responsible for our own learning, so we learn more.
4. We engage in higher order thinking skills.
5. We feel powerful, important, and useful.
6. Issues are relevant and therefore meaningful to us.
7. The reality of a district's problem causes us to invest more energy and scholarship.
8. We work closely with local school superintendents who come to know us as potential candidates for administrative positions.

These results convinced the faculty that a problem-based approach to the preparation of educational administrators is beneficial. In the 1990s all courses were revised to include problem-based, practice-oriented learning activities. The faculty synthesized its philosophy of instruction as "authentic leader preparation" and presented its approach at the 1994 annual meeting of the NCPEA. That paper was published in The Second Yearbook of the National Council of Professors of Educational Administration (1994). (See Section II - Program Design.) Courses were revised in 2004 to meet the new certification requirements for the New York State Education Department.

The department works closely with its Program Advisory Group (PAG), an advisory board composed of college and field colleagues, to maintain the spirit of innovation and the ability to

identify and address the needs of the field. The practitioners on the program faculty[2] assist the department faculty to continually test and broaden the program. Their recent advice and support have assisted the department in continuously to refine courses and internship seminar topics.

This historical context demonstrates that the department has, itself, engaged in problem-based learning for the past decade. Professors have continuously listened to students and advisors, consulted the literature and experts, tried innovations and learned from them. Its assessment plan also allows for the constant flow of new information to the faculty who continually modify the program as the data suggest.

The department's background sets the scene for understanding the department's beliefs and guiding principles regarding the work it does. Its mission, conceptual framework, philosophy of preparation, goals and objectives are presented in the following section.

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[2] These include rural and urban middle managers and executives of differing genders and races.

E. Faculty

Angela Perrotto...Assistant Professor and Chair
Educational Administration;
BS, California College of the Arts, MS, Syracuse University, CAS, State University of New York at Brockport. Appointed 2011

Tamara Likpe...Assistant Professor
Educational Administration
Wittenberg University; MA International Relations, Syracuse University; CAS State University of New York at Brockport; Ed.D. Educational Administration. Appointed 2016.

Linda Rae Markert...Professor
Educational Administration
BA, State University of New York at Oswego, MS, Illinois State University, Ed.D, University of the Pacific. Appointed 1993 to SUNY Oswego, and 2011 to the department.

F. Directory of Offices

(Area Code 315)

Offices	Phone	Fax
Alumni Relations, King Hall	312-2258	312-5570
Bursar's Office, Culkin Hall	312-2225	312-3167
Career Planning and Placement Campus Center	312-2255	312-5443
Dean's Office School of Education 302 Park Hall	312-2102/2103	312-5407
Educational Administration 307 Park Hall	312-2264	312-3062
Financial Aid 206 Culkin Hall	312-2248	
Graduate Office 606 Culkin Hall	312-3152	312-3577
Registrar's Office 307 Culkin Hall	312-2237	312-3167
Scheduling/Registration 302 Culkin Hall	312-4229	
Transcript Request 307 Culkin Hall	312-2180	

G. Web Pages

The department's web site may be found at: http://www.oswego.edu/edadmin/

At this site you can:
- view course descriptions and course schedules
- access via links other campus offices and programs
- view intern and alumni placement information
- access Educational Administration Department information/newsletters
- information about our NYS Superintendent Development Program,
- NYS Teacher Certification Examination (NYSTCE) information, and

II.   PROGRAM DESIGN

A.   Introduction

The design and implementation of the SUNY Oswego Educational Leadership Program is guided by its sense of purpose as reflected in its *mission statement* and *program goals*, as well as by its *conceptual framework* and *philosophy* of *preparation* of school leaders. Each of these will be discussed in detail below, but it is important to note first that as a program within the SUNY Oswego School of Education, each of these guiding elements for the educational leadership program must be (and is) consistent with the mission and conceptual framework of the School of Education. Additionally, program design is influenced by the curriculum guidelines of the National Council for Accreditation of Teacher Education (NCATE), and these too will be discussed before turning to the departmental design elements.

B.   School of Education Mission Statement

The department faculty participated in developing and endorsing the *School of Education Mission Statement*. It forms the core of our professional beliefs and commitments:

> **SCHOOL OF EDUCATION**
> **MISSION STATEMENT**
> **Oswego State University**
>
> **The faculty of the School of Education,**
> **working in partnership with citizens**
> **of the world, supports and promotes**
> **extraordinary educators and learners.**
>
> **Building on the wisdom of the past,**
> **the realities of the present and**
> **the promise of the future, innovative**
> **educational programs will prepare**
> **individuals who will continually strive**
> **for personal growth and become**
> **socially-conscious catalysts for change.**
>
> **We will instruct, involve, challenge**
> **and care for all learners, children**
> **and adults, in the legacy of**
> **Edward Austin Sheldon.**

C.   School of Education Conceptual Framework

Similarly, the department faculty participated in developing and endorsing the *School of Education Conceptual Framework*, which derives from the School of Education Mission Statement and rests on established and contemporary research, the wisdom of practice, and emerging educational policies and practices. The School of Education Conceptual Framework appears on the following page.

WEAVING

a Transformative School Fabric

The faculty of the School of Education at Oswego State University believes that the role of schools is to promote authentic learning by all students. The role of educators in meeting that goal is to function as socially conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes.

The act of weaving a braid is a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of knowledge, practice, reflection, collaboration and leadership, thus creating a complex braided school fabric in which authentic learning is an everyday reality for diverse students. Concern for social justice anchors the educational process; it is the knot at the top of the braid.

AUTHENTIC LEARNING
Educators provide meaningful opportunities and appropriate support for all students to engage in self-directed inquiry, problem-solving, critical thinking, and reflection in real world and creative contexts.

SOCIAL JUSTICE
Educators who graduate from Oswego State University are socially conscious catalysts for change who promote authentic learning by all students.

Social Justice

Authentic Learning by Diverse Students

Practice
Educators have a rich repertoire of research-based strategies for instruction, assessment, and use of educational technologies, focused on promoting authentic learning by all students.

Collaboration & Leadership
Educators continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility and leadership.

Knowledge
Educators have a deep understanding of the organizing concepts, processes and attitudes that comprise the disciplinary knowledge base (including the New York State Learning Standards), the pedagogical knowledge base, and the pedagogical content knowledge base.

Reflection
Educators continually assess and reflect upon their professional practice in order to change and grow as life-long learners.

D.   NCATE Curriculum Guidelines

In addition to being, institutionally, a part of a larger unit (the School of Education), the educational leadership program at Oswego State University exists within the wider context of a nationwide consensus on a 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. In 2001, the School of Education, including the Educational Administration Department, was accredited by NCATE. Re-accreditation was awarded in 2014. This means that the SUNY Oswego Educational Administration Program must be in compliance with the NPBEA/NCATE curriculum guidelines.

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

NCATE CURRICULUM GUIDELINES

Area I - Strategic Leadership
1. *Professional and Ethical Leadership*
2. *Informational Management and Evaluation*

Area II - Instructional Leadership
3. *Curriculum, Instruction, Supervision, and the Learning Environment*
4. *Professional Development and Human Resources*
5. *Student Personnel Services*

Area III - Organizational Leadership
6. *Organizational Management*
7. *Interpersonal Relationships*
8. *Financial Management and Resource Allocation*
9. *Technology and Information Systems*

Area IV - Political and Community Leadership
10. *Community and Media Relations*
11. *Education Law, Public Policy and Political Systems*

Area V - Internship
    12.   *Internship*

The knowledge and skill base (competencies) of educational administration, as defined and delineated in the five areas of the NCATE curriculum guidelines, forms the outline for the development and delivery of the instructional program (courses and internship).

Additionally, the NCATE guidelines are used explicitly by students in the program in a *self-assessment* that engages them in thinking about and planning for their internship experience. Students use as the starting point for their self-assessment a Curriculum Audit (See Appendix) in which the department faculty has aligned course modules and assignments as well as internship and comprehensive exam requirements with specific NCATE competencies. Identified gaps in preparation and competencies in need of strengthening are woven by each student into an individualized *Internship Learning Plan*. This learning plan is then used with the internship Field and College Supervisors to plan and negotiate the actual set of learning experiences and activities to be accomplished during the internship.

E.   Program Mission

Within the structure provided institutionally by the mission statement and conceptual framework of the School of Education, and professionally by the NCATE curriculum guidelines, the educational administration department has fashioned as its organizing theme the preparation of educational leaders who are able to work with others to make schools better places for the learning of all children. This theme is embodied in the following mission statement:

EDUCATIONAL ADMINISTRATION DEPARTMENT
PROGRAM MISSION

The intent of the Educational Leadership Program at Oswego State University is to prepare candidates to assume leadership positions in elementary and secondary education, to effectively carry out the full range of tasks and activities typically encountered within the performance contexts of school administration, and to work with others to make schools better places for the learning of all children.

F.   Conceptual Framework for the Program

As noted above, the School of Education has developed a conceptual framework that is consistent with its mission statement and that is knowledge-based, articulated, and shared. The Educational Administration Department has developed its own conceptual framework to reflect the knowledge base of the field of educational administration as well as to be consistent with both the shared *conceptual framework* of the School of Education and the department's own mission statement.

The department's conceptual framework makes explicit the professional commitments, dispositions, and values that support it. The framework rests on established and contemporary research in the field of educational administration, the wisdom of practice, and emerging education policies and practices. The department's conceptual framework is reproduced on the following page.

Conceptual Framework

The SUNY Oswego
Educational Administration Department

Prepares **Educational Leaders** who

as **Scholars, Caring Practitioners,** and **Innovators**

Facilitate Teaching and Learning, Promote the Success of all students, and reflect on schools as innovation sites by engaging students in authentic learning tasks.

Authentic Learning

Facilitate Teaching and Learning by	**Promote the Success of All Students by**	**Reflect on Schools as Innovation Sites by**
• Demonstrating current research familiarity • Making appropriate programmatic decisions • Developing or using partnerships • Selecting, supervising, and mentoring quality staff • Applying technology to improve instruction	• Demonstrating tolerance • Addressing diverse students needs • Providing productive teaching/learning environments • Assessing student growth in multiple ways • Using standards to enhance the learning of all students	• Using teams to analyze and solve problems • Being reflective and challenging assumptions • Acting as socially conscious catalysts for change

G.   Program Goals and Objectives

The department's goals and objectives flow from the mission and conceptual framework of the School of Education as well as from its own program mission and conceptual framework. The NCATE curriculum guidelines are also implicit in these enumerated goals.

The five goals that form the heart of the department's program are derived from an examination of the conditions current students are likely to face in the future as they carry out the role responsibilities of school administrators. The goals, therefore, constitute exit outcomes that embody the complex role performances that will be required of them in those future contexts, and are expressed in the form of skills. Specific objectives, based on these goals, are outlined in course syllabi.

Each skill area is considered to be compromised of both the knowledge necessary to function effectively in that area, and the competencies to apply that knowledge in a particular context with its attendant challenges and opportunities.

EDUCATIONAL ADMINISTRATION DEPARTMENT
PROGRAM GOALS

Upon completion of the Educational Leadership Program, graduates will be able to:

1. provide direction for and facilitate group decision making and problem solving to accomplish collective tasks and objectives;

2. intervene in a supervisory capacity to move the thinking and behavior of staff members to a new level of successful functioning;

3. express, through oral and written communication, ideas, information, and intentions in ways that are understood and accepted;

4. provide forward-looking leadership by translating knowledge, competence and interpersonal skills into improved organizational arrangements and outcomes; and

5. facilitate through effective organization the development of a shared vision that meets the educational needs of all students, staff, parents and the community.

H.   Department Philosophy of Preparation

The mission statements and conceptual frameworks of the School of Education and Educational Administration Department, along with the NCATE guidelines, provide the rationale and organizing principles that guide the development of the program curriculum. Instructional delivery of that program could take many forms. At Oswego State University, the Educational Administration Department's unique and innovative approach to instruction is embodied in the four key elements of its philosophy of preparation of school

administrators: Authentic learning, solving problems of practice, working in teams, and networking.

1. Authentic Learning

   Faculty in the department are committed to their teaching roles. As described in the historical context, they have worked together for many years to study the socialization of adults into a new profession. They have explored many teaching strategies and concluded how best to teach educational administration. They have shared these conclusions with peers nationally in a paper on "authentic learning" which is reprinted at the end of this section.

2. Solving Problems of Practice

   As a result, the thrust of the program is to engage candidates in solving problems of practice in authentic, real-world situations as early as possible and as often as possible in their course work and their internship. Candidates broaden their backgrounds by becoming intimately involved in the workings of schools different from the ones in which they teach. They receive extensive feedback from professors and a wide spectrum of practitioners. This approach is consistent with the constructivist view of the nature of knowledge which posits that knowledge is socially constructed through experience and reflection.

3. Working in Teams

   For thirty years the department has acted on the belief that skilled administrators must be able to work in teams. Unlike most teachers, from whose ranks most administrators emerge, administrators perform their work publicly and in team or small group settings. Therefore, the skill of working in teams is essential. To this end, in all classes and the internship, teamwork is a primary avenue for learning.

4. Networking

   Another key element of the department's philosophy of preparation is working with candidates to increase their professional networks. Candidates meet with practitioner-professors in classes; they serve as issue analysis teams for local superintendents; they plan intern seminars and identify local expert practitioners from diverse backgrounds. Further, candidates form integrated teams in all classes and develop a working knowledge of peers' strengths. To encourage networking, the department publishes a newsletter each semester, has a web page, manages electronic list serves, maintains an alumni directory, and conducts an annual meeting with alumni. Professors are active in professional field organizations and participate on many field-based committees.

I. Reprint of article on Authentic Leader Preparation

The article reproduced on the following pages was co-authored by professors in the department and published in The Second Yearbook of the National Council of Professors of Educational Administration (1994).

Authentic Leader Preparation:
Socialization to the Administrative Role

James R. Bennett, Linda Tinelli Sheive,
and William D. Silky

The preparation of school leaders in the 1900s should involve more for students who--are primarily full-time classroom teacher--than taking a collection of courses and being involved in limited clinical experiences. Rather, upon entry to an administrative preparatory program students can benefit from immediate engagement in *authentic learning*. Authentic learning increases the rate at which prospective administrators are *socialized* to their new role. At the State University of New York at Oswego, we have begun to develop a framework for authentic leader preparation based upon recognition of this socialization process.

SOCIALIZATION AND THE PREPARATION OF EDUCATIONAL ADMINISTRATORS

The concept of socialization to the role of administrator is not a new research interest. Approximately 20 years ago, Greenfield (1974) discussed socialization of school supervisors. More recently, Parkay, Currie, and Rhodes (1992) continued the investigation. Yet despite interest over such a wide time span, little has changed in the preparation of administrators as a result of discoveries in this line of research.

Socialization has been defined as a process by which an individual acquires the knowledge, values, and behaviors to function in a society (Brim and Wheeler, 1966). *Professional socialization* more narrowly implies a process by which persons learn and behave according to the norms, valued behaviors held to be necessary for performing a particular professional role (Greenfield, 1974).

Merton (1968) added that professional socialization also involves one in developing an identity with that profession. *Organizational socialization* is the process by which one is taught and learns "the ropes" of a particular organizational role (Van Maanen and Schein, 1979). While organizational socialization may be beyond the influence of educational administration preparation programs, clearly professional socialization to the administrative role is not.

Parkay, Currie, and Rhodes (1992) used a multiple case study design to study 12 first-time high school principals during a 3-year period following their appointment to the principalship. Based on their research, they developed the hierarchy for professional socialization of beginning principals depicted in Figure 1.

During Stage 1, characterized as "survival," they contend that the individual is attempting to "sort it all out" and further, that personal concerns and professional insecurity run high. They did discover, however, that all individuals neither enter the socialization hierarchy at this stage nor do they progress through the stages at the same rate. Previous experiences can permit new administrators to enter at higher stages.

Greenfield (1974) found that there are three factors that influence one's ability to learn a new role. These are motivation to learn the role; knowledge of norms, attitudes, and behaviors associated with the new role; and the ability to enact a satisfactory role performance. It can be assumed that students enrolled in educational administration programs want to learn the new role. Further, most preparation programs provide students with technical and theoretical understanding of the administrative role. Where most programs fall short in the socialization process is in helping students learn administrative norms, attitudes, and behaviors and in offering sufficient opportunity for them to practice a satisfactory role

performance in the "real world." Consequently, most new administrators enter their first position with a goal of mere "survival"; while a few school systems attempt to offer support through an induction phase, this is usually very poorly planned and implemented.

We believe that administrator preparation programs can be designed so that the new administrator does not enter at the "survival" stage -- or at least so that the survival stage is reduced in intensity and duration. The answer lies in beginning the socialization process early in the student's preparation program, rather than putting it off until the start of the first administrative position. And the key to beginning the socialization process early in the preparation program is to focus on authentic learning in a problem-based approach.

Personal Power → **Learning and Growth**

STAGE 5: PROFESSIONAL ACTUALIZATION
Confirmation comes from within. Focus is on attaining personal vision (i.e., creating a culture characterized by empowerment, growth, and authenticity)

STAGE 4: EDUCATIONAL LEADERSHIP
Primary focus is on curriculum and instruction. Confirmation comes from external sources (faculty, district personnel, profession, and so on). Behaviors are "legitimated" by personal power.

STAGE 3: STABILITY
Frustrations become routinized and management-related tasks are handled effectively and efficiently. Difficulties related to facilitating change are accepted. Individual has achieved "veteran" status.

STAGE 2: CONTROL
Primary concern is with setting priorities and "getting on top of" the situation. Behaviors are "legitimated" by positional power rather than person power.

STAGE 1: SURVIVAL
Individual experiences "shock" of beginning leadership and has concern with "sorting it out." Personal concerns and professional insecurity are high. Tendency to overreact may be great.

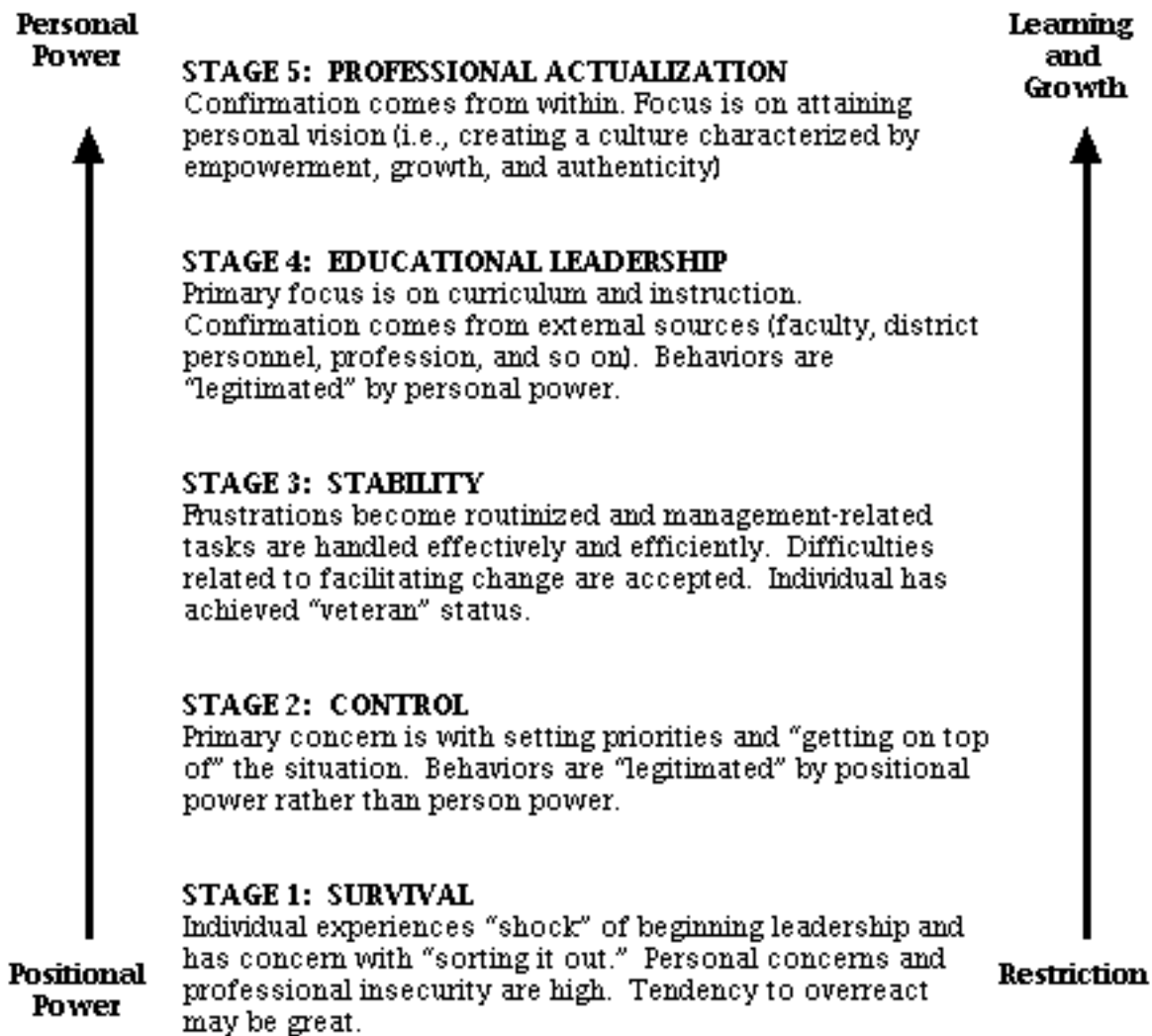**Positional Power** → **Restriction**

Figure 1. A professional socialization hierarchy for beginning principals. Adapted from Parkay, F. W., G. D. Currie, and J. W. Rhodes (1992, February). "Professional socialization: A longitudinal study of first-time high school principals," *Educational Administration Quarterly*, 28(1):43-75.

PROBLEM-BASED LEARNING IN EDUCATIONAL ADMINISTRATOR PREPARATION

Many educational administration programs around the country are moving in the direction of structuring student learning experiences in a practice-oriented, problem-based approach (Bridges and Hallinger, 1991; Bridges, 1992). This approach locates the development of needed knowledge and "research skills in the problems and contexts with which practitioners must contend" (Muth, 1989, p.9). This problem-based framework is consistent with a growing recognition of the need for the development of a knowledge base organized around problems of practice (Murphy, 1992).

In the problem-based, practice-driven approach to administrator preparation, theories, and conceptual knowledge are used to inform problems of practice, rather than serving as the content of a core set of disciplinary studies. Learning then becomes problem-based, and problem-based learning lends itself naturally to student-centered methods of instruction that promote active, cooperative learning and problem-solving. The primary goal of the student becomes not merely the accumulation of information, but also learning how to learn. Problem-based instruction requires that students take responsibility for their own learning, and this in turn requires that instructors teach for understanding rather than for content coverage. The instructor becomes more of a guide and advisor than a dispenser of knowledge.

Problem-based instruction has a long history in the fields of law, medicine, and public and business administration as a means of bridging the gap between theory and practice. In the 1960s and early 1970s a brief flurry of activity yielded case studies and simulations (the most common forms of problem-based instruction) for the preparation of school administrators. Interest in the methodology was not widespread and waned until recently. The decade of the 1990s has seen a rebirth of interest in problem-based instruction as programs preparing future school leaders have come under increasing fire for their remoteness from "the problems of the field, the passive nature of most instruction, and the failure to present theoretical constructs in ways that are meaningful to students..." (Asbaugh and Kasten, 1991, p. 3). Problem-based instruction is increasingly seen as a vehicle with potential to bridge the gap between what typically goes on in classrooms and the "real world" of practicing school administrators (Achilles and DuVall, 1992; Bridges and Hallinger, 1991; Griffiths, 1988).

In problem-based learning, with its emphasis on making instruction more learner-centered rather than professor-centered, teaching methodologies, including simulation and case studies, replace the lecture-discussion model that characterizes most instruction in traditional preparation programs. While these newer methodologies are generally accepted in promoting active learning as opposed to passive consumption, they still do not provide future school administrators with appropriate opportunities to become fully socialized to a new role. In fact, one of the key attributes of these methodologies identified by their advocates -- a "risk free" environment in which to practice and learn -- is inimical to real socialization. Norton (1992), for example, observes that case studies and simulations provides safety and time for reflection, analysis, and feedback (p. 6). Similarly, Smith (1992) states "The case study gives the administrator-in-training an opportunity to try ideas in an environment where much less is at stake" (pp. 112-113). While Vornberg and Harris (1992) allow "There is a safety in knowing, however, that it is just a simulation (p. 119), authentic learning, on the other hand, entails learning in the *real* world, with *real* practitioners who have *real* problems to solve. Unlike simulations and case studies, this is *not* a risk-free environment. For students engaged in authentic learning tasks, there is *risk* attached to the quality (or lack of it) of their work. Consider the following scenario:

> The issues analysis study team was anxious before their presentation began. After all, for aspiring
> administrators, it is unnerving to present such a radical idea as having American Sign Language
> fulfill the high school foreign language requirement. In addition, they were presenting their

recommendation to a large and diverse group in an area school district, including the superintendent, a board of education member, building administrators, the foreign language department chair, teachers, and local university faculty.

Once under way however, the team was at ease. It presented the concept and rationale flawlessly, with each member contributing. Then it fielded questions with confidence. When the session ended, the audience erupted in applause.

After the room cleared, members of the study team congratulated one another. A school year of intensive study had culminated in what they knew was a successful report: one which the district would use in its planning efforts. A job well done!

It is our thesis that only in authentic learning situations such as this can real socialization to a professional role occur. This is not to imply that students accomplish things through discovery in unconstrained situations. On the contrary, authentic experiences occur within such contextual limits as existing school culture/values, state law, etc. Authentic learning is thus defined by virtue of its emphasis on encompassing reality. As Cronin (1992) has indicated, "the power of the authentic learning movement has been in the simplicity of its central idea: Students' experiences in school should more closely resemble the experiences they encounter in real life" (p. 80).

THE CHALLENGES OF AUTHENTIC LEARNING

Myriad problems not encountered in other learning conceptualizations arise when learning is made authentic. For one thing, authentic learning is time consuming. Since in most instances student learning in real life situations is inductive, it occurs in real time and requires that greater time be devoted to the learning task. Further, authentic learning is "messy." Rarely can this form of learning be measured by simple paper and pencil exams. There is a recursive nature to the students' ability in "coming to know and be" in authentic learning. Regardless of the drawbacks, we believe the positive aspects of authentic learning offer great promise for preparing school leaders and other educational professionals.

AUTHENTIC LEARNING IN THE SUNY OSWEGO EDUCATIONAL ADMINISTRATION PROGRAM: ISSUE ANALYSIS TEAMS

Lionel "Skip" Meno, now Commissioner of Education for the State of Texas, invented the issue analysis team in the early 1980s when he was Superintendent of Schools in Syracuse, New York. Once a year, teachers could apply for membership on that year's team which would investigate new and troubling issues facing the school district. Issue analysis teams were charged with exploring a problem by examining the related literature and studying other school districts that had already confronted the issue. It then was expected to identify possible courses of action for the district and outline the advantages and disadvantages of each possible course of action. The IATs quickly gained local attention; soon teachers from outside the district were applying for the opportunity to test their skills. As the four or five IAT reports each year were circulated by the superintendent, the excellence and usefulness of the product for administrators and board members became evident. In addition the superintendent had a vehicle to observe fledgling administrators working closely with him; he was able to engage more expertly in their career development.

As faculty in the educational administration preparation program at SUNY Oswego we were intrigued by Meno's issue analysis team (IAT) model; we saw it as a means to involve graduate students

with real world experiences in administration. It has become our primary vehicle for authentic student learning. For ten semesters IATs have operated in the beginning core course, a six-credit hour experience called "Fundamentals of Administration." In addition, for the past three years, teams of students have formed IATs in order to complete a group comprehensive examination for program completion.

An IAT begins when students identify a local school superintendent with who to work. Most teams engage the superintendent of a school district where one or more team members are employed. The identification process involves students' asking superintendents if they would like to work with an IAT, eliciting from the superintendents the issues they would like analyzed, and bringing that information to the professors. The department faculty decide which combination of issues works best in the core course, and which issues are appropriate for the comprehensive examination.

The superintendent then charges the IAT to investigate an issue in the context of the district, to gather data on the district, to develop a written report with recommendations and to deliver the report orally in an open forum. Access to district staff and information is facilitated by the superintendent. Professors and the superintendent serve as guides and information sources to the IAT throughout the semester as they engage in their work. The superintendent defines the nature and scope of the final report although students now have models from previous IATs. The superintendent and the professors receive the written report a week before the public session. After this presentation, the superintendent critiques the team's work by evaluating the usefulness of the data, the effectiveness of the analysis, and the quality of the recommendations (Sheive, Silky, Bennett, and Lewis, 1992).

BENEFITS OF THE ISSUE ANALYSIS TEAM APPROACH TO AUTHENTIC LEARNING

Graduate students in our program see real benefits to their involvement in issue analysis teams. At an April, 1992 campus research reporting day students stated the following:
1. IATs measure our ability to act as a team.
2. As a team, we produce *results* rather than reproducing information.
3. We are responsible for our own learning, so we learn more.
4. We engage in higher order thinking skills.
5. We feel powerful, important, and useful.
6. Issues are relevant and therefore meaningful to us.
7. The reality of a district's problem causes us to invest more energy and scholarship.
8. We work closely with local school superintendents who come to know us as potential candidates for administrative positions.

Socialization of students occurs as a result of their working with a superintendent in a real context. Individuals come to know many of the norms, values, and perspectives of practicing administrators. They begin to develop an understanding of the opportunities and constraints of particular situations. They learn they must dress and act in a manner that is appropriate to the role they are now playing. In sum, students take a major step toward "becoming" a school administrator in their thought and action.

Local administrators tell us that the issue analysis teams are an asset for district planners. At a time when resources are limited, IATs provide a real service at no financial cost to the district. The evidence that IAT reports are useful to the field accumulates. Annually we receive more requests for IATs than we can accommodate. We publish lists of excellent reports (over 50 have been completed to date on such issues as facility planning, non-graded primary schools, all-black male high schools, developing the exemplary middle school, etc.) for alumni and often receive orders for copies. Local administrators from neighboring districts frequently sit in on reports made to superintendents. As time

goes by and we see the benefits of this authentic learning activity to local school districts, we are coming to realize that our IAT's are a real forces in the local educational community.

IATs benefit us as professors and the program as well. Our work with teams in the field keeps us current with issues faced by practicing administrators. The practitioners' evaluations of student work are specific, critical, and developmental. The faculty are more likely to be heard by students when a local superintendent is involved in feedback on their administrative thought and action. The SUNY Oswego Educational Administration Program is seen as valuable by the field. Local superintendents recommend us to prospective school administrators. Finally, since we incorporate the IAT model in the students' first core course and again in their final experience, the comprehensive examination, we can compare their work in each situation both as a program evaluation and as an individual performance assessment.

AUTHENTIC LEARNING CONTRASTED TO OTHER INSTRUCTIONAL MODES

The National Association of Secondary School Principals found in a 1991 nationwide survey of administrator preparation programs that case studies are used extensively, with simulations less so, and that almost all are used as supplementary enrichment materials (Norton, 1992). Our Issue Analysis Teams are an example of authentic learning a problem-based mode of instruction that builds on and extends the best features of simulations and case studies by moving the focus of study from the safe and somewhat structured setting of the classroom to the risky and often "messy" environment of the real world. By working as part of a group on *real* problems in a *particular* context, students have the opportunity to experience firsthand and in real time the impact on problem resolution of vicissitudes in human interaction, resource availability, and environmental factors.

	Lecture	Seminar	Case Study	Simulation	Authentic Learning
Student Role	To listen; passive	To investigate, share; active	To problem solve; active	To problem solve; active	To solve problems of practice in the real world; active
Professor Role	To transmit knowledge	To facilitate and critique	To design, monitor, link, advise and guide	To select, monitor, link, advise and guide	To monitor, link, advise, guide
Practitioner Role	Guest speaker	Guest speaker	Provides cases	Provides ideas for simulation	Poses his/her problem and monitors student work
Use of Literature	Basis for instruction; future application	Basis for instruction; future application	Used to solve problems; future application	Used to solve problems; future application	Used to solve problems; Immediate application
Learning Site	Classroom	Classroom	Classroom (occasionally off campus visit)	Classroom (occasionally off campus visit)	Field, real world (occasionally on campus)
Assessor	Professor	Professor and peers	Professor and peers	Professor and peers	Professor, practitioner, peers, self

Figure 2 displays key features of several teaching/learning processes, including authentic learning. *All* teaching and learning processes however, exist on a continuum of authenticity (Cronin, 1993: Newman and Wehlege, 1993). While simulations and case studies (unlike lectures and seminars) are problem-based, authentic learning goes beyond those methods by involving students in problem solving in the real world. Interaction and consultation with practitioners is not just a bonus as in simulations and case studies, but a necessity. The practitioners are "clients" of the problem-solving group are evaluators of the students' work. Because expectations of practicing administrators provide the

benchmarks by which performance is judged, the external norms of performance that exist in the "real world" become the standards by which the students' work is assessed. This is a key feature of authentic assessment (Wiggins, 1991) and, in turn, becomes a major attribute of authentic learning.

Lest the impression be left that this process produces administrators who are prepared to lead in the present and not strive to create a preferred future reality, we are selective in approving superintendents with whom IATs may affiliate. Superintendents who are recognized as visionary, those who have conceptualized what could be, are approve by the department. Superintendents not meeting this criteria are rarely approved to have an IAT at their disposal.

It should be noted that authentic learning is not a theoretical. The use of the literature base is fostered in authentic learning, as indicated in Figure 2. In this case, knowledge and theoretical perspective is sought through intrinsic motivation to help solve a real problem. A theory-practice link is thereby forged in a crucible of genuine "need to know," rather than abstractly through vague connections of knowledge with potential applications (Bennett, 1992).

THE THEORETICAL UNDERPINNING OF AUTHENTIC LEARNING

We argue that the most powerful learning for professional adults is problem-centered and that professional knowledge is socially constructed. Professionals continually use their craft knowledge to solve problems of practice. In fact, rarely in the professional's work life is "knowledge for knowledge's sake" valued. Only when knowledge can build an attorney's case, lead to a physician's diagnosis, or assist in passing the local school tax levy is it prized by the professional. Problems of practice are what help us shape and refine our professional knowledge. We are coming to recognize that a significant part of the knowledge base of the profession is personally constructed by the individual.

Logical positivism is the paradigm that has dominated thinking on the nature of knowledge and knowledge acquisition for the past several hundred years. In brief, logical positivism asserts that there exists a single reality, and the role of the researcher is to uncover that reality. Once knowledge is uncovered, the teacher then has the responsibility to transmit this knowledge to the student. This paradigm with its related set of assumptions has influenced the preparation of all professionals. In the field of educational administration, this view still prevails as evidenced by recent debate concerning whether or not there is knowledge base in educational administration (Hoyle, 1991; Achilles, 1991). In recent years however, there has developed a rival paradigm: constructivist thoughts holds that there is no single immutable reality; in fact, there are multiple realities that are socially constructed by each person. Further, "truth represents tentative agreements or consensus among qualified persons who find the proposition credible" (Guba and Lincoln, 1989, p. 104). Professors holding a constructivist view see their role as one in which they help students construct their own knowledge.

This construction process involves more than simply helping prepare professionals to understand related theories that have been developed, such as, in the case of school administration, organization, motivation, and leadership theories. Theory construction asks that leaders in preparation be provided with appropriate experiences so that they can develop their own theories-in-use. As Schon (1983) tells us, these theories-in-use then become the guiding light that determines behavior. It is the constructivist paradigm that under girds "authentic learning."

CONCLUSION

In the years ahead our profession will struggle with improved means of preparing educators. A deeper understanding and application of authentic learning will provide the framework for improved practice. Already we are seeing heightened interest in the development of professional schools, greater field/university involvement in teacher preparation and school/university partnerships. All of these initiatives have the potential of supporting the authentic learning of educational leaders and improving the socialization of new school administrators.

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III. PROGRAM INFORMATION

A. Program

Program Mission:

The intent of the Educational Leadership Program at SUNY Oswego is to prepare candidates to assume entry level administrative leadership positions in Pre-K through 12 schools, and to successfully carry out the range of tasks and activities typically encountered within the performance contexts of school leadership.

The faculty at SUNY Oswego believes that upon entry to the Educational Leadership Program candidates benefit from immediate engagement in authentic learning. Authentic learning increases the rate at which prospective administrators are socialized to their new role. At SUNY Oswego, the framework for authentic leader preparation is based upon recognition of the value of the socialization process.

The socialization process allows the candidate to acquire knowledge, values, and behaviors necessary for effectively performing an administrative role. This process begins early in the candidate's preparation by focusing on authentic learning using a practice-oriented, problem-based approach. Problem-based learning lends itself naturally to student-centered methods of instruction that promote cooperative learning and problem-solving. Problem-based instruction requires that candidates take responsibility for their own learning, and that instructors teach for understanding rather than for content coverage.

Problem-based, authentic learning entails learning in the real world, with real practitioners who have real problems to solve. Unlike simulations and case studies, this is not a risk-free environment. For candidates engaged in authentic learning tasks, the demand for quality is high. Practitioners evaluate candidates' work with specific, critical, and developmental comments.

Through working with practitioners in a real context, individuals come to know many of the norms, values, and perspectives of practicing administrators. Prospective administrators move beyond the survival stages of effective role performance. They begin to develop an understanding of the opportunities and constraints of particular situations. They learn they must act in a manner that is appropriate to the role they are now playing. In summary, candidates take a major step toward becoming school administrators in thought and action.

All graduates are eligible to apply to the New York State Education Department for a School Building Leader (SBL) certificate and a School District Leader (SDL) certificate.

B. Program Prerequisites

The program is planned for educators who have earned a masters degree and who are permanently 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 public or non-public schools (P-12, to qualify for initial School Building Leader (SBL) certification. Educators seeking certification in states other than New York should seek the advice from the Department Chair.

Educators without permanent teaching certification may be eligible for admission under special circumstances. Interested persons should contact the Department Chair.

C. Admission

Conditional Acceptance:

During EAD 601, a laboratory course, candidates decide if they are suited to leadership and faculty decide whether they demonstrate potential for administration. (See D. Core Courses)

Candidates deciding to enter the program should formally apply prior to taking an elective course or EAD 601 by submitting an electronic application to the Dean of Graduate Studies. The electronic application includes:

1. a completed application form which includes a statement about the applicant's goals, prior related experiences and future plans. The application is available from the Graduate Studies website, and must be submitted with a non-refundable fee ($65 in 2015);

2. evidence of scholarship and academic potential
   a. transcripts for undergraduate and completed graduate course work
   b. proof of permanent certification (copy of the certificate);

3. evidence of administrative potential
   a. two letters of recommendation

When the file is complete, it is sent to the department. The Educational Leadership Department admissions committee reviews the file and makes a decision.

After a candidate is conditionally accepted into the program, a faculty advisor is assigned. The advisor and applicant finalize the candidate's program.

During EAD 601 the instructor (advisor) meets with each candidate develop a preliminary candidate program form in light of:

1. previous course work and experience,
2. the work completed in the core courses,
3. the candidate's career goals, and
4. the time frame during which courses are offered.

Formal Acceptance:

The program begins with two core courses EAD 601 – Fundamentals of Educational Leadership and EAD 610 – The Principalship. At the completion of both courses the candidate completes a self-assessment profile to finalize the courses and internship experiences which are most appropriate to his/her professional preparation.

Faculty members in the department observe candidates to decide on their formal acceptance into the program following the completion of EAD 601.

The following criteria (see next page) are the basis for observation in EAD 601:

D. Core Courses

Observation Criteria	Acceptable	Non-acceptable
1. Demonstrates intelligence	Asks relevant, insightful questions Makes thoughtful statements Can solve complex problems Can synthesize and evaluate data	Asks peripherally important questions Makes statements minimally germane to the conversation Needs much assistance and direction to solve problems Is not able to synthesize or evaluate data
2. Shows initiative	Extends self as a learner Takes the first step with others Takes risks Demonstrates an eagerness to engage in activities	Follows rather than leads Is a loner Plays it safe Is perceived as a wallflower
3. Is motivated to improve schools	Exhibits a desire to change schools for the better Exhibits an interest in educational matters	Accepts the status quo; Argues for the status quo Lacks interest in making schools better
4. Demonstrates interpersonal skills	Is receptive to working with peers Shows ability to work with peers Expresses concern and interest in peers	Demonstrates many of self-oriented roles on sociogram Does not consistently exhibit team behavior Expresses little concern for team members
5. Handles feedback	Seeks it Is receptive to it Acts on it	Fights it Gets defensive Ignores it

6. Communicates
  orally in small groups
  orally in large groups and
  in written form
	Writes clearly and writing is error-free
	
	Speaks clearly
	
	Demonstrates appropriate frequency and style
	
	Matches formality to situation
		Uses written work that includes mechanical errors and unclear expression
		
		Uses public speaking that includes errors and unclear expression
		
		Over-talks/ under-talks; Over –use of slang/clichés;
		
		Uses an inappropriate level of formality for situation; or overly argumentative

7. Demonstrates an organizational view	Speaks and writes of schoolwide and district experiences Sees parents, teachers and community members as clients	Speaks and writes only of classroom experiences Sees students as sole clients

Observation Criteria	Acceptable	Non-acceptable
8. Demonstrates organizational skills	Has necessary materials ready Hands in assignments using only original work Meets deadlines	Has materials missing or unavailable Borrows from others Misses deadlines
9. Shows potential as a leader of peers	Has people in positions of authority view her or him as a leader Peers listen to him or her Peers follow her or his lead Does not bolster self at the expense of others	Does not have persons in authority advocating for them as leaders Peers discount him or her Peers avoid her or his lead Bolsters self at the expense of others
10. Shows integrity and behaves ethically	Treats others with respect, honesty and fairness Follows through on promises	Does not treat others respectfully. Cannot be counted on to follow through with promises. Plagiarizes, lies; degrades others
11. Exhibits self-confidence	Maintains eye contact Maintains a speaking voice that is appropriate and assertive Does not call undue attention to self through humor, stories etc. Appears to others as someone in a leadership role Supports others Is eager to share ideas while not dominating the conversation Seeks feedback from others	Lacks appropriate eye contact Is not able to maintain a firm voice while speaking Uses inappropriately jokes to make up for lack of confidence Has a weak presence Sees supporting others as taking away from his or her recognition Is reticent to share ideas or dominates the conversation with own ideas Seeks approval from others
12. Exhibits interpersonal regard for peers and authority figures	Listens and consults Exhibits tolerance and acceptance for diversity Is aware of and respects role boundaries	Ignores, denigrates and deflects the opinions of others Uses stereotypes while interacting with others Is not aware of various roles, especially of those in more authority and does not respect these role boundaries.
13. Shows respect for the profession	Consults literature Speaks positively of peers, school, role models and the profession Active in professional associations	Mocks and jokes about the profession Makes clear the desire to be anyplace else other than with school people, in school settings. Is not involved in professional organizations

E.   Degree Candidacy

After the completion of the first two required core courses (EAD 601 and EAD 610), and no more than fifteen (15) credit hours into the program, the candidate must apply for degree candidacy.

An application for Degree Candidacy form is available at the end of the EAD 610 course, from the Educational Leadership Department office. The Degree Candidacy application should be submitted to the Graduate Studies Office at 606 Culkin Hall.

When the completed form is submitted to the Graduate Office, updated transcripts are requested and forwarded to the Educational Leadership Department for review.

A cumulative grade point average of not less than 3.0 in applicable graduate course work is required for awarding degree candidate status.

Following the Department Chair's final review, the candidate is notified by letter from the Department of his/her candidacy status.

F.   Transfer of Credit to Program

Only grades of "A" or "B" are transferable to a degree program. This includes work taken at Oswego 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 nine (9) hours of course work completed prior to admission to be transferred into the candidate's degree program. This total of nine hours 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 candidate's advisor, who makes a recommendation to the Graduate Office. The candidate is notified of the final decision by the Graduate Office.

No more than six (6) hours may be transferred from other institutions following admission into a degree program at Oswego. If, after being admitted to a degree 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 at the Graduate Office. 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 Graduate Office.

G.   Age of Courses

Courses completed more than seven years before the term in which the degree is awarded may not be offered for credit toward the advanced degree.

H.   Attendance

Regular attendance at class is 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".

I.   Grading

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.

J.   Internship

See Section IV of this Handbook.

K.   Comprehensive Examination

1.   Purpose: The comprehensive examination is an opportunity for candidates to demonstrate their learning. It is comprehensive in that it is intended to assess a candidate's readiness for an entry-level administrative position, the resultant outcome of program participation.

2.   Guidelines: The comprehensive examination is conducted in two distinct parts.

(a) The first component of the examination is an individual one. The candidate prepares a professional portfolio, including educational platform statements, and presents him/herself and his/her portfolio to a panel consisting of the college internship supervisor, the field supervisor and at least one other practicing administrator who preferably does not know the candidate. This is intended to be a combination oral examination and mock interview of the candidate. The candidate either passes, or is instructed to complete the exam again, or fails.

(b) The second part of the comprehensive examination involves an internship and leadership project reflection.

3.   Once both sections of the comprehensive examination are successfully completed, the Coordinator of the Comprehensive Examination Committee informs the Department Chair. At this time, the Department Chair formally notifies the candidate in writing of his/her successful completion. Should a candidate not pass either/or both parts of the examination, he/she will be notified in writing and informed of options at that time.

L.   Certification

Candidates of the CAS degree program in Educational Leadership are eligible to take the New York State examinations for School Building Leader (SBL) certification and School District Leader (SDL) certification. Information of this process is available from the Department Chair. Further assistance may be secured from BOCES certification officers. At the completion of CAS requirements, the Graduate Studies Office will send graduates an email to their SUNY Oswego email accounts with information and a link for applying for certification.

M. Graduation

1. Application: The candidate is responsible for filing a diploma application for the Certificate of Advanced Study. Application for graduation is done through the ***myoswego*** website. If you have already received a degree from SUNY Oswego, then you will need to contact the Graduate Office for assistance in filing for graduation. The following schedule applies:

Graduation Date	**Filing Date**
May graduation:	On or before February 1st.
August graduation:	On or before July 1st.
December graduation:	On or before December 1st.

    If for any reason the candidate does not meet the graduation date applied for, the candidate must repeat the process in its entirety, i.e. he/she must reapply.

2. Commencement Ceremony: All candidates for the advanced degree are invited and encouraged to participate in the commencement ceremonies. Graduate candidates who are able to certify to the Graduate Office that all requirements will be completed in August participate in the preceding May commencement. Candidates who complete their program after August attend the December commencement.

3. 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 candidates apply. If applications are late, then diplomas arrive late.

N. 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: The College offers a variety of career planning and placement assistance to candidates who are eligible and register. Eligible candidates include those who hold a degree from SUNY Oswego or are enrolled in graduate work at SUNY Oswego or are participating in a certification program. Once the candidate has registered, the support services available include the establishment and updating of the candidate's placement folder, the distribution of the placement folder to prospective employers upon request (fee charged), a periodic listing of current vacancies to candidates who register (fee charged), and career counseling and resume assistance upon request. Contact Number: 315-312-2255. http://www.oswego.edu/student/career.html

O. Checklist of Requirements for Completion of the CAS

o Accepted into the program (completed the electronic application process with the Graduate Studies Office).

o Program developed during EAD 601 course and program letter received

o Degree Candidacy application filed (**after** completing nine to twelve hours of EAD course work – typically by the completion of EAD 610) and Degree Candidacy received. Degree Candidacy is required before participating in an internship.

o DASA training

o Courses in program completed within seven years, and with "B" average (minimum)

o Internship
   o proposed Internship Schedule filed (See Appendix I)
   o letter from superintendent sent to department chair with required information (see Appendix I).
   o learning plan developed, and approved by cohort and professor.
   o intern seminar group formed, and five seminars and business meetings held
   o all-intern meetings attended - includes Annual Alumni meeting scheduled for May.

o Fingerprints filed with New York State Education Department

o Graduation (diploma) application filed with Graduate Office via the *myoswego* website (prior to February 1st of graduating year).

o Comprehensive evaluation completed and passed
   o Individual portfolio developed and defended
   o internship/leadership project reflection completed and accepted

o Child abuse certificate (copy) filed with the department

o SAVE certificate (copy) filed with the department

IV. INTERNSHIP

A. The Internship

The internship in Educational Leadership at Oswego is a cooperative venture involving a graduate student, a school district and the college at Oswego 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.

The faculty of the Educational Leadership Department 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.

However, recognizing that each candidate encounters a unique professional setting and career, the department is willing to consider waivers to the policies in exceptional circumstances. To request a waiver, the candidate is required to submit a written petition to the Internship Coordinator at the office of Educational Leadership at SUNY Oswego.

B. Internship Prerequisites

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

1. the candidates must be admitted/accepted to graduate studies in the School of Education (via submission of a Program Application Form to the Office of Graduate Studies);

2. the candidate must be admitted to Degree Candidacy (via a Degree Candidacy Application Form to the Office of Graduate Studies);

3. the candidate should lack no more than 9 s.h. of course work (see Course work concurrent with the internship, Section E).

4. the candidate must have completed DASA training and provided proof to department office.

C. Acceptable Internships

The internship should be viewed in two interconnected parts. One part, the broader context, is the overall college internship experience which occurs during the fall, spring, and summer session. Candidates register for 3 hrs of internship during each of these three semesters and attend seminars, all intern seminars, and complete a variety of other internship tasks. The second part is a bit narrower in scope, and that is the field internship experience wherein interns actually perform administrative functions in a school setting.

An acceptable field internship is one that provides the candidate with ample opportunities to investigate school leadership. In addition, the candidate needs the latitude and time to learn about him/herself. Specifically, an acceptable field internship in a school setting:

1. provides the intern with practical experience in an area that requires administrator certification;

2. offers the intern an opportunity to make a contribution to the school district;

3. allows the candidate to achieve competence in NCATE areas identified by the candidate and his/her internship supervisors (field and college) as areas in which s/he has not yet achieved competence.

After the candidate arranges (tentatively) an acceptable field internship, he/she applies to the Internship Coordinator for approval (see Application Procedures, F).

D.   Internship Schedule Options

Candidates may elect one of five internship schedule options listed below. The field-based aspect of the internship typically begins in September, January, or summer of a school year. For all options, candidates should register for 3hrs of internship during each of the fall, spring, and summer sessions.

The college-based aspect begins in April with an informational meeting to be followed by an organizational meeting mid-summer. In order to participate in the college internship coursework, the candidate must have obtained an approvable field experience.

1. Year Long Internship (One-half to Full-time)
   This option requires that the candidate not have teaching responsibilities for at least half of the pupil day (typically 3.5 hours). These periods must be in a block of time (either all morning or all afternoon) so that the intern can work without interruption to complete tasks.

   The field-based aspects of this internship will begin no later than the first day of the host school year and end no sooner than the last day of the host school year.

2. Fall Semester Internship (Full-time Only)
   This option requires that the candidate not have any teaching responsibilities for the fall semester.

   The field-based aspects of the internship will start on a full-time basis at the beginning of the host school's fall semester and end at the conclusion of their semester.

   Even though the field-based aspects of his/her internship are completed, the candidate will continue to participate in all meetings required as part of the college-based internship experience.

3. Spring Semester Internship (Full-time Only)
   This option requires that the candidate not have teaching responsibilities for the spring semester.

The <u>field-based</u> aspects of the internship will start on a full-time basis at the beginning of the host school's spring semester and end at the conclusion of their semester.

Even though the <u>field-based</u> aspects of his/her internship are completed, the candidate will continue to participate in all meetings required as part of the <u>college-based</u> internship experience.

4. <u>Summer Internship</u>
Summer internships may be approved if they involve **two** summers with an approved summer school, and additional work during the intervening year. Candidates wishing to consider a summer internship should consult the Internship Coordinator.

5. <u>January to January (Year Long) Field-based and College-based</u> Internships (One-half to Full-time)
A variation of the Year Long Internship identified in section 1 is the option that begins with the second semester in a school year (January) and continues through the first semester of the next school year (January). This option may not be available if a group of potential interns cannot be formed. Candidates wishing to consider this option should consult the Internship Coordinator.

E.   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 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 Supervision [EAD 641]. In any event, credit for the internship will not be awarded until all course work requirements of the program are completed.

F.   Application Procedures

The application must be approved by the Department's Internship Coordinator **before** the candidate makes final arrangements with a school district.

Approval (or disapproval) is determined after the first three tasks below are completed by the candidate.

To apply for an internship the candidate:
1. submits a **Proposed Internship Schedule** form (see Appendix I) to the Internship Coordinator as soon as a tentative internship has been arranged.

2. secures a **letter from the School District Superintendent's Office** addressed to the department chair indicating approval of the proposed internship. The letter must specify all of the following:
   a.   the beginning and ending dates of the internship;
   b.   the block of time allotted each day specifically for administrative responsibilities (see Acceptable Internships, C; and Internship Options, D);
   c.   the job title of the internship and a brief description of activities;

     d.   the name and title of the administrator in the school who will serve as the Field Supervisor for the intern.

3.   attends Internship Informational/Orientation Meeting held in the spring prior to applying for the internship; and

4.   registers for the fall college internship course (EAD 695, 3 s.h.) prior to fall registration deadline, for all internship scheduling options except the January to January option [first registration in spring registration deadline].

Note:
For scheduling options 1, 2, 3, and 4 (See Section D) candidates must register in EAD 695 for 3 s.h. in each of the fall, spring, and early summer sessions.

For scheduling option 5 (January to January) candidates must register in EAD 695 for 3 s.h. in each of the spring, summer, and fall semesters.

G.   The Intern Learning Plan

The Learning Plan constitutes a major part of the individualized curriculum that the candidate will pursue during his/her internship. It outlines the individual's "professional course of study" that is based upon his or her personal needs assessment using the NCATE Guidelines. Specific information is provided in the Internship Handbook

H.   Intern Seminar Groups

The Internship Seminar Group is a team of interns who have been selected by the faculty to work together during their internship experience. Groups are normally formed at an organizational internship meeting in the summer prior to beginning the internship. The purpose of the group is (1) to lend support and assistance to group members in developing their internship Learning Plans, and (2) to serve an in-service function for members. Group members are responsible for meeting as often as necessary during the summer months to develop Learning Plans for each member of the group.

Intern Seminar/Business Meetings

Each Intern Seminar Group is responsible for planning, implementing and evaluating a series of **five** professional development seminars to be conducted from November through April. The dates of these meetings are to be coordinated with the College Intern Supervisor for that internship group.

The contents of the seminars are topics of interest and/or need identified by interns in the group, using the NCATE Guidelines for reference. Interns may serve as resources on the topics or outside speakers can be identified. **Note**: Each intern group is required to devote one of its seminars to the topic of diversity.

Each intern in the group must "host" one seminar meeting in his/her school district, to be scheduled during the normal work day. If the group numbers more than five, candidates may "pair up" as necessary.

The host(s) is responsible for:
1. planning the seminar;
2. making all speaker arrangements;
3. making site arrangements;
4. conducting a short tour of the facility; and
5. evaluating the seminar and sending copies of the evaluation to the College Intern Supervisor.

A business meeting is held in conjunction with the seminar. This part is lead by the College Intern Supervisor. Administrative concerns of the internship group are the focus of these meetings. They generally last about an hour and are scheduled immediately before or after the seminar. The total duration of the seminar/business meeting is approximately one-half day. Additional information is provided in the Internship Handbook.

I.   All-Intern Seminar Meetings

All-Intern seminars are meetings developed primarily by the college supervisor. They cover critical topics necessary for entry into administrative career path. These required meetings are offered in geographic regions, and therefore bring different groups of interns together where appropriate.

1. Learning Plans Due; Discussion Re: Portfolios
2. Law/Personnel
3. The Job Search/Paperwork
4. Interviewing for Administrative Positions
5. Annual Department Meeting (**attendance required**).
6. Graduation (However, completion is actually in August.)

J.   Responsibilities of Key Actors

1. The Intern
    It is the responsibility of the candidate to manage his/her internship in such a way that, upon its completion, he/she will have identified and secured the competencies necessary to assume a position as a school administrator. The efficiency with which the internship is managed often determines the level of satisfaction, confidence and competency the candidate takes to his/her initial position in leadership. Specifically, the candidate's responsibilities are

    •   Prior to the internship to:
    a. meet all the internship prerequisites,
    b. secure an acceptable internship,
    c. apply and secure approval for the internship,
    d. develop and gain approval for the Learning Plan.

    •   During the internship to complete all tasks listed in the Internship Handbook.

2. The College Internship Supervisor
    Once the Internship 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:

a. reviewing with each intern the requirements and/or expectation for the internship experience;

b. 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;

c. meeting with the field supervisor and the intern to review the expectations of the intern, the field supervisor, and the college supervisor; and

d. meeting at the end of the internship with the field supervisor to evaluate the intern

3. 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.

The department has prepared a Handbook for Field Supervisors which is designed to provide fairly specific guidance in regard to expectations for this important role in the development of administrative interns.

Congruence between the field supervisor and the college program facilitates a high-quality internship. The SUNY Oswego Educational Leadership Program is unique in many ways. For this reason, it is essential that the field supervisor be thoroughly familiar with the program's conceptual foundation and with its operating policies.

It is especially important that the field supervisor be aware of the NCATE competency areas identified by the intern's Learning Plan. Hopefully, these will be the central focus of the intern's professional development during the internship. The field supervisor is urged to refer to these competency areas when planning the assignments, duties and responsibilities of the intern. It is also the function of the field supervisor to suggest other competencies or provide additional experience when there is evidence of such a need.

Each field supervisor will bring his/her own unique skills and approach to supervising the intern. However, the following activities may be helpful for the supervisor in planning programs for his/her intern:

a. insisting upon the very highest of ethical standards especially as related to confidential information;

b. making periodic observations in order to evaluate the intern's progress and provide regular feedback as needed;

c. encouraging the intern to read current research and professional journals;

d. emphasizing the value in continued graduate course work and independent study;

e. providing articulation between the school and the college and meeting with the college supervisor when necessary concerning the intern's progress in the internship.

f. permitting and providing for attendance of the intern at the Intern Seminar Meetings that are held during normal work hours;

g. certifying by letter to the college supervisor that the intern has satisfactorily completed all of the requirements of the internship; and

h. giving advice and feedback to the intern as the intern develops a college placement folder and resume.

K.   Internship Certificate
The State Education Department issues an "Internship Certificate" to candidates via the TEACH website. This certificate allows candidates to perform administrative functions during the internship.

In order to qualify for an internship certificate, a candidate must meet the internship criteria of the college and that of the school district. Once approved by both the Educational Leadership Department and the Superintendent of the school district, the candidate will receive an electronic packet of information on how to apply for the internship certificate. At the same time, the Educational Leadership Department will forward approval to the appropriate college office. **The candidate must submit the authorization form (included in the electronic packet) to the Registrar's Office for recommendation for the certificate.**

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.

L.   Comprehensive Examination

1. Purpose: The comprehensive examination is an opportunity for students to demonstrate their learning. It is comprehensive in that it is intended to assess a student's readiness for an entry-level administrative position, the resultant outcome of program participation.

2. Guidelines: The comprehensive examination is conducted in two distinct parts.

   The first component of the examination is an individual one. The student prepares a professional portfolio, including educational platform statements, and present him/herself and his/her portfolio to a panel consisting of the college internship supervisor, the field supervisor and at least one other practicing administrator who preferably does not know the student. This is intended to be a combination oral examination and mock interview of the student. The student either passes, is instructed to complete the exam again, or fails.

The second part of the comprehensive examination involves a team component. This part of the examination is subject to change from year-to-year and will therefore be outlined and explained at an appropriate time in the student's final year.

3. Alternative to the Comprehensive Examination: In the case where an individual or team of students are not able to engage in the comprehensive examination, the student has the option of proposing alternatives to the department for consideration. A proposal format is available. Once completed, it will be reviewed by the department and must be accepted. In all cases, the alternatives must be comprehensive and allow the faculty to assess student learning throughout the program.

4. Reporting of Results: Once **both** sections of the comprehensive examination are successfully complete, the Coordinator of the Comprehensive Examination Committee informs the Department Chair. At this time, the Department Chair formally notifies the student in writing of his/her successful completion. Should a student not pass either/or both parts of the examination, he/she will be notified in writing and informed of options at that time.

M. Graduation

Candidates completing the internship in June/July (August Graduates) are expected to participate in the May graduation ceremonies. **<u>The diploma will be awarded in late August, following completion of all program requirements.</u>** Graduation procedures, including forms to be filed, are discussed in the Program Information section of this Handbook and the Internship Handbook.

APPENDIX A
EDUCATIONAL ADMINISTRATION PROGRAM OF STUDY

<u>**CAS**</u>
Prerequisite: MS/MA
Permanent Certification

<u>**CORE COURSES**</u> ....15 s.h.

EAD 601 – Fundamentals of Educational Administration ....6 s.h.
EAD 610 – School Principalship ....6 s.h.
EAD 641 – Supervision: Improvement of Instruction for Building and District Leaders........3 s.h.

<u>**CANDIDACY EVALUATION**</u>

<u>**ELECTIVES**</u>...9 s.h.

EAD 600 Special Topics...3 s.h.
EAD 620 School Business Management for Building and District Leaders ....3 s.h.
EAD 621 School Personnel Management for Building and District Leaders ....3 s.h.
EAD 622 School Law for Building and District Leaders..3 s.h..
EAD 629 Assessment for School Improvement for Building and District Leaders.................3 s.h.
EAD 650 Curriculum Theory for Building and District Leaders ....3 s.h.
EAD 651 Curriculum Facilitation for Building and District Leaders.....................................3 s.h.
EAD 652 Curriculum Administration for Building and District Leaders................................3 s.h.
EAD 660 Organizational Change for Building and District Leaders ....3 s.h.
EAD 661 Professional Adults as Learners for Building and District Leaders ....3 s.h.
EAD 662 Staff Development Administration for Building and District Leaders.....................3 s.h.
EAD 663 Shared Decision Making for Building and District Leaders ....3 s.h.
EAD 664 Readings in Educational Administration for Building and District Leaders............3 s.h.
EAD 699 Independent Study for Building and District Leaders ....3 s.h.

<u>**INTERNSHIP**</u>
EAD 695 Internship for Building and District Leaders..9 s.h.

<u>**COMPREHENSIVE EXAMINATION**</u>
CAS   33 s.h.

APPENDIX B
Educational Administration
CAS Student Program Planning Form

Name _____   Student ID# _____

Date Admitted to Program_____   Advisor: _____

   I.   Required Core Courses: (15s.h.)   When   S.H.

	When	S.H.
EAD 601 – (6) Fundamentals of Administration	_____	_____
EAD 610 – (6) School Principalship	_____	_____
EAD 641 – (3) Supervision: Improvement of Instruction	_____	_____

  II.   Degree Candidacy: (apply for after completing 601 & 610)

  III.   Supportive Education Courses: Student selects under
        advisement, nine (9) credit hours from the following:

	When	S.H.
EAD 600 – (3) Special Topics: _____	_____	_____
EAD 620 – (3) School Business Management	_____	_____
EAD 621 – (3) School Personnel Management	_____	_____
EAD 622 – (3) School Law	_____	_____
EAD 652 – (3) Curriculum Administration	_____	_____
EAD 660 – (3) Organizational Change	_____	_____
EAD 699 – (3) Independent Study	_____	_____

  IV.   Internship Experience (9 s.h.)   _____
        EAD 695 – The Internship: Dates _____ to _____   _____9 s.h.

Total Hours: (33)   _____

Anticipated Graduate Date:_____

_____   _____
Student's Signature   Date   Advisor's Signature   Date

APPENDIX C

Projected Courses for a two-year cycle with the Educational Administration Department

Fall (Year 1)
EAD 601   Fundamentals of Administration (6sh)

Spring (Year 1)
EAD 610   School Principalship (6sh)

Summer (Year 1)
EAD 621   School Personnel Mgt. for Building and District Leaders (3sh)
EAD 652   Curriculum Administration for Building and District Leaders (3sh)

Fall (Year 2)
EAD 641   Supervision: Improvement of Instruction for Building and District Leaders (3sh)
EAD 695   Internship for Building and District Leaders (3sh)

Spring (Year 2)
EAD 660 Organizational Change for Building and District Leaders (3sh)
EAD 695   Internship for Building and District Leaders (3sh)

Summer (Year 2)
EAD 695   Internship for Building and District Leaders (3sh)

This document is to be submitted directly to the GRADUATE STUDIES OFFICE. Please do not return it to the department office. Thank you.

DIVISION OF GRADUATE STUDIES
State University of New York at Oswego
606 Culkin Hall, SUNY Oswego, Oswego, NY 13126
Phone: (315) 312-3152

Date: _____

APPENDIX D

Application for Admission to Candidacy for the Master's and/or CAS Programs

Students admitted to graduate degree study must apply for candidacy after completion of 12–18 semester hours of their programs.
The information requested in this application must be filed with the Graduate Office.

Name: _____   Student ID No.: _____
     last   *first*   *middle*

Home Address: _____
     street   *city*   *state*   *zip*

Present Address: _____
     street   *city*   *state*   *zip*

Phone: _____
     area code   *phone number*

If part-time student, indicate present position: _____

In what program are you enrolled? _____

Date of baccalaureate degree: _____   Undergraduate major: _____

College granting your baccalaureate degree: _____

College granting your master's degree (if applicable): _____   Graduate major: _____

If certified, indicate area: _____

Date: _____   Type: _____   Number: _____

The Graduate Office will include a printed transcript with this completed form.

List any honors, prizes, or scholarships you have received, or honor societies to which you have been elected:

_____

_____

_____

Publications: _____

Research: _____

The applicant will receive instructions from the department regarding the applicant's requirements for accomplishing candidacy. After departmental evaluation, a statement regarding the student's degree status will be sent to the student, with a copy sent to the Graduate Office for inclusion in the student's folder.

APPENDIX E

APPROVAL OF 'TRANSFER CREDIT FOR COURSEWORK TAKEN AT ACCREDITED INSTITUTIONS O T H E R THAN SUNY-OSWEGO

This form is available at the Graduate Office or Department Offices

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GENEAAL INFORMATION

1. A **maximum** of 6 s.h. from institutions other than SUNY-Oswego may be requested for transfer credit consideration. Please be reminded that a total of 9 s.h. of prior-to-admission coursework may be requested for transfer credit consideration for program application. The maximum of 6s.h. of transfer credit from institutions other than SUNY-Oswego will become part of the total 9 s.h. eligible for consideration.
2. Only grades of A or B are eligible for transfer credit consideration.

DIRECTIONS TO THE STUDENT

1. Complete this form, with your advisor, and submit three copies to the Graduate Office. You will receive your copy when the transaction has been completed. Prior approval from your advisor must be secured before registering for courses to be taken at an institution other than SLINY-Oswego.
2. A description from the college catalog or class hand-out describing the course involved must accompany the Transfer Request form or must be submitted by the time the official transcript is submitted.
3. In order to receive credit for courses taken prior-to-admission at some other institution for graduate program application, you must obtain your advisor's signature on this form at the time of your original planning session for program development. Course description, if available, should be appended. If official descriptions are no longer available, please submit a short, written description of the course.
4. Official transcript(s) must be submitted to the Graduate Office for all courses for which you are seeking transfer credit.

NOTE: All students should refer to the appropriate catalogs and student handbooks regarding policies with respect to specific conditions, credit and time limitations. If in doubt, write or call the Graduate Office.

Name _____   Date _____

Address _____

Phone number _____   *Soc. Sec. number   Oswego ID# _____

Program _____

Name of institution attended or to be attended _____

Please check and complete the appropriate blanks below:

☐ For future credit to be taken. Indicate semester you will enroll _____

☐ For prior-to-admission credit. Indicate semester work taken _____

Course number &course title	S.H.	For use in program area as indicated

Date _____   Advisor signature _____

☐ Approved   ☐ Denied   Reason if denied _____

☐ Approved   ☐ Denied   †Graduate Studies Dean signature _____

41-60A 11/84

NYSTCE SCHOOL LEADERSHIP ASSESSMENTS

TEST SCHEDULE

The NYSTCE School Leadership Assessments are available during five testing windows annually on a first-come, first-served basis. There are separate windows for the School Building Leader assessment and for the School District Leader assessment. Each window contains multiple days for testing. For current test dates, please visit the NYSTCE website test schedule page at: http://www.nystce.nesinc.com/NY_SLA_TestDates.asp.

It is recommended that prospective test takers register as early as possible, and at least 30 days before the test date, to increase the likelihood of a test appointment at the desired text center on a date that is most convenient. Because test appointments are accepted on a first-come, first-serve basis and seating is limited, candidates who register within a week of a testing window may not be able to be scheduled within that testing window.

School Building Leader (SBL) Test Schedule (see above link).
School District Leader (SDL) Test Schedule (see above link).

The NYSTCE website offers preparation materials for the assessment tests. For the preparation materials, please visit:

1) School Building Leader – http://www.nystce.nesinc.com/NY_flds100-101_PG_opener.asp
2) School District Leader – http://www.nystce.nesinc.com/NY_flds103-104_PG_opener.asp

APPENDIX G

CANDIDATE DISPOSITION ASSESSMENT

Instructions for Disposition Evaluations on TK20

For Faculty, Advisors, College Supervisors, Cooperating Teacher/Business Supervisors

The candidate should meet disposition expectations on all items by the time they are recommended for licensure and/or at program completion. Please check (x) the appropriate category (Not Observed, Developing, Meets Expectations) for each disposition using the sample descriptors listed below the disposition as the basis for your rating and if needed, make comments where appropriate.

For Candidates (beginning, mid-point, exit) In an Advisement Scenario with Faculty, Advisor, Supervisor

Candidates should self-rate themselves on all items by the time they are recommended for licensure and/or at program completion. This self-rating will occur in conjunction with advisor/professor meetings to assure expectations are being met at program completion. Please check (x) the appropriate category (Not Observed, Developing, Meets Expectations) for each disposition using the sample descriptors listed below the disposition as the basis for the rating and if needed, make comments where appropriate.

Candidate Disposition Assessment Tool - SUNY Oswego – School of Education

Dispositions and descriptors (not all inclusive) The candidate shows commitment to:	No 0	Not Met 0	Developing 1	Meets expectations 2
1. **Collaboration** through evidence such as: • Listening, communicating, and working effectively with others from a range of diverse backgrounds • Sharing knowledge, expertise, and information with others to advance partnerships and foster professional relationships • Maintaining a positive/receptive attitude while working with learners, colleagues, employees, supervisors, and community members Comments:				
2. **Critical Reflection** through evidence such as: • Displaying critical inquiry into personal biases, prejudices, and instruction/leadership practices • Seeking, accepting, and responding appropriately to constructive feedback from others • Investigating diverse opportunities to learn about personal competencies and limitations and reflecting on these experiences to improve learning for others Comments:				
3. **Integrity** through evidence such as: • Being honest, fair, ethical, and trustworthy when dealing with learners, colleagues, employees, supervisors, and community members • Adhering to professional codes of ethics and standards of behavior, acting in the best interest of all individuals • Exhibiting professional practice in appearance, preparation, and punctuality Comments:				
4. **Socially Conscious Responsibility** through evidence such as: • Responding to the needs of all individuals by promoting equitable learning/working opportunities • Maintaining high expectations for self and others • Exhibiting initiative, reliability, maturity, and sound judgment in implementing best practices for all learners/workers Comments:				
5. **Socially Conscious Respect** through evidence such as: • Demonstrating cultural competency, empathy, compassion, and rapport when interacting with others • Being open to diverse ideas and views of all learners/workers				
6. **Authentic Learning** through evidence such as: • Exhibiting enthusiasm, initiative, and dedication for the ongoing development and improvement of engaging curricula • Seeking effective new ideas, diverse perspectives, and information to grow continuously as educators/leaders for social justice • Providing safe, inclusive, equitable learning/working environments for all individuals Comments:				
7. **Advocacy** through evidence such as: • Using strategies and policies to reduce negative impact of power relationships and social structures on all learners/workers • Acting with courage and resolve to ensure that all individuals can learn • Assuming an effective leadership role that recognizes and challenges social justice Comments:				

Internship Planning Checklist 2016

- ❑ Accepted into the CAS Program
- ❑ Completed EAD 601, EAD 610, and 3 additional credit hours (15 hrs)
- ❑ Degree Candidacy Application submitted and approved
- ❑ Complete DASA Training requirement/send documentation to office.
- ❑ Submit documents showing you have completed both Child Abuse and SAVE trainings.
- ❑ Complete APPENDIX I and submit to:

> Educational Administration Dept.
> 307 Park Hall
> Oswego, NY 13126
> Fax 315-312-3062

> Your **APPENDIX I** must contain all the required information. **Please do not leave any areas blank.** Please use full names when including your school district supervisor's name. Be sure to include your duties and estimated hours at each.

- ❑ Request a letter from the **School District Superintendent's Office** addressed to the Department Chair indicating approval of the proposed internship. **The letter must specify all of the following:**
  - the beginning and ending dates of the internship;
  - the block of time allotted each day specifically for administrative responsibilities (see Acceptable Internships in STUDENT HANDBOOK);
  - the job title of the internship and a brief description of activities;
  - the name and title of the administrator in the school who will serve as the Field Supervisor for the intern.
    Letter should be address to:

    > Angela Perrotto, Department Chair
    > Educational Administration Dept.
    > 307 Park Hall
    > Oswego, NY 13126

- ❑ Once information is complete, you will be notified via email (your SUNY Oswego email address). This email will include the instructions on how to apply for your INTERNSHIP CERTIFICATE via the TEACH website, along with an AUTHORIZATION Form which must be completed and returned to the Associate Registrar's Office.

APPENDIX I
Proposed Internship Schedule

FORM MUST BE <u>COMPLETE</u>

Name _____
              Last   First   MI

SUNY ID_____   SUNY Oswego email:_____
                              Other email: _____
                              Work (daytime) phone:_____

All information must be completed:

Internship Position Title:_____
Beginning and Ending Dates of Internship: Begin _____ End _____
Host District for the Internship _____
School District Bldg _____
School District Internship Supervisor _____
                                     Name (complete) and Title
Official Mailing address of District _____

                          (_____) _____
                          School District Supervisor's Phone
                          Supervisor's Email: _____

Daily Schedule of work showing times, periods, and responsibilities: (**<u>MUST BE COMPLETED</u>**)
                          Describe your
From: _____To _____   Duties: _____
      _____   _____   _____
      _____   _____   _____

Number of Educational Administration courses to be completed during the internship _____

You <u>must</u> be admitted to **Program** and **Degree Candidacy** and have **completed 15 credit hours**.

_____   _____
          Candidate's Signature/Date   Department Chair Signature/Date

Candidates also need to submit a <u>letter</u> from the District Superintendent addressed to Department Chair (from district where internship will occur). It needs to be on district letterhead (and mailed directly to the Ed. Admin. Dept. campus office) and include the following: (1) Board of Education approval for Internship; (2) dates, times and location of internship; (3) responsibilities of intern; (4) contact information of direct supervisor of intern; and (5) title of intern position (if any). Letter should be mailed to department office.

> **Office Use Only:**
> _____ Taken EAD 601, EAD 610 and 3 additional hours (15 hours required)
> _____Submitted Application for Degree Candidacy to Graduate Studies Office
> _____Received Letter from District Superintendent identifying duties, times, and title (if any).
> _____**DASA** Training document submitted to Ed. Admin.
> _____Internship Approved by Dept. Chair
> _____Notify Registrar's Office "approved to recommend".

APPENDIX J

ELCC Worksheet Grid
CAS Educational Leadership Candidate Self-Assessment

Department of Educational Administration
SUNY @ Oswego

Candidate Name: _____ **Cohort Year:**_____

KEY: U=Undeveloped, A=Awareness, D=Developed, E=Expertise Achieved

		U	A	D	E	Coursework & Experiences
1.	**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.**					**EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:**
1.1.1	Candidates develop a vision of learning for a school or district that promotes the success of all students. They demonstrate the skills needed to work with a board of education to facilitate the development of their vision.					
1.1.2	Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.					
1.1.2	Candidates are knowledgeable about ways to use a district's vision to mobilize additional resources to support the vision.					

		U	A	D	E	Coursework & Experiences
1.2.1	Candidates demonstrate the ability to articulate the components of this vision for a school and/or district and the leadership processes necessary to implement and support the vision.					
1.2.2	Candidates demonstrate the ability to use data-based research strategies and strategic and strategic planning process that focus on student learning to inform the development of a school or district vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.					
1.2.3	Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.					
1.3.1	Candidates are competent to formulate the initiatives necessary to motivate staff, students, and families to achieve the school's or district's vision.					
1.3.2	Candidates develop plans and processes for implementing the vision across an entire school district and community (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources.					

		U	A	D	E	Coursework & Experiences
1.4.1	Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision, and, as necessary, redesign administrative policies & practices required for full implementation of the vision.					
1.4.2	Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. They are able to assess a district's progress toward meeting its vision, mission and goals.					
1.4.3	Candidates assume stewardship of the school and/or district vision through various methods.					
1.5.1	Candidates demonstrate the ability to involve district stakeholders and community members in the realization of the vision and in related school improvement efforts.					
1.5.2	Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the school or district vision.					

		U	A	D	E	Coursework & Experiences
2.	**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.**					**EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:**
2.1.1	Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.					
2.2.1	Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.					
2.2.2	Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. They can develop a long range plan for a district that assesses the district's improvement & accountability systems. 2.2.2					

		U	A	D	E	Coursework & Experiences
2.2.3	Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff and administrators the assistance needed for improvement. They are able to allocate & justify resources to sustain the instructional program.					
2.3.1	Candidates demonstrate the ability to assist school and district personnel in understanding and applying best practices for student learning.					
2.3.2	Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.					
2.3.3	Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.					
2.3.4	Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among sub-groups.					
2.4.1	Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school and/or district vision and goals. They demonstrate knowledge of adult learning strategies and are able to mentor and coach others to provide new knowledge & skills in the workplace.					

		U	A	D	E	Coursework & Experiences
2.4.2	Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult-learning strategies to form comprehensive professional growth plans with teachers and other school and district personnel.					
2.4.3	Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.					
3.	**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.**					**EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:**
3.1.2	Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. They demonstrate an understanding of district budgeting processes and fiduciary responsibilities.					
3.1.3	Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.					

		U	A	D	E	Coursework & Experiences
3.1.4	Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness & efficiency and can apply legal principles that promote educational equity.					
3.2.1	Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational and district vision.					
3.2.2	Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. They are able to build consensus and resolve conflicts in order to align resources to support the school/district vision.					
3.2.3	Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.					
3.3.1	Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.					
3.3.2	Candidates creatively seek new resources to facilitate learning.					

		U	A	D	E	Coursework & Experiences
3.3.3	Candidates apply and assess current technologies for school and/or district management, business procedures, and scheduling.					
4.	**Candidates who complete the program are educational leaders who have the knowledge and the 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.**					**EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:**
4.1.1	Candidates demonstrate an ability to facilitate the planning and implementation of programs & services that bring together the resources of family members and the community to positively affect student learning.					
4.1.2	Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.					
4.1.3	Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.					

		U	A	D	E	Coursework & Experiences
4.1.4	Candidates apply an understanding of community relations' models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.					
4.1.5	Candidates demonstrate the ability to involve families and other stakeholders in school and district decision-making processes, reflecting an understanding that schools are an integral part of the larger community. They are proficient to devise strategies that capitalize on the district's integral role in the larger community.					
4.1.6	Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the school district to address student and family conditions that affect learning.					
4.1.7	Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.					
4.2.1	Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives, which informs their school-level and/or district-wide decision-making.					
4.2.2	Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school, district and community conditions and dynamics.					

		U	A	D	E	Coursework & Experiences
4.2.3	Candidates provide leadership to programs serving students with special and exceptional needs.					
4.2.4	Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the entire school community to improve school programs across the district and meet the diverse needs of all students.					
4.3.1	Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school and district goals.					
4.3.2	Candidates demonstrate how to use school and district resources and social service agencies to serve the community, and solve issues of joint concern.					
4.3.3	Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems. 4.3.3					
5.	**Candidates who complete the program are educational leaders who have the knowledge and the ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.**					**EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:**

		U	A	D	E	Coursework & Experiences
5.1.1	Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.					
5.2.1	Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.					
5.3.1	Candidates make and explain decisions based upon ethical and legal principles.					
6.	**Candidates who complete the program are educational leaders who have the knowledge and the ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**					**EAD 601, EAD 610, EAD 641, EAD 695. Electives: EAD 620, 621, 622, 650, 652, 600, 661, 662. Life Experiences:**
6.1.1	Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to improve a school district's operations.					
6.1.2	Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped the school, its district and community, as well as the opportunities available to children and families in each individual school across the district.					
6.1.3	Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.					

		U	A	D	E	Coursework & Experiences
6.1.4	Candidates can explain the system for financing public schools and demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.					
6.1.5	Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community, and are able to work with political leaders at the local, state and national levels.					
6.1.6	Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.					
6.1.7	Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.					
6.2.1	Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups. They are competent to communicate regularly with all segments of the district community concerning trends & policies affecting the district.					

		U	A	D	E	Coursework & Experiences
6.3.1	Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. They are able to develop lines of cummincation with local, state and federal authorities to actively advocate on behalf of the schools, educators and students in the district.					
6.3.2	Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.					
6.3.3	Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.					
7.	Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. [This standard is not self-assessed by the candidate early in the program; it is shown here for information purposes only since all candidates are assessed on this standard at the end of the internship.]					EAD 601, EAD 610, EAD 641, and EAD 695 Electives EAD 620, EAD 621, EAD 622, EAD 629, EAD 650, EAD 651, EAD 652, EAD 600, EAD 661, and EAD 662 Significant Life Experience Attach Internship Job Description

		U	A	D	E	Coursework & Experiences
7.1.1	Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders at both the school- and district levels. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, school board members, and school & community leaders.					
7.1.2	Each candidate should have a minimum of six-months (or equivalent) of full-time internship experience.					
7.2.1	Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.					
7.3.1	Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.					
7.3.2	Experiences are designed to accommodate candidates' individual needs.					
7.4.1	Candidates' experiences occur in multiple school and district settings that allow for the demonstration of a wide range of relevant knowledge and skills.					
7.4.2	Candidates' experiences include work with appropriate community organizations such as social service groups, local businesses, parent groups and school boards.					

		U	A	D	E	Coursework & Experiences
7.5.1	Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.					
7.5.2	Mentors are provided training to guide the candidate during the intern experience.					
7.6.1	Candidates earn graduate credit for their intern experience.					