

EDUCATIONAL LEADERSHIP (EDL)

EDL 500. Introduction to Educational Leadership. 3 Credit Hours.

This course is only open to students participating in the Aspiring Leaders Partnership with OCM BOCES. This course will provide students with a foundational understanding of the 10 PSEL Standards: Standard 1. Mission, Vision, and Core Values Standard 2. Ethics and Professional Norms Standard 3. Equity and Cultural Responsiveness Standard 4. Curriculum, Instruction, and Assessment Standard 5. Community of Care and Support for Students Standard 6. Professional Capacity of School Personnel Standard 7. Professional Community for Teachers and Staff Standard 8. Meaningful Engagement of Families and Community Standard 9. Operations and Management Standard 10. School Improvement Students enrolled in this class will begin to look at the day-to-day operations of a school through a leadership lens instead of a teacher lens. Students will learn about different leadership styles. The class will also look at what is required to lead purposeful change. In this course, written and oral communication and interpersonal skills are studied and practiced.

EDL 501. Educational Leadership for Soc Justice. 3 Credit Hours.

This course focuses on an introductory examination of issues relating to school leadership and educational administrative policy and practice. School leadership, as discussed here, encompasses the wide range of job responsibilities and activities that is engaged in by educational administrators as they work collaboratively as a member of a leadership team with other school administrators, teachers, families, students and others within the day-to-day context of schooling. Given this emphasis, the content of the course thus focuses on issues that include, but go beyond the circumstance of the classroom, the primary domain of teachers, and examines leadership responsibilities, issues, duties and activities at the overall school level and beyond.

EDL 502. Leadership/Human Resources Dev in School. 3 Credit Hours.

This course provides a conceptual and technical background in the human resources function in schools. Students have an opportunity to research and practice problem solving and leadership skills as applied to human resources. Classes promote the sharing of professional expertise.

EDL 503. Culturally Responsive Leadership. 3 Credit Hours.

This course provides an opportunity for students to understand diverse perspectives in leadership and management. Students will become familiar with the major frames for analyzing a local school culture, concepts of leadership, and the complexities of organizational analysis and change. Students will gain knowledge, skills, and a disposition toward solving the impediments to school improvement. Leadership is more widely distributed than administrators may have realized. Managing the processes to awaken that leadership is a major responsibility for the organizational leader.

EDL 505. School Finance and Facilities. 3 Credit Hours.

This course provides conceptual and technical understandings of the school business administrative function in New York State public schools. Topics will include examination of the role of a school business manager, developing competencies in areas of budgeting, purchasing, fund accounting, state aid, property taxes, human resources, and long range fiscal planning. This course is required for all students in the Educational Leadership program.

EDL 510. Labor-Mgt Relations in School Setting. 3 Credit Hours.

This course provides a conceptual and skills-based introduction to the area of union representation and collective bargaining in school districts. The classes rely heavily on simulations and experiential exercises based on "real-life" cases involving negotiation, fact finding, and arbitration. Classes promote the sharing of professional expertise.

EDL 515. Assessment & Accountability for Schools. 3 Credit Hours.

This course explores various approaches to assessing student and program performance, interpreting data obtained from these assessments and reporting these results to staff and public. Topics include reliability, validity and measurement error association with assessment strategies; how assessment results are to be interpreted and communicated, and approaches to creating assessment strategies for measuring attainment of school goals.

EDL 520. The Principalship. 3 Credit Hours.

This course examines critical issues and skills related to site management at the elementary, middle or high school. Topics include varying amounts of autonomy, accountability and responsibility among discrete units within school districts; policy implementation, organization and development of curriculum; instructional models; student services and activities; evaluation/supervision of programs and personnel; change/implementation models; and assessment and long-term planning.

EDL 522. Public Relations for School Leaders. 3 Credit Hours.

This course provides future educational leaders with the knowledge and skills to effectively deal with informal and formal forces that impact the image of the school within society. Topics include dealing with public opinion and pressure groups, community dynamics, handling inflammatory issues and relations with the media.

EDL 525. Supervision of Instruction. 3 Credit Hours.

This course examines a variety of supervisory strategies for teaching based on currently proven models. Topics include performance appraisal, professional growth and change, assessing staff needs and analyzing instructional deficiencies.

EDL 533. Communication Btwn School Stakeholders. 3 Credit Hours.

Written and oral communication and interpersonal skills are studied and practiced in detail. Topics include sensitivity to all aspects of the audience targeting the message, identifying power structures and opinion leaders and dealing with conflict and stress. The course addresses the articulation of the vision and mission of schools through the development of a communications plan. A range of community relations issues including working with the media, business partnerships, school councils and parental interactions are covered.

EDL 534. Educational Facilities Management. 3 Credit Hours.

The course explores present and future facility planning and equipment needs of schools. The course examines the efficiency of facilities, operations, housekeeping and maintenance programs. It also reviews the planning process for school construction programs. Plans for financing construction are discussed. The role of educational facilities in the teaching/learning process is a central theme throughout the course. The course will include lecture, discussion, on-site visitation and evaluation of school plant and learner needs. Students will also be expected to complete visitations to sites where renovation and/or new construction has been completed and conduct interviews and discussions with the professionals involved in the process at those sites.

EDL 555. Internship for School Building Leadership. 6 Credit Hours.

The educational leadership internship is the capstone experience allowing students to maximize opportunities to practice and refine their knowledge and skills. The internship is a required component of Educational Leadership program leading to NYS certification as a School Building Leader. It provides an opportunity for future educational leaders to work in local schools or other educational agencies. To qualify for an internship, students must be matriculated in the Educational Leadership program. Students must submit an application for an internship experience in the semester prior to the start of the experience. The Director of Graduate Education, the Field Placement Coordinator, and the Credentials Officer must approve all the internships.

EDL 555A. Internship for SBL I. 3 Credit Hours.

EDL 555A is the first course in the 6 credit internship sequence required for the Educational Leadership program. The educational leadership internship is the capstone experience allowing students to maximize opportunities to practice and refine their knowledge and skills. The internship is a required component of the Educational Leadership program leading to NYS certification as a School Building Leader. It provides an opportunity for future educational leaders to work in local schools or other educational agencies. To qualify for an internship, students must be matriculated in the Educational Leadership program. Students must submit an application for an internship experience in the semester prior to the start of the experience. The Director of Graduate Education, the Field Placement Coordinator, and Credential Officers must approve all the internships. Students will be required to take both EDL 555A and EDL 555B in order to meet the requirements of the Educational Leadership program.

Prerequisite: 12 credits from EDL courses.

EDL 555B. Internship for SBL II. 3 Credit Hours.

EDL 555B is the second course in the 6 credit internship sequence required for the Educational Leadership program. The educational leadership internship is the capstone experience allowing students to maximize opportunities to practice and refine their knowledge and skills. The internship is a required component of the Educational Leadership program leading to NYS certification as a School Building Leader. It provides an opportunity for future educational leaders to work in local schools or other educational agencies. To qualify for an internship, students must be matriculated in the Educational Leadership program. Students must submit an application for an internship experience in the semester prior to the start of the experience. The Director of Graduate Education, the Field Placement Coordinator, and Credential Officers must approve all the internships. Students will be required to take both EDL 555A and EDL 555B in order to meet the requirements of the Educational Leadership program.

Prerequisite: EDL 555A.

EDL 556. Internship for SDBL. 3 Credit Hours.

EDL 556 is the 3 credit internship sequence required for the Educational Leadership School District Business Leadership program. The educational leadership internship is the capstone experience allowing students to maximize opportunities to practice and refine their knowledge and skills. The internship is a required component of the Educational Leadership program leading to NYS certification as a School District Building Leader. It provides an opportunity for future educational leaders to work in local schools business office. To qualify for an internship, students must be matriculated in the Educational Leadership SDBL program. Students must submit an application for an internship experience in the semester prior to the start of the experience. The Director of Graduate Education, the Field Placement Coordinator, and Credential Officers must approve all the internships.

EDL 590. Independent Study. 1-3 Credit Hours.

This will provide the opportunity for persons to do an independent leadership study project mutually agreed upon by an Education Department faculty member, the Education Department Chair, and the student.

EDL 601. School Fund Accounting. 3 Credit Hours.

Participants will develop the basic competencies and understanding of school accounting to enable them to record and report activities and events affecting personnel, facilities, materials or money of an administrative unit and its programs. The focus will be on determining the necessary accounts to be maintained and the procedures and forms to be used. The recording, classifying and summarizing activities will be emphasized as well as the preparation and issuing of reports and statements which reflect conditions as of a given date and the results of operations in terms of established objectives.

EDL 602. Financial Mgt for School Bus Leader. 3 Credit Hours.

The theory and practice of real financial decision making of a school administrator in a public school in New York State will be provided, utilizing practical applications. Topics will include an analysis of short and long-term decision making for a school district's general fund, federal funds, capital funds and school lunch fund. Students will analyze the revenue and appropriations accounts of each of these funds and explore alternative strategies for proper decision making. The use of a computer model to develop a long range fiscal plan for a school district will also be utilized.

EDL 606. Supervis & Operation Support Personnel. 3 Credit Hours.

This course provides the students with an conceptual and practical understanding of the school business administrator's role in supervision and evaluating support personnel- director of facilities, director of transportation, school lunch manager, and the director of technology- in a public school in New York State. Strategies for planning, supervising and evaluating the programs and the support staff along with the analysis of labor policies, staffing arrangements and financial planning as they relate to district goals and policies will be explored.

EDL 607. Schl Finance & Decision Mak for Dist Bus. 3 Credit Hours.

This course will focus on developing an in-depth understanding of school business functions. The development of skills and competencies in the areas of property taxes, financial reporting, budgeting, internal controls, staffing, state aid, purchasing and insurance will be explored in detail by students performing practical applications in each of these areas. This course will serve as the bridge to the student's internship program in a public school district.

EDL 610. Issues in Curriculum and Instruction. 3 Credit Hours.

Teaching critical thinking and structured reasoning will be the foundation of this course. Futurists' models of classes and schools will be discussed and analyzed. A study of teaching models, strategies and assessment procedures used in instruction will be identified and demonstrated in the light of supporting research. Community resources will be identified and their programs discussed in reference to the needs of students and school districts. The role of the teacher as counselor with students and their families will be stressed with a special emphasis on counseling with diverse students. This course is cross-listed with EDG 610.

EDL 620. Superintendency & District Level Leader. 3 Credit Hours.

This course provides an in-depth study of the role and responsibilities of the school superintendent. Students examine leadership attributes that are unique to the superintendency, including the skills needed to prosper in the position, and critical issues facing superintendents and school boards. Particular attention will be given to the superintendent's relationship with the board of education and the community, and district leadership for equity and excellence in an era of reform.

EDL 637. Special Edu Adminis & the Law. 3 Credit Hours.

The course will provide a framework for you to build an understanding of and an approach to the laws that affect and assure free and appropriate education of children and adolescents requiring special or related educational services. The goal of this information will be to provide a foundation and strategies for effectively meeting the needs of the classified special education students and those receiving services through Section 504.

Cross-listed Courses: EDG 637

EDL 640. Critical Issues in Educ and Leadership. 3 Credit Hours.

Identification and analysis of current issues in education will be the focus of this course. A study of the reform movements of the 80's and the responses to these reforms by the education community throughout the country and in particular at the New York State level. Selected issues will be discussed and debated in depth: inequality in access to services; the charter schools; authentic assessment; inclusion; financing education; school choice; diversity, etc. Model schools/ programs for the 21st century will be researched, discussed and presented to the class.

Cross-listed Courses: EDG 640

EDL 656. Title I School-Wide Plan. 3 Credit Hours.

This course will provide a framework for construction and implementation of a Title I Comprehensive School-Wide Plan. Students will become familiar with the ten required components of the plan, which are: 1. Comprehensive Needs Assessment 2. School-Wide Reform Strategies 3. Instruction by Highly Qualified Teachers (HQT) 4. Ongoing, High Quality Professional Development 5. Strategies to Attract Highly Qualified Teachers (HQT) to High Needs Schools 6. Strategies to Increase Parental Involvement 7. Transition Plans to Assist Pre-Kindergarten Children From Early Childhood to Elementary Programs 8. Measures to Include Teachers in Decisions Regarding the use of Academic Assessments 9. Activities to Ensure Students Who Experience Difficulty Attaining Proficiency Receive Effective, Timely Additional Assistance 10. Coordination and Integration of State, Federal, and Local Services and Programs The major activity of the course will be studying data that will assist in the assembling of a School-Wide Plan. Students, in teams, will submit a full plan at the conclusion of the course. Students will receive a fictional school with data in which to base their plans.

EDL 665. Legal Issues for School Professionals. 3 Credit Hours.

This course examines federal and state laws affecting the rights, privileges and duties of administrators, teachers, pupils and citizens. Attention is given to structural organization of government, public and private education, finance, collective bargaining and other pertinent factors.

EDL 668. Instructional Coaching for Student Success. 3 Credit Hours.

This course provides certified teachers with foundational knowledge and skills in their roles as instructional peer coaches. Students will apply adult learning theory and communication skills to essential aspects of the coaching cycle. They will analyze student data, use that data to set specific, attainable instructional goals, and develop strategies for reaching those goals. They will learn techniques for modeling effective instruction and encouraging reflection to build professional learning communities in their schools.

Cross-listed Courses: EDG 668