

EDUCATIONAL LEADERSHIP AND SUPERVISION

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Degree: Master of Science

Introduction

Leading a school organization is one of the most demanding and rewarding careers. School leaders are expected to possess sophisticated decision-making skills that incorporate expertise in data analysis, research-based instruction and learning, analysis of political trends and mandates, and the study of the impact of the community on education. Students in the Canisius College Educational Leadership Program are expected to enroll with not only the desire to be a leader, but also with an experience of excellence as an educator.

The Canisius College Educational Leadership Program is designed to assist candidates in acquiring the knowledge, skills and dispositions essential for a successful career as a school leader. This competency-based program leads to a New York State School Building Leader license (SBL), a New York State School District Leader license (SDL), and a master's degree in Educational Leadership. Students may apply for the SBL and/or the SDL upon completion of the SBL/SDL required courses and internship. The MS in Educational Leadership is not required for certification.

Possession of the SBL certificate is necessary for employment in the public schools of New York State in leadership roles such as building principal, assistant building principal, supervisor, coordinator, or any position in which a person is serving more than 25% of an assignment in an administrative or supervisory position. An appointment to positions such as superintendent of schools, deputy superintendent, associate superintendent, assistant superintendent, or any position with district-wide administrative responsibilities requires an SDL. More information can be found at the program website (<https://www.canisius.edu/academics/programs/educational-leadership-and-supervision>).

The master's degree in Educational Leadership may not be used to meet New York State requirements for professional certification in teaching.

Course Offerings

All of the required courses for the SBL and the SDL are taught in an on-line format. Some required courses and electives are taught on-campus as necessary. All courses required for certification are offered every semester. Electives required for the MS are offered each semester, but not all electives are offered every semester. Internship placements are coordinated with the candidate and take place at a site in the candidate's local geographic area.

Admission Requirements

The applicant must submit the following:

- Free Online Application (<https://www.canisius.edu/admissions/apply-canisius>)

- Bachelor's Degree Transcript. Unofficial transcripts are acceptable to begin the admissions review process. Applicants for the Fall 2016 semester and beyond will be expected to have a 3.0 undergraduate GPA, as required by New York state law. Applicants with less than a 3.0 undergraduate GPA will undergo additional review.
- Master's Degree Transcript. Unofficial transcripts are acceptable to begin the admissions review process, however, your official transcript must indicate the conferral of a master's degree from an accredited institution of higher education, with a minimum 3.0 cumulative grade point average.
- Submission of a Verification of Teaching/Pupil Personnel Experience Form (PDF) (https://www.canisius.edu/sites/default/files/%2A/eda_ver_teach_form_1_0.pdf) or NYS Professional Certification which requires three (3) years of successful full-time teaching and/or pupil personnel service experience in Pre K-12 schools.¹
- Submission of three (3) Recommendation Forms (PDF) (https://www.canisius.edu/sites/default/files/%2A/eda_recommendation_form_1_0.pdf) or letters of recommendation from professional educators, one of whom must be a certified school administrator familiar with the applicant's work as a professional educator.
- An applicant may be required to meet with the program director or designee.
- Canadian and other international applicants must provide a completed Certification of Finances form.

¹ These forms are available in the Office of the School of Education and Human Services and on the program web site (<https://www.canisius.edu/academics/programs/educational-leadership-and-supervision>).

Curriculum

School Building Leader (ONSB)

Required courses for New York State License as a School Building Leader (SBL) (18 credit hours of course work plus internship):

Code	Title	Credits
EDA 600	Theory in Educational Administration	3
EDA 610	School Law	3
EDA 620	Supervision for the Improvement of Instruction	3
EDA 625	Instructional Program Design	3
EDA 630	School Personnel Administration	3
EDA 650	The Principalship	3
EDA 690	The Administrative Internship	8
EDA 690L	Internship Lab	0
Total Credits		26

School District Leader (ONSD)

Required courses for New York State License as a School District Leader (SDL):

Code	Title	Credits
Required courses for New York State License as a School Building Leader (SBL)		
EDA 600	Theory in Educational Administration	3
EDA 610	School Law	3
EDA 620	Supervision for the Improvement of Instruction	3
EDA 625	Instructional Program Design	3

EDA 630	School Personnel Administration	3
EDA 650	The Principalship	3
EDA 690	The Administrative Internship	8
EDA 690L	Internship Lab	0
Required courses for New York State License as a School District Leader (SDL)		
EDA 640	School Business Administration	3
EDA 660	The Administrator & Pupil Personnel Services	3
Total Credits		32

Master of Science in Educational Leadership

Code	Title	Credits
Required courses for New York State License as a School Building Leader (SBL)		
EDA 600	Theory in Educational Administration	3
EDA 610	School Law	3
EDA 620	Supervision for the Improvement of Instruction	3
EDA 625	Instructional Program Design	3
EDA 630	School Personnel Administration	3
EDA 650	The Principalship	3
EDA 690	The Administrative Internship	8
EDA 690L	Internship Lab	0
Required courses for New York State License as a School District Leader (SDL)		
EDA 640	School Business Administration	3
EDA 660	The Administrator & Pupil Personnel Services	3
Educational Leadership Electives		
Select three electives. Students may elect to declare a content concentration as described below ¹		9
Total Credits		41

¹ Candidates may choose not to declare a concentration but may select any of the concentration courses to satisfy the elective requirement.

Concentration: Emerging Issues in Educational Leadership

Code	Title	Credits
Select three of the following:		9
EDA 655	School & Community Relations	
EDA 657	Development Of Urban Teachers	
EDA 661	Emerging Issues in School Leadership	
TESL 590	Foundations of Bilingual Education	
Total Credits		9

Concentration: Educational Technologies and Emerging Media

Code	Title	Credits
Select three of the following:		9
EDA 656	Technology Tools For The Administrator	
EDT 501	Learning with Technology	
EDT 502	Instructional Design Theories and Models	
EDT 503	Educational Multimedia Design and Emerging Technology	

EDT 504	Integrating Technology in the Differentiated Classroom	
Total Credits		9

Concentration: Athletics Administration

Code	Title	Credits
PEG 620	Leadership In Physical Education and Athletics	3
PEG 635	Administrative Principles of Physical Education/ Athletics	3
PEG 681	Legal Aspects in Physical Education and Athletics	3
Total Credits		9

Concentration: Instructional Leadership

Code	Title	Credits
Select three of the following:		9
EDA 657	Development Of Urban Teachers	
EDA 658	Advanced Clinical Instructional Supervision	
EDDI 505	Introduction to Differentiated Instruction	
EDDI 585	Integrating Technology in the Differentiated Classroom	
TESL 590	Foundations of Bilingual Education	
Total Credits		9

School District Leader (SDL) certification requires at least 60 semester hours of graduate credit.

Learning Goals & Objectives

Learning Goal 1 (Knowledge – Observed in Writing)

Candidates the Educational Leadership programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will:

- Understand and promote continual and sustainable school(district) improvement by appropriately evaluating school (district) progress.
- Understand and know how to sustain a school (district) culture and instructional program through collaboration, trust, and personalized learning with high expectations for all students.
- Understand how school (district) policies protect welfare and safety of students and staff.
- Understand how school districts are governed and how school district policy establishes the foundation for administrative roles, responsibilities, and initiatives.

Learning Goal 2 (Knowledge – Observed Skills and Dispositions)

Candidates in the Educational Leadership programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

- Collaboratively develop, articulate, and steward a district vision, using data to identify goals and evaluate progress toward those goals.

- Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school (district) program using appropriate technologies.
- Develop and supervise the instructional and leadership capacity of school (district) staff.
- Monitor and evaluate school (district) management and operational systems efficiently using human, fiscal, and technological resources.
- Respond to community interests and needs by building and sustaining productive school (district) relationships with community partners.

Learning Goal 3 (Service)

Candidates in the Educational Leadership programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:

- Understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school (district) community.
- Understand and advocate for school (district) students, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning in a school (district) environment.
- Understand moral and ethical implications of policy options and political strategies.

Learning Goal 4 (Professionalism)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:

- Act with integrity and fairness to ensure a school system of accountability for every student's academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

Learning Goal 5 (Leadership)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Students will:

- Understand and evaluate potential moral and legal consequences of decision making in the school (district) and will promote social justice to ensure that individual student needs inform all aspects of schooling.
- Understand and can anticipate and assess emerging trends and initiatives in order to adapt school(district)-based leadership strategies in an effort to improve the performance of the students.

Courses

EDA 600 Theory in Educational Administration 3 Credits

This course is designed as an introductory course in school administration. The course is intended to give candidates an overview of the forces that drive education today. Through independent and group work, candidates will investigate leadership/management styles, change forces, organizational models, and schools for the 21st century. Candidates will explore theories as they may relate to the forces reshaping our schools. Topics such as organizational models, characteristics of leadership, change systems, vision development, and school design may be investigated. Required for SBL, SDL and Master's degree.

Offered: fall, spring, & summer; online only.

EDA 610 School Law 3 Credits

Candidates will have the opportunity to learn the principles of public school law with a focus on New York State Education Law and selected federal and state cases affecting the administration of our educational system. School leaders are facing an ever-increasing demand to make appropriate and legal educational decisions. To assist in this endeavor, one must have a working knowledge of basic school law. The goal of this course is to empower the candidate with the knowledge of how laws affect schools and how laws are applied to school situations. A focus on practical acts of school law is emphasized. Topics include, but are not limited to, student residency, attendance and discipline; freedom of speech; search and seizure; FERPA; IDEA; LRE; and employee rights. Required for SBL, SDL and Master's degree.

Offered: fall, spring, & summer; online only.

EDA 620 Supervision for the Improvement of Instruction 3 Credits

This course will focus on the critical role of effective instructional supervision in the development of positive school culture. Candidates will examine staff development, observation techniques, and formative and summative teacher evaluation. Supervision techniques will be explored, including: mentoring and peer coaching, as well as clinical supervision. Required for SBL, SDL and Master's degree.

Offered: fall online, spring online & summer on-campus.

EDA 625 Instructional Program Design 3 Credits

This course will give candidates a comprehensive overview of the concepts, strategies, and resources associated with planning, implementing, and evaluating school curriculum. Candidates will investigate the historical, philosophical, psychological, sociological, and political factors associated with curriculum programs. Additional attention will be focused on various techniques to customize learning experiences and staff development activities that support curriculum change. This course will combine the theoretical with the practical, in order to develop the knowledge, skills, and dispositions that will prepare candidates to effectively develop, implement, and evaluate specific curriculum programs. Required for SBL, SDL and Master's degree.

Offered: fall, spring, & summer; online only.

EDA 630 School Personnel Administration 3 Credits

This course is designed to provide candidates with an overview of school personnel leadership, including the myriad of duties and responsibilities of the office of human resources. Candidates gain the knowledge, skills, and attributes involved in leading both professional and non-professional staff. Issues having to do with leadership and organization of school personnel will be addressed. Exploration of topics such as recruitment and selection; induction; professional development; supervision and evaluation; discipline and dismissal; the work environment; compensation and benefits; administering employee contracts; and legal issues in personnel management will be included. Required for SBL, SDL and Master's degree.

Offered: fall, spring, & summer; online only.

EDA 640 School Business Administration 3 Credits

This course is designed to provide candidates with an overview of the major areas of responsibilities of the school business administrator. Financial support for public schools from local, state, and federal governments will be emphasized. Fiscal planning, budgeting, plant management, accounting and purchasing procedures, distribution of supplies and services, transportation and food service will be examined. The course will underscore the crucial role of the school business administrator as a key member of the district's leadership team. The course is also designed to provide candidates with an understanding of how the school business administrator can facilitate educational decision-making, thereby having a positive effect on student learning. Required for SDL and Master's degree.

Offered: fall, spring, & summer; online only.

EDA 650 The Principalship 3 Credits

The candidate will study the wide range of responsibilities of the principal as both manager and educational leader. Topics include establishing a common vision and purpose with stakeholders, working collaboratively to achieve common goals, developing a learner centered school culture, planning for the improvement of instruction, school finance management, supervising employees, providing a safe school environment, promoting student health and welfare, and initiating, managing, and evaluating change. Required for SBL, SDL and Master's degree.

Offered: fall, spring, & summer; online only.

EDA 655 School & Community Relations 3 Credits

This course is designed to empower school administrators to mobilize community resources and create partnerships that enhance and drive a school culture where all youth can succeed. The changing school in the changing community will be discussed, as well as principles of effectiveness and mandates involved in maintaining a desirable relationship between schools and community stakeholders. The course will incorporate research-based strategies and experiential activities that can effect positive school community change in an era of diminishing resources. This course will also discuss powerful avenues to current school/community challenges such as character education, school violence prevention, overcoming barriers to learning, and academic reinforcement. Elective course.

Offered: fall.

EDA 656 Technology Tools For The Administrator 3 Credits

This course is designed to give candidates a comprehensive overview of technology and its application to education today. Candidates will learn to use technology and information systems to enrich curriculum and instruction. Current technologies for school management, information retrieval, and staff development will be explored. Candidates will become critical consumers of technology and will utilize actual school and district data to develop and monitor long range plans, thus discovering the impact of technologies on student outcomes and school operations. Candidates will also examine social and ethical issues surrounding the use of technology within the educational arena. Elective course.

Offered: spring, online only.

EDA 657 Development Of Urban Teachers 3 Credits

This course addresses the difference between new urban teachers and new suburban teachers and identifies how appropriate, relevant professional development can have a positive impact on new teacher turnover. Topics for professional development include classroom management, appropriate assessment, mentoring, and the importance of teacher dispositions. Elective course.

Offered: summer, online only.

EDA 658 Advanced Clinical Instructional Supervision 3 Credits

This course will focus on the tools needed for clinical instructional supervision in New York State. Students will be introduced to state-approved models including Class, Danielson's Framework for Teaching, Marzano's Teacher Evaluation Rubric, Marshall's Teacher Evaluation Rubric, NYSTCE Framework for the Observation of Effective Teaching, NYSUT Teacher Practice Rubric, and the Thoughtful Classroom Teacher Effectiveness Framework. Elective course.

Offered: fall, online only.

EDA 660 The Administrator & Pupil Personnel Services 3 Credits

This course provides the necessary background and basic understanding of the quantitative and qualitative dimensions of pupil personnel services (PPS) found in schools/districts today. The role of the building/district administrator will be reviewed. Candidates will have the opportunity to become familiar with the mandated deliverance mechanisms of pupil personnel services in New York State. Candidates will learn the 'language' of pupil personnel services as related to special education, academic intervention services, testing and assessments, and guidance services. Topics include: role of the administrator, mandated delivery mechanisms and the 'language' of PPS as it relates to special education, academic intervention services, curriculum development, counseling services, state mandates/ testing, and any other area pertinent to the needs and interest of the candidates. Required for SDL and Master's degree.

Offered: fall, spring, & summer; online only.

EDA 661 Emerging Issues in School Leadership 3 Credits

To create and maintain a successful learning organization, educational leaders must act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education. This course provides candidates the opportunity to explore an array of education leadership issues and trends. Important foundations for this exploration are: The view that schools are interactive internal systems operating within external systems, The importance of efficient and effective communication skills and networks, The necessity of positive/supportive school climate, The need to frame, analyze, and resolve problems, and The impact of current educational and social movements. Elective course.

Offered: spring.

EDA 690 The Administrative Internship 1-8 Credits

The internship is the process and product that results in the application of knowledge, skills, and attributes candidates have acquired in strategic, instructional, organizational, and contextual leadership. The internship includes a variety of rigorous leadership experiences in diverse settings planned and guided cooperatively by personnel from Canisius College and cooperating school districts. Interns will be provided substantial responsibilities that increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders.

Prerequisite: permission of program director required. **Corequisite:** EDA 690L.

Offered: fall, spring & summer.

EDA 690L Internship Lab 0 Credits

EDA 690L provides candidates an opportunity to expand their knowledge and skills in strategic, instructional, organizational, and contextual leadership.

Prerequisite: permission of program director required. **Corequisite:** EDA 690.

Offered: fall, spring & summer.

EDA 699 Independent Study 1-4 Credits

A thesis, research paper, or major project which provides the opportunity to investigate school or district administration of particular interest to the student.

Prerequisite: permission of program director & associate dean required.

Offered: fall, spring & summer.