EDUCATIONAL LEADERSHIP AND SUPERVISION

Program Director: Meg Keller-Cogan Ed.D.

Instructors: Jo Ann Balazs J.D., Marie Balen Ed.D., John Brucato, Nancy Farrell Ed.D., Meg Keller-Cogan Ed.D., Joe Lucenti, Darlynda Miktuk Ed.D., Christopher Miller Ed.D., Jolene Mary Reinholz.

Degree: Master of Science

Introduction

Education leaders have the opportunity to positively impact the lives of countless numbers of students, school communities and ultimately, the quality of life for those served. Effective leaders have excellent interpersonal, verbal and written communication skills. They understand the conditions that optimize student learning and can coach others to promote success. Effective school and district-based leaders also possess sophisticated decision-making and problem solving skills, can effectively analyze data to prioritize efforts and resources and are politically savvy.

Students in the Canisius College Educational Leadership Program should be educators with proven classroom and student effectiveness and see the evidence of the above characteristics within themselves.

Our program is designed to assist candidates to acquire the knowledge, skills and dispositions essential for a successful career as a school or district leader. Successful program completion leads to a New York State School Building Leader license (SBL), a New York State School District Leader license (SDL), or 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 NYS public schools for building principal, assistant principal or any building-level administrative position. The SDL is required for individuals who seek superintendencies, deputy, associate or assistant superintendent roles, or any position with district-wide administrative responsibilities. 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 online format. 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 are expected to have earned 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, the applicant’s 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 (e.g., school counselor) 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 current or past education supervisors.
- Transfer students are regularly accepted into this program. However, we required that 51% of credits be taken at Canisius.
- An applicant may be required to meet with the program director.
- 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 (ONS B)

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDA 600</td>
<td>Theory in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 610</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDA 620</td>
<td>Supervision for the Improvement of Instruction</td>
<td>3</td>
</tr>
<tr>
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</tr>
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<td>EDA 650</td>
<td>The Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDA 690</td>
<td>The Administrative Internship</td>
<td>8</td>
</tr>
<tr>
<td>EDA 690L</td>
<td>Internship Lab</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
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<td>26</td>
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</table>

School District Leader (ONS D)

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDA 600</td>
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</tr>
<tr>
<td>EDA 610</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDA 620</td>
<td>Supervision for the Improvement of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDA 625</td>
<td>Instructional Program Design</td>
<td>3</td>
</tr>
</tbody>
</table>
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

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**Master of Science in Educational Leadership**

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<td>EDA 690L</td>
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**Required courses for New York State License as a School Building Leader (SBL)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDA 640</td>
<td>School Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 660</td>
<td>The Administrator &amp; Pupil Personnel Services</td>
<td>3</td>
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**Educational Leadership Electives**

Select three electives. Students may elect to declare a content concentration as described below  

**Total Credits**  41

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

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**Concentration: Emerging Issues in Educational Leadership**

Select three of the following:  

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDA 655</td>
<td>School &amp; Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDA 657</td>
<td>Development Of Urban Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDA 661</td>
<td>Emerging Issues in School Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TESL 590</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
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</table>

**Total Credits**  9

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**Concentration: Instructional Leadership**

Select three of the following:  

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</thead>
<tbody>
<tr>
<td>EDA 657</td>
<td>Development Of Urban Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDA 658</td>
<td>Advanced Clinical Instructional Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDDI 505</td>
<td>Introduction to Differentiated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDDI 585</td>
<td>Integrating Technology in the Differentiated Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TESL 590</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**  9

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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 in the Educational Leadership program will demonstrate content, 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 and improve a school (district) culture and instructional program through collaboration, trust, and customized student learning experiences.
- Understand how school (district) policies protect the 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 program will demonstrate willingness to use their skills to benefit and serve society. Within the context 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 to promote 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, anticipate and assess emerging trends and initiatives to adapt school (district)-based leadership strategies to improve student performance.

Courses
EDA 600 Theory in Educational Administration
This course is designed as an introductory course in school administration. The course is intended to give students an overview of the forces that influence education. Students will investigate leadership and management styles, forces that influence change, organizational models, and schools in the 21st century. Candidates will explore theories that influence schools and educational programs. 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: every fall, spring, & summer.

EDA 610 School Law
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 provide students with the knowledge of how laws affect schools and are applied to school situations. A focus on practical acts of school law is emphasized. Students will learn the principles of public school law with a focus on New York State Education Law and selected federal and state cases impacting the administration of the educational system. 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
This course will focus on the critical role of effective instructional supervision in the development of a positive school culture. Students will examine professional development, observation procedures and theory, and formative and summative teacher evaluation processes. Supervision strategies will be explored including: mentoring and peer coaching, as well as clinical supervision. Required for SBL, SDL and Master’s degree. Available online only.
Offered: every fall, spring, & summer.

EDA 625 Instructional Program Design
This course will provide students with a comprehensive overview of the concepts, strategies, and resources associated with planning, implementing, and evaluating curriculum. Candidates will investigate the historical, philosophical, psychological, sociological, and political factors associated with various curricula. Additional attention will be focused on various techniques to customize learning experiences and professional development activities to successfully support instructional change. Required for SBL, SDL and Master’s degree.
Offered: fall, spring, & summer; online only.

EDA 630 School Personnel Administration
This course is designed to provide students 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 certificated and non-certificated staff. Issues related to leadership and organization of school personnel will be addressed. Exploration of topics such as staff 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 students with an overview of the major areas of responsibility of the school business administrator. Financial support for public schools from local, state, and federal governments will be studied. 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
This course will provide an overview of the wide range of responsibilities of building principals. Topics include establishing a common vision, 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 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). The role of the building and district administration will be reviewed. Students will learn about New York State pupil personnel services mandates. The 'language' of pupil personnel services as it relates to special education, academic intervention services, testing and assessments, and counseling services will be explored. Required for SDL and Master’s degree.
Offered: fall, spring, & summer; online only.

EDA 690 The Administrative Internship  1-8 Credits
The administrative internship requires the application of knowledge and skills, to make successful strategic, instructional, political and organizational decisions. It 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 complexity, and 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 students with the 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.