

EDUCATIONAL LEADERSHIP AND SUPERVISION

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Degree: Master of Science

Certificates: School Building Leader (SBL), School District Leader (SDL); and School District Business Leader (SDBL)

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. Successful 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, district or business leader. Successful program completion leads to a New York State School Building Leader license (SBL), a New York State School District Leader license (SDL), a New York State School District Business Leader (SDBL) or a Master's degree in Educational Leadership. Students may apply for the SBL, SDL, or SDBL certificates upon completion of the required courses and internship. The MS in Educational Leadership is not required for leadership 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. The SDBL allows certificate holders to become Assistant Superintendents of Business or Directors of Business. Additional information can be found on our 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, SDL, SDBL and Masters are taught in an online format. Electives required for the MS may be selected by the student from two of the SDBL courses or an array of other departments with permission from Dr. Keller-Cogan. Internship placements for all certificate holders are coordinated with the candidate and take place at a site in the candidate's local geographic area.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

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. However, in order to be endorsed for licensure at the conclusion of the program, all students must have submitted their official transcripts. 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, in order to be endorsed for licensure at the conclusion of the program, all students must have submitted their official transcripts, and 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
- Submission of an essay using the prompt provided by the Admissions Office.
- Transfer students who began graduate studies in other certificate or Masters programs are regularly accepted into this program. However, we require that 50% of the total number of required credits be taken at Canisius. For example, those interested in earning an SBL certificate (26 total credits) are required to take a minimum of 13 credits at Canisius. If an applicant earned a SBL certificate at another institution and is seeking to matriculate into Canisius for the SDL, a minimum of six (6) total credits must be taken. No additional internship is required if the prior internship met NYS requirements.
- Students in the Educational Administration program must have earned a minimum of 60 graduate credits (combination of all graduate work) in order to be endorsed for a NYS administrative license.
- 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

We offer the following three certificates and a master's program in Educational Leadership and Supervision.

- School Building Leader Advanced Certificate (p. 2)
- School District Leader Advanced Certificate (p. 2)
- School District Building Leader Advanced Certificate (p. 2)
- Master's in Educational Leadership and Supervision (p.)

Please note students must obtain a minimum of 60 Graduate credits for NYS administrative certification. For planning purposes courses in any of our advanced certificates or masters programs may be taken in any order. All courses are typically offered in either of two 5-week summer sessions. During fall and spring, generally half of the courses are offered during each term.

School Building Leader (SBL)

Earn a school Building Leader (SBL) certificate to hold positions up to a school principal

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 (SDL)

Earn a School District Leader (SDL) Certificate (two course beyond the SBL) to hold positions up to a superintendent of schools

Earn both an SDL and an SDBL to hold positions including all district level positions such as superintendent AND assistant superintendent for school business operations

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
Plus, 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

School District Business Leader (SDBL)

Earn a School District Business Leader (SDBL) to hold district level positions up to assistant superintendent of school business operations

Earn both an SDL and an SDBL to hold positions including all district level positions such as superintendent AND assistant superintendent for school business operations

Code	Title	Credits
Required courses for New York State License as a School District Business Leader		
EDA 610	School Law	3
EDA 630	School Personnel Administration	3
EDA 640	School Business Administration	3
EDA 645	Contract Negotiations and Strategic Financial Planning (may be used as a Masters elective)	3
EDA 665	School Business Operations (may be used as a Masters elective)	3
EDA 690	The Administrative Internship	8
EDA 690L	Internship Lab	0
Total Credits		23

Master's in Educational Leadership and Supervision

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: Educational Technologies and Emerging Media

Code	Title	Credits
Select three of the following:		
EDT 501	Learning with Technology	3
EDT 502	Instructional Design Theories and Models	3
EDT 503	Instructional Design and Emerging Technology	3
EDT 504	Integrating Technology into Differentiated Settings	3
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
EDDI 505	Introduction to Differentiated Instruction	3
EDDI 585	Integrating Technology in the Differentiated Classroom	3
TESL 590	Foundations of Bilingual Education	3
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 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** 3 Credits
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: Either Fall or Spring and each Summer.
- EDA 610 School Law** 3 Credits
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: Either Fall or Spring and each Summer.
- 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 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: Either Fall or Spring and each Summer.
- EDA 625 Instructional Program Design** 3 Credits
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: Either Fall or Spring and each Summer.
- EDA 630 School Personnel Administration** 3 Credits
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: Either Fall or Spring and each Summer.
- 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: Either fall or spring and each summer.
- EDA 645 Contract Negotiations and Strategic Financial Planning** 3 Credits
In most public school districts throughout New York State, 70% or more of the budget is related to personnel and benefits. Whether you are the lead negotiator or projecting the financial impact in the background, the role of a School Business Official is crucial to negotiations and how the decisions made today affect a District's financial health in the future.
Prerequisite: none.
Offered: every summer.
- EDA 650 The Principalship** 3 Credits
This course will provide an overview of the 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: Either fall or spring and each summer.
- 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: Either fall or spring and each summer.
- EDA 665 School Business Operations** 3 Credits
The role of a School Business Official expands well beyond finance. Transportation, food service, facilities and technology are oftentimes the responsibility of an SBO. This course is designed to dive into the operational aspects of the position which go far beyond budgeting and finance.
Offered: every summer.
- 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: either fall or spring and each 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: either fall or spring, and each summer.