

TABLE OF CONTENTS	iv
Signature and Program Information Page	i
APPLICATION FOR APPROVAL OF A PROGRAM LEADING TO CERTIFICATION AS	
A SCHOOL BUILDING LEADER	2
52.21(c)(1)(i) Identify all entities collaborating with the institution	2
52.21(c)(1)(ii) Provide a statement of the program's conceptual framework	7
52.21(c)(1)(iii) Describe the program's formal, external relationships and how they serve the purposes identified in (iii).	18
Describe how the program will ensure that candidates have the required statutory preparation upon program completion.	19
52.21(c)(2)(ii) State the admission requirements for the proposed program.	20
State the projected full-time equivalent enrollment for the coming fall semester.	21
State the maximum full-time equivalent enrollment possible for the fall semester five years from this coming fall, given the projected program capacity at that time.	21
52.21(c)(2)(iii) State the program's policy with regard to credit for prior learning.	22
52.21(c)(2)(iv) Describe how the program will ensure that each specific content requirement, (a) through (l), is met by each candidate.	24
List of all required courses in the program	31
Courses will be offered	33
Describe resources that directly support the program.	37
52.21(c) (v) Describe the program plans for the leadership experiences	41
52.21 (c)(2)(vi) State the program requirements for completion and for recommending candidates for initial certificates.	46

52.21(c)(6)(i) Describe the institution's procedure and schedule for regular evaluation	48
Describe how evaluations are considered for making program improvements.	49
52.21 (c)(6)(i) Identify the accrediting body selected by the institution	52
Part-Time or Adjunct Faculty Affiliated with the Proposed Program	3
References	4

**INSTRUCTIONS FOR REQUESTING REGISTRATION OF PROGRAMS LEADING TO
CERTIFICATION IN EDUCATIONAL LEADERSHIP
BASED ON 8NYCRR 52.21(c)**

To enroll new candidates on or after September 1, 2004, in any program leading to certification as a school building leader, school district leader, or school district business leader, institutions will need to apply to the Department's Office of College and University Evaluation (OCUE) by **May 7, 2004**, for program registration based on meeting the new standards adopted by the Regents on July 17, 2003, in subdivision 52.21(c) of the Commissioner's Regulations. For this purpose, please use one or more of the four attached leadership application forms, and include a *Signature and Program Information Page* with each application. Programs meeting the new standards will be registered as leading to initial or professional certificates.

Before September 1, 2004, the Department will finish the review of complete applications received by May 7, 2004. Programs achieving registration must also achieve accreditation by December 31, 2013, by a professional education accrediting association or the Regents.

Effective **September 1, 2004**, institutions should not enroll new candidates in programs that lead to provisional or permanent certificates as school administrator and supervisor (SAS), school district administrator (SDA), or school business administrator (SBA). By **September 1, 2006**, candidates enrolled in such programs will need to complete those programs and apply and qualify for their certificates. **No provisional or permanent certificates (SAS, SDA, or SBA) will be issued with an effective date later than September 1, 2006**, and the Department will remove programs leading to those certificates from the Inventory of Registered Programs at that time.

The complete application, including the Signature and Program Information Page signed by the President or Chief Academic Officer, needs to be received by **May 7, 2004**, in the Office of College and University Evaluation, State Education Department, 5th floor, North Mezzanine, Albany, NY 12234. OCUE needs to receive SUNY proposals by that date from the SUNY System Administration, and CUNY proposals by that date from the CUNY System Administration.

The application forms and a guidance document are also available on the Department's Web site at www.highered.nysed.gov/OCUE/. For additional information, please contact the Office of College and University Evaluation at (518) 474-1551.

Note: If an educational leadership program for provisional or permanent certification is not currently registered for this campus, additional information will be needed. Please call the Office of College and University Evaluation, (518) 474-1551, for assistance.

TABLE OF CONTENTS
From NYSED

	Page No.
Signature and Program Information Page (include with each application)	
 <u>Applications</u>	
Application for Approval of a Program Leading to Certification as a <i>School Building Leader</i>	1-6
Application for Approval of a Program Leading to Certification as a <i>School District Leader</i>	7-12
Application for Approval of an <i>Alternative Program</i> Leading to Certification as a <i>School District Leader</i>	13-19
Application for Approval of a Program Leading to Certification as a <i>School District Business Leader</i>	20-24
 <u>Attachments</u>	
Table of Full-Time Faculty of Institution Affiliated with the Program	
Table of Part-Time Faculty Affiliated with the Program	

Signature and Program Information Page
Complete for all programs proposed for registration with this application.
Attach additional, signed pages if necessary.

Title of Program	Award	Certificate(s)/Extension(s)	Certificate Type	Title of Program to Be Replaced, if any (from IRP)*	Award (from IRP)	Certificate(s)/Extension(s) (from IRP)	Certificate Type (from IRP)	HEGIS Code No. (from IRP)	Program Code No. (from IRP)
Example: School Building Leadership	M.S.	School Building Leader	Initial/Prof	School Administration and Super-vision	M.S.	Administrator and Supervisor	Prov/Perm	0827.00	12479
Educational Leadership	MSEd	School Building Leader	Initial/Prof	School Administration and Supervision	M.S. Ed.	Administrator and Supervisor	Prov/Perm	0828	

* IRP stands for the Department's Inventory of Registered Programs, which is sent to each institution annually. Any program leading to a provisional/permanent certificate will be removed from the Inventory of Registered programs (IRP) effective September 2, 2006. All students enrolled in a program that will be discontinued on that date will need to have completed the program or transferred to a registered program on or before that date.

Name and Title of Chief Academic Officer: **Weldon, Jackson, Provost and Executive Vice President**

Institution/Branch Campus: Manhattan College

Signature of Chief Academic Officer: _____

Date: _____

Name and Title of Contact Person: Sr. Remigia Kushner, Professor of Education

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**APPLICATION FOR APPROVAL OF A PROGRAM LEADING TO
CERTIFICATION AS A SCHOOL BUILDING LEADER**

(regulatory language in italics; proposed amended language in parentheses)

52.21(c)(1) General Requirements for All Programs Preparing Education Leaders.

I. Program providers. Programs for the preparation of education leaders shall be graduate programs offered by institutions of higher education, or by institutions of higher education collaborating with school districts or with educational or leadership associations.

Q: What is a "formal" relationship with practitioners and scholars in the field of education and in other fields?

A: Preparation programs should initiate collaborations that enhance the learning of aspiring leaders. Programs may create partnerships with other schools/departments in their institution, K-12 districts in their region, the business community, and others. These partnerships might take the form of advisory committees, regional leadership preparation consortia, review boards, etc. Partnerships must extend beyond placing students in leadership experiences.

52.21(c)(1)(i) Identify all entities collaborating with the institution of higher education in providing this program. What are the program-related responsibilities of each?

Manhattan College is the **principal provider** of the graduate program that prepares school leaders since first beginning in 1973 to offer courses toward the Master of Science Degree in School Administration and Supervision. The college was established by the Brothers of the Christian Schools. Members of the community held leadership positions in schools and dioceses throughout the metropolitan area. Participants in the degree program were from K – 12 schools in the Yonkers Public Schools, other Westchester and Putnam county public schools, the NYC Schools of the Bronx, Manhattan, Staten Island, Brooklyn, and Queens; Schools of the Archdiocese of New York (ANY), and the Dioceses of Brooklyn and Rockville Centre. Participants have also come to Manhattan College from New Jersey, Connecticut, and other states.

As a result, the Brothers **initiated collaboration** and relationships with these entities that continues to the present, and have been extended through continuing collaboration with graduates and other members of school, district, and diocesan offices in the tristate area. Alumni of Manhattan's School Leadership program now hold leadership positions in schools and central offices throughout these and other entities that extend beyond the metropolitan area. In these positions, they have responded positively to requests that include accepting **responsibility** for membership on Advisory Councils, planning projects, program evaluation, and program improvement.

Other collaborations include:

- The **Center for Learning Leaders**, a regional network of potential and practicing administrators, which has existed at Manhattan College since the late 80's, invites **collaboration** that includes but is not limited to:
 - Advisors and consultants from the business world with expertise in Strategic Planning, Total Quality Management, and Management of not-for-profit institutions who accept **responsibility** for suggesting improvements to course content and practical application of learning.
 - Membership on the Advisory Council for the Graduate Program in School Leadership
 - Presentations for course work.
- The Catholic School Administrators Association of NYS (CSAANYs) has **collaborated** since the early 90's with the School Leadership Program at Manhattan College with **responsibility** for providing content, course work, and professional development for aspiring and practicing administrators of independent or private schools that do not belong to specific dioceses.
- Current **collaboration** with NYC schools has modified somewhat because of the current restructuring efforts. Relationships continue to exist, however, with individual school principals and individuals in what were previously School District Offices. In these **collaborations**, individuals accept **responsibility** for
 - Mentoring interns
 - Evaluating and suggesting improvements to Manhattan's internship program
 - Providing single issue site visits that **enhance the learning of aspiring leaders** with practical application of course content
- **Collaboration** with NYC public schools and with the schools of the Archdiocese of New York **that enhances the learning of potential administrators**, takes a variety of forms:
 - School and central office personnel mentor aspiring leaders and provide site visits that **extend beyond placing students in leadership experiences**.
 - Personnel from these institutions are members of the Center for Learning Leaders (CeLL), the regional network of practitioners who consult, advise, and contribute to the School Leadership Program
 - Make presentations at seminars for aspiring principals,
 - Conduct mock interviews,
 - Review and evaluate portfolios,
 - Provide information about the characteristics of successful applications for leadership positions in their districts,
 - Allow site visits to view programs related to community and academic intervention services;
 - Conduct courses and/or make presentations during courses.

Additional collaborations that **enhances the learning** of potential school leaders **have been initiated** by Manhattan College. For example:

- The Academy of Learning Leaders (A.L.L.), an offshoot of Manhattan's Center for Learning Leaders (CeLL), is a partnership developed with and for Yonkers Public Schools as a means of identifying aspiring candidates for leadership positions in the Yonkers Public Schools. In collaboration with Manhattan College, **YPS** has **responsibility** for:
 - Inviting recommendations of current principals for candidates with leadership potential;
 - Acquiring, screening, and accepting applications of A.L.L. candidates; and
 - Recommending candidates for acceptance into Manhattan's school leadership program.
 - Contributing to tuition (depending on funding sources) for the candidates. **Manhattan College** offers a **tuition reduction** to these candidates.
 - Conducting monthly meetings planned and conducted in cooperation with Manhattan College and staffed by both college and staff of the Superintendent's office.
 - Inviting speakers from the YPS that include practicing principals, who form a panel related to specific issues in school management, budget, scheduling, to mention a few.
 - ⊖ Including candidates from Manhattan College School Leadership program who are not from Yonkers, to participate in the monthly meetings

Other **collaborations** exist in the form of advisory councils at Manhattan College:

1. The Graduate Education Council (GEC) **meets monthly**, includes faculty from Special Education and Counseling programs at Manhattan College and has **responsibility** for
 - matriculation review,
 - requirements for success in Graduate School,
 - course requirements,
 - expectations for graduate study
1. The Graduate Administration Advisory Council (GAAC) **meets once per semester including the summer** so that summer faculty participate, includes practicing administrators from the public and private sector, School Leadership faculty, current and former members of District Offices and has **responsibility** for
 - presenting the wider needs of the schools and districts for consideration in placements
 - advise regarding content of course work and

- suggest suitable activities and locations for internships.
1. The Graduate Education Advisory Council (GEAC) **meets annually** and includes members of the business community, special educators at the district and school level, school counselors, graduates of Manhattan College with **responsibility** for
 - suggesting improvements to the program based on changing needs in their job responsibilities
 - assessing program effectiveness
 1. The Consultors Group for the Schools of Arts, Science and Education **meets three times per year** and includes alumni and friends of the college with **responsibility to**
 - advise the schools of Arts, Science, and Education at Manhattan College regarding contemporary educational challenges,
 - long range planning,
 - recruitment and retention strategies,
 - define mission and goals,
 - focus on career opportunities and internships for MC students,
 - meet the challenges of keeping curriculum current and relevant, without sacrificing the traditional commitment to values that MC promotes and cherishes, and
 - maintaining the high standards that characterize a Manhattan College education.

Other associations such as the Hudson Valley Women Administrators and the Yonkers Administrator Council will have no formal program responsibilities; however, they will continue to contribute to the school leadership program at Manhattan College through their invitations to aspiring administrators to participate in meetings, attend lectures, and participate in organizational functions.

Future Plans currently **underway** include:

- more formal and consistent **intra-school collaboration** with the Graduate Program in School Counseling and the School of Business at Manhattan College with **responsibility** for:
 - course content,
 - human relations,
 - managerial expertise,
 - budget, finance, fiscal accounting,
 - ethics, responsibility, integrity.
- **Expansion** of the Center for Learning Leaders to make this consortium representative of the various stakeholders who are served by Manhattan College Graduates. Invited members have agreed to accept **responsibility** for:
 - Reviewing the competencies of candidates for certification

- Participating in twice yearly exhibits of student competencies
- Portfolio review and evaluation

(ii) Conceptual framework. Programs shall demonstrate a commitment to:

(a) *Preparing candidates to be education leaders who understand child and adolescent development and learning and who focus on student achievement, including meeting State learning standards;*

(b) *Recruiting candidates from groups historically underrepresented in educational leadership; and*

(c) *Preparing candidates to be education leaders who demonstrate the following nine essential characteristics of effective leaders:*

(1) *Leaders know and understand what it means and what it takes to be a leader.*

Leadership is the act of identifying important goals and then motivating and enabling others to devote themselves and all necessary resources to achievement. It includes summoning one's self and others to learn and adapt to the new situation represented by the goal.

(2) *Leaders have a vision for schools that they constantly share and promote.*

Leaders have a vision of the ideal, can articulate this vision to any audience, and work diligently to make it a reality. Leaders also know how to build upon and sustain a vision that preceded them.

(3) *Leaders communicate clearly and effectively.*

Leaders possess effective writing and presentation skills. They express themselves clearly, and are confident and capable of responding to the hard questions in a public forum. They are also direct and precise questioners, always seeking understanding.

(4) *Leaders collaborate and cooperate with others.*

Leaders communicate high expectations and provide accurate information to foster understanding and to maintain trust and confidence. Leaders reach out to others for support and assistance, build partnerships, secure resources, and share credit for success and accomplishments. School leaders manage change through effective relationships with school boards.

(5) *Leaders persevere and take the "long view."*

Leaders build institutions that endure. They "stay the course," maintain focus, anticipate and work to overcome resistance. They create capacity within the organization to achieve and sustain its vision.

(6) Leaders support, develop and nurture staff.

Leaders set a standard for ethical behavior. They seek diverse perspectives and alternative points-of view. They encourage initiative, innovation, collaboration, and a strong work ethic. Leaders expect and provide opportunities for staff to engage in continuous personal and professional growth. They recognize individual talents and assign responsibility and authority for specific tasks. Leaders celebrate accomplishments. They identify recruit, mentor, and promote potential leaders.

(7) Leaders hold themselves and others responsible and accountable.

Leaders embrace and adhere to comprehensive planning that improves the organization. They use data to determine the present state of the organization, identify root cause problems, propose solutions, and validate accomplishments. Leaders respect responsibility and accountability and manage resources effectively and efficiently. They require staff to establish and meet clear indicators of success. Leaders in education also know and understand good pedagogy and effective classroom practices and support sustained professional development. They recognize the importance of learning standards and significance of assessments.

(8) Leaders never stop learning and honing their skills.

Leaders are introspective and reflective. Leaders ask questions and seek answers. Leaders in education are familiar with current research and best practice, not only in education, but also in other related fields. They maintain a personal plan for self-improvement and continuous learning, and balance their professional and personal lives, making time for other interests.

(9) Leaders have the courage to take informed risks.

Leaders embrace informed, planned change and recognize that everyone may not support change. Leaders work to win support and are willing to take action in support of their vision even in the face of opposition.

52.21(c)(1)(ii) Provide a statement of the program's conceptual framework that includes an indication of the program's commitment to (a), (b), and (c) above.

The philosophy of the **Graduate School of Education** is directly related to the Mission of the College, as found in the 02-04 graduate catalog (p. 8), where it is stated that "the College is founded upon the LaSallian Catholic tradition of excellence in teaching, respect for individual dignity, and commitment to social justice" The mission of Manhattan College is to provide a contemporary, person-centered educational experience characterized by high

academic standards, reflection on values and principles, and preparation for a life-long career.” The Graduate School of Education proclaims an additional goal “to prepare self-directed, reflective, scholarly professionals dedicated to the highest standards for themselves and those they serve” (p. 22).

Flowing from the above, the mission of the **Graduate Education Program in School Leadership** is to prepare and collaborate with educational professionals at all levels to provide in schools, a quality education for every student, that is based on and grounded in lasting principles of excellence, dignity and inclusion, and is delivered in a supportive environment. This mission is elaborated in the document, *A Model for A Mission*. It states in the introduction: The school leader is a Learning Leader®, one who leads learning in the classroom, the school, the district, and who is constantly learning to lead better so that there will be more learning for more students, in more ways, more of the time.

The Graduate Education Program in Educational Administration and Supervision is grounded in a **conceptual framework** based on theories, concepts, principles, and practices of **constructivism, communities of practice, and adult learning**.

Constructivism emphasizes the active role of the learner in building understanding and making sense of information; focuses on intelligence, domains of objectives, levels of knowledge, and reinforcement; and, assumes that learners construct their own knowledge on the basis of interaction with others and the environment. A constructivist approach is based on the assumptions that knowledge is constructed:

Physically by learners involved in active learning

Symbolically by learners making their own representations of action

Socially by learners who convey their meaning making to others

Theoretically constructed by learners who try to explain things they don't completely understand (Ryder, 2003).

Constructivist approaches can help students understand their own metacognitive processes; make them aware of their own role in constructing knowledge; and stresses the importance of understanding the knowledge construction process. In this way, students will be aware of the influences that shape their thinking; will be able to choose, develop, and defend positions in a self-critical way while respecting the positions of others, critical skills for a school leader who needs courage and consideration.

The assumption that learning is constructed by active involvement is the basis of the view most closely aligned with the Graduate Education Program in School Leadership at Manhattan College. It is that of developing the active engagement of constructivism to **communities of practice**, a theory proposed by Lave and Wenger (1991) that locates the source of knowledge in the

interaction between learners, the environment, and **legitimate peripheral participation**. Lave and Wenger mean this to imply that “learners . . . participate in communities of practitioners and that the mastery of knowledge and skill requires newcomers to move toward full participation in the sociocultural practices of a community” (Lave and Wenger, 1991, p. 29).

Another component of communities of practice, **cognitive apprenticeship**, is a method of learning gained primarily when learners are taught the processes that experts use to handle complex tasks. The focus of this learning-through-guided-experience is on cognitive and metacognitive skills, rather than on the physical skills and processes of traditional apprenticeships. Applying apprenticeship methods to largely cognitive skills requires the externalization of processes that are usually carried out internally. Observing the processes by which an expert listener or reader thinks and practices these skills can teach students to learn on their own more skillfully (Collins, Brown, Newman, 1989, p. 457-548).

Practice that flows from the concept of **cognitive apprenticeship**, is one based on the consideration that learning to take place, not as “some independent process that just happened to be located somewhere; [but rather], as an integral part of generative social practice in the lived-in world” (Lave and Wenger, 1991, p. 35). With this as background, learning to lead requires learning with others who are practitioners in situations where potential administrators can gain knowledge, practice leadership publicly, reflect on and modify their own leadership behaviors. **Legitimate peripheral participation**, as does constructivism, emphasizes:

- Solving real-life, practical problems
- Cooperative rather than solely individual, competitive, or independent work;
- A focus on projects requiring solutions to problems rather than on instructional sequences that require *only* [emphasis added] learning of certain content skills.

Theories of adult learning promote the needs of the adult learner. The work of Knowles (1980) forms the basis of study about the adult learner. A proposed conceptual framework from the work of K. Patricia Cross actually predated Knowles (Cross, 1971, 1976; Cross, Valley, & Associates, 1974; Gould & Cross, 1972). While Cross’s work focused on non traditional learners, several points are salient to the **conceptual framework** at Manhattan College, particularly with reference to **recruitment and learning experiences for underrepresented minorities**. These include Cross’s findings that

- individuals’ perceptions about their capacity for success influences their motivation to participate; Cross’s belief that

- certain personality types [extrapolated to include members of certain cultures and **underrepresented minorities**] are difficult to attract to education because of low self-esteem;
- participation and anticipated learning outcomes are related;
- concerns about meeting needs for security and safety sometimes mitigate against seeking to satisfy needs for achievement and self-actualization; and,
- expectations of reward are important to motivation, rewards that are incongruent with the current state of affairs in the principal's position, when compared with an experienced teacher's position.

Theories about adult learners that are taken into consideration in planning and conducting **teaching and learning strategies** that respond to needs and preferences of the adult learner. Among them are **assignments** that

- have a clear purpose;
- encourage participation;
- provide opportunities for interactive learning with peers;
- provide individualized instruction where appropriate;
- provide appropriate opportunities to explore experiences;
- assume a collaborative approach;
- provide ample challenge;
- provide opportunities for and require responsible self-direction;
- encourage and provide flexibility; and
- encourage and expect individuality in application of learning.

Because adults vary tremendously in how they acquire knowledge, the **structure of learning experiences** at Manhattan College takes into account that those adults:

- prefer flexible schedules that respond to their own time constraints;
- learn better when learning is individualized;
- prefer face-to-face learning rather than learning through the use of video or audio communications;
- derive benefits from interactional activities with others who differ in age, level of experience, and professional preparation.

Based on theories of adult learning, the **learning climate** at Manhattan College is one that includes adult learners' needs for

- an atmosphere of mutual helpfulness and peer support;
- a sense of trust and acceptance that facilitates risk-taking;
- a sense of invitation to express views and remain open to the views of others;
- includes learners' expectations in the learning environment and
- accommodates them in instruction and activities;

The **focus of learning and teaching-learning strategies** accommodate adult learners who

- derive the greatest benefit from instructional methods that assist them in processing their experience through reflection, analysis, and critical examination, a component of **constructivist** learning;
- value teaching methods that increase their autonomy;
- are motivated by practical how-to learning; and
- value problem solving and cooperative learning; benefit from active participation in the learning process (Stroot, S. Keil,V, *et. al.*, 1998).

52.21(c)(1)(ii)

The program in school leadership based on this conceptual framework demonstrates a commitment to preparing candidates to be education leaders who

(a) understand child and adolescent development and learning, who focus on student achievement, including meeting State learning standards, and who, understanding their own developmental processes:

- know, respect, and apply concepts, principles, and processes of **child and adolescent development**;
- are open to enhancing that understanding from the point of view of a learning leader; and,
- give evidence of having used that knowledge to help children and adolescents meet state standards.

These candidates present these qualities in ways that include, among others:

- they are recommended by colleagues and superiors as having potential for leadership based on leading from their current positions
- they have successfully produced student growth over time
- they demonstrate knowledge and the capacity to apply State Standards
- they successfully complete course work that demonstrates their competence to apply developmentally appropriate practice to
 - elementary, middle, and secondary schools;
 - in the organization, administration and supervision early childhood, middle and high school, math and science programs,
 - curriculum development and adaptation,
 - assessment and supervision

The program in school leadership based on this conceptual framework demonstrates a commitment to preparing candidates to be education leaders who:

(b) are members of historically underrepresented groups in educational leadership by:

- recruiting such candidates via relationships with collaborating partners who form **communities of practice** in the widely diverse community that is metropolitan NY.
- relationships with practicing administrators of schools with minority students and teachers
- Potential Administrator Invitationals (PAI) with special emphasis on nomination of historically underrepresented minorities;
- participation and, in some cases, membership in organizations that encourage minorities, especially women to take leadership positions (e.g., Hudson Valley Women Administrators, Spanish Progress Foundation)

The program in school leadership based on this conceptual framework demonstrates a commitment to preparing candidates to be education leaders who possess or

(b) demonstrate the **nine essentials for school leaders**.

This commitment influences the admissions process by:

- Requiring candidates for admission to give evidence of their potential in these areas.
- Requiring letters of recommendation for admission from members of the candidate's community of practice attesting to their potential for leadership based on past success.

The commitment to preparing educational leaders who demonstrate the nine essentials of school leaders in NYS is illustrated in the preparation program by:

- Providing learning experiences that flow from the underpinnings of constructivism, communities of practice, and adult learning theory
- Providing instruction that
 - organizes and orients resources, experiences, and activities,
 - so that learning takes place within a context that permits participants to set goals, reflect on personal characteristics that help or hinder the accomplishment of personal and professional goals;
 - permits collaboration within the formal learning setting, and
 - requiring leadership by applying concepts, theories, principles and practices "back home;" (Roblyer, Edwards, and Havriluk, 1997, p. 70; Kushner, 1997.)
- Coaching and observing students while they carry out administrative tasks, offering hints, feedback, modeling, reminders, consultation, additional practice, etc. that
 - permits them to persevere in the process of accumulating evidence that their vision of leadership is accomplished;
 - requiring reflection on the success of internship activities based on collaboration and consultation with colleagues and superiors;

- providing experts in the field to be presenters and site visit coordinators to help aspiring leaders recognize the need to persist in accomplishing and sustaining a vision for learners;
- Providing assignments that permit and require aspiring leaders to
 - articulate their vision of leadership and learning, their vision for the organization, and their vision for personal growth over time;
 - acquire knowledge to use for reasoning and problem-solving processes to achieve learning outcomes for themselves and those under their care

The commitment to prepare educational leaders who possess the **nine essentials for school leaders** in NYS is evident in the requirements placed on candidates for the degree by:

- Requiring students to analyze the congruence of their intended learning with their actual learning
- Involving students in a mode of problem solving and exploration of alternatives, critical to leadership if they are to demonstrate the competence to frame questions, and constantly seek understanding. (Collins, Brown, Newman, 1989, 481-482).
- Requiring participants to have the courage to risk practicing leadership publicly within their spheres of influence; to persist in creating ways that support collaboration of others with their requests
- Requiring interns to seek and acquire a sponsor for their internship, someone from the community of practice who will attest to potential for success
- Requiring interns to contribute an area of their expertise to the sites where they will practice leadership. Doing so will require consultation and collaboration at the local level to design programs based on local level needs. These may include: technology, parent relations, improving student attendance, staff development, and standards-based teaching and learning, etc.

This commitment is of long standing at Manhattan College. Another illustration of this commitment is the conceptual framework that provides the underpinning and guidance of the School Leadership Program at Manhattan since the inception of the program.

During the late nineties, the current Program Director, as a sabbatical activity, created the document, *On Being a Learning Leader* that formed a User Guide for current and potential candidates for the Master of Science Degree in School Leadership. One section of the Guide is submitted here to illustrate the commitment of Manhattan College to **prepare candidates who demonstrate the nine essentials for school leaders in NYS.**

On Being a Learning Leader

The basics

This program of study is different from courses with learnings determined solely by the instructor and with success measured largely by reporting on a test or in a paper only that presented by the instructor as essential. Based on the belief that the educational enterprise is challenged and impacted continually by global, economic, technological and social changes, course work is framed within historical, global, systemic perspectives. The challenge for those who provide leadership in the home, the classroom, the cafeteria, the playground, the school, the district, the state, the region is to engage in a never ending process of learning to lead better to be able to lead learning at all levels of the educational enterprise.

A hoped-for outcome is internalization that we lead others by leading ourselves. Leading others means taking responsibility for some facet of the journey: leading with others to transform the school into a supportive environment that promotes, encourages, and enhances learning for all stakeholders. It means engaging with others to make a living in a way that has meaning and dignity, that seeks connections, that endows members with a capacity for creating a desired future, their legacy.

The central purpose of the program is to help learning leaders -- those who lead learning in the classroom, the school, the district, and who constantly are learning to lead better -- to actualize their mission of providing a quality education, based on and grounded in lasting principles and delivered in a supportive environment.

On Being a Learning Leader

A framework

All courses in the program for school leaders are based on and conducted to model certain principles, concepts, and understandings. This is not to imply that classes are identical to each other. The frameworks are hypotheses. To the extent that they are present as components of the courses, the more likely it is that learnings can be applied to the "real world."

Candidates for the Master Degree, Professional Diploma (PD), and Professional Diploma in Advanced Leadership Studies (PD-ALS) will give evidence that they know and are able to apply these frameworks to their current position by completing course work at an appropriate graduate level, making application "back home," sharing learning about successes and failures in synthesizing knowledge into practical applications that result in "more learning for more students in more ways more of the time," [the mantra for learning leaders at Manhattan College].

The following section illustrates the long time commitment of the School Leadership Program at Manhattan College that is conducted to help candidates for school building leadership realize their responsibility to:

- give evidence that they know and are able to apply these frameworks to their current position by
- completing course work at an appropriate graduate level,
- making application "back home,"
- sharing learning about successes and failures,
- synthesizing knowledge into practical applications that result in "more learning for more students in more ways more of the time."

And, from *On Being a Learning Leader*, the responsibility to:

1. Include a broad spectrum of learners. The more differences there are in the knowledge and skill level of the class participants, the more reality based learning skills for leadership might be. The program in school leadership permits participants to begin courses at any point in the sequence. This is essential so that "those in the know" will have the opportunity to practice a necessary skill for leading in any school: integrating new timers into the culture and belief system of the school. Learning with and from colleagues who represent a continuum of knowledge and experience offers "slices of reality" valuable for leading self and others. Therefore, all who come are participants regardless of prior knowledge, experience or position of authority / leadership. This encourages diversity and variety of perception and experience, permits sharing the view from the top and the bottom, lessens hierarchy, creates in the classroom, a microcosm of the real world, and gives opportunities to see what leadership looks from all levels of the system.

Success in this area will demonstrate potential for Essential (1), (3), (4), (6), (8)

2. Recognize everyone as a resource. At the level of graduate study, participants are beyond being students. They are owners of experience, knowledge and skills gathered simply by living. They come with dispositions, a world view, and a frame of reference of occupants of the real world. As a result, each person is a resource and contributes to the group's learning. Learning experiences are organized to use actual experience as content and action learning.

Success in this area will demonstrate potential for Essential (1) (4) (6)

3. Acquire and transmit knowledge as a by-product of the process. Textbooks contain answers. Without important questions on which to hang those answers, the information can be sterile and academic. We believe that we write the textbook based on our need to learn and apply knowledge. Classes are

conducted and learning experiences designed to produce examples, experiments and learnings that add to the body of knowledge contained in textbooks.

Success in this area will demonstrate potential for Essential (8), (9)

4. Focus on learning to lead from the position they hold and not wait to get the position you aspire to before beginning to lead. Learning has been variously described as a change in behavior or the acquisition of useful programs. If this is so, then learning to lead means there should be some proximate payoff. Leadership means influence, offering others information with which they can change their minds and behavior. There are describable, imitable, applicable elements of Learning Leadership: knowledge, skills, and dispositions that result in leadership. There are distinctions as well as relationships between and among power, position, authority and leadership. While related to and sometimes included in each other, they are not synonymous. Integrated with mission, responsibility and accountability, these are factors that contribute to an understanding of what it means to be a leader and to have the courage to lead from one's sphere of influence.

Success in this area will demonstrate potential for Essential (1) (2) (3) (4) (7) (9)

5. Create conditions based on people wanting to belong to something larger than themselves. Course participants, including the instructor, guest speakers, resource personnel belong to that something larger, a collection of cells, that grow and differentiate and aggregate to perform a life giving, life preserving function in the system of which this program and class is a part. Learning must be shared and extended beyond the formal classroom setting so it can be used by all stakeholders in the educational enterprise. It must be preserved, shared, and reflected upon, individually and collectively and shared as well with those not present in this class. Sharing learning promotes consciousness of belonging to the something larger, a supportive environment for a learning organization.

Success in this area will demonstrate potential for Essential (1), (2), (4), (5),

6. Lead others by leading themselves. We can be our own laboratory for verbalizing our mission, setting goals, creating strategies and developing skills for time management, making and keeping promises, being a disciple of principles and teachings that will require me to be oriented toward excellence (wanting always to surpass a personal best), to choose those behaviors and participate in those activities that enhance dignity (mine own as well as others) rather than diminish it, and those that draw people together rather than separate them, discriminate against them, categorize or stereotype them. When [the individual] can lead self to follow these principles, practice and skill [will have been gained] to use in leading others and with others to create the learning

organization. Practicing self-leadership, developing skill for dialogue, listening, communication, accepting responsibility and practice sharing perceptions, learning to differentiate conflict from difficult people and situations, enhancing personal dignity by understanding, setting and appropriately defending boundaries.

Success in this area will demonstrate potential for Essential (1), (5), (9)

7. Practice leadership publicly. Learning to lead requires practice and courage. Included in that practice is communicating mission, vision, leadership, skill, trustworthiness. It influences strategy, instruction, organizational development and political and social interaction. Practice means making presentations, leading groups, developing workshops, writing grants, and teaching. Internship activities become integral components of formal course work, rather than isolated from the discussion, reflection, correction provided by the classroom setting used to diagnose and prescribe.

Success in this area will demonstrate potential for Essential (1), (3), (7), 8)

Future Updates of the document, *On Being a Learning Leader*, promote clearly NYS's vision for preparing educational leaders. Particular attention will be paid to assessing aspiring leader outcomes in acquiring the knowledge, skills, and dispositions related to the essentials of school leaders in NYS.

(iii) External relationships. Programs shall establish and maintain formal relationships with distinguished practitioners and scholars in the field of education and in other fields, such as business or the professions, for the purposes of program development, leadership preparation, program evaluation, and program improvement.

52.21(c)(1)(iii) Describe the program's formal, external relationships and how they serve the purposes identified in (iii).

The Graduate Program in School Leadership in the School of Education at Manhattan College maintains formal **relationships** in the form of advisories and partnerships with the purpose of seeking counsel and advice for **program development, leadership preparation, program evaluation and improvement**. Among these are:

1. the Graduate Education Advisory Council (GEAC) comprised of **distinguished practitioners and scholars** in the field of **education, business, consulting**, USDOE, previous degree candidates, members of superintendents' offices, colleges, and others.
 - The GEAC meets annually to discuss topics related to the program development, leadership preparation, program evaluation, and program improvement.
1. The Center for Learning Leaders (CeLL), an affiliation of professionals who will assist in the development, evaluation, improvement of the leadership program, and with the determination of candidates' readiness for certification. **Future plans, currently underway**, to better achieve the goals of the reregistered program in School Leadership include
 - GEAC members will be invited to join the Center for Learning Leaders.
 - The responsibilities of CeLL will be expanded to include
 - suggestions for recruitment of candidates, including underrepresented minorities
 - mock interviews
 - portfolio review
 - interviews of candidates to determine readiness for certification, and the like.

Current members of CeLL include former representatives of the United States Department of Education (USDOE); members of the Yonkers Superintendents Office and Board or Trustees; college and university personnel both at Manhattan College and elsewhere; members of the Superintendents Office in the dioceses of NY, Brooklyn, Paterson, Lutheran Schools; practicing principals including graduates of Manhattan's school leadership program; consultants and business professionals; members of the Board of Directors of Manhattan College

1. Collaboration and partnership with NYC Public Schools are a special case. Given the current restructuring efforts in NYC, it is necessary to consider revisions in the current arrangements of partnership with personnel from the former Districts 6, 10, and 11. Future plans based on current partners will be modified to include appropriate personnel in the new structure.
2. Partnership with the Superintendent's office of the Yonkers Public Schools has resulted in a seminar series for identification and development of potential administrators. Potential administrators meet monthly at the YBOE. Presentations are made collaboratively by faculty from Manhattan and Manhattanville Colleges, YPS central office staff, practicing elementary and secondary principals of Yonkers Public Schools. While the emphasis is on the needs of the YPS, other potential administrators, from other public and private school districts who are taking graduate course work at Manhattan College are invited to participate in these sessions.

(iv) Other requirements.

(a) Programs shall ensure that candidates complete two clock hours of coursework or training in school violence prevention and intervention, in accordance with section 3004 of the Education Law.

(b) Programs shall ensure that candidates complete two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of sections 3003 and 3004 of the Education Law.

Describe how the program will ensure that candidates have the required statutory preparation upon program completion.

Participants shall receive:

- (a) two clock hours of coursework or training in school violence prevention and intervention
- (b) two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of sections 3003 and 3004 of the Education Law.

By means of:

Course work, (744, 740) internship seminar (748), presentations by experts, visits to schools to observe SAVE programs in operation, association with civic and parent organizations and social service providers; collaboration with the Graduate Program in School Counseling at Manhattan College for information related to the guidance and support of students.

Such study includes:

- *warning signs within a developmental and social context that relate to violence and other troubling behaviors in children;*

- *statutes, regulations and policies relating to a safe nonviolent school climate;*
- *effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the*
- *integration of social and problem solving skill development for students within the regular curriculum;*
- *intervention techniques designed to address a school violence situation; and*
- *effective school/community referral processes for students exhibiting violent behavior.*
- *Child abuse recognition and reporting*

52.21(c)(2) School Building Leader. Specific requirements for programs preparing candidates for the initial certificate as a school building leader (principal, housemaster, supervisor, department chair, assistant principal, coordinator, unit head, and any other person serving more than 10 periods per week of the assignment in an administrative or supervisory position, except school district leader or school district business leader).

(ii) Admission requirements.

(a) Programs shall require candidates to hold a baccalaureate from an accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees;

(b) Programs shall require candidates to possess a permanent or professional certificate in the classroom teaching service or pupil personnel service, or to demonstrate the potential for instructional leadership based on prior experiences that are evaluated using criteria established by the program and uniformly applied (This requirement will be clarified in a subsequent amendment to the Commissioner's Regulations); and

(c) Programs shall require candidates to demonstrate the potential to become education leaders possessing the nine essential characteristics of effective leaders as a result of their prior experiences, including experiences as a teacher, administrator, or pupil personnel service provider.

52.21(c)(2)(ii) State the admission requirements for the proposed program.
Those seeking admission to the Master of Science in Educational Leadership Program at Manhattan College

- (a) hold a baccalaureate degree from an accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees
- (b) (1) possess an initial or provisional or permanent or professional certificate in classroom teaching service or pupil personnel service,
(2) or give appropriate and acceptable evidence of potential for instructional leadership based on prior experiences that are

evaluated using criteria established by the program and uniformly applied*

*This requirement will be clarified in a subsequent amendment to the Commissioner's Regulations

- (c) demonstrate the potential to become education leaders possessing the nine essential characteristics of effective leaders as a result of their prior experiences, including experiences as a teacher, administrator, or pupil personnel service provider by means that may include, but need not be limited to: recommendations of current supervisor(s), colleague(s), .parents, and students; evidence of leadership, results of leadership efforts undertaken from the position held,

State the projected full-time equivalent enrollment for the coming fall semester.

FTE represents one student taking 9 credits per semester; generally the case only of those on sabbatical or engaged in full time study. At Manhattan College, the maximum recommended for those employed in full time positions is 6 credits per semester.

During the current academic year, there have been an average of 44 students enrolled in 72 courses. It is anticipated that this number will apply in Fall 04. The FTE for the current and Fall 04 semesters is calculated as follows:

44 students taking 72 courses x 3 credits per course (216) / 9 (for fte) = 24 FTEs.

State the maximum full-time equivalent enrollment possible for the fall semester five years from this coming fall, given the projected program capacity at that time.

A maximum class size of 30 for each of three courses is anticipated. The FTEs predicted for the F09 semester is calculated as follows:

30 students per course at 3 credits per course x 3 courses is 270 credits divided by 9 = 30 FTEs

(iii) Credit for prior learning. Programs may grant graduate credit for prior learning, as determined through assessment, and develop individual plans of study to assist candidates in acquiring all prescribed knowledge and skills. Programs shall state on a candidate's academic record all graduate credit that the program has granted for prior learning determined to be equivalent to a content requirement of the program.

52.21(c)(2)(iii) State the program's policy with regard to credit for prior learning.

MC will grant credit for prior learning in these cases:

1. If candidates possess a master degree upon acceptance into the school leadership program at Manhattan College, their transcripts will be annotated to show that 9 credits taken elsewhere have been applied to their leadership program. These nine credits will include

- 3 credits in research and
- 6 credits of appropriate graduate level course work

If these are not presented by the candidate, no such annotation will be made and the candidate will be required to take the necessary courses. **These candidates will receive the Professional Diploma** instead of the Master Degree based on the rationale that the same courses cannot be used for two master degrees. **Application for registration of the Professional Diploma will take place in the near future.**

1. Candidates who have participated in graduate studies that have not been credited toward a master degree may seek a waiver of course work. That is, up to six credits of appropriate graduate work may be credited toward the master degree if participants seeking a waiver of course work other than internship practicum:

- Apply for the waiver
- Give evidence of having met course requirements by showing that course and subject competencies have been met
- Give evidence of competencies in the waived area with evidence of improved student learning, organizational effectiveness, etc.
- Be recommended for the waiver by a supervisor, district, and/or other, college instructor, or appropriate personnel,

Ordinarily, up to six credits (2 courses) will be noted on the transcript. In addition, for those possessing a master degree who have taken a course in research, the transcript will be annotated with a waiver of research upon acceptance of a major paper or project done during MC course work related to content requirements for school leadership. Candidates approved for a waiver of research will be required to produce a major paper in an area and on a topic related to school leadership.

1. If candidates have previous experience related to the required hours of internship experience, the candidate's transcript will be annotated that Internship practicum is waived for appropriate experience.

Such candidates will provide evidence of administrative practice equivalent to that required of candidates who must participate in ED 748 Seminar in Administration and Supervision with the attendant 400 hours of administrative practice.

Such evidence includes, but is not necessarily limited to:

- Letters of recommendation from building and district supervisors
- Letters from colleagues and parents attesting to leadership abilities and accomplishments
- A portfolio of leadership activities related to administrative practice in the content areas (a) through (m).
- Evidence of improved standards based student learning resulting from those activities
- An organizational chart indicating areas of responsibility
- Others as required and deemed necessary

If the three credits that would be earned in research are needed for the degree, another appropriate course will be substituted.

(iv) Content requirements.* Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

(a) Develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards;

(b) Collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;

(c) Communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;

(d) Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:

- (1) curriculum development;
- (2) instructional strategies and the integration of technology;
- (3) classroom organization and practices;
- (4) assessment;
- (5) student support services, including the provision of services to students with disabilities (and students who are English language learners);
- (6) professional support and development;
- (7) succession planning;
- (8) student, family, and community relations;
- (9) facilities development; and
- (10) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school's students;

(e) Effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;

(f) Establish accountability systems for achieving educational goals and objectives;

(g) Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;

(h) Develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development;

(i) Create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;

(j) Establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives;

(k) Apply statutes and regulations as required by law, and implement school policies in accordance with law; and

(l) Maintain a personal plan for self-improvement and continuous learning.

*(m) *At the request of the Regents, an amendment to the content requirements will be advanced in Fall 2003 to add a requirement that candidates demonstrate knowledge and skills for building mutually beneficial collaborative relationships with social service and health service providers to meet the needs of students.*

52.21(c)(2)(iv) Describe how the program will ensure that each specific content requirement, (a) through (l), is met by each candidate.

(iv) Content requirements. Programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:*

Preamble: To prepare this section of the reregistration application, a process was undertaken to identify where content areas (a) through (m) were currently treated in course work, and which of the content areas needed to be enlarged, enhanced or included in course. To accomplish these identifications, instructors in the School Leadership Program, whether full time or adjunct, were given copies of content areas (a) through (m) and the nine essentials for school leaders in NYS. Instructors and were asked to indicate:

- which of content areas (a) through (m) were currently treated in their course(s), and
- which of content areas (a) through (m) might logically be integrated into their course work

The next step in the process was to identify which of content areas (a) through (m) still needed to be treated in course work. After the necessary adjustments were made, a matrix was developed of (a) through (m) content to show that **candidates would complete studies sufficient to demonstrate,**

upon completion, the knowledge and skills to perform content areas (a) through (m).

Participants will give evidence of possessing knowledge and skills necessary to perform content areas (a) through (m) by means that may include, but need not be limited to,

- successful completion of course work with a minimum of 3.0 cumulative GPA,
- leadership projects designed and conducted collaboratively with colleagues and administrators,
- oral, written, and graphic presentations that include appropriate **technology**,
- Exhibits of learning before experts, suggested solutions to “real life” problems submitted and judged by practicing administrators, etc.

The matrix of courses by content requirements made evident the courses where the necessary content of (a) through (m) is included.

Further elaboration on content areas (a) through (m) was accomplished by collating the content areas into logical groups, presenting related course content, and course numbers where appropriate.

- (a) Develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards*
- (b) Collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view and building understanding through direct and precise questioning*
- (c) Communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;*

The required knowledge and skills of content requirements (a), (b), and (c) are components of several courses. The topic of an **educational vision** is fundamental to ED 735, Educational Decision Making, Leadership, and Change; elaborated and included in other courses, that include but not limited to: 835 Proficiencies for Educational Leadership, 838: Evaluating Leadership Effectiveness.

The knowledge and skills required for **developing and meeting goals and objectives for the vision** are dealt with in courses related to curriculum and assessment. These courses treat the need for **developmentally appropriate practice for students with special needs, second language learners**, those in need of enrichment and challenge. Examples of such courses include: 745

Curriculum Development and Adaptation, 738 Evaluating School Effectiveness, 747 Supervision for the Improvement of Instruction, 746, 756, 757, 799, Organization, Administration and Supervision of Early Childhood, Reading, Math and Science, Special Ed Programs. Other courses are specific to Administration and Supervision of Middle and Secondary School Programs.

Communication and Collaboration are required in all course work. Participants are required to apply course concepts, theories, and principles “back home” in the form of study groups, internship projects, intensive study projects, and logged activities related to applying course content. These activities may include, for example, working with colleagues, parents, and other stakeholders. Master degree candidates are expected to give evidence of their competencies in their course portfolios, the internship portfolio, and the internship project.

All course work further requires **written and spoken** presentations of content related activities done in **collaboration** with colleagues “back home” and those in course work. This content is posted via Blackboard®, the internet based course delivery system used at Manhattan College. All MC graduate participants are expected to gain **technological skill** to access Bb at home and on campus. Manhattan College provides email to all registered students and all are expected to use this **technology** for communication. Instruction in the basic use of computer **technology** for course work as well as for professional use are given both in formal course work and in the many types of workshops available through programs at Manhattan College.

- (d) *Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:*
- (1) *curriculum development;*
 - (2) *instructional strategies and the integration of technology;*
 - (3) *classroom organization and practices;*
 - (4) *assessment*

Course participants are expected to learn **comprehensive, long-range planning** by engaging in learning activities in collaboration with school based colleagues and their mentors / sponsors, to apply course concepts, principles, and theories to action based activities “back home.” **Informed** by a variety of **data sources**, participants may be assigned a State of the School report based on a sources that may include, but need not be limited to: interviews with parents, students, graduates, colleagues, stakeholders; school report card, state and standardized test results, etc. Other requirements include developing year long, unit, and learning activity plans that are standards based, include collaboration with other teachers, librarians, and **technology** coordinators, and that integrate related subject matter, for example.

Participants are asked to **identify root causes** by identifying sources of dissonance between what is taught and what is learned by students. Course work requires participants to select school based problems or projects to which they **propose solutions**, suggest and **validate results** via the content of the course in which it is assigned. With a mantra of “more learning for more kids in more ways more of the time,” candidates consider what such a state looks like, what is required for its existence, what needs to be done to ameliorate whatever militates against it.

This is done through assignments that include, for example, observing students and / or teachers as part of an improvement of instruction course; defining areas in need of improvement in an organizational development course; creating and conducting study groups that focus on course content and relay “real world specifics” to course content in the formal graduate classroom.

Courses in which these topics are treated include ED 745 Curriculum Development and Adaptation, 738 Evaluating School Effectiveness, 747 Supervision for the Improvement of Instruction, 838 Evaluating Leadership Effectiveness, 835 Proficiencies for Leadership, 848 Standards Based Performance Assessment among others.

(5) Student support services, including the provision of services to students with disabilities (and students who are English language learners);

Course work at Manhattan College asks participants to consider how their learning in the formal setting of the college classroom will result in “more learning for more kids in more ways more of the time,” the goal of the leadership development program. “More kids” naturally includes those who are difficult to teach, those who are **English language learners**, those needing developmental accommodation.

While this application is generally considered in most courses, there are several courses that focus specifically on those with **disabilities** or other special needs including: ED 756 & 799, Organization, Administration, Supervision of Reading & Special Education Programs; 747 Supervision for the Improvement of Instruction; 738 Evaluating School Effectiveness. Internship topics, presentations, and site visits include those with a focus on **provision of services** for parents of students with special needs, services to the students themselves, and **community, health, and social service agencies** who serve this population.

(6) professional support and development;

(7) succession planning;

Professional support and development are treated in course work as a matter of helping aspiring administrators consider the teaching role of leadership.

They are encouraged to think of their “classes” as comprising school staff, for whom they have the responsibility of providing leadership toward accomplishing the school’s goal: “more learning for more kids in more ways more of the time.” They are taught that this can take the form of modeling, presenting information, including faculty needs in planning faculty meetings, and professional development activities.

The disposition to think of the leader’s role as replacing oneself by uncovering and discovering talent for leadership as a form of **succession planning** is encouraged in content that considers all in the school to be learners, and the need to distribute leadership throughout the daily running of the school.

Course that deal specifically with these topics include: ED 737 Staff Development and 760 Mentoring. Other courses treat the topic in a collateral way.

(8) student, family, and community relations;

Student, family, and community relations are part of all courses in school leadership, management, and evaluation. Course assignments require graduate students to interview parents, and students, and other stakeholders when doing assessments, creating mission statements, revising school philosophies, or conducting self-studies.

During the internship, presentations are made by practitioners related specifically to the **community** service arena that serves **families**; site visits are related to **family and community activities** that relate to collaborative home school partnerships. Course work requires consideration of the family’s role in student achievement of the standards. Middle school theory and practice focus on the essential component of parents as partners in the management of the successful middle school.

(9) facilities development; and

Facilities management and development are treated in course work generally from the point of view of the environment necessary for learning to take place. Seminar speakers and visits that are arranged to appropriate external sites focus on the topic of **facility management**. While this topic is included in concepts related to teaching and learning, evaluation, and supervision, there are several courses that deal specifically with this topic from a managerial and administrative perspective: ED 744 Managing the School, ED 839 School Finance, ED 741 Administration and Supervision; ED 841 & 842 Leadership, Administration, and Supervision of the Middle School & the Secondary School focus on **facilities management and development**.

(10) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school’s students;

Collaborative **planning for providing curricula and experiences for college students** is currently done in consultation with district personnel and with local level administrators to help master degree candidates develop appropriate internship activities to **enhance their own learning**.

To meet the requirement of (d) (10), **planning is underway** to collaborate with faculty of the teacher education program at Manhattan College to permit interns to **plan** with the **college** so they can be engaged in the process of **providing curricula and experiences for student teachers**. This enlarged collaboration will include activities at the internship site that help administrative interns be part of the **planning with Manhattan College for providing curricula and experiences for the college student teachers**. It will also **enhance the learning** of the intern as they participate in the in mentoring and guidance of student teachers.

While this is the prerogative of the school principal and the college of teacher education, the goal will be to **provide experiences** at the internship site that will permit administration interns to participate in supervision of and collaboration with student teachers that will **enhance the learning** and practice of both groups, as well as **learning of the school's students**.

(e) Effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;

(f) Establish accountability systems for achieving educational goals and objectives;

(g) Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;

Content areas (e), (f), and (g) are underlying components of all course work. Case studies, simulations, problem based learning activities, collaborative learning assignments give candidates the opportunity to exhibit their potential or possession of these competencies. As part of course requirements, participants must give evidence that includes, but need not be limited to:

Ethical decision making, ethical behavior, and a strong work ethic by their accepting challenges, gathering pertinent information, proposing possible solutions, and leading publicly from their present positions when it is possible to contribute to greater student learning.

Accountability for meeting goals and objectives

- showing up and keeping appointments,
- accepting responsibility to group members,
- meeting due dates for requirements,
- accepting responsibility for planning with a calendar and
- increasing congruence between what is planned and what is accomplished.

- accepting responsibility for making up absences that are unavoidable;
- meeting deadlines,
- punctual attendance,
- responsible self-direction,

Initiative and innovation

- by going beyond requirements
- sharing learning and information with others who can benefit from it
- contributing to group learning
- quality of work
- seek ways to relate and apply course content to student learning via study groups, internship activities, internship project

Collaboration and mutual respect

- consideration of team members,
- practicing civil and competent group and work place skills;
- professional behavior
- collaboration with colleagues, parents, and pupils;

(h) Develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development;

(i) Create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;

There are currently courses in place that treat these topics; specifically, ED744 Managing the School, 740 School Law, 743 Personnel Practices, 748 Seminar in Administration and Supervision; presentations and site visits for training in SAVE, Child Abuse Recognition and Reporting; presentation through A.L.L. in collaboration with YBOE with presentations and exercises related to meeting this requirement in the schools.

Future plans include enlarged cooperation with Manhattan's Graduate Program in School Counseling to help candidates for school leadership develop interviewing and counseling skills to facilitate human relations and human dynamics skills.

(j) Establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives;

There are currently courses in place that treat these topics; specifically, ED 744 Managing the School; 741 Administration and Supervision, 839 School Finance, 748 Seminar in Administration and Supervision, presentations and site visits, and presentation through A.L.L. dealing with budget preparation and management.

Future plans include enlarged collaboration with the School of Business at Manhattan College to provide more detailed information and experience with financial responsibility, accounting, budgeting, etc.

(k) Apply statutes and regulations as required by law, and implement school policies in accordance with law;

All courses include reference to statutes and regulations as they pertain to standards and requirements for learning including courses in issues that are designed to treat current topics. There are courses that deal specifically with these topic, such as, ED 740 School Law, 743 Personnel practices; 748 Seminar in Administration and Supervision

(l) Maintain a personal plan for self-improvement and continuous learning.

Each course requires students to compile a course portfolio, a log of leadership activities based on course learning. Field experience for each course requires a log of field activities, relation to course content, reflective journals, a portfolio of leadership activities from the student's current position that indicates potential for change, a professional development program for the five years following formal course work.

And will be assessed for evidence that includes, but is not necessarily limited to a personal assessment of skills and areas in need of improvement with triangulation via supervisor observation reports, and consultation with mentor / sponsor assessment

(m) *At the request of the Regents, an amendment to the content requirements will be advanced in Fall 2003 to add a requirement that candidates demonstrate knowledge and skills for building mutually beneficial collaborative relationships with social service and health service providers to meet the needs of students.

Participants are required to gain knowledge of the services available in the organization in which they work; field experiences includes visits to and presentations by those engaged in the social service and health service areas. Presentations at seminar sessions are made by those engaged in providing social service and health service. Internship activities include gaining knowledge of such services, becoming familiar with the liaisons to the school for these services.

List of all required courses in the program

Provide a list of all required courses in the program by course number, title, and credits. Include the name of the instructor for each course and the total credits required for program completion. Indicate with an asterisk each course that will be regularly available through distance education.

Participants in the Master of Science in Education in School Building Leadership program at Manhattan College are required to give evidence of competence in leadership. These competencies are based on the 9 essentials for leaders in NYS. Participants are required to take at least one course in the Leadership Strand.

Leadership Strand: (1 Course required)

1. 735 Ed'l Leadership, DecisionMaking, Change	Kushner	3 cr
2. 835 Proficiencies for Leadership	Fitzgerald	3 cr
3. 837 Organizational Development	Kushner	3 cr
4. 838 Evaluating Leadership Effectiveness	Kushner	3 cr

Management Strand: (2 courses required)

1. 740 School Law for Admn	Mutarelli	3 cr
2. 743 Personnel Practices	Mutarelli	3 cr
3. 744 Contemporary Management Functions	Kushner	3 cr
4. 839 School Finance	Mutarelli	3 cr
5. 841 Orgn, Admn, Spvsn of Middle School	Fasonella	3 cr
6. 842 Orgn, Admn, Spvsn of Secondary Sch	Kushner	3 cr
7. 846 Managing the Quality School	Quigley	3 cr
8. 847 TQM for School Leaders	Quigley	3 cr
9. 870 Quantitative Process Control	Quigley	3 cr
10. 890 Implementing Cont Imprvmnt in Schools	Quigley	3 cr

Curriculum Strand (1 course required)

1. 745 Curriculum Development & Adaptation	Jacobs	3 cr
2. 757 Orgn, Admn, Spvsn of Math, Sci, Tech Prgms	Jacobs	3 cr
3. 845 Integrating Technology into the Curriculum	Jacobs	3 cr

Supervision Strand: (1 course required)

1. 737 Staff Development	Mutarelli	3 cr
2. 738 Evaluating School Effectiveness	Jacobs	3 cr
3. 747 Supervision for the Improvement of Ins'n	Jacobs	3 cr
4. 760 Mentoring	Mutarelli	3 cr
5. 838 Evaluating Leadership Effectiveness	Kushner	3 cr
6. 848 Standards Based Performance Assmnt	Kushner	3 cr

Issues / Technology Strand (2 required)

7. 736 Issues in Admn & Curr	Cimino	3 cr
8. 739 Issues in Admn & Curr for Pvt Sch Adm	Cimino	3 cr
9. 741 Administration and Supervision	Kushner	3 cr
10. 799 Org, Admn, Spvsn Special Ed Pgms	Ferrara	3 cr
11. 836 Issues in Sch Based Mgt, Spvsn, Curr	Kushner	3 cr
12. 844 Sch Based Mgt. Functions	Kushner	3 cr
13. 875 Fnds in Teaching Learning with Tech	Kushner	3 cr

14. 876	Integ Tech in Adult Learning & Collab	Fitzpatrick	3 cr
15. 877	Instl Design, Tech, Info Processing	Fitzpatrick	3 cr

Required of all seeking the Master of Science in School Building Leadership:

16. 713	Methods in Ed and Psych Research	Kushner Nicholson Fitzpatrick	3 cr
17. 748	Seminar in Admn & Supervision	Kushner/Dunne	3 cr

Total Required	30 cr
Total credits in program	30 cr

Courses will be offered

Indicate whether courses will be offered with sufficient frequency so that the full program may be completed in one academic year (includes summer). If not, please indicate how many semesters will be required for program completion. If this is a doctoral program, indicate whether courses will be offered with sufficient frequency so that the full program may be completed in three academic years.

To complete the MS Ed in School Building Leadership in one academic year including the summer, a candidate must be a full time student, on sabbatical, or otherwise available for full time study. The academic year program including summer requires three courses in Fall, Spring, Summer. Six of these courses will have a field requirement totaling 150 hours. A tenth course in Internship will include a 15 hour seminar and **250 hours of sustained administrative practice in diverse environments.**

A projected schedule of completion includes

F	Courses 1, 2, 3
Sp	Courses 4, 5, 6
SuA	Courses 7, 8 (one of these will be research)
SuC	Courses 9, 10 (one of these will be the seminar in Administration and Supervision)

For the full time employed school professional, Manhattan College recommends no more than two courses per semester. As a result, the master degree may be acquired within 6 semesters, including summer. A projected schedule of completion includes:

F	Courses 1, 2
Sp	Courses 3, 4
SuA	Course 5
SuC	Courses 6, 7
F	Courses 8, 9
Sp	Course 10

(A Cycle of Course Offerings and a Course Planner Worksheet Sheet follow to show how student are advised regarding course and program completion requirements.)

Registration for research and internship will ordinarily occur after the sixth course (18 credits). While **the internship experience will occur throughout the program, a capstone experience** is required via registration for the Seminar in Administration and Supervision, ED 748.

Cycle of course offerings

This projected cycle of course offerings for those seeking the Master of Science Degree is offered to assist with course planning and program completion. Should there be changes in state requirements, availability of faculty, and other circumstances affecting a course offering,

Manhattan College reserves the right to change this schedule without notice. This planner does not guarantee that these courses will be offered. Manhattan College reserves the right to cancel classes with insufficient registration.

Participants for the Master of Science in Education in School Building Leadership complete 30 credits (10 three credit courses).

Cycle I:	735, 760, 745 My-Jn & Summer: 05, 09	S05 S07 S09 S11 876 & 870, 841, 844
Cycle II:	737, 744, 738 My-Jn & Summer: 06, 10	F05 F07 F09 877, & 890, 842, 749
Cycle III:	837, 740, 747 My-Jn & Summer: 07, 11	S04 S06 S08 S10 879, & 846, 741, 736
Cycle IV:	838, 743. 845 or 757 My-Jn & Summer 04, 08	F04 F06 F08 F10 839, 875 & 739, 749, 835, 847, 848

Notes:

Internship: The required hours of administrative practice undertaken by arrangement with Manhattan College, the local district or school, and an administrative mentor. The proper paperwork must be filed to credit hours toward the internship. The Seminar in Administration and Supervision is taken during the internship. Successful completion of internship activities and the seminar are required to receive three credits.

713: Required for the Master of Science degree; may be waived if taken previously. Another course must be substituted and a major project must be completed. Consult the Graduate Education Course Registration Schedule to see when this course is offered.

735: Recommended for all SAS candidates; integral to 737 and 837

Course planner worksheet

Name	SS#	HOME Ph: ()
Position ()	Organization/Address	WORK Ph: ()
FAX:	Email	

Date of Acceptance		Anticipated Graduation								
→ Calendar Year ↓ Semester	2004	2005	2006	2007	2008	2009	2010		2011	
Spring	740	735	740	735	740	(735	740		735	
	747	745	747	745	747	(745	747		745	
	837	760	837	760	837	(760	837		760	
	748									
May June	839	876	877	879	839	(876	877		879	
	875				875					
Summer	739	870	890	846	739	870	890		846	
	749	841	842	741	749	841	842		741	
	835	844	756	736	835	844	756		736	
	847		836	848	847		836		848	
	848									
Fall	838	737	838	737	838	(737	838		737	
	743	744	743	744	743	(744	743		744	
	757	738	757	738	757	(738	757		738	
	748									

Check the Graduate Education catalog for course descriptions and prerequisites. Check the current schedule of courses from the Registrar's Office for instructor, dates and location of classes.

Complete two faculty charts (full-time and part-time). (Use attached forms.)

Describe resources that directly support the program.

Library

The modern Tom and Mary Alice O'Malley Library provides support for the instructional and research needs of the students, faculty and staff of the college, and contains approximately 200,000 volumes, and 1,500 journal, magazine and newspaper subscriptions as well as additional materials in other formats such as microfilms, audiovisuals and computer software. The resources of the library are available through PALS, a cooperative online catalog, which also includes the holding of approximately eighteen academic and public Westchester County area libraries participating in the WALDO consortium. The Manhattan College Library homepage provides access to a number of useful academic and informational databases, many of which are full-text; and the homepage offer a gateway to the World Wide Web and other Internet resources. Off-site access to the catalogs and special databases is available to all registered borrowers.

Students and faculty of Manhattan College can use the library resources of New York City and Westchester County by using the inter-library loan and on-site use arrangements of METRO, a regional library service network. All Manhattan College students, faculty, staff, administrators, and alumni also have library privileges at the Elizabeth Seton Library at the College of Mount Saint Vincent.

Manhattan's new O'Malley Library is a state-of-the-art facility featuring modern accommodations for study and research joined to the renovated and updated Cardinal Hayes Pavilion, formerly the Cardinal Hayes Library. The library combines Hayes' traditional neo-Georgian accents with strong contemporary lines. The five-story addition to the original building doubles the original square footage and connects the current library to the upper campus. Students and faculty are able to enter directly from a brick walkway that starts at the Quadrangle.

The expanded facility includes an additional 45,000 square feet of space – and the revitalization of the existing 40,000 square feet – to create a more efficient and user friendly layout for students and faculty.

- ✓ More than 100 new computer workstations offering access to print and online information internally, and externally available in other libraries and on the Internet.
- ✓ An instructional “smart” classroom laboratory with state of the art software and hardware that will allow the creation of multimedia curriculum.
- ✓ A fully equipped auditorium that is wired and used for videoconferencing and large group presentations.
- ✓ Reading/study rooms that are equipped with internet
- ✓ A 24-hour Internet Café catering to students’ extended-hour study habits.
- ✓ A proper facility for delicate archival material – both for Manhattan College and Christian Brothers’ New York Province – to preserve our history for generations to come.
- ✓ Group study rooms to facilitate the current methodology of teaching by encouraging students to improve their presentation and communication skills through collaborative projects and case studies, instilling a lifelong skill more closely mirroring what they will experience in the business world.
- ✓ An Education Collection Room that is designed for faculty and students to use curricula, both written and electronic based, including multimedia, for the design and delivery of instruction. State of the art computers and technologies will be added and a grant proposal is currently being written to add equipment to this room.
- ✓ Reference librarians are available to provide information assistance on a scheduled basis and by appointment. The librarians will also

teach library-related classes to graduate and undergraduate students.

- ✓ The library is a 24-hour facility. During semesters while classes are in session and two floors of the library will be open from midnight to 8:00 a.m. the next morning. A schedule of hours is posted at www.manhattan.edu/library.

Technological Equipment and Computer Facilities

As stated above, a \$1.15 million PT3 grant, Transforming Instruction through Technology and Networking (TITAN), was awarded to the School of Education in 2000. This grant has enabled the School of Education to specifically purchase equipment to focus on the development of its faculty and students use of technology in their work. Videoconferencing equipment, equipment to engage in video production and editing as well as many different kinds of software packages related to curricula have been purchased. Apple Computer, a partner in the grant, has supplied the School of Education with some its latest software.

A variety of computing resources is available to Manhattan College students, faculty, and staff via JasperNet, the college's campus-wide network. JasperNet deploys computing and information services to campus laboratories, classrooms, and offices, as well as to student residence halls. High-speed T1 Internet access is also provided. Ten microcomputer laboratories are located on the Manhattan College campus in the Research and Learning Center, DeLaSalle Hall, Miguel Hall and Leo Engineering Building. These laboratories serve all Schools of the College. They support approximately 350 Pentium II and Pentium III based microcomputers running under Microsoft Windows 98 and 24 high performance Dell Workstation 410 systems running Windows NT.

They are networked using the 10BaseT Ethernet protocol with numerous file servers under the Novell NetWare network operating system. JasperNet provides file sharing, printing services, and shared access to software applications. Network services include E-mail, Internet and World Wide Web access via TCP/IP, add laser printing in the laboratories. A wide range of software is available including math and statistical packages (Maple, MathCad,

MatLab, SPSS), spreadsheets (Excel, Lotus123), compilers (C++, Visual C++, Visual Basic, Visual J++, Fortran), databases (Access, Approach), word processors (MS Word, WordPro), presentation graphics (PowerPoint, Freelance), multimedia authoring (Macromedia Director), web browsers (Netscape Communicator, Internet Explorer) as well as department-specific applications (E.g. I-DEAS, AutoCad LT, FLUENT). JasperNet provides full ethernet connectivity to students in all of the College's residence halls. Students living in these networked buildings can connect their own networkable desktop or notebook computer directly to JasperNet. General support is provided via the project's Web pages: <http://www.manhattan.edu/resnet/>.

A dedicated Web Server for the College - <http://www.manhattan.edu> - is maintained by the Computer Center and supports over fifteen thousand hypertext pages of information including online catalogs, handbooks, and policies. Some faculty members maintain web pages for their courses on the server supported by a separate file server to facilitate the posting of online courseware. The Computer Center also provides on-line support, documentation, and other services via their web site: <http://www.manhattan.edu/compcent/>.

Computing laboratories are equipped for digital overhead projection and many are used as hands-on classrooms. Portable microcomputers with projection capabilities are used by instructors for demonstration purposes in other classrooms throughout the campus, which are linked to JasperNet. Manhattan College also has three Digital/ALPHA servers running the OpenVMS and UNIX operating systems with compiler support for academic computing. These servers housed in the Research and Learning Center (RLC) are also linked to JasperNet enabling access via telnet.

52.21(c) (v) Describe the program plans for the leadership experiences required throughout the program. Also describe the program plans for the required culminating leadership experience.

(v) Leadership experiences.

(a) Programs shall require candidates to successfully complete leadership experiences that shall:

(1) include leadership experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds

(2) be carefully selected and planned by program faculty in collaboration with school district leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty;

(3) and be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to school building leadership.

(1) The **leadership experiences required throughout the program** take place in a variety of settings. Great diversity of experience is possible because Manhattan College is located within the geographic boundaries of (the former) District 10 of the New York City Board of Education, the Bronx Catholic Schools of the Archdiocese of New York, and within two miles of the border of the Yonkers Public School District. These districts provide great **diversity** in that students attend public, private, religious schools. Organizational structures include configurations that provide for a **variety of different developmental levels** in early childhood setting, PK – 8 settings, middle schools, secondary schools, magnet schools, schools within schools, enrichment programs, special and regular education that are part of a K-8 setting or a separate setting devoted to special education. These schools vary in size, they are urban and suburban, and the **socioeconomic status** of families in these districts ranges from poverty levels to upper middle and upper class levels.

In such a richly diverse setting, it is possible for participants in the school leadership program to engage, **throughout their program**, in field experiences within public and private, elementary and secondary, special needs schools (including those for enrichment) and /or classrooms, regular education schools and /or classrooms.

Furthermore, internship seminar sessions are scheduled at school sites in **various socioeconomic segments** of the metropolitan area. Seminar speakers are practitioners in schools with varied socio-economic settings, whose preparation and expertise provide practical experience for serving students at developmentally different levels with a variety of characteristics and socioeconomic backgrounds. Seminar sessions are also arranged on site where

potential school leaders can observe, and also participate in programs that meet the variety of needs.

Throughout their course work, participants will be expected to participate in and undertake leadership experiences related to the content of the course. They will be expected to engage in activities that permit them to work and learn in settings that serve **students at different developmental levels, with a variety of characteristics and socioeconomic backgrounds**. Participants will take advantage of the relationships Manhattan College has with external organizations, schools, districts, and practicing school leaders, to intern at sites that meet the diversity requirement

(2) As noted earlier, these existing relationships have made it possible to **collaborate** with District Level Administrators, Personnel Directors, Curriculum Coordinators, Superintendents, Associate/Assistant Superintendents and other pertinent central office personnel, in planning the internship experiences. Ongoing planning will take place through regular meetings of the Center for Learning Leaders, an advisory board of which the above are members for the purposes of **evaluating** the effectiveness of the internship program as evidenced by the assessment of the intern's competencies. Consultation, collaboration, monitoring, and evaluation of the internship experience, takes place with school leaders at the internship site. Preceding that, internship experiences, seminar topic presentations, visits to pertinent locations are designed with school and district leaders to ensure that the learning outcomes are connected to the competencies required of the aspiring school leader. Assessment and evaluation of the experiences is integrated into seminar sessions, site visits, and during and after the internship visit, similar to the way faculty and courses are evaluated during academic course offerings

The Advisory Council to the Graduate Program in School Leadership at Manhattan College permits **collaboration with school district leaders from public and private schools** for the **planning of leadership experiences** within the internship program. Full time and part time faculty at Manhattan College meet regularly with district and school leaders, and graduates of Manhattan's school leadership program who hold administrative positions to **consult, plan, conduct, and evaluate** the internship experiences.

These **collaboratively designed** learning experiences provide interns opportunities to gain and exhibit **competencies** in supervision, curriculum, instruction, and management. Interns are mentored by certified and experienced administrators and are visited throughout the internship experience by MC personnel. These professionals who have collaborated in the design and conduct of the internship, also participate in **the evaluation of the competencies and achievements** of the interns,

(3) All graduate participants must secure the sponsorship of a certified qualified, principal, mentor, and advisor. This step is required so that aspiring

leaders provide evidence of support of their leadership abilities and potential for success. Further communication by the college with the district or other pertinent parties is used to gain collaborative approval of the site supervisor to ensure that a variety of settings and diversity of the student being served in the conduct of the administrative internship under the auspices of a qualified, certified school leader.

Manhattan College full time and adjunct faculty who participate in the internship program are certified school building or school district administrators, have had experience at the building and or district level, have experience in mentoring new and nearly new school leaders. At regularly scheduled meetings, **program faculty, in collaboration with school district leaders**, discuss program outcomes and evaluate student achievement.

As a result, the leadership experiences of the intern are **supervised by certified school district leaders and program faculty who have preparation and expertise in school building leadership**. Current full time and part time faculty who teach or supervise interns hold certification in School Administration and Supervision and/or School District Administration. All have experience at the building level and/or district level. Site level mentors and sponsors of interns are also duly certified and experienced.

52.21(c)(v)

(b) The leadership experiences specified in clause (a) of this subparagraph shall occur throughout the program of study. In addition, they shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

(c) Alternatively, the leadership experiences specified in clause (a) of this subparagraph may occur in a competency-based format different from that prescribed in clause (b) of this subparagraph, provided that the program demonstrates that such format is substantially equivalent to the format prescribed in clause (b) of this subparagraph.

[From [http://www.highered.nysed.gov/ocue/school%20leadership%20preparation%20FAQ%20\(%20read%20only\).doc](http://www.highered.nysed.gov/ocue/school%20leadership%20preparation%20FAQ%20(%20read%20only).doc)

Q: Do all candidates in educational leadership programs have to complete a 15-week full time leadership experience in addition to the leadership experiences required throughout the program?

A: Yes, unless the program has approval to offer another model of leadership experiences that is substantially equivalent.

Q: What activities are acceptable for the leadership experiences?

A: The regulations specify that leadership experiences must occur throughout the program of study, be tied to coursework, include experiences in districts serving students at different developmental levels and with a variety of characteristics and socio-economic backgrounds, and be jointly planned with and supervised by program faculty and school district leaders.

Q: Must the 15-week culminating leadership experience occur at the end of the program?

A: Leadership experiences must occur throughout the program. In addition to leadership experiences tied to coursework, the 15-week full-time leadership experience is intended to be a capstone experience that allows a candidate to perform as a school or district leader. However, programs may receive approval to offer a substantially equivalent model that is structured differently.]

While competencies will take precedence, a time requirement is given for the guidance of the aspiring school building leader. The rationale is that such a guideline gives the candidate the opportunity to exhibit competence in scheduling, managing a calendar, meeting time sensitive requirements, and leading self in order to lead others --all important to the success of the school building leader.

The guideline will require participants, throughout their course work, to do field work related to the content of the course. They will be expected to **go beyond their own building, district, and system**. Because of the variety of settings available, and based on relationships with external organizations, potential sites for visiting, observing, and participating in **diverse settings, serving students from a variety of socioeconomic levels** are available to aspiring school building leaders.

Current activities that will be formalized for September 1, 2004 course offerings (and that will continue to be improved and modified where necessary in the future) include:

- Candidates will complete 150 hours of course related internship activities while engaged in academic course work.
- Each course in the 15 week semester will thus require a minimum of 25 hours (per course) of course related field work that will contribute to competency in content areas (a) through (m) of the program leading to certification as a school building leader.
- These activities will take place over the three or more semesters (including summers) that the candidate will be completing 18 credits of course work in school leadership.
- A culminating experience of 250 hours over a 6 month period will take place when course work is completed.

Once again, competency takes precedence over the time spent. During these 400 hours of course related and sustained internship activities, the candidate must give evidence of having acquired and practiced the competencies of content areas (a) through (m). The candidate will remain in the internship until acceptable and appropriate evidence of competence is exhibited.

The **leadership experiences occur throughout the program** of study by means that include, but are not limited to:

- Course requirements that include field experiences in the areas related to the content of the courses.
- Content related and field based assignments that range from

- “shadowing” and observing practicing administrators and others responsible for the effective and efficient operation of the organization
- establishing and conducting study groups
- eliciting support from colleagues to conduct mock observations and clinical supervision processes
- Making presentations suitable for staff development related to course content.
- Logs and journals are required to monitor candidates’ growth in dispositions and understanding of “**what it means and what it takes to be a leader.**”
- Site visits by college supervisors take place;
- projects are completed as part of the course and program portfolio.
- Competencies are exhibited during formal course work making it possible to assess the ability to “**communicate clearly in [dress,] speech, and writing.**”
- Competencies are evaluated at regularly scheduled meetings with the intern and on site level practitioners and supervisor(s).

(b) For those whose work schedule permits, that is, those on sabbatical, or engaged in full time study, **a culminating full time leadership experience** occurs to permit leadership **responsibilities to increase in breadth and range**. Such experiences have occurred in the past and are planned for candidates who are on sabbatical or who are engaged full time in graduate study. These experiences have been in the form of

- administrative intern positions extending over a semester or more
- during summer school extending from planning before the end of the regular school year through to the close of summer school and the beginning of the regular school year
- as unpaid work to accomplish a specific project for the school (these have included coordinating the school safety plan with the concomitant components of staff development, purchase of equipment, contact with law enforcement, etc.; creating, implementing, and conducting the school technology plan, that also included purchases, staff develop and orientation, evaluation of student achievement)

For those engaged in full time study, on a sabbatical or otherwise available for full time internship, a 15 week leadership experience, collaboratively planned with the student, the college, the district, the school shall be approved. The experience must permit the student to deal with diverse populations and grade levels. Included in the planning will be the requirement that the full time administrative intern will be required to make a contribution to the school in the form of sharing expertise. Such sharing may include, but need not be limited to: technology, strategic planning, parent involvement, improved student attendance, staff development for standards based teaching and learning, orientation and appropriate mentoring of new teachers, among others.

(c) For those who work schedule does not permit the full time engagement in graduate studies, the **leadership experiences** of the internship **occur in an alternate competency-based format**. Participants in this leadership experience are required to develop competency through fieldwork planned to give experience in the leadership, administrative, and supervisory skills required by content areas (a) through (m).

To qualify for this alternate leadership experience in the internship program, candidates must:

- Prepare the Internship Proposal in **joint collaboration and consultation** with the College Supervisor and on site mentor(s) / sponsor(s) of the internship experience
- indicate the areas of school building leadership, administration, and supervision that will be attended to via the long-term internship, and the
- Indicate the evidence that will be provided illustrating these competencies. These
- Plan experiences to take place in a variety of settings serving students at different developmental levels, with a variety of learning characteristics, and from various socio-economic backgrounds.

For those who employment does not permit a full time internship experience, candidates will be required to propose how they will meet the performances of the internship experience using the Internship Proposal form. The Internship must be approved by MC faculty, District leaders and/or School leaders. Evidence of competence must be provided by means that include, but are not necessarily limited to: Internship Portfolio, video tape of administrative performance, site visit reports by MC supervisors, portfolio exhibit and defense before the panel of CeLL members

(vi) Requirements for program completion and recommendation for initial certificate.

(a) Candidates shall have met all program requirements established by the institution of higher education and required for program registration;

(b) Candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion.

52.21 (c)(2)(vi) State the program requirements for completion and for recommending candidates for initial certificates.

(vi) Requirements for program completion and recommendation for initial certificate.

(a) Candidates shall have met all program requirements established by the institution of higher education and required for program registration;

If these candidates possess a master degree upon acceptance into the school leadership program at Manhattan College, their transcripts will be

annotated to show that 9 credits taken elsewhere have been applied to their leadership program. These nine credits will include 3 credits in research and 6 credits of graduate level course work. If these have not been taken, participants will need to take these courses. These participants will receive the Professional Diploma. Application for the registration for the Professional Diploma will follow.

Full-time participants (those on sabbatical or other FT studies) will have completed:

- ✓ 9 credits by transcript notation **or**
 - course work including 3 credits in research and 6 credits in a related area
- ✓ 18 credits (a minimum of 6 courses) of academic course work in leadership, law, curriculum, assessment, and supervision that include
- ✓ 150 hours of course related administrative practice that may be included in 15 weeks of sustained administrative practice in a diverse setting
- ✓ 3 credits of reflective practice based on
 - 15 weeks of full time, sustained administrative practice in diverse settings.
 - an internship project for which a portfolio of evidentiary material is required that gives evidence of competent administrative activity in the required areas
- ✓ An exhibit of program accomplishments by means that may include portfolio, interview, exhibit, letters of recommendation/commendation re: internship accomplishment
- ✓ a professional learning plan

Part time participants (those with full time employment) will have completed

- ✓ 18 credits (a minimum of 6 courses) of academic course work in leadership, law, curriculum, assessment, and supervision that include
- ✓ 150 hours of course related administrative practice
- ✓ 250 hours of administrative practice in a diverse settings completed according to the ELCC definition of part time
- ✓ 3 credits of reflective practice based on
 - an internship project for which a portfolio of evidentiary material is required
 - a portfolio of reflection and evidence of competent administrative activity in the required areas
- ✓ a professional learning plan

Successful candidates will be awarded the Professional Diploma in School Building Leadership. Application for registration of the Professional Diploma in School Leadership will follow.

(a) *Candidates who have not earned a master's degree prior to admission shall qualify for a master's degree upon program completion.*

- 30 credits (10 courses) that include
 - 12 credits of content related course work
 - 18 credits (a minimum of 6 courses) of academic course work in leadership, law, curriculum, assessment, and supervision that include
 - if full time:
 - 150 hours of course related administrative practice
 - 15 weeks of sustained administrative practice in a diverse setting
 - if part time:
 - 150 hours of course related administrative practice
 - 250 hours of administrative practice in a diverse settings completed according to the ELCC definition of part time
 - 3 credits of reflective practice based on
 - an internship project for which a portfolio of evidentiary material is required
 - a portfolio of reflection and evidence of competent administrative activity in the required areas
 - a professional learning plan

Successful candidates in this category will be awarded the Master of Science in Education in School Building Leadership.

52.21(c) (6) Institutional Accountability.

(i) Regular program evaluations by the institution. Institutions shall be accountable for the quality of their programs leading to certification of education leaders and the candidates who complete such programs, and shall demonstrate that their programs are evaluated regularly and that such evaluations are considered for making program improvements.

52.21(c)(6)(i) Describe the institution's procedure and schedule for regular evaluation of the programs and the leadership effectiveness of program graduates.

(6) Institutional Accountability.

Regular program evaluations by the institution. Institutions shall be accountable for the quality of their programs leading to certification of education leaders and the candidates who complete such programs, and shall demonstrate that their programs are evaluated regularly and that such evaluations are considered for making program improvements

1. Course and Faculty Evaluations: Students engage in assessment of both course and instructor at the end of each course.
2. Performance assessment of student development and achievements: students will submit projects and complete assignments as part of course work in the development of leadership essentials.
3. The Dean of the School of Education conducts an annual survey of graduate and employer satisfaction with the programs provided by Manhattan College. A survey is mailed to graduates each fall. A second survey will be mailed yearly to alumni of the past 10 years.
4. Interviews and consultation with on site mentors and sponsors of MC Administration Interns invite suggestions regarding contribution to the school where the intern works, and acceptability of the Internship project.
5. Various meetings of faculty, Advisory Councils, students at advisement and during office hours or other appointments

Describe how evaluations are considered for making program improvements.

The School Leadership Program at Manhattan College includes the results and feedback from the above assessment strategies to make program improvements. Formative and summative evaluation procedures are used and will be further developed for this program.

1. Course and Faculty Evaluations: Feedback from these course and teacher evaluations, whether in writing on the form provided or done electronically via Blackboard, allows for almost immediate evaluation of both course material and faculty performance. The Program Director reviews with faculty teaching the courses as well as continuously by faculty themselves. The Graduate Education Council, the ad hoc coordinating body of the Graduate Programs in the School of Education makes recommendations based on a review all evaluations at the end of each academic semester.
2. Performance assessment of student development and achievements takes place throughout student course work. Students submit projects and curriculum plans periodically, make oral and graphic representations, participate in peer assessment, and engage in assessment of their skills as they develop leadership essentials. School leadership faculty develops guidelines, instruments, and timetables for review of student

development and achievements. The process occurs at least once at the end of 9 credits, 18 credits, and once again at the end of the program. Information is used to monitor the development of coursework that is project-based and the development of the necessary professional skills, with regard to skills and dispositions for leadership. The program director will engage in review of ongoing assessments as a critical means of meeting the objectives of competencies.

3. Surveys of School of Education graduates takes place annually by mail. Future surveys will specifically focus on graduate accomplishments in their professional endeavors as school building leaders. Employer evaluations will also be developed. The survey of Graduates elicits responses in three major areas: background/Employment Information, experience in the School of Education, and a Survey of Professional Practice. Survey results will be examined by the Director and shared with faculty. Survey results yield employment statistics, an overall index of graduates' satisfaction with their program and an overall index of graduates' perceived competence as compared to competencies identified by NYSED. The second survey will be used to provide the program with continuous ideas regarding the development of program objectives related to the nine essentials of school leadership in NYS.
4. Interviews and consultation with on site mentors and sponsors of MC Administration Interns. Suggestions for improvement, additions to the internship activities are included in future editions of the Internship Proposal document and in the Orientation to Internship Sessions that all participants are required to attend.
5. Meetings of Faculty, Advisory Councils, Students:
 - There are quarterly meetings held with those who teach in the School Leadership Program. As these meetings include adjuncts, those who are at a distance participate by conference call or by video conferencing. The purpose of the School Leadership Faculty meeting is to monitor student progress, refine curricular offerings, and discuss student progress in the program. Of particular interest to the faculty as a whole are the components of the leadership program that are part of every course: reflective journals, logs of administrative activities, writing and speaking skills, use of technology.
 - There are also biannual meetings of the Grad Ed School Leadership Advisory Council. This association of practicing administrators and professionals in the schools, district and

diocesan offices, other schools of Manhattan College, and consultants with expertise in planning and program evaluation (some of whom are parents of school aged children), advise the Manhattan College regarding needs in the field and perceptions of the effectiveness of MC graduates who work in their spheres of influence.

- Further information is gleaned from advisement meetings with students, consultation with mentors, and discussion with colleagues of the interns at the internship sites. Matriculation reviews are regularly scheduled each semester as part of the agenda item of the Graduate Education Council meetings held monthly.
- The Center for Learning Leaders will include the assessment and evaluation of the competencies gained by the graduate student as a component of recommending the graduate for certification. The CeLL will meet each semester during the academic year to participate in the students' exhibits of leadership competences. A rubric will be developed by the members of CeLL for the appropriateness of the activities, evidence that the competency has been practiced, quality of the presentation, orally and in writing.
- The Grad Ed School Leadership Advisory Council meets at least once per academic year and on occasion, once per semester. Members are Central Office, Grad Ed Counseling, School of Business, and Consulting Services for Strategic Planning. This Advisory Council provides the practitioner's point of view regarding the effectiveness of the School Leadership Program, makes suggestions, and provides opportunities related to the School Leadership Program. In the past, the Grad Ed Adv suggested some contribution to the school where the intern works. This suggestion was incorporated into the Internship project:

(ii) Candidate performance on New York State Teacher Certification Examinations.

(a) The department shall conduct a registration review in the event **that fewer than 80 percent** of the students who have satisfactorily completed the institution's program preparing school building leaders during a given academic year and have also completed the examination required for a school building leadership **certificate pass such examination**. For purposes of this clause, students who have satisfactorily completed the institution's program shall mean students who have met each educational requirement of the program, **excluding any institutional requirements that the students pass the required examination** for a school building leader certificate in order to complete the program. **Students satisfactorily meeting each educational requirement may include students who earn a degree or students who complete each**

educational requirement without earning a degree. For determining this percentage, the department shall consider the performance on each certification examination of those students completing an examination not more than five years before the end of the academic year in which the program is completed or not later than the September 30th following the end of such academic year, **academic year defined as July 1st through June 30th, and shall consider only the highest score of individuals taking a test more than once.**

(b) The registration review initiated by not meeting the percentage prescribed in clause (a) of this subparagraph shall require the institution to submit a corrective action plan within four months of being notified by the department of not meeting the percentage. If the department approves the plan, the department shall define a timeframe for its implementation and shall assess the effectiveness of the plan within three years of initiation of the plan. If the department does not approve the plan or determines that the institution is not meeting the terms of the plan, and determines that the institution is not meeting the other requirements of this Part, the institution shall be subject to denial of re-registration.

(c) By January 15, 2007, and annually by January 15th thereafter, each institution with registered programs preparing school building leaders shall provide the department with a list of all students who satisfactorily completed each such program in the preceding year, July 1 through June 30.

(iii) Accreditation.

(a) The accreditation requirements of clause (b) of this subparagraph shall be met by December 31, 2013, for programs leading to certification as school building leaders, school district leaders, or school district business leaders, except for such programs registered for the first time after December 31, 2006, in which case the accreditation requirements shall be met within seven years of the date of first registration.

(b) Programs shall be accredited by either:

(1) a professional education accrediting association determined by the department to have equivalent standards to the standards set forth in this Part; or

(2) the Regents pursuant to the Regents accreditation process.

52.21 (c)(6)(i) Identify the accrediting body selected by the institution for the educational leadership programs and the date by which the institution will apply for initial accreditation.

The Undergraduate School of Education is undergoing accreditation by TEAC. As a result, the Graduate Program in School Leadership will seek accreditation from TEAC in 2011, at the time of reregistration of the undergraduate program, the original accreditation having been planned for 2005.

COMMENT: If the institution would like to provide additional information about the program or future plans for the program, please do so.

Revision of the catalog entries for the Graduate Program in School Leadership is underway. These changes will:

- reflect the language of the regulations,
- emphasize the ongoing nature of the leadership experiences
- delineate the need for acceptable and appropriate evidence of competence
- provide course descriptions that highlight content related to skill development in content areas (a) through (m) of the State Requirements.

Applications will be submitted for a:

Professional Diploma (PD)

- for those with a master degree
- leading to School Building Leadership Certification

Professional Diploma in Advanced Leadership Studies leading to certification in

- School District Leadership, and
- School Business Administration

Full-Time Faculty of the Institution Affiliated with the Proposed Program

Title of Proposed Program: Master of Science in Educational Leadership

Name	Tenure Status*	%Time to Program	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching and Leadership Experience
Sr. Remigia Kushner	T	100%	7: 735, 744, 837, 838, 748, 713, 1 in July (# varies)	BA Math MS Administration Ph.D. School Administration and Supervision	NY: SAS, SDA; PA: All Elementary, Secondary Math; Administration and Supervision
Corine Fitzpatrick	T	20%	2: 713; Teaching and Learning w/ Technology Course # varies	PhD Psychology Columbia MS & PD Counseling Fordham BA Math Beaver College	Asst. Prof Western CT in Counseling and Psych; Adj Prof PACE Doctoral Pgm; Director of PT3 Grant; co-designer of Master Program in Teaching and Learning with Technology
Karen Nicholson	T	10%	713	PhD Early and Middle Childhood including Research Design	Asst Prof of Ed, Penn State; Chair, Center for Excellence in Math and Science; Assoc Prof and Chair Dept of Education, WV University

*T = tenured; TT = tenure track; NTT = not tenure track.

Please note that faculty information should show that the instructor of every course has expertise in that area of study.

Part-Time or Adjunct Faculty Affiliated with the Proposed Program
Title of Proposed Program: _____ Master of Science in Educational Leadership _____

Name	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching and Leadership Experience
Peter Mutarelli	3	Ed D School Administration and Supervision Fordham	SAS, SDA, elementary and secondary school principal
Sr. Mary Ann Jacobs	2	Ed D Education Leadership MS Ed SAS St. Mary's U of MN	SAS, SDA; elementary principal; Associate Supt. For Curriculum and Technology Diocese of Metuchen
Sr. Carol Cimino	1	Ed D Education Leadership MS Ed SAS St. Mary's U of MN	SAS, SDA; secondary school principal; Executive Director of Catholic School Administrators Association of NYS
Dr. Michael Quigley	1	Ph D Boston College MS Ed Manhattan College	Professor of Business and Organizational Leadership, Brevard University; Dean of Graduate Studies, Rivier College
Sr. Clare Fitzgerald	1	Ph D St. Louis University	Elementary and Secondary School Principal; Director Catholic School Leadership Program, Boston College; adjunct professor of Ed Admn Xavier, Manhattan, Boston
Bernadette Dunne	2	MS Hunter Education	SAS; elementary and secondary school principal; VP of Yonkers Board of Ed
Karen Fasonella	1	EdD Seton Hall, SAS	Elementary school principal; Director of Development, Diocese of Paterson; Adjunct professor, William Paterson University

Please note that faculty information should show that the instructor of every course has expertise in that area of study.

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