**Educational Leadership**

**Program Handbook**

**School Building Leader**

**School District Leader**

**School District Business Leader**

**Masters Degree in Education – Educational Leadership**



**The College of Saint Rose**

**Lally School of Education**

[*http://www.strose.edu/educational-leadership-and-administration/*](http://www.strose.edu/educational-leadership-and-administration/)

*Effective January 1, 2016*

***Educational Leadership Program Information Handbook***

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**Section 1: Important Program and College Contact Information**

**Important Saint Rose Web Site Addresses**

|  |  |
| --- | --- |
| **Department or Contact** | **Web Address/Contact** |
| **Ed Leadership Web Page** | <http://www.strose.edu/educational-leadership-and-administration/> |
| **Student Forms** *(Add/Drop, Resumption, Registration, Transfer Credit, etc.)* | <http://www.strose.edu/academics/registrar/forms-applications-and-instructions/> |
| **Registrar** | <http://www.strose.edu/academics/registrar/> |
| **Banner Log In** *(Register for classes, DegreeWorks, Financial Aid)* | <https://bannerweb.strose.edu/strose/twbkwbis.P_WWWLogin> |
| **Blackboard Log In** | <http://www.strose.edu/login/> |
| **Graduate Course Listings** | <http://www.strose.edu/academics/graduate-programs/courses/> |
| **Hellman Library** *(On-Line Access)* | <http://library.strose.edu/home> |
| **ITS Technology Help** (On-Line Access) | <http://www.strose.edu/campus-offices/its/> |
| **College Catalog** | <http://strose.smartcatalogiq.com/en/2014-2016/Graduate-Catalog/Program-List> |
| **About Graduate Admission & Programs** | <http://www.strose.edu/admissions/graduate-students/> |
| **Saint Rose MAIN WEB PORTAL** | <http://www.strose.edu/> |
| **Faculty and Staff Directory** | <http://www.strose.edu/faculty-staff/?letter=b#results> |
| **Calendar of Events** | [www.strose.edu/calendar/](https://oldmail.strose.edu/owa/redir.aspx?C=18e380b116764a82ba036f9aac8921e8&URL=http%3a%2f%2fwww.strose.edu%2fcalendar%2f) |

|  |  |
| --- | --- |
| **Educational Leadership Program Faculty & Support** | |
| Interim Dean, School of Education  **Dr. Margaret McLane**  Phone: (518) 458-5388  Email: [Mclanem@strose.edu](mailto:Mclanem@strose.edu) | **Matthew Sloane**  Adjunct Faculty  Email: [Matt.Sloane@questar.org](mailto:Matt.Sloane@questar.org) |
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| **Dr. Lynne Wells**  Adjunct Faculty  Email: [Wells.Lynne@neric.org](mailto:Wells.Lynne@neric.org) |  |

**Graduate Forms Download Addresses**

Students are able to access a wide range of forms and documents from The College of Saint Rose main web sites. The student forms main page is as follows:

[**http://www.strose.edu/academics/registrar/forms-applications-and-instructions/**](http://www.strose.edu/academics/registrar/forms-applications-and-instructions/)

For Graduate Transfer Credit, students may download the form from:

<http://www.strose.edu/wp-content/uploads/2015/09/Graduate-Transfer-Credit-Request-revised-9-15-09.pdf>

For course substitution, students should download and complete the form below:

<http://www.strose.edu/wp-content/uploads/2015/09/Course_Substitution_Approval_Form.pdf>

**Section 2: Registration, Course Planning, Course Descriptions**

**On-Line Registering for Courses**

As you approach each new semester, students sometimes indicate to faculty that no registration information for the upcoming semester was ever received by the student. However, College policy is to only send registration information to the student’s local Saint Rose e-mail address. If a student checks this email address, they will usually find the registration information there. When students don't use or check it often, it is suggested that a student go in once and setting up an automatic forward to their personal email so they don't miss this important registration information. Also remember, new enrolled students must receive their first PIN from the advisor. For each subsequent semester, registration Alternate PIN works as follows: Spring: Students receive PIN for Summer/Fall; Fall: Students receive PIN for Spring courses only.

**People Wanting to Complete SDL Certification – the “Short SDL” Program**

For school leaders who have the older Subject Area Supervisor (SAS) or the current School Building Leader (SBL) certification lack required certification to function in any district level administrative position. District level positions require either the older School District Administrator (SDA) or the current School District Leader (SDL) certification. The College offers a “Short SDL” program. If you are a recent graduate of The College of Saint Rose Educational Leadership SBL program, you would likely only need to take EDA 601/602 – a six-credit summer Leadership Academy plus pass the NYS SDL assessment. For school leaders from Saint Rose who graduated seven or more years ago or for leaders graduating from other institutions, the credit requirements may be slightly different depending upon background and courses taken. Contact our Educational Leadership office for more information.

**Long Term Projected Course Offerings** *(Tentative – subject to change)*



**Course Planning**

The College of Saint Rose – Educational Leadership Program

Name: Contact:

Program/Degree/Cert: Date:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Plan** | **Cr.** |  |  |  |  |  |  |  |  |  |
| **Masters Research Tools (M.S. Students Only)** |  |  |  |  |  |  |  |  |  |  |
| **⃝ EPY 500 Educational Research**: Offered Fall, Spring and Summer | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ SED 590 Research Seminar in Special Education** *(if background or interest) or*  **⃝ EDU 590 Integrative Research Seminar** *(all purpose leadership research) or*  **⃝ EPY 592 Integrative Seminar in Education** *(strong psychological background)* | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ Approved Graduate Elective:** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ Approved Graduate Elective:** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 999 Comprehensive Program Exam** | 0 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 586 Field Experience** *(for students not pursuing certification)* | 3-6 |  |  |  |  |  |  |  |  |  |
| **School Building Leader Core Courses (SBL)** |  |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 503 Leadership in Curriculum Development & Revision** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 505 Introduction to Educational Leadership & Administration** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 510 Supervision & Teacher Development** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 540 Education Law** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 546 Internship in Educational Leadership & Administration: Part 1** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 547 Internship in Educational Leadership & Administration: Part 2** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 550 School Finance** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 590 Seminar: Critical issues in Educational Leadership/Administration** | 3 |  |  |  |  |  |  |  |  |  |
| **School District Leader Core Courses (SDL)** |  |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 601- District Level Leadership and Management** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 602- School District Community Policy/Politics** | 3 |  |  |  |  |  |  |  |  |  |
| **School District Business Leader Core Courses (SDBL On-Line)** |  |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 506 Introduction to Educational Leadership & Administration** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 541 Education Law** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 543 Personnel Administration** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 551 School Finance** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 589 School Business Leader Finance and Practice** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 591 Seminar: Critical Issues in Educational Leadership/Administration** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 596 School District Business Leader Internship Part 1** | 3 |  |  |  |  |  |  |  |  |  |
| **⃝ EDA 597 school District Business Leader Internship Part 2** | 3 |  |  |  |  |  |  |  |  |  |

Program Notes: Masters in Education/concentration in Educational Leadership: Students should first complete EPY 500 in the first 12-15 credits and then either SED 590 Research Seminar in Special Education, or EDU 590 Integrative Research Seminar, or EPY 592 Integrative Seminar in Education. Students who are not intending to obtain administrative certification in New York State may substitute courses for EDA 540 Education Law and EDA 550 Finance with permission of the adviser. In lieu of EDA 546/547 internship, these students may also substitute EDA 586 Field Experience with adviser approval.

School District Leader Advanced Certificate: Students not completing the SBL program at The College of Saint Rose will be required to complete additional coursework dependent upon previous preparation. At a minimum, students will need to also complete EDA 505 Introduction to Educational Leadership & Administration, and EDA 590 Seminar: Critical issues in Educational Leadership/Administration.

**Course Descriptions** *(Regularly offered – tentative, subject to change)*

**For Masters in Educational Administration**

All students enrolled in the Masters in Education (concentration in Educational Administration) must take two research based courses: Students should first complete EPY 500 in the first 12-15 credits and then either SED 590 Research Seminar in Special Education, or EDU 590 Integrative Research Seminar, or EPY 592 Integrative Seminar in Education. Educational Leadership students pursuing the

***For Research in Educational Administration (3 credits)*** – Register for EPY 500 Educational Research: Offered Fall, Spring and Summer

***For Research Seminar in Educational Leadership/Administration (3 credits) --- You may register for one of these courses:***

SED 590 Research Seminar in Special Education *(if you have background/interest in special education)*; or

EDU 590 Integrative Research Seminar *(ideal for general, all purpose leadership research);* or

EPY 592 Integrative Seminar in Education *(applies to those with a strong psychological background or job experience)*

In summary, make sure you take EPY 500 within your first 12-15 credit hours. You may then take either SED 590, EDU 590 or EPY 592. EPY 500 is a pre-requisite for the actual research seminar courses. Highly motivated students may take both courses in the same semester (EPY 500 and one of the other listed courses with permission of the adviser) . **Remind your advisor to complete a course substitution form for each course**.

**EDA 500 Research in Educational Administration**

This introductory course prepares students to be consumers and designers of educational research. Discussion includes research designs (qualitative and quantitative approaches), problem selection, review of the literature, measurement issues, proposal writing and critical evaluation. Library use, descriptive statistics and a cursory discussion of inferential statistics are also included. Required for M.S. degree. May substitute EPY 500 Educational Research with permission of the adviser. Offered based upon student demand. (3 credits)

**EDA 503 Leadership in Curriculum Development & Revision 3**

A course which considers the sources of curriculum decisions and the tasks of curriculum leaders; includes the social, philosophical and psychological principles relevant in articulating curriculum; stresses the developmental processes which affect curriculum planning and revision; and addresses the roles of curriculum developers and supervisors. Special emphasis is given to K-12 articulation with state standards and the integration of multiculturalism and technology in curriculum improvement. Core requirement for the M.S. degree and the School Building Leader certification program. Spring or Summer (3 credits)

**EDA 505 Introduction to Educational Leadership & Administration**

An overview of administrative and organizational theory applied to the educational environment, this course provides students

with a theoretical and historical understanding of educational goals, structures, politics, governance, financing and relations with

internal and external constituencies. Emphasis is placed on administrative competencies and planning for effective change

within a complex environment. Students work on their personal professional development plans, which they directly link to

national and state education leadership standards. Work on these plans continues throughout the program. Students are expected to work in teams to review school programs at school sites they select. Prerequisite for all other educational administration

courses and a core requirement for the M.S. degree and the School Building Leader certification program. Fall. (3 credits)

**EDA 506 Introduction to Educational Leadership & Administration** (On-line, for SDBL Students)

An overview of administrative and organizational theory applied to the educational environment with an emphasis on finance and operational systems. Provides students with a theoretical and historical understanding of educational goals, structures, politics, governance, financing and relations with internal and external constituencies. Emphasis is placed on school business and operational administrative competencies and planning for effective change and efficient use of resources aligned to educational goals. Students work on their personal Professional Development Plans which they directly link to national and state education leadership standards and practices. Work on these plans continues throughout the program. Students are expected to review school programs and operations at school sites they select. This is a core requirement for the School District Business Leader certification program. Offered in sequence with each Cohort Group. (3 credits)

**EDA 510 Supervision & Teacher Development**

A study of the supervisory relationship with emphasis on competencies of clinical supervision and teacher development. Professional development, formative and summative evaluation, team-building and participatory decision-making are considered. A broad view of schools with an emphasis on different school cultures and underserved populations are also discussed. Students are expected to work at school sites they select to practice the techniques of clinical supervision. Core requirement for the M.S. degree and the School Building Leader certification program. Spring. (3 credits)

**EDA 540 Education Law**

A study of the legal areas which administrators encounter; the legal system and its relationship with the educational system; types of school organizations in New York State and their structure and functions; employer/employee relationships and their legal ramifications; student rights and student discipline; due process, including general principles and applicability of the due process and equal protection clauses of the 14th Amendment, and procedural and substantive due process. Core requirement for the M.S. degree and the School Building Leader certification program. Spring or Summer. (3 credits)

**EDA 541 Education Law** (On-line, for SDBL Students)

A study of the legal areas of school districts with an emphasis on school finance, business operations, types of school organizations in New York State and their structure and functions; employer/employee relationships and their legal ramifications; student rights and student discipline; due process and equal protection clauses of the 14th Amendment, and procedural and substantive due process. This is a core requirement for the M.S. (School District Business Leader major) and the School District Business Leader certification program. Offered in sequence with each Cohort Group. (3 credits)

**EDA 543 Personnel Administration** (On-line, for SDBL Students)

Provides the insights and competencies necessary for the educational administrator to manage both instructional and non-instructional staff members; focus will be on establishing a positive, productive relationship with staff in an effort to achieve the organization’s goals as effectively and efficiently as possible; attention will be given to contract administration and to the specific personnel functions of planning, recruiting, selection, induction and appraisal. This is a core requirement for the M.S. (School District Business Leader major) and the School District Business Leader certification program. Offered in sequence with each Cohort Group. (3 credits)

**EDA 546 Internship in Educational Leadership & Administration: Part 1**

An individually arranged experience in selected schools or educational organizations, under the supervision of an experienced administrator and/or supervisor; experiences will include, but not be limited to, planning, implementing and evaluating in the areas of curriculum, supervision of instruction, staff development, personnel, community relations, management, legal issues, finance and personal/professional development. Interns regularly participate in a seminar which provides in-depth discussion and integration of administrative and supervisory issues and concerns for students actively involved in an internship experience. In addition to formal input from the instructor, students are allowed the opportunity for the regular exchange of ideas and experiences. May be waived for students who can present documentation of a state waiver of internship. Prerequisite: a minimum of 12 credit hours must be taken at Saint Rose before the internship. Core requirement for the M.S. degree and the School Building Leader certification program. Spring or Summer. (3 credits) Note: International Students not seeking New York State certification, should register for EDA 586 Advanced Field Experience.

**EDA 547 Internship in Educational Leadership & Administration: Part 2**

Continuation of field experience. Fall, Spring, Summer. (3 credits)

**EDA 550 School Finance**

A study of the historical development and current system of public school finance in New York; theoretical issues and policy choices facing educators everywhere will be related to actual questions of school finance; a central theme will be the possibility of equity for both students and taxpayers in a period of declining resources. This is a core requirement for the M.S. degree and the School Building Leader certification program. Spring or Summer. (3 credits)

**EDA 551 School Finance** (On-line, for SDBL Students)

A study of the historical development and current system of public school finance in New York; theoretical issues and policy choices facing educators everywhere will be related to actual questions of school finance; a central theme will be the possibility of equity for both students and taxpayers in a period of declining resources. Topics include revenue, investments, long term financial planning and projection, insurance, etc. Core Requirement for the M.S. Degree (School District Business Leadership Major) and the School District Business Leadership certification program. Offered in sequence with each Cohort Group. (3 credits)

**EDA 586 Advanced Field Experience in Education – Parts 1 & 2**

A field experience, selected in cooperation with faculty in the Education Leadership Program, designed to meet the individual needs of the student. Possible alternatives include: internships in child or family services non-governmental organizations, governmental organizations involved in child or family services, or foundations involved in child or family services, presentations or significant involvement in local, state, regional or national conferences, or projects supporting ongoing efforts engaged by the

Education Leadership programs at the College. A syllabus for this experience must be devised with cooperation and approval of the faculty advisor prior to registration for the course. (NB: Those students not seeking certification may take these courses in lieu of EDA 546 and EDA 547) Pass/Fail. Open to Saint Rose students only. Offered occasionally. (3-6 credits)

**EDA 589 School Business Leader Finance and Practice** (For On-line SDBL Students)

This course provides a comprehensive overview of the various school district operations including the business office, budgeting, maintenance, transportation, insurance and foodservice. Students will be expected to select, review and analyze a school operation for efficiency and effectiveness. Major topics include: Various budget types/formats, universal coding systems, revenue forecasting techniques, enrollment projection methodologies, state aid projections, capital project management, regulatory requirements, roles and responsibilities, purchasing and accounts payable, facilities management, risk management, and leadership in the various areas of a typical school business leader. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. Offered in sequence with each Cohort Group. (3 credits)

**EDA 590 Seminar: Critical issues in Educational Leadership/Administration**   
A discussion of current problems and issues in educational leadership and administration, topics may include teachers’, pupils’ and parents’ legal rights and responsibilities, school restructuring, professional development and evaluation, school climate, crisis management, financial reform and others of interest to students and instructor. Students work on the development of a personal vision of learning and strategies to achieve support for that vision which they directly link to national and state education leadership standards. Core requirement for the M.S. degree and the School Building Leader certification program. Spring. (3 credits)

**EDA 591 Seminar: Critical Issues in Educational Leadership/Administration** (For On-line SDBL Students)

Discussion of current problems and issues in educational leadership and administration with an emphasis on finance, budget and school operations. Topics may include: alternative models for funding schools; business operational mergers and shared services; school restructuring; school climate; crisis management; and others of interest to students and instructor. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. Offered in sequence with each Cohort Group. (3 credits)

**EDA 595 Research Seminar in Educational Leadership/Administration**

An extensive study and analysis of the literature and research in the areas of educational administration and supervision; students will develop and present a research proposal and/or conduct research concerning a specific administrative/supervisory issue. Required for M.S. degree. May substitute SED 590 Research Seminar in Special Education, EDU 590 Integrative Research Seminar; or EPY 592 Integrative Seminar in Education. Offered based upon student demand. (3 credits)

**EDA 596 School District Business Leader Internship Part 1** (For On-line SDBL Students)

This internship is required for students in the School District Business Leader programs. An individually arranged experience in selected schools or educational organizations, under the supervision of an experienced certified business administrator and/or supervisor; experiences will include, but not be limited to, planning, implementing and evaluating in the areas of budget, finance policy, contracts, property management, staff development, personnel, community relations, management, legal issues, personal/professional, development. Interns regularly participate in a seminar that provides in-depth discussion and integration of administrative and supervisory issues and concerns for students actively involved in an internship experience. In addition to formal input from the instructor, students have the opportunity for the regular exchange of ideas and experiences. In addition to formal input from the instructor, students have the opportunity for the regular exchange of ideas and experiences. May be waived for students who can present documentation of a state waiver of internship. Prerequisite: a minimum of 12 credit hours must be taken at Saint Rose before the internship. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. Offered in sequence with each Cohort Group. (3 credits)

**EDA 597 school District Business Leader Internship Part 2** (For On-line SDBL Students)

This internship is a continuation of field experience. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. Offered in sequence with each Cohort Group. (3 credits)

**EDA 598 Independent Study**

Provides a student with the opportunity to explore in depth a particular topic of interest related to school leadership. Elective - offered occasionally. (1-3 credits). Requires prior permission of the instructor.

**EDA 599 Thesis**

(3-6 credits)

**School District Leadership (SDL) Academy: EDA 601 District Level Leadership and Management & EDA 602 School District Community Policy/Politics**

Co-requisites EDA 601 and EDA 602 must be taken together. Although shown as separate courses, the 601 and 602 courses will be taught as co-requisites in a single term as a six-credit experience. Classes will be offered at various locations and in varying time frames that may include weekend full-day experiences, evening classes, and weekday visits to different locations in the local region. Students will participate in a total of seventy-five (75) hours of in-class experience. In addition, students will be expected to complete several individual and group projects that will require significant outside-of-class time commitment. Required for

School District Leadership certificate program; see detailed course descriptions for EDA 601 and 602 below.

**EDA 601- District Level Leadership and Management**

This course utilizes the analysis of education case studies and a project based methodology. The emphasis of the course is on district level leadership. It is designed to shape and assess the abilities of potential leaders to analyze, strategize, implement and follow-up, individually and in groups with respect to the problems faced by school district leaders in a variety of settings. The cases cover the full spectrum of challenges faced by school district leaders. The cases and assignments are targeted to specific activities that a district level leader might perform in his or her job. The areas of concentration for study will be designed to parallel the competencies addressed in the internships required by the college. Case studies will be analyzed using a broad range of perspectives. The cases used have been generated from the working experiences of administrators and students of education leadership in different settings. Upon completion students will acquire the knowledge, dispositions and skills necessary to perform the functions of the chief executive officer and instructional leader of a school district.

**EDA 602- School District Community Policy/Politics**

A complement to the work done in EDA 601, the focus will be on interacting effectively with school board members, community and parent groups, underserved and unserved constituencies, teacher and administrator organizations at all levels, and political leaders having an impact on the resources and/or the mission of the school district. There will be an emphasis placed on honing administrative skills in communications and group facilitation, and on assessing how professionals can most effectively interact with others, especially in diverse groups.

**EDA 999 Comprehensive Exam**

The comprehensive examination is one of the final evaluation components for the Master’s Degree in Educational. The examination is a computer based administration based upon the ELCC Leadership Standards (Educational Leadership Constituent Council) under the review of NCATE (National Council for the Accreditation of Teacher Education). The exam format and content is similar to the New York State School Leadership Assessments (SBL & SDL). The exam focuses the majority of the standards presented in case studies and analysis of data. Pass/Fail. Prerequisites: EDA 503,505, 510, 550, 540, and 590. Fall, Spring, Summer. (0 credits).

**Section 3: The SBL/SDL Administrative Internship**

**Internship Overview Videos - Preparing for Internships**

The administrative internship is based upon the NCATE Leadership Standards. Of the required 600 hour internship experience, hours must be invested at both the building and district level. The allocation of hours between building and district will be predicated on the nature of the projects selected, the location of the internship, and the future interests of the students. It is not uncommon to expect a 100/500 hour split with the majority of hours at the building level but this will vary significantly be each internship. Within the 20 projects developed, interns must address the elements of each standard for building and district level leadership (a total of 50). Furthermore, the artifacts are maintained on-line as an e-portfolio. *Refer to the latest Internship Guide for detailed information on the internship process. To download the guide, go to the Educational Leadership web page or download directly from this address:*

<http://www.strose.edu/wp-content/uploads/2015/09/INTERNSHIP-GUIDE-6.1.15.pdf>

To assist new and prospective students in planning and developing an authentic, rigorous, high quality internship field experience, the program has a set of four on-line videos detailing the key aspects of the internship process including application, proposal, artifacts, and responsibilities. This list is available on-line through YouTube videos with the addresses listed below.

**EDA 546/547 Administrative Internship Overview – On-Line You Tube Videos**

Module 1 Internship Overview: <https://youtu.be/Mx_rU86Nh8A>

Module 2 Internship Application Process: <https://youtu.be/sqE4TeYYsbo>

Module 3 Internship Proposal & Artifacts: <https://youtu.be/DVNjavCUPRM>

Module 4 Internship Responsibilities: <https://youtu.be/809keJCr85s>

**The Internship E-Portfolio**

SBL student interns must develop an Internship E-Portfolio using Chalk & Wire where interns will upload all internship materials including the application, proposal, and one internship artifact for representing each of the standard elements for School Building Leader (SBL) and School District Leader (SDL). Using the 20 required projects, artifacts will be generated and uploaded by the intern throughout the experience. Before submitting the e-portfolio electronically, each intern will need to select only one artifact for each standard element. An artifact can be used more than once. This is discussed in more detail within the Internship Orientation and Seminar and with the college internship site supervisor.

**Section 4: Applying for Certification & State Leadership Assessments**

**Information and Preparation for the NYSTCE School Leadership SBL Assessment**

Students must take and pass the NYSTCE School Leadership Assessment for SBL (and SDL, SDBL for some students). There are usually Test Preparation Session for students anticipating taking the NYSTCE School Leadership Assessments once per semester. The schedule usually is posted in the periodic Educational Leadership newsletter. Students preparing for the NYSTCE School Leadership Assessment and for the Test Preparation session ***should download the Test Preparation Booklet from the Google Docs address listed below.*** The booklet combined information from New York State and The College of Saint Rose and students have remarked how helpful the materials are for preparation. You should attend one or both of these sessions to ensure a better passage rate. Downloading the Study Guide: <https://drive.google.com/file/d/0B1tenFGmdgg-eWJuZEl0eTAzWkE/edit?usp=sharing> .

**About the Exam/Assessment**

Register as early as possible before your desired test date due to limited seating. Before registering, you may check real-time seat availability and review test center locations.

* **General test information**: <http://www.nystce.nesinc.com/index.asp>
* **Test registration** for computer-based testing: <http://www.nystce.nesinc.com/NY17_internetreg.asp>
* **Check seat availability** at [www.pearsonvue.com/es/sa/](http://www.pearsonvue.com/es/sa/).
* **Locate a test center** at [www.pearsonvue.com/es/locate/](http://www.pearsonvue.com/es/locate/).

Candidates may take Part One and Part Two on a single day (usually 8-5:00 pm) although our Educational Leadership program recommends our students taking the parts on two separate testing dates to avoid fatigue and to score as high as possible on the assessment. If you choose to take the assessment parts on two separate dates, you must submit two separate registrations, one for each test. The SLAs are offered during a testing schedule posted in the newsletter and also on the NYSTCE website listed above.

**Applying for Administrative Certification**

Once a student completes an approved certification program, The College recommends the student (now graduate) to the New York State Education Department (NYSED) confirming that the student has met our program requirements as registered. The graduate needs to actually file a certification application with New York State. NYSED uses an online processing system for NYS Teacher Certification called TEACH. All students will use the TEACH system to apply for their NYS Teacher certification. Everything, including payment, will be done online though the TEACH system. Instructions for doing so are posted on the College website link below. Please be sure to choose the appropriate set of instructions for your degree and certificate type (initial/professional – provisional/permanent). This sheet will give you step by step instructions to apply for your certificate(s) through the TEACH system. The link: <http://www.strose.edu/officesandresources/registrar/teachercertification>. You can submit your teacher certification application through the TEACH system at any time before or after you graduate. However, your application will not be reviewed by NYSED until after The College of Saint Rose sends our recommendation. The college will automatically send this recommendation approximately 3 weeks after the end of your last semester.

You and your potential employers can check your certification status online at any time. Therefore, The College of Saint Rose does not issue letters confirming your pending certification status with NYSED. At the bottom on each “Student Application Information Sheet” is contact information for the NYS Education Department should you have problems with the TEACH system. If you have problems filling out your application or have any questions about certification, please email us at [Certification@strose.edu](mailto:Certification@strose.edu). . In order to apply online, you will enter TEACH online services via the Office of Teaching Initiatives Web site at [www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert) and create a TEACH login and password at the New York State Directory Services site. Instructions are provided as you go through this process. Once you have created your login and password this step is completed and you never have to repeat this process (unless you forget your password).

**Application for the Master’s Degree/Advanced Certificates**

As you begin your last semester to complete your degree or certificate, you need to download the Application for a Masters or Advanced Certificate from the Registrar’s office. This can be accessed in a pdf form from the address: <http://www.strose.edu/officesandresources/registrar/forms> . The form is also due no later than mid-March if you wish to have your name listed in the May commencement program. Finally, remember that the Registrar’s Office will only contact you with questions or concerns about you completion ***through your Saint Rose e-mail account***! If you don’t periodically monitor this account, you will miss critical information. Periodically in the Internship Seminar, we will have a representative from the Registrar’s Office attend and review the process and answer any questions.

**Verification of Administrative Experience**

After a student completes the Educational Leadership program at Saint Rose and meets all requirements, the College Registrar will recommend the student to the New York State Education Department for certification. Once a graduate obtains an administrative position, ***it is the graduate’s responsibility*** to verify administrative experience to New York State. Information is at:  [http://www.highered.nysed.gov/tcert/certificate/form.html](https://oldmail.strose.edu/owa/redir.aspx?C=0859a68f9fec4512af1bf9d7109ac63c&URL=http%3a%2f%2fwww.highered.nysed.gov%2ftcert%2fcertificate%2fform.html).

**Section 5: School Leadership Certification Requirements in New York State**

**Checklist Requirements for Administrative Certification A-Z**

Below is a comprehensive checklist of New York State Education requirements for qualifying for administrative certification. Please review them carefully as several have been recently amended.

**School Building Leader (SBL)**

**Internship Certificate (SBL)**

* **Enrolled in College of Saint Rose NYS Registered Program – School Building Leader**
* **Completion of at least 12 credits (50%) of the Graduate Program - School Building Leader**
* **Institutional Recommendation from Registrar’s Office - School Building Leader**
* **Institutional Recommendation from Saint Rose Registrar’s Office - School Building Leader**
* **Workshop - Dignity For All Students Act**

*EDU 609 at Saint Rose (See course offerings). Requires completion of six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention from a provider approved by NYSED on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).*

* **Fingerprint Clearance**

**Initial Certificate: School Building Leader (SBL)**

* **Completion of College of Saint Rose NYS Registered Program 24 credits - SBL**
* **Institutional Recommendation from Registrar’s Office - School Building Leader**
* **Additional Education – Masters Degree**

*Masters degree means a graduate degree awarded following the satisfactory completion of at least a one-year graduate-level curriculum and other requirements. The program must be offered by an institution of higher education approved by the Commissioner of Education or a regional accrediting agency.*

* **Paid, Full-time Classroom Teaching/PPS Experience - 3 Years**
* **Educating All Students Test (EAS)**

[*http://www.nystce.nesinc.com/NY17\_teachercertification.asp*](http://www.nystce.nesinc.com/NY17_teachercertification.asp)

* **School Building Leader Assessment (SBL) - Part 1 & 2**

[*http://www.nystce.nesinc.com/NY\_SLA\_Registration.asp*](http://www.nystce.nesinc.com/NY_SLA_Registration.asp)

* **Workshop - Dignity For All Students Act**

*EDU 609 at Saint Rose (See course offerings). Requires completion of six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention from a provider approved by NYSED on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).*

* **Workshop - Child Abuse Identification**

*EDU 601 at Saint Rose (see course offerings). Required is completion of two hours of training in child abuse identification and prevention on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).*

* **Workshop - School Violence Intervention and Prevention**

*EDU 602 at Saint Rose (see course offerings). Required is completion of two hours of training in school violence prevention and intervention on a fee basis. by provider. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).*

* **Fingerprint Clearance**

**Professional Certificate for School Building Leader (SBL)**

**□ Paid, full-time Admin experience - 3 Years** *(Includes 1 year “mentored experience” as school building leader)*

*The applicant must document paid, full-time work experience, acceptable to the Commissioner, in school administration. Acceptable experience relates to hiring, terminating, evaluating, and supervising professional school staff, overseeing the school budget, and developing curriculum. Experience assisting administrators or supervisors, however, will not be considered. "Mentored experience" refers to the guidance and professional support that experienced, certified teachers/school building leaders provide to new teachers/school building leaders in their first year of teaching/building leadership in a public school. Completion of the mentored experience must be verified by the superintendent of the employing school district through TEACH by entering a superintendent statement and selecting "Verification of Mentoring" as the statement.*

**□ Professional Development – 175 hours**

*Note: To maintain the validity of the Professional certificate once awarded, certificate holders must obtain 175 hours of appropriate professional development every five years after initial receipt.*

**School District Leader (SDL)**

**Transitional D Certificate (SDL)**

* **Enrolled in College of Saint Rose NYS Registered Program – School District Leader**
* **College of Saint Rose Recommendation from Registrar’s Office – SDL Transitional D Certificate**
* **Additional Education – Masters Degree**

*Masters degree means a graduate degree awarded following the satisfactory completion of at least a one-year graduate-level curriculum and other requirements. The program must be offered by an institution of higher education approved by the Commissioner of Education or a regional accrediting agency.*

* **School District Employment/Commitment – SDL**

*Letter provided to The College of Saint Rose by the school district indicating employment of the person in a position of district level responsibility who will receive mentoring support from another administrator with district experience and school district leader certification.*

* **Fingerprint Clearance**

*Must be cleared by the New York State Education Department through a fingerprint-supported criminal history background check. Candidates fingerprinted and cleared by the New York City Board of Education after July 1, 1990, may submit that clearance to the Department to satisfy this requirement. Detailed information and forms can be found at the Office of School Personnel Review and Accountability (OSPRA) Web site:*

[*http://www.highered.nysed.gov/tcert/ospra/*](http://www.highered.nysed.gov/tcert/ospra/)

* **Workshop - Dignity For All Students Act**

*EDU 609 at Saint Rose (See course offerings). Requires completion of six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention from a provider approved by NYSED on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).*

**Professional Certificate (SDL)**

* **Completion of College of Saint Rose NYS Registered Program - School District Leader**
* **Institutional Recommendation from Registrar’s Office - School District Leader**
* **Additional Education - Masters Degree**

*Masters degree means a graduate degree awarded following the satisfactory completion of at least a one-year graduate-level curriculum and other requirements. The program must be offered by an institution of higher education approved by the Commissioner of Education or a regional accrediting agency.*

* **Graduate Coursework - 60 graduate hours**

*“Graduate Coursework" means studies that can be credited toward a graduate degree granted by an institution of higher education that is approved by the Commissioner of Education or by a regional accrediting agency.*

* **Paid, full-time Admin/PPS/Classroom Teaching experience - 3 Years**

*The applicant must demonstrate paid, full-time work experience as a classroom teacher, pupil personnel professional (e.g., school counselor), or administrator.*

* **Examination - School District Leader - Part 1 & Part 2**

[*http://www.nystce.nesinc.com/NY\_SLA\_Registration.asp*](http://www.nystce.nesinc.com/NY_SLA_Registration.asp)

* **Workshop - Dignity For All Students Act**

*EDU 609 at Saint Rose (See course offerings). Requires completion of six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention from a provider approved by NYSED on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).*

* **Workshop - Child Abuse Identification**

*EDU 601 at Saint Rose (see course offerings). Required is completion of two hours of training in school violence prevention and intervention on a fee basis. by provider. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).*

* **Workshop - School Violence Intervention and Prevention**

*EDU 602 at Saint Rose (see course offerings).*

* **Fingerprint Clearance**

*Must be cleared by the New York State Education Department through a fingerprint-supported criminal history background check. Candidates fingerprinted and cleared by the New York City Board of Education after July 1, 1990, may submit that clearance to the Department to satisfy this requirement. Detailed information and forms can be found at the Office of School Personnel Review and Accountability (OSPRA) Web site:*

[*http://www.highered.nysed.gov/tcert/ospra/*](http://www.highered.nysed.gov/tcert/ospra/)

* **Citizenship Status - INS Permanent Residence or U.S. Citizenship**

*New York Education Law permits individuals with USCIS (United States Citizenship and Immigration Services) Permanent Residence status to qualify for a Permanent/Professional teacher certificate. To verify your permanent residence status, submit one of the following with your application:*

* *photocopy of your permanent resident card ("Green Card")*
* *photocopy of your passport stamped with "Processed for 1-551 Temporary Evidence of Lawful Admission for Permanent Residence"*
* *a certified and sealed copy of a letter from the USCIS verifying permanent residence*

**□ Professional Development – 175 hours**

*Note: To maintain the validity of the Professional certificate once awarded, certificate holders must obtain 175 hours of appropriate professional development every five years after initial receipt.*

*Note: The New York State Education Department does not recognize teacher certification or teacher education programs from outside the United States or its territories. Candidates would have to apply for certification under the New York State individual evaluation pathway for a certificate where the individual evaluation pathway is available.* *For more information on teacher and administrative certification:* [*www.highered.nysed.gov/tcert*](http://www.highered.nysed.gov/tcert)

**School District Business Leader (SDBL)**

**Professional Certificate (SDBL)**

* **Completion of College of Saint Rose NYS Registered Program - School District Business Leader**
* **Institutional Recommendation from Registrar’s Office - School District Leader**
* **Additional Education - Masters Degree**

*Masters degree means a graduate degree awarded following the satisfactory completion of at least a one-year graduate-level curriculum and other requirements. The program must be offered by an institution of higher education approved by the Commissioner of Education or a regional accrediting agency.*

* **Graduate Coursework - 60 graduate hours**

*“Graduate Coursework" means studies that can be credited toward a graduate degree granted by an institution of higher education that is approved by the Commissioner of Education or by a regional accrediting agency.*

* **Paid, full-time Admin/PPS/Classroom Teaching experience - 3 Years**

*The applicant must demonstrate paid, full-time work experience as a classroom teacher, pupil personnel professional (e.g., school counselor), or administrator.*

* **Examination - School District Business Leader - Part 1 & Part 2**

[*http://www.nystce.nesinc.com/NY\_SLA\_Registration.asp*](http://www.nystce.nesinc.com/NY_SLA_Registration.asp)

* **Workshop - Dignity For All Students Act**

*EDU 609 at Saint Rose (See course offerings). Requires completion of six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention from a provider approved by NYSED on a fee basis. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).*

* **Workshop - Child Abuse Identification**

*EDU 601 at Saint Rose (see course offerings). Required is completion of two hours of training in school violence prevention and intervention on a fee basis. by provider. Upon completion of the workshop, the provider will provide Certification of Completion. Send document to NYS Education Department, Office of Teaching, 89 Washington Ave., Albany, NY 12234. (Photocopies are acceptable).*

* **Workshop - School Violence Intervention and Prevention**

*EDU 602 at Saint Rose (see course offerings).*

* **Fingerprint Clearance**

*Must be cleared by the New York State Education Department through a fingerprint-supported criminal history background check. Candidates fingerprinted and cleared by the New York City Board of Education after July 1, 1990, may submit that clearance to the Department to satisfy this requirement. Detailed information and forms can be found at the Office of School Personnel Review and Accountability (OSPRA) Web site:*

[*http://www.highered.nysed.gov/tcert/ospra/*](http://www.highered.nysed.gov/tcert/ospra/)

* **Citizenship Status - INS Permanent Residence or U.S. Citizenship**

*New York Education Law permits individuals with USCIS (United States Citizenship and Immigration Services) Permanent Residence status to qualify for a Permanent/Professional teacher certificate. To verify your permanent residence status, submit one of the following with your application:*

* *photocopy of your permanent resident card ("Green Card")*
* *photocopy of your passport stamped with "Processed for 1-551 Temporary Evidence of Lawful Admission for Permanent Residence"*
* *a certified and sealed copy of a letter from the USCIS verifying permanent residence*

**□ Professional Development – 175 hours**

*Note: To maintain the validity of the Professional certificate once awarded, certificate holders must obtain 175 hours of appropriate professional development every five years after initial receipt.*

**Section 6: On-Line Learning**

**On-Line Learning: Zoom & Blackboard**

Welcome to on-line learning in our Educational Leadership programs! These *First Steps to On-Line Learning* will help you to get started. On-line Instruction is divided into two areas: asynchronous and synchronous. Synchronous learning is on-line, live real-time instruction that is “face-to-face” with your professor and student colleagues across the internet. Asynchronous learning is learning that is independent, at the convenience and schedule of the student. While on-line learning provides convenience of time and location, the learner must independently engage in active structured organized learning. Students should schedule time dedicated towards studying the course materials. We want to make your on-line learning experience valuable and enjoyable so please let us know if there is anything you need or suggest in enhancing the experience.

**Use of Blackboard for Accessing Course Materials**

This course uses Blackboard for accessing most course materials.Blackboard is an electronic course management system. Blackboard incorporates web pages, email, discussion boards, blogs, small group areas, online quizzes, an online grade book, a calendar, virtual groups, document sharing, for either web-enhanced courses or totally web-based courses. Blackboard provides 24x7 access to your course materials, class discussions synchronously or asynchronously via threaded discussions and chat rooms features, lessons incorporate multimedia and allow for various learning styles; offer group collaboration tools; and provides students with instant feedback with online Grade Center.

Students will need to use their Saint Rose assigned e-mail and create a password. This allows student access to the courses they are registered for only. Courses are available typically through Blackboard 2-4 weeks prior to the first scheduled class. A student may be notified by the professor via e-mail prior to the class that access is now available through Blackboard. Otherwise, students should check in periodically.

<http://www.strose.edu/login/>

**Textbooks and other Course Materials**

Materials and textbook purchase information will typically be provided in the Course Syllabus. These materials should be acquired as soon as possible after review of the syllabus. The syllabus will be provided in Blackboard. Some professors will also provide the syllabus in advance via e-mail.

**Advancing into the Course Modules**

This on-line course is divided into separate modules that include due dates for student work and assignments. The courses are designed to be followed with the professor and according to the timeline. Although students may self-pace *within a module* within the timeline provided, they should not proceed ahead of the other students or professor or proceed into additional modules. The rationale is that the course and learning experience are enriched with: planned interactions with other students and the teacher; the professor may need to explain or clarify expectations; or the assignments could be subject to change.

**Equipment Required to Participate in On-Line Learning**

Students will need the following: 1) a computer – desktop or laptop with an internet connection (high speed recommended) using an updated common web browser; 2)Either an internal camera in the computer or a web cam external camera (recommended); and 3) Computer external microphone/speaker headset or ear buds (helps with sound quality and reduces echo effect). For more information on system requirements, go to:

<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-and-Mac>

**Media On-Line Service**

The College uses an on-line service called Zoom. It is intuitive, and there is help and support through the Zoom web pages. This service is at no charge to students. You will need to download the client software onto your computer(s) from where you will be accessing the internet and Zoom. The directions and how to use Zoom can be found at:

[https://support.zoom.us/hc/en-us](https://oldmail.strose.edu/owa/redir.aspx?C=81a967cfe657419c8892494f0fb7a335&URL=https%3a%2f%2fsupport.zoom.us%2fhc%2fen-us)

If a student is unable to resolve an issue with Zoom after reviewing all on-line help, students may contact Lillian Shafer, Instructional Designer, Information Technology Services (ITS) at: [shaferl@mail.strose.edu](mailto:shaferl@mail.strose.edu) .

**Connectivity**

One of the keys to a successful on-line synchronous experience is your internet and computer connectivity. A high speed internet connection is essential. If you have trouble with the video/audio of any session:

1. Check your internet connection
2. Close any other programs running on your computer
3. Make sure that no other device in your location is using the internet
4. If you are planning on-line access through a school or other organization internet connection, be aware you may have issue with their internet security firewall. You should test access from this site before beginning class.
5. If all else fails, you can connect to the session by phone. Information on phone connection is listed below:

<https://support.zoom.us/hc/en-us/articles/201362663-How-Do-I-Join-by-Telephone->

**Joining Class**

There are one (or more) sessions scheduled for this course. The schedule of synchronized sessions is either listed here, in the course syllabus, e-mail, or elsewhere. For general information on joining a “meeting” or class:

[https://support.zoom.us/hc/en-us/articles/201362193-How-Do-I-Join-A-Meeting-](https://oldmail.strose.edu/owa/redir.aspx?C=81a967cfe657419c8892494f0fb7a335&URL=https%3a%2f%2fsupport.zoom.us%2fhc%2fen-us%2farticles%2f201362193-How-Do-I-Join-A-Meeting-)

Each course has a unique “meeting ID”. A student receives a different meeting ID for each on-line course that includes synchronized learning sessions. By clicking on the address listed below, you will join the “meeting” (class) for this course. You will need to provide an e-mail address and selected password that you initially create through Zoom. You should remember your password, as well as save this unique meeting address and you may wish to place it into your favorites or bookmarks for ease of later access. Prior to your first scheduled on-line class, the professor will provide a class meeting web address to use.

**Synchronized Session Schedule**

The course on-line synchronized class meeting dates, times and frequency of the on-line synchronized class will be provided in advance. Mark these dates on your calendar. All meetings start at 7:00pm and last 90-120 minutes on average. Be on-line 5-10 minutes in advance of each scheduled class. You will use the SAME meeting address for all course meetings.Since synchronized on-line class meetings are limited and not frequent, participation is anticipated and students should make this a high priority. Please contact the instructor if you will not be present for any meeting.  ***S***ynchronized class meetings will usually be recorded. Determine if the class on-line meetings will be recorded. If you miss a meeting or wish to review a prior class, contact your professor by e-mail and you would be provided a link to watch the recorded video of the prior class if classes are recorded.

**Preparing for Synchronized Sessions**

When participating in regular on-line sessions, students should mute their microphones unless they wish to speak. This reduces ambient noise which may distract other participants.

Prior to the first class, you may be invited to test your system and watch a short asynchronous recorded welcome video from your professor discussing the class. This is more typical if the class is the first session of a program or sequence.

**Individual On-Line Meetings: Student to Student and Student to Professor**

Students have several options to “meet” on-line to discuss work, projects or group presentations. Options include: using an on-line service provider like Skype, or Google Hangouts, or schedule a meeting through Zoom. Remember to contact the other participants and invite them to participate at a scheduled time.

**Section 7: Using and Accessing the College Technology**

The Instructional Technology Services (ITS) department is very helpful and provides a Help Desk to answer technology questions. On campus phone contact: 4357 (help); if off campus, 518-454-2190. The e-mail is: [helpdesk@strose.edu](mailto:helpdesk@strose.edu).

**E-mail and Using Banner**

To set up a student e-mail account and other functions, access the Student Technology Guide at the address below:

<http://www.strose.edu/wp-content/uploads/2015/10/ITS-Student-Tech-Guide-Spring-2015-5.pdf>

**Your Initial Username & Email Address**

To login to e-mail, Blackboard, lab computers, or the wireless network, use your username:

Username: Last name + first initial of your first name + last three digits of your student ID #

Password: Your birthday (MMDDYY)

Your full email address is: username@strose.edu

Need help? Contact the Help Desk at x4357 or (518) 454-2190.

**Your Password**

All passwords must include the following characteristics:

1. It cannot contain significant portions of the user’s account name or full name

2. It must be at least eight characters in length

3. It must contain characters from three of the following four categories:

• Uppercase characters (A through Z)

• Lowercase characters (a through z)

• Numbers (0 through 9)

• Non-alphabetic characters (for example, !, $, #, %)

Change it...three options:

• Log into a campus PC, press CTRL+ALT+DEL and select “Change Password,”

• Log into the password reset site at https://pwdreset.strose.edu

• Go to Help Desk with photo ID.

**BannerWeb Login**

To login to BannerWeb, the College’s self-service administrative system:

User ID: Your Saint Rose ID number (9-digit)

PIN: Your birthday (MMDDYY)

Need Help? Call the Student Solution Center at (518) 458-5464.

**Chalk & Wire**

Chalk & Wire is a student assessment and portfolio system that is used in many Educational Leadership courses. The internship portfolio is created in Chalk & Wire as an E-Portfolio. Students will need to familiarize themselves with it. You can sign into to Chalk & Wire by going to the address listed below:

<http://www.strose.edu/login/>

Help for Chalk & Wire can be found at the address listed below:

<http://techtalk.strose.edu/bb-learn/chalk-wire-faqs-students-using-blackboard>