MASTER OF SCIENCE IN EDUCATION:

EDUCATIONAL LEADERSHIP

SCHOOL BUILDING LEADER (SBL) PROGRAM
SCHOOL BUILDING LEADER (SBL) / SCHOOL DISTRICT LEADER (SDL) PROGRAM

www.sjfc.edu
M.S. IN EDUCATIONAL LEADERSHIP

The Ralph C. Wilson, Jr. School of Education’s educational leadership programs are designed for candidates who hold a New York state (NYS) teaching certificate and are seeking NYS certification at the school building, or school building and school district level.

Using an integrated approach by combining theory, authentic case studies, class discussions, candidates' experience, and field based internships, the programs address current and emerging issues impacting the quality of education. The integrated approach infuses theory with practice to support candidates to obtain the skills, knowledge, and values necessary to create optimum school conditions. In addition, the case studies and field experiences both teach and measure candidate competence against national and state standards.

PROGRAM HIGHLIGHTS

- Completed in four semesters (15 months)
- Classes meet Friday evenings and Saturdays (every other weekend)
- Classes are offered sequentially so students focus on one class at a time
- Technology Enhanced Delivery - blended format with online course components
- Excellent placement rate for administrative positions
- 32 credit hour program

PROGRAM FORMAT

The educational leadership programs require 24 credits of course work and eight credits of internship* for a total of 32 credits. Each semester’s studies constitute a module made up of two three-credit courses and a two-credit internship. Classes meet on alternate weekends on Friday nights from 4:30 - 8 p.m. and on Saturdays from 9 a.m. - 3:30 p.m. The programs can be completed in four semesters.

Field-based experiences are crucial elements of the curricula. The programs have four experiences of two credits each that are taken concurrently with the courses offered each semester. Through these experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications. Assignments and times are arranged by the College in collaboration with the candidate and the candidate’s home school district or partnering district, and are structured around the schedules of working professionals.

*Field experience requirements are structured for the working professional and are part of the curriculum. Assignments are arranged by the College in collaboration with the candidate and the candidate’s home school district or partnering district.

ADMISSIONS REQUIREMENTS

The educational leadership programs operate on a rolling admissions basis. Applications are reviewed as they are received and admissions decisions are made within four weeks of receipt of a completed application. Candidates are required to have New York state teaching certification and two years of teaching experience.

For more information about the admissions process, including specific application requirements, call (585) 385-8064 or visit http://go.sjfc.edu/graduate.

EDUCATIONAL LEADERSHIP BY THE NUMBERS

2 CERTIFICATION OPTIONS 15 MONTHS TO COMPLETION 1 FISHER FAMILY
PROGRAM MODULES

Both of the educational leadership programs’ curricula have four interrelated modules comprised of three courses each.

MODULE I: DEVELOPING EFFECTIVE LEADERSHIP

Strong and effective leadership has been shown to correlate with school success. This module is designed to provide candidates with an understanding of the major influences affecting American education and expose candidates to the research on motivational theory, leadership effectiveness, and best practices in school/district leadership that enhance learning for all students. The courses will employ lectures, discussions, assigned readings, case studies, and first-person accounts to provide candidates with a theoretical context and understanding of the various components of effective leadership.

MODULE II: PLANNING AND IMPLEMENTING SCHOOL IMPROVEMENT STRATEGIES

This module is designed to increase candidates’ understanding of the various planning and implementation processes that promote and support school improvement. Specific emphasis will be placed on the study of various models and strategies that have been used to engage and guide the school community in the school improvement process. Candidates will examine case histories of high and low performing schools in diverse settings, and develop school improvement plans that include the use of technology and information literacy for such schools. The courses offered will focus on strategies that promote high-quality learning environments for all students, including the use of technology and information systems to enrich curriculum and instruction.

MODULE III: EFFECTIVE PUBLIC COMMUNICATION

Candidates will learn how to effectively engage the public in the school/district enterprise at all levels. Courses will focus on parent and community involvement, media relations, creating partnerships, and communicating results. In addition, courses will discuss strategies for communicating effectively with groups from diverse backgrounds.

MODULE IV: CONTINUOUS SCHOOL IMPROVEMENT

This module is designed to provide candidates with the knowledge and skills required to apply a systems approach to continuous school improvement. Courses will focus on systems that provide frequent monitoring and assessment of student and staff performance; ongoing staff and student development; opportunities to express and include diverse perspectives, professional development initiatives, programs, and practices to celebrate and reward success; and a framework for collaborative internal and external review of school programs, practices, and results. Courses will also include the examination and application of model technology systems that collect, analyze, and use data to inform decision-making and improve results.

WHERE DO OUR GRADUATES GO?

School of Education teachers and administrators are currently working in public, charter, and private schools throughout New York State and across the country.

“My journey in the educational leadership program was an extremely rewarding experience. I believe that the classroom and coursework experience coupled with my field experience helped prepare me for a career as an effective education leader.”

Barry Tierney ’18
Assistant Principal, Eastern Monroe Career Center, Monroe#1 BOCES
ABOUT THE RALPH C. WILSON, JR. SCHOOL OF EDUCATION

The Ralph C. Wilson, Jr. School of Education provides numerous degree options to prepare education professionals for certification and careers in schools, elementary through high school. With the School’s emphasis on social justice, you will learn how to engage your own students as they develop, making a lasting impact on individual lives and the greater community.

ACCREDITATION

The School of Education’s teacher education program is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. NCATE transitioned to the Council for Accreditation of Educator Preparation (CAEP) as the new accrediting body for educator preparation.

TAKE A CLOSER LOOK

To schedule an appointment, attend an Information Session, or observe a class, call the Office of Transfer and Graduate Admissions at (585) 385-8064 or visit the Graduate Admissions website at http://go.sjfc.edu/graduate.