Queens College

SPECIALIST DIPLOMA PROGRAMS

IN

EDUCATIONAL LEADERSHIP

(SCHOOL BUILDING LEADER  SBL)

AND

(SCHOOL DISTRICT LEADER  SDL)

DEPARTMENT OF EDUCATIONAL AND COMMUNITY PROGRAMS

POWDERMAKER HALL, ROOM 033

Queens College, City University of New York
Flushing, NewYork
718-997-5240
Program Description

The Queens College Graduate Program in Educational Leadership is a post-master’s level, 36 credit, part-time evening course of study designed to prepare qualified candidates for school leadership positions in New York State elementary through secondary schools. Based on survey data received from program graduates in the years 1996-2000, approximately eight-six percent* of survey respondents are school administrators in public school districts in New York City, Nassau County, and Suffolk County (Educational Leadership Alumni Survey for Graduates 1996-2000). The program has a strong emphasis on preparing effective school leaders in urban and suburban communities that surround the New York City metropolitan area. Upon successful completion of the program, students will have met the statutory requirements of the New York State Department of Education for certification as a School Building Leader and as School District Leader.

The Educational Leadership Program will admit to the program only those candidates whom it considers to be future outstanding educational leaders in schools and communities. Candidates are carefully selected from among those applicants who meet specific qualifications.

The program is open only to those who have been selected as appropriate and qualified candidates. The number of candidates who can be accepted for matriculation each year is limited. Therefore, admission is not automatic, even if the basic qualifications (listed below) are met.

* School Building Leader 30 post masters degree credits
  School District Leader       6 post Building Leader credits
Basic Admissions Requirements

1) Both Baccalaureate and Master’s degrees (with minimum grade-point averages (GPA) of 3.0 from approved postsecondary institutions. If it is deemed advisable, Queens College may specify certain additional graduate courses to be completed before the candidate is admitted to the program. Evidence of achievement at the undergraduate and graduate levels will be given primary emphasis in the admissions process.

2) A minimum of three years of successful full-time teaching experience in a public, private or parochial school, or at the college or university level, at least one year of which has been in the past five years is required.

3) A minimum of three professional recommendations that attest to the applicant’s supervisory/leadership experiences and potential.

4) A written statement of approximately 1000 words detailing reasons for the applicant’s interest in the educational leadership program including relevant experiences and responsibilities that give evidence of leadership potential.

5) A formal interview with at least two members of the full-time faculty.

6) All candidates must represent the program’s high standards of integrity, honesty, emotional stability, and commitment to foster these qualities in future administrators.

Degree Requirements

Candidates are required to complete ten courses (30 credits) as outlined below. Enrolled candidates should plan to complete the program without interruption. It usually takes two to three academic years including summer courses for candidates to meet course requirements. Requests for extension of time to complete the program must be submitted to the Queens College Office of Graduate Studies. Appeals concerning this decision should be directed to the Graduate Scholastic Standards Committee, whose decision is final.
Program policy stipulates that students may take two courses each semester and three courses in the summer sessions. Exceptions to this policy must be approved by a committee of the full-time faculty.

Candidates who complete the 30 credits (maintaining an average of B (3.0) or higher) are eligible for nomination to receive New York State School Building Leader certification. Candidates who complete an additional specified two courses for a total of (36 credits) including the 30 credits for School Building Leader are eligible for nomination to receive NYSSDL certification.

The ten required courses for School Building Leader (SBL) completion of the program include:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECPEL 880</td>
<td>Leadership Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ECPEL 881</td>
<td>Curriculum and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>ECPEL 882</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECPEL 883</td>
<td>Human Relations for the Educational Leader</td>
<td>3</td>
</tr>
<tr>
<td>ECPEL 885</td>
<td>Legal Problems in Education: Political and Economic Implications</td>
<td>3</td>
</tr>
<tr>
<td>ECPEL 886</td>
<td>Management of Teaching and Learning For Administrators</td>
<td>3</td>
</tr>
<tr>
<td>ECPEL 887</td>
<td>Technology for School Leaders</td>
<td>3</td>
</tr>
<tr>
<td>ECPEL 888</td>
<td>Critical Issues and Guidelines</td>
<td>3</td>
</tr>
<tr>
<td>ECPEL 890</td>
<td>Guided Field Experience in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ECPEL 894</td>
<td>Supervisory Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 30
*ECP 790.3  Workshop in Current Issues in Education and Human Services

School District Leader (SDL)

ECPEL 892  Action Research For School District Leaders  3
ECPEL 893  School District Organization
Supervision and Administration  6

School Building Leader (SBL)

**Cohort Sequence:**

In order to maintain the integrity of the cohort model, it is necessary that candidates follow the sequence listed below.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECPEL 880</td>
<td>Leadership Theory and Practice: Problem-Solving and Decision-Making  3</td>
</tr>
<tr>
<td>ECPEL 881</td>
<td>Curriculum and Supervision  3</td>
</tr>
<tr>
<td>ECPEL 883</td>
<td>Human Relation for the Educational Leader  3</td>
</tr>
<tr>
<td>ECPEL 886</td>
<td>Management of Teaching and Learning for Administrators  3</td>
</tr>
<tr>
<td>ECPEL 887</td>
<td>Technology for School Leaders  3</td>
</tr>
<tr>
<td>ECPEL 888</td>
<td>Critical Issues and Guidelines: Case Studies in Leadership  3</td>
</tr>
</tbody>
</table>

*  ECP 790.3  May be substituted for any course for which a candidate has matching course work in a previous Graduate Program, e.g., ECPEL 887 Technology for School Leaders, ECPEL 881 Curriculum and Supervision, and so forth. The Professor teaching 790.3 and the Program Coordinator must approve this course registration.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECPEL 882</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECPEL 885</td>
<td>Legal Problems in Public Education: Political and Economic Implications</td>
<td>3</td>
</tr>
<tr>
<td>ECPEL 890</td>
<td>Guided Field Experience in Administration and Supervision</td>
<td>3</td>
</tr>
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<td>ECPEL 894</td>
<td>Supervisory Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

After completion of School Building Leader Program

School District Leader (SDL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECPEL 892</td>
<td>Action Research for School District Leaders</td>
<td></td>
</tr>
<tr>
<td>ECPEL 893</td>
<td>School District Organization, Supervision, And Administration</td>
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</tr>
</tbody>
</table>

**School Building Leader**

**Course Descriptions:**

**ECPEL 880**  **Leadership Theory and Practice**  
(3 hours: 3 credits)

Studies the three significant models of organization behavior as these models relate to education. A number of theories are advanced that serve to illustrate these models in the practice of educational administration. The course and all course readings examine a variety of topics: motivation, leadership school change process, ethical decision-making, and promotion of collaborative, democratic processes for teachers and staff in the establishment of school building policies.
School Building Leader (SBL)

**ECPEL 881**  
Curriculum and Supervision  
(3 hours: 3 credits)

Provide future school leaders with the ability to understand major curriculum design models, interpret school-level curricula, initiate needs analyses plan and implement with staff a framework for instruction, align curriculum with anticipated outcomes, monitor social and technological developments as they affect curriculum, and adjust curriculum content as needs and conditions change. Other critical areas that impact curriculum and supervision include the diverse backgrounds of candidates and school building students, cultural implications for democratic procedures in the United States, and justice woven into curriculum assessment. For example, building leaders must include interventions for multiple languages spoken, fairness and consideration for diverse cultural backgrounds, and discipline policies that are equitable for all.

**ECPEL 882**  
School Finance  
(3 hours: 3 credits)

An examination of school finance and budgeting practices in public elementary and secondary schools in New York States. The course guides candidates in an examination of financial allocation issues. Candidates learn how calculate and analyze school-level revenue and expenditure budgetary data and relate fiscal decisions towards producing increased student performance outcomes. Current school administrator data-driven decision-making practices in budgeting situations will be discussed.

**ECPEL 883**  
Human Relations for the Educational Leader  
(3 hours: 3 credits)

A study of the variety of supervisory and administrative relationships. The fields of psychology, sociology, and education will be drawn upon to develop an outstanding of human behavior and methods of working collaboratively with others, including the diverse population now attending our schools.

**ECPEL 885**  
Legal Problems in Education: Political and Economic Implications  
(3 hours: 3 credits)

Course designed as a beginning law course for school leaders. Topics to be studied include organizational structure of schools, federal and state court systems, church-state issues, teacher rights, student rights, rights of students with disabilities, instructional and curriculum legal issues, search and seizure, contractual issues, tort liability, and equal educational opportunity.
ECPEL 886  Management of Teaching and Learning for Administrators
(3 hours: 3 credits)
A review of the research in teaching and learning as well as practical applications in the school. The use of assessment instruments, observations and counseling for the improvement of instruction and staff development. Addressing differences in learning strengths and designing differentiated learning strategies aid in promoting student success and in reaching the democratic goals of the No Child Left Behind (NCLB) legislation.

ECPEL 887  Technology for School Leaders
(3 hours: 3 credits)
This course provides an understanding of selected technology applications for school leaders. The focus of instruction is to have educational leaders use technology as a decision-making and planning tool to carry out democratic communication functions of administration and leadership (i.e. data-driven decision-making). The course incorporates both the City University of New York (CUNY) Guidelines for Technological Literacies for Students and Faculty (2002) and the National Technology Standards for School Administrators (NET-S) developed by the Technology Standards for School Administrators Collaborative (TSAA). At the completion of the course, candidates develop a school-level technology plan and using technology-assisted presentation (i.e., Powerpoint), illustrate their technology plans to other course members.

ECPEL 888  Critical Issues and Guidelines
(3 hours: 3 credits)
This course provides a study of the principles, concepts and processes of educational administration. Includes case studies, simulations, and problem-solving activities that inform organizational patterns, supervisory practices, instructional programs, governance of personnel, managerial and leadership styles, improvement of instruction and community relationships with schools. Strategies are introduced that illustrate collaborative and democratic involvement of all stakeholders.

ECPEL 890  Guided Field Experiences in Education Leadership
(3 hours: 3 credits)
Seminar and fieldwork requirement. This core course includes authentic leadership experiences in at least four major goal areas related to the ISLLC Standards. Particular reference is given to Standard 4 ("responding to diverse community interests and needs"), Standard 5 ("acting with integrity, fairness, and in an ethical manner"), and Standard 6 ("understanding, responding to, and influencing the larger political, Social, economic, legal, and cultural context").
Collectively, these standards represent democratic ideals of school leadership. Both fieldwork placement and hours must be approved by the Coordinator.

**ECPEL 894**  
*Supervisory Practicum*  
(3 hours: 3 credits)

Students will observe, facilitate, consult, and supervise first-year candidates in the Graduate Program in Educational Leadership under the close supervision of program faculty. Theoretical concepts are used to analyze small group interactions and supervisory conferences. Collectively, these experiences provide the framework for individual instruction in the leadership of diverse school groups with emphasis on collaborative and democratic leadership.

**ECP 790.3**  
*Workshop In Current Issues*  
(3 hours: 3 credits)

Successful completion of this course will require candidates to (1) form Collaborative teams to pursue directive issued by the superintendent of a school district; (2) develop a School Improvement Plan; (3) make a presentation to the Board of Education of the final School Improvement Plan that your team has generated.

This course is open to those candidates who have completed a minimum of 21 credits including ECPEL 890 Guided Field Experience course (internship). This course is rigorous and will require students accepted into the course to possess serious analytical research skills, presentation ability, and technology awareness. The course instructor, Dr. Quinn, is available throughout the semester to serve as a resource to all teams.

**School District Leader**

**ECPEL 892**  
*Action Research for School District Leaders*  
(3 hours: 3 credits) Prereq.: satisfactory completion of 30 credits in School Building Leader Program. This course introduces the methods and concepts of action research, its various approaches with an emphasis on approaches that encourage the participation of as many stakeholders as possible. This course is designed to give educational leadership candidates interest in improving classroom instruction and school administration greater insight into the nature of action research in the field of education. The course emphasizes the view that action research is an inquiry process that is school and classroom-based and tied to professional development. Practitioner-researchers are most capable of generating new knowledge about teaching practice through this inquiry process.
Rationale: This course has been created to match new standards for certification established by the New York State Education Department for positions at the district/central office level including Superintendent of Schools, Assistant Superintendent, District Coordinator, Supervisor, Director and other positions at the district/central office level.

**ECPEL 893  School District Organization, Supervision And Administration.**

(3 hours: 3 credits) Prereq.: completion of the 30 credit School Building Leader program. This course prepares School District Leaders including Superintendent of Schools, Assistant Superintendent, District Coordinator, Supervisor, Director, and other positions at the district/central office level in the complex functions of those offices to serve schools in diverse urban and suburban settings. This course is designed to meet Interstate School Leaders Licensure Consortium (ISLLC) standards, 1, 2, 3, 4, and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

Rationale: This course has been created to match new standards for certification established by the New York State Education Department for positions at the district/central office level including Superintendent of Schools, Assistant Superintendent, District Coordinator, Supervisor, Director and other positions at the district/central office level.
FULL-TIME FACULTY

Professor Kenneth Dunn has served as Superintendent of Schools for three top-rated school districts in New York State. He also served for seven years as Director of a national consortium of 75 outstanding school districts across the United States. He has held the positions of Deputy Superintendent, Assistant to the Superintendent for Personnel, Assistant Principal in charge of the Junior/Senior High School for the afternoon sessions, and chair of the English Department. Dr. Dunn has published more than 100 publications including 16 books and is the co-author of several surveys and instruments measuring how children and adults learn. His research has resulted in 30 National and international centers in the United States and around the world. Microsoft recently published booklets in English, Danish, and German using the Dunn and Dunn Learning Styles Model as a basis for improving PowerPoint presentation. Dr. Dunn serves as coordinator of the educational leadership program at Queens College. He earned his Bachelor of Arts and his Master of Arts degrees from Hunter College, and received his doctorate from Teacher’s College, Columbia University.

Professor Terrence Quinn is a veteran of nearly 40 years in education. Prior to serving in his current position as Associate Professor of Educational Leadership at Queens College, he served for 16 years as a school principal in New York City, Long Island and Westchester County. His leadership as a school principal earned him nationwide recognition when Reader’s Digest names him an American Hero in Education. His doctoral dissertation on leadership styles conducive to school change was subsidized by the American Association of School Administrators. As a scholar-researcher, Dr. Quinn has written and published over three dozen articles in professional journals. His book Real Time Problem Solving in Schools: Case Studies for School Leaders is used as a textbook in several university leadership preparation programs. Dr. Quinn earned his degrees at Fordham University, Yeshiva University and St. John’s University. His research interests include leadership styles, organizational change, and Administrator training programs.

Professor Nathalis Wamba received his MA and Ph.D. from New York York University’s School of Education. He was a Roothbert fellow and the recipient of numerous awards, including the Paul Lomax Doctoral Award for Scholarship and Leadership (1991), the New York University Delta Pi Epsilon Recognition Award (2001), the Teacher Appreciation Award from Brooklyn College (2001), the Samuel Eshborn Service Award (1991), and the New York University Chancellor’s Award for Community Service (1991). He was elected as a board member of Learning Disabilities Worldwide (2007), Board member for the Roothbert Fund, Inc. (2003-present), selected as First judge by the Delta Pi Epsilon Dissertation Awards Program Committee (1999) and invited to be a sponsor of the Delta Epsilon Alpha Chapter at New York University (1996-2000).
His scholarly work focuses on critical theory, action research, school reform, learning disabilities and educational leadership, post modernity and schooling. His work has appeared in *Education and Urban Society, Academic Exchange Quarterly, NABTE Review, Insights on Learning Disabilities, New labor Forum, Teachers College Records, the Journal of Curriculum Studies, Education Administration Quarterly*, etc.

**ADJUNCT FACULTY**

**Professor Rosmarie Bovino** began her career as a teacher of special education in Long Island. She later became a computer teacher in the Lynbrook School District before traveling to Hong Kong where she became principal of the Chinese International School (CIS) where she helped develop its bilingual program in English and Chinese (Mandarin). Upon her return to the United States she assumed the position of Director of Friends Academy of Long Island where she was responsible for guiding the school through Middle States Accreditation for Growth process. In her current position as Deputy Superintendent for the Island Park School District, Dr. Bovino developed a Comprehensive School Improvement Plan that integrates instruction and assessment to improve student achievement. Her leadership in this district initiative earned the Island Park Schools the New York State Education Department distinction of “Most Improved” and Dr. Bovino received the SCOPE Instructional Leadership Award. She has served as a Consultant to the Chinese American International School in San Francisco and the Ministry of Education in Cairo, Egypt through the United States Agency for International Development. Dr. Bovino received her Master of Science degree in Special Education from Hofstra University. She holds a Master of Arts degree in Computing, a Master of Education degree in Curriculum and Instruction, and a Doctorate in Educational Administration from Teacher’s College, Columbia University.

**Professor David Chin** earned his Bachelor of Arts degree and his Master of Science degree in education from Queens College. He served for 17 years as Director of Technology for New York City Community School District 26, the Glen Cove School District and the Valley Stream School District #30. Working closely with school principals and central office administrative staff, he has initiated pioneering efforts in the integration of technology with instruction. He has considerable professional experience in designing network labs, video production studios and telecommunication systems (web and email servers, network filtering and VOIP). He has served as Automate the Schools Coordinator for the New York City Board of Education and student data administrator with Nassau County BOCES Data Warehouse. His professional involvement has included service on the Executive Board of the New York City Board of Education Instructional Technology Directors Association and Microsoft Corporation National Technology Advisory Council. Prior to joining the Queens College adjunct faculty, Professor Chin taught broadcast engineering and audio production at CW Post.

**Professor Charles DeMeo** graduated from St. John’s University with a Bachelor of Arts in Political Science. He later earned a Master of Science degree in Education at Brooklyn College. He is certified in New York State as a School Administrator.
and Supervisor and as School District Administrator. He is widely known as an expert in middle school education having spent nearly 20 years as Dean of Students, Assistant Principal and Principal of Marie Curie Middle School 158 Queens. As a result of the numerous instructional reforms and community initiatives he piloted, Professor DeMeo was recognized by the New York City Council with the Outstanding School Leadership and Community Relations Award. Upon completion of his very successful tenure as principal of Marie Curie Middle School 158, Congressman Gary Ackerman proclaimed Charles DeMeo Day in the Bayside Community. Professor DeMeo currently serves as facilitator/coach for the New York City Leadership Academy for new Principals.

Professor Emmanuel Lubin earned a Bachelor of Science degree in mathematics from City College and a Master of Education degree in Curriculum and Instruction from Atlantic Union College in Massachusetts. He served as a teacher of mathematics for ten years at the Humanities and Arts Magnet High School, Cambria Heights, Queens County, where he also served as program chairperson. Other significant educational leadership experiences include his participation in the Leadership Academy at the Massachusetts College of Liberal Arts where he worked with principals and superintendents to develop best practice strategies and plans to implement school change. He also was selected to develop innovative curriculum for K-8 mathematics in the Columbia, Maryland school district. While working as a teacher he attended St. John’s University School of Law from which he graduated in 1999. He is a member of the New York State Bar Association and the New Jersey Bar Association. He is also admitted to federal practice for the Southern District of New Jersey. Professor Lubin practiced law for five years with the firm of Lubin & St. Louis where he represented young men for whom the school system failed to provide the skills required for entry into viable careers. He is also a graduate of the New York City Leadership Academy. He currently serves as principal of Tri-Community Junior High School 231, Queens County. Under his leadership as principal, Professor Lubin’s school won a $100,000 grant from the Hayden Foundation for online study of middle school mathematics, and another significant grant from The New York Times for the study of arts education.

Professor Jane Modoono earned her doctorate from Boston College and completed her undergraduate work from the College of New Rochelle. She currently serves as tenured principal of Herricks High School on Long Island. Under leadership students have won local and national honors for academic excellence. Dr. Modoono was a high school principal and Director of Student Services in Massachusetts prior to moving to New York in 2002 to assume her current position. As the principal of Hopkinton High School in Massachusetts, Dr. Modoono received the $10,000 Edgerly School Leadership Award given to those schools demonstrating the most improvement on the highly rigorous Massachusetts Comprehensive Assessment Exams. Dr. Modoono is most interested in developing collaborative school cultures that focus on high performance in a caring academic environment.
Professor Karen Rabinowitz earned all of her degrees from the City University Of New York (Hunter College, Queens College). In the course of her 35 year career with the New York City Board of Education, Professor Rabinowitz has served as a Social Studies teacher, Coordinator of High School Dropout Prevention in the Office of Queens High School Superintendent, an Assistant Principal at William Cullen Bryant High School. She has published professional development articles on a variety of topics including alternative testing, collaborative leadership, and critical thinking issues.

**Student Professional Growth**

The term ‘life-long learner’ is a term increasingly referred to in the literature. It represents a powerful testament to the need for ongoing professional development for educational leaders and those who aspire to such positions. How can students become life-long learners? The websites below contain some helpful, searchable sites, and offer a trove of professional readings, research reports, articles, and best practice information that will enhance professional growth. Students may wish to copy some of these and bookmark them for rapid access.

National Association of Elementary School Principals
www.naesp.org

National Middle Schools Association
www.nmsa.org

National Association of Secondary School Principals
www.nassp.org

American Association of School Administrators
www.aasa.org

Association for Supervision and Curriculum Development
www.ascd.org

American Educational Research Association
www.aera.net

University Council of Educational Administration
www.ucea.org

National School Boards Association
www.nsba.org

National Comprehensive Center for Teacher Quality – conducts research and issues reports on the impact of teacher quality and leadership on student
Achievement.
www.nctq.org

New York State Education Department – contains resources for school administrators.
www.usny.nysed.gov/schooladmin

New York State Center for School Leadership
www.emsc.nysed.gov/csl
Long Island School Leadership Center – is a joint project of the three Long Island BOCES and offers free professional development resources for aspiring school administrators for New York City, Nassau and Suffolk. To join simply send an email to Michael Keany, Director, at mkeany@aol.com. Ask to be placed on the listserv for aspiring administrators.
www.li-leadership.org

New York State Association for Women in Administration – is a statewide organization of women administrators whose agenda is to promote gender equity in educational leadership positions; the website contains an extensive listing of jobs in school administration.
www.nysawa.org

Council of Chief State School Officers
www.ccsso.org

Carnegie Corporation of New York – conducts research and issues reports on school reform efforts
www.carnegie.org

International Learning Styles Network – a professional development research and practice association around the globe.
www.learningstyles.net

International Confederation of Principals – a professional association of school principals from around the world.
www.icponline.org

Harvard Educational Review – a journal of scholarly opinion on education
www.harvardeducationalreview.org

Harvard Education Letter – a bimonthly newsletter that summarizes new research and innovative practices in K-12 education
www.edletter.org

Educational Resources Information Center (ERIC) – an online digital library of educational research and information
www.eric.ed.gov

Phi Delta Kappa – has some full text Kappan articles online
www.pdkintl.org

New Horizons for Learning – applications of research and theory for learning organizations
www.newhorizons.org

U.S. Department of Education – contains numerous links to all kinds of Publications, research reports, and other sources
www.ed.gov

National Centre for Education Statistics
www.nces.ed.gov

Education Week – newspaper on the web
www.edweek.org

The Education Review – an open access journal that has published reviews of books in education since 1998
www.edrev.asu.edu

Teacher’s College Record – a highly respected, peer-reviewed journal of educational leadership published by Teacher’s College, Columbia University
www.TCRecord.org

North Central Regional Educational Laboratory – contains valuable links to Studies on leadership issues
www.ncrel.org

High Schools That Work
www.nwrel.org

The 21st Century Learning Initiative
www.21learn.org

Educational search engine
www.education-world.com

National Commission on Teaching and America’s Future
www.nctaf.org

Educational Policy Analysis Archives
www.epaa.asu.edu
<table>
<thead>
<tr>
<th>Adjuncts</th>
<th>Advisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosemarie Bovino</td>
<td>Each full-time faculty member and long term adjunct act as advisors.</td>
</tr>
<tr>
<td>David Chin</td>
<td>Students should use these faculty members as a source of information</td>
</tr>
<tr>
<td>Charles DeMeo</td>
<td>and advice on all matters related to the program. The coordinator may</td>
</tr>
<tr>
<td>Jane Modoono</td>
<td>resolve special issues of programming.</td>
</tr>
<tr>
<td>Karen Rabinowitz</td>
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<tr>
<td>Emmanuel Lubin</td>
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<tr>
<td><strong>Office Staff</strong></td>
<td><strong>Orientation</strong></td>
</tr>
<tr>
<td>Debby Zion</td>
<td>Each year (usually in the Fall) an orientation session is held for newly</td>
</tr>
<tr>
<td>Dolly Mathura</td>
<td>matriculated students. Attendance is mandatory. New students should make</td>
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<tr>
<td></td>
<td>every effort to meet the staff and to learn about program services,</td>
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<tr>
<td></td>
<td>options and requirements. Additional orientation is held in core courses</td>
</tr>
<tr>
<td></td>
<td>early in the Fall.</td>
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</tbody>
</table>

**Academic Regulations**

Regular class attendance is a basic responsibility of students in all courses. Unless otherwise informed by the course instructor any student unable to attend class is expected to notify the instructor in advance. Poor attendance may result in dismissal from the program; all assignments and substantive course material must be made up for all absences.

**Grades**

Letter grades are given in all courses. Any student receiving a grade of C is placed on probation. Two grades below B- results in dismissal from the program. No student may graduate with a GPA of below 3.00 although the course committee expects a GPA of 3.2 or higher at graduation.

**Drop-Outs**

Students who do not enroll in at least one course during a semester are officially dropped from the program. If a student does not intend to register for at least one course in a semester, but wishes to continue in the program, he or she must so inform the program coordinator in writing. When they wish to re-enter the college, they must inform the Graduate Admissions Office.
Transfer Credits

Students who have taken graduate courses in Educational Leadership at other colleges prior to matriculation at Queens College may apply for transfer credit for these courses. In general:

- No more than 6 credits will be accepted. Senior college courses in CUNY or SUNY may exceed this limit up to 12 credits with approval of the Coordinator.

- Courses will be accepted for transfer only if it can be demonstrated that the courses, are equivalent in content to courses in the Queens College program.

Graduation

A student completing the program must file a graduate diploma card with the Registrar’s Office in Jefferson Hall room 100 at the time of registration for the last semester.

Participation in the June graduation ceremony by those completing the program is encouraged.

Placement

Although administration openings in the region are highly competitive, Queens College graduates have traditionally been among the most successful candidates.

Toward the end of the program, students are assisted in preparing resumes and helped to register with the college placement service and are given some direction in job search.

In addition, the staff can be of great value in the future as sources of information and recommendations for promotional opportunities. Alumni and others in middle and upper management positions often approach the college in their search for beginning administrators. Thus, maintaining personal contacts can be an immediate and long-term advantage.