Queens College Graduate Programs in Educational Leadership Handbook

Educational Leadership Program and Instructional Leadership Program

Post-Graduate Programs in Education Leadership and Instructional
Leadership
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TABLE OF CONTENTS

QUEENS COLLEGE

City University of New York
Department of Educational and Community Programs

**POST-GRADUATE PROGRAMS IN EDUCATIONAL LEADERSHIP AND
INSTRUCTIONAL LEADERSHIP**

Introduction

Queens College was founded in 1937 as a liberal arts and sciences institution. Today it is one of ten senior colleges of the City University of New York. The college mission is to prepare students to become leading citizens of an increasingly global and diverse society. The college seeks to do this by offering its exceptionally diverse student body a rigorous education in the liberal arts and sciences under the guidance of a dedicated faculty pursuing excellence, equity and ethics.

The College has four academic divisions: Arts and Humanities; Education, Mathematics and Natural Sciences and Social Sciences. The School of Education formerly known as the Education Division includes the department of Elementary and Early Childhood Education (EECE), the Educational and Community programs (ECP) and the Secondary Education and Youth Services (SEYS). The Post-Graduate Programs in Educational Leadership and Instructional Leadership are part of the four graduate programs in the Department of Educational and Community Programs (ECP). The other programs are Counselor Education, School Psychology, and Special Education.

EDUCATION LEADERSHIP & INSTRUCTIONAL LEADERSHIP PROGRAMS

Mission

The Post-Graduate Programs in Educational Leadership and Instructional Leadership seek to integrate theoretical and applied knowledge in all coursework to promote and prepare prospective school administrators at different level of school organization committed to be effective leaders and agents of change in the school system or other educational organizations. Our goal is to prepare school and teachers leaders with high levels of ethical and professional competencies to work in schools and especially those that are most disadvantaged.

Programs Descriptions

A. Master's of Science in in Educational Leadership (MS. Ed.)

The Master's in Education Leadership (MS. Ed.) is a 36 credit post-master's level program that offers courses to prepare qualified candidates for school building and school district leadership positions in New York State elementary through secondary schools. Candidates take six credits per semester and complete a minimum of 400 to a maximum of 600 hours of internship. Upon completion a candidate receives a Master's of Science in Education Leadership and is eligible to take the New York State licensure exam for School Building Leader (SBL) and School District Leader (SDL) certifications. The program emphasizes the preparation of effective school leaders in urban and suburban communities that surround the New York City metropolitan area with a focus on high needs schools.

B. Master's of Science in Instructional Leadership (MS. Ed.) (Not leading to certification)

The Master's in Instructional Leadership (MS. Ed.) is a 36 credit post-master's level program (*not leading to certification*) whose purpose is to prepare teachers who want to assume more active roles in school reform and renewal as teachers leaders without permanently moving to full-time school administration. Their role is to work individually and collectively with the principals, Assistant principals, students, school staff and the school community to improve teaching and learning practices and the emotional well being of students. Teachers leaders assume new roles such as: mentoring, coaching new teachers, running induction programs for new teachers, convening professional development, leading inquiry teams, developing curricula, advising on technology, assisting in evaluating teachers, assuming content chair position etc.

Requirements for admission to both programs

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 is given primary emphasis in the admission

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. They also must adhere to the National Professional Standards for Educational Leaders (NPEL)

Applicants who meet the above requirements will be invited to interview with two faculty members. Acceptance to the program will be based on the criteria above and the faculty assessment of an applicant's potential for success in the program and later as a professional education leader.

GENERAL REQUIREMENTS FOR COMPLETION OF EDUCATIONAL LEADERSHIP PROGRAM AND INSTRUCTIONAL LEADERSHIP PROGRAM

Educational Leadership Program: Candidates are required to complete twelve courses (36 credits). 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. A committee of three full-time faculty members must approve exceptions to this policy. Candidates who complete the 36 credits (maintaining an average of B (3.0) or higher) are eligible to take the New York State Licensure exam for both the school building leader and school district

leader certification.

The Education Placement Director, Amy Liu (PowderMaker Hall 100, 718-997-5413) meets with all graduating students and updates them on all the certification requirements.

The Education Placement office is the primary source of information for all certification issues.

Instructional Leadership Program: Candidates are required to complete twelve courses (36 credits). 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. A committee of three full-time faculty members must approve exceptions to this policy.

In addition to the coursework program, candidates take a series of mini-seminars developed by the State Education Department in response to existing concerns and issues, e.g., child abuse, violence prevention, and anti-bullying known as (Dignity for All Students Act, DASA). The list of these current workshops is on the college website. The list can also be found at the front desk in the Educational and Community programs office. Students do not need to take all the workshops because they have already taken some for initial certification.

SPECIFIC REQUIREMENTS

A. **Grade-Point Average:** Students must maintain a *B* (3.0) grade-point average in order to remain matriculated in the program.

A. **Personal and Professional Development:** One critical ingredient in being an effective leader is integrity, self-awareness and professionalism. In addition to the development of leadership skills and functioning in professional roles, we would like to see an expansion of the student's clinical judgment, critical thinking, interpretation of interpersonal dynamics, utilization of supervision, and creativity in problem solving approaches. We see this as an ongoing process that begins in the classroom, extends to the

fieldwork experience, and continues throughout one's professional career.

B. **Student Personal Characteristics:** Students will be evaluated annually to decide whether they are professing satisfactorily. Responsible training for work in school settings require that students have appropriate personal characteristics in addition to meeting academic requirements. These include- but are not limited to- communication skills, interpersonal skills, and respect for human diversity and professional standards for education leaders, professional judgment, and ethical conduct. In addition, students are expected to demonstrate sensitivity to students' issues and effective management of personal stress or adjustment difficulties.

C. **Student Professional Behavior:** Students must demonstrate professional work characteristics, including ethical and legal conduct. All students follow the CUNY code of conduct. The CUNY Policy on Academic Integrity can be found on page 24. Program guidelines for academic integrity can be found in Appendix B.

D. **Continuity of Study:** A candidate's leave or break in the continuity of study requires a review by the faculty before the candidate returns to the program and study is resumed. Such review could result in requiring the candidate to retake courses or other requirements to ensure competencies are maintained.

E. **Attendance:** Attendance at weekly classes is essential given the interactive and experiential nature of the courses and is also a demonstration of professional behavior with regards to consistency and responsibility. For this reason, students are expected to notify their instructors if they will be missing a class. More than two (2) absences in a course will adversely affect the grade since the learning process will have been compromised for that course. A student may be required to repeat the course in a subsequent semester. If there are extenuating circumstances (e.g., illness) the student must contact the course instructor who will discuss the issue with the program faculty committee. Cases will be reviewed individually and the committee will take appropriate action with regard to the students learning and professional development within the training sequence.

F. **Student Appeal Process**

Students have the right to appeal all decisions regarding academic performance, personal and/or professional behavior. Appeals are made to the department Scholastic Committee and beyond, to the Graduate Scholastic Standards Committee.

G. Incomplete coursework

The college allows one year to complete the requirements for a course when a grade of "Incomplete" has been given (i.e., an incomplete from the Fall semester must be removed by the end of the following Fall semester). Sometimes the required number of hours for a fieldwork course will not be met during the college semester and students will have to continue beyond the college semester to finish the hours at their site. An incomplete for a fieldwork course will be removed once the student submits the required time sheets and evaluation sheets that are signed by the on-site supervisor. Students are responsible for ensuring that their transcripts have been adjusted once completed work has been submitted to instructor(s) or the fieldwork office. This is especially important for graduating students since incompletes will delay issuance of diplomas and could lead to additional tuition fees.

H. Leave of absence

Any student who need to temporarily discontinue their studies should notify the program coordinator in writing. An "excused" leave with an expected return date makes it possible to accommodate a student's schedule of courses upon return. Any unexcused leave (withdrawal from courses or failure to register for subsequent semesters without formal notification to the program coordinator) is considered as a withdrawal from the program and does not guarantee re-admission at a later date. Students may need to re-apply to the program, and/or be interviewed by the faculty. Due to the specific class sizes, re-admission may not be possible since preference for course enrollment is given to actively matriculated students.

I. To stay in the program candidates must maintain a 3.0 GPA average. Candidates who fall below will be put on probation with the possibility of expulsion. Candidates' leaves or breaks in the continuity of study require review by the faculty before candidates and the dean approval to return to the program and study is resumed. Such reviews could result in requiring candidates to retake courses or other requirements to ensure competencies are maintained. Requests for extensions of time must be submitted and approved by the (*a*) program coordinator, (*b*) chair of the Department of

Educational and Community programs, and (*c*) dean of the Division of Education.

J. Advisement

(1) Students must have the program coordinator's approval before registering for classes. Any changes in scheduling or enrollment in the program must be approved. Students are responsible for knowing the sequence of required and for registering accordingly.

(2) It is very important that students register for their classes during the prior semester and pay the bursar bill on time. Failure to pay the bursar will result in being dropped from courses. While re-enrollment is possible before the semester begins, being temporarily dropped from a course sometimes creates a situation where the course is under-enrolled and at-risk for being cancelled. Please notify the program coordinator if you will be paying or registering late for a course or if you are dropped from a course but intend to take it. This will enable the actual enrollment to be accurately determined

(3) Students committed to the full-time day classes or to the part-time evening classes have a responsibility to stay with their chosen schedules.

K. Registration

1) Students must have the program coordinator' s approval before registering for classes. Any changes in scheduling or enrollment in the program must be approved. Students are responsible for knowing the sequence of required courses and register accordingly.

2) It is imperative that students register for their classes during the prior semester and pay the bursar bill on time. Failure to pay the bursar would likely result in being dropped from courses. While enrollment is possible before the semester begins, being dropped from a course sometimes create a situation where the course is under-enrolled and at-risk of being cancelled. Please notify the program coordinator if you will be paying for registering late for a course or if you are dropped from a course but intend to take it. This will enable accurate enrollment.

L. Graduation Procedures

A student must declare his or her candidacy by submitting a Graduation Application online via their CUNYfirst account in accordance with the following deadlines:

For graduation in February: on or before November 1st. For graduation in May: on or before March 1st . For graduation in September: on or before July 1st.

Candidates are encouraged to file Graduation Applications at the time they register for their last semester. Incompletes must be resolved and ample time must be allowed for processing the change of grade forms.

M. Certification

Graduates in Education Leadership program who meet all academic requirements for their degree and who also complete the required applications forms, will be recommended to New York State Education Department for their licensure exam.

COURSE REQUIREMENTS AND SEQUENCE

Candidates in both programs must complete 36 credits of coursework to graduate. Those in the Education Leadership program are required to put in a minimum of 400 hours to a maximum of 600 hours of internship in a school or educational setting. The candidates in instructional leadership must complete a school-based action research project as a thesis to meet the requirements for graduation.

The program uses a cohort model that encourages candidates to build relationships and a sense of community among classmates, providing a foundation for lasting professional networks. Coursework focuses on understanding education administration, and management and leadership in urban settings that includes the acquisition of managerial skills applicable to a range of educational institutions.

EDUCATIONAL LEADERSHIP PROGRAM

PROGRAM CONTENT AND COURSE SEQUENCE

The course sequence is as follows:

Year One		Credit
ECPEL 880	Leadership Theory	3
ECPEL 881	Curriculum and Supervision	3
ECPEL 882	School Finance	3
ECPEL 883	Human Relations	3
ECPEL 885	Legal Problems	3
ECPEL 886	Management of Teaching and Learning	3
Year Two		
ECPEL 888	Critical Issues	3
ECPEL 890	Internship	3
ECPEL 894	Supervisory Practicum	
ECPEL 892	Action Research for School District Leaders	3
ECPEL 893	School District Organization	3
ECPEL 891	Leadership for Diverse Populations	3
TOTAL		36

* Out of the 36 credits candidates can choose two electives courses out of ECPEL 887 or ECPEL 884 as elective.

ECPEL 884	Data for School Planning *	3
ECPEL 887	Technology for School leaders*	3

INSTRUCTIONAL LEADERSHIP PROGRAM

PROGRAM CONTENT AND COURSE SEQUENCE

The course sequence is as follows:

Year One   Credit

ECPEL 881   Curriculum and Supervision   3

ECPEL 888   Critical Issues   3

ECPIL 708   School Leadership and Inclusive Education   3

ECPIL 706   Foundations of Teaching and Learning   3

ECPEL 892   Action Research   3

CPPIL 701   Organizational Leadership and Change   3

Year Two

ECPIL 704   Critical Race Theory   3

ECPIL 707   Public Education: Challenges and possibilities 3

ECPIL 703   Imagination, Creativity and Innovation   3

ECPIL 705   Education and Globalization intersectionality   3

ECPIL 892 (b)   School-based Action Research Project (thesis) 6

TOTAL   **36**

EDUCATION LEADERSHIP

Course Content

The course descriptions of the program are listed below (in numerical order).

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.

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

This course is 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: 3 hours, 3 credits

The course examines 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 884. Data for School Planning: 3 hours, 3 credits

This course prepares prospective school administrators to use data as a tool to examine school issues and develop improvement plans. The course teaches the process of data collection, analysis and interpretation and then requires participants to develop a school improvement plan for real school striving to reverse a pattern of declining school achievement. The focus is on helping participants work collaboratively to evaluate a range of data sources so they cam initiate thoughtful; plans and recommendations

ECPEL 885. Legal Problems: 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: 3 hours, 3 credits

This course reviews research in teaching and learning as well as their practical applications in the school including 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: 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. Internship: 3 hours, 3 credits

Seminar and fieldwork requirements. 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").

ECPEL 891. Leadership for Diverse Populations: 3 hours, 3 credits

This course provides candidates seeking New York State School Building Leader and School District Leader certification with the knowledge, skills, and dispositions necessary to enhance their understanding of the unique organizational, administrative, supervisory, and policy planning details inherent in school program that serves diverse student populations including 1) children with special needs, 2) English Language Learner (ELL), and children who are gifted and talented. Candidates are exposed to research validated programs and applied theory that result in the creation of effective learning environment for these populations, and are provided with multiple opportunities to reflect on their leadership goals regarding best practices in curriculum design, instructional practices, and school-wide support services to meet the needs of diverse students.

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.

ECPEL 892. Action Research for School District Leaders: 3 hours, 3 credits

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.

ECPEL 893. School District Organization, Supervision and Administration: 3 hours, 3 credits

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.

INSTRUCTIONAL LEADERSHIP COURSE CONTENT

ECPEL 888 Critical Issues and Guidelines (3 hours: 3 credits) * (existing courses will be marked by an asterisk *are described first)

This course explores 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 881 Curriculum and Supervision (3 hours: 3 credits) * This course provides 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 the students, the cultural implications and the socioeconomic contexts.

ECPEL 892 Action research* (3 hours: 3 credits)

This course will introduce candidates to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The goals of action research are the improvement of practice, a better understanding of that practice, and an improvement in the situation in which the practice is carried out. The primary objective of the course is to prepare candidates to do action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) candidates' recognition of their own expertise. The major assignment for the course will be the completion of a research project undertaken in an educational setting in which the candidate engages in professional practice and research.

ECPIL 701: Seminar in 0rganizational Leadership and Change (3 hours: 3 credits)

The challenges of improving educational organizations have driven the distribution of leadership responsibilities across a broad array of roles within and beyond the schools. These roles include lead teacher, content area specialist, facilitators, coaches, department chairs, principals, assistant principals, community/parent liaisons, central office administrators and staff, and school board members. The purpose of this course is to coach educational leaders to function as agents of change; understand the make-up of school as organization to diagnose problems, to motivate commitment to improvement, to devise and implement plans for improvement, and monitor and adapt those plans in response to policy-defined constraints and expectations. Acting as agents of organizational change requires

that educational leaders develop a repertoire of concepts and knowledge about organizations in general and educational organizations in particular. The repertoire amounts to a foundation for diagnosing organizational problems and devising and enacting solutions.

ECPIL 702: Professional Development Praxis (3 hours: 3 credits)

Teacher quality is key to the success of candidates and improved instruction is central to the future of our schools. New professional roles and new forms of leadership within schools must be created and implemented. The course begins with reviewing the origins of teaching from the colonial period through the first ten years of the 21st century. It then provides an in-depth analysis of new leadership roles for teachers within today's schools. These new leadership roles---in more powerful teachers teams, in coaching and mentoring, in Professional Learning Communities, Critical Friends groups, Teacher Research, college/school partnership called professional development schools, Teachers Instructional Rounds, and Japanese Lesson Study—have captured the interest of teachers, administrators and policymakers alike. The course explores the possibilities as well as the barriers to the implementation and institutionalization of these professional roles. Central to this course is an examination of power in schools and a discussion of the dilemmas posed for administrators and other teachers when teachers' roles are altered and teacher assume new professional roles and new forms of leadership.

ECPIL 703: Imagination, Creativity and Innovation (3 hours: 3 credits)

This course will explore our understanding of imagination, creativity and innovation. The course is about the courage to create and the risk to make mistakes in the quest for ideas that lead to true innovation. It is about solving problems in an environment of uncertainty and continual change. Creativity is defined as "the application of a person's mental ability and curiosity to discover something new….. the act of relating previously unrelated things." Imagination is complex to define. However, it can safely be defined as the capacity to form images and to think in a particular way.   Using case studies, participants examine the creative process and its complexity, especially as it fuels innovation. Participants will explore techniques for improving the flexibility and originality of their thinking and to sustain high levels of innovation. Topics include but are not limited to: personal thinking preferences, everyday creativity and elimination of mental blocks, creative thinking techniques, idea selection and approaches, teaming

techniques for creativity, conditions that promote creativity, design for interaction, disruptive technologies, and intellectual property.

ECPIL 704: Critical Race Theory (3 hours: 3 credits)

In this course participants will examine the utility of CRT as a theoretical framework in (1) investigating the factors that cause racial educational disparities; (2) exploring why inequalities exist and persist; and (3) determining sustainable remedies to these disparities and inequalities. Participants will begin by looking at CRT's roots in critical legal studies and will explore CRT's more recent applications in the realm of education, which has its roots in examining the experiences of African-Americans and others society deems as Black. In doing so, students will confront the intra and interpersonal challenges and strengths of multiple socially constructed race groups by examining the branches of CRT that focus on people of color (i.e., Latinos, Asians, and Native Indians) and the use of CRT to examine Whiteness.

ECPIL 705: Globalization and Education Intersectionality (3 hours: 3 credits)

This course explores the impact of globalization on education policies and practice throughout the world. The course will cover developments reflecting influences and ideas shaping particular manifestations of globalization and their influence on education in both industrialized and less resourced countries. The course utilizes academic perspectives from sociology, economic, political science and history, as well as popular literature emerging from civil society. A number of theoretical and practical sources that underpin various contemporary global themes are considered: democracy, justice, economic, growth, modernization, social movements, the return of the state, universalism, identity, religion and empire.

ECPIL 706: Management of teaching and Learning Seminar

This course engages the participant in a collective inquiry of both teaching and learning. Typically teaching and learning are presented and studied in discrete ways. In this course teaching and learning will be approached as a field of study to the extent that: a) there have been innovative and influential contributors to this area; b) there are theories that have been elaborated in this area; c) there are findings associated with this area of inquiry; and d) there are investigative practices that reflect norms, conventions, and tools that have currency within communities studying teaching and learning.

ECPIL 707: Challenges, possibilities and contradictions of public education.

The course provides students with background on the historical and sociological foundations of education in the United States. It focuses on the complex relationship between schools and the larger society of which they are a part. The course emphasizes historical, political, and sociological perspectives as participants explore the large questions about why we have public schools and examine the interplay of social systems in education (economic, political, social, health, legal). Education leaders need to see policy issues within a broad historical and socio-political context to understand how policies are intentionally or unintentionally arrived at, and to comprehend the links between policies and outcomes. Education leaders need to explore the past to see how knowledge was perceived, valued, transmitted, received, and validated within educational institutions, and the dynamics that drove changes over time. The participants examine the role that education has played in advancing civil and human rights and explore the ways in which education continues to be implicated in the maintenance of social inequality in American society. Through readings, lectures, films and class debates, students will gain an understanding of some of the most complex and controversial issues confronting education today including: affirmative action, Bi-lingual education, special education, the achievement gap, school choice and vouchers, and the role of race and culture in student achievement.

ECPIL 708 School Leadership and inclusive Education

This course addresses critical issues involved in leadership for improving educational systems to include students with learning differences/disabilities and promote their achievement and skills in core academic subjects as well as functional skills for full participation in home, school, and community. Candidates learn models of systems change that includes (a) assessment of one's own leadership dispositions and skills, (b) strategies for engaging individuals to support inclusive education, and (c) models of school-wide change that are research-based.

ECPIL 892 (B) School –based Participatory action research project (Thesis)

School-based action research project is a Master's thesis that the candidate will do under the supervision of two faculty members; a researcher (full-time preferably and a practitioner (an adjunct… principal or superintendent). Upon completion the candidate will defend his thesis.

STUDENT INFORMATION

Advisement

1. Orientation: Initial advisement occurs at Orientation in the late Spring prior to matriculation. The Educational Leadership faculty members meet with the incoming students to review the program requirements and to answer any questions.

2. Educational Leadership Handbook: The Educational Leadership Handbook presents the program of study for all students. Students with prior coursework that may fulfill program course requirements should meet with the Program Coordinator prior to the first semester in the program to review transcripts and course descriptions. The college allows up to 12 credits transfer. However, the Educational Leadership Program faculty advisors make the final determination on what courses fulfill the program requirements. Students with prior master's degrees should also meet with the Program Coordinator to determine an individual course of study that may lead to certification.

3. Faculty: All faculty members are available for student advisement and have regularly scheduled office hours. Faculty members will also initiate meetings if they have areas of concern. Students with academic or personal issues are encouraged to seek advisement from the Program Coordinator or a member of the faculty.

4. Students with Disabilities: Students with disabilities needing academic accommodation should:
(a) register with and provide documentation to the Office of Special Services (Kiely Hall, Room 171);
(b) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College students visit or call the Office Special Services Office at 718-997-5870 (8 am - 5 pm).

5. CUNY Policy on Academic Integrity: Academic dishonesty is prohibited in all colleges of the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Details are as provided in the *Graduate Bulletin.*

6. Awards and Scholarships

For information on and of the following awards and scholarships, please contact a full-time faculty member.

7. Academic Honors in Educational Leadership: An award given to students who demonstrate superior academic achievement in the Educational Leadership Program, with GPAs of 3.0 or over. Their performance reflects a strong commitment to academic excellence.

8. Service Awards in Educational Leadership: An award given for commitment to the Educational Leadership Program at Queens College and to the surrounding community. In addition, recipients have served the community through activities that may include book, toy, and holiday food drives.

9. Tuition and Fees

As per the *Graduate Bulletin,* all tuition and other fees are subject to change. As of the date of the preparation of this *Handbook,* graduate tuition fees, unless subsequently changed, are as follows:

Graduate Tuition Fees per semester*:

> ***(Tuition fees and technology fees are subject to change. Please check with the registrar and also consult the Queens College website @*** (www.qc.cuny.edu)

> 1. New York State Residents: $455 per credit plus $65 per additional contact hour; maximum of $5, 385 per semester. 2. Out-of-State students (including foreign students): $830 per credit plus $85 per additional contact hour.

> 3. Graduate students who take undergraduate courses and receive undergraduate credit for them are charged undergraduate tuition for these courses plus the graduate activity fee.

Fees: All students are required to pay fees (Activity, Consolidated Service Fee, and Technology) currently $195.25 for the Fall and Spring semesters for full-time graduate students and $145.25 for part-time graduate students. Keep In mind tuition as well as fees are subject to change.

Financial Aid: For further information about financial aid please contact the Financial Aid Office at 718-997-5100 or 5123.

APPENDIX A: Guidelines for Academic Integrity

Graduate students are often faced with a number of academic integrity issues both in their course work as well as in their fieldwork experiences. Students who demonstrate academic integrity engage in behaviors and actions that follow ethical and professional standards defined by Queens College and by the educational leadership profession. These guidelines are provided to help our graduate students to demonstrate academic integrity in their work and actions.

An educational leader is considered a professional. Professionalism is defined by two characteristics: (1) a specialized body of knowledge that a person studies over a period of time; *and* (2) a code of ethics.

High-quality academic work is essential in the Educational Leadership Program. Although it is necessary, it is not enough to be successful in our program or in the field. We also expect adherence to the professional code of ethics. We expect integrity in every aspect of your work. Standards of integrity include, but are not limited, to the following guidelines:

• *Misrepresentation.* Misrepresentation involves (a) fabricating information or data for testing cases, research projects, or class assignments; or (b) omitting or concealing data/information from assignments or projects for the purposes of misleading others.

• *Plagiarism.* Plagiarism is defined as using others' ideas, words, or creative productions without giving credit to the original source. When writing research or literature review papers, students will credit the work of others by referencing the original sources as per the *APA Publication Manual.* That guideline applies to crediting the work of others when it involves information from other students' works, grant proposals, unpublished papers, internet Web sites, PowerPoint presentations, or other sources used by the graduate student.

• *Cheating.* Cheating involves copying from others during assignments/exams or using other means of academic dishonesty during exams.

• *Confidentiality.* Students in our program will be involved in assessing and providing other services to subjects who will serve as the basis for various case studies. Students in our program may also become involved in producing original research. The identities of the case study and research subjects are to be protected, and no information regarding clients/subjects is to be discussed outside the

classroom. Case results are not to be reported to any person, school, or agency without the approval of the class instructor and/or field supervisor.

• *Conflicts of interest.* Conflicts of interest may arise when students engage in dual relationships (e.g., nepotism, providing services to family members or friends, engaging in a business relationship with a supervisor).

Students in the Educational Leadership Program are encouraged to discuss any questions or concerns they may have about the issues outlined above with the class instructor or other members of the faculty. If the faculty has any concerns about a student's behavior, the faculty will notify the student. The Educational Leadership faculty will follow the department and university's policy in resolving any academic integrity concerns or problems.

The Queens College's policy on Student Integrity may be summarized as follows:

Students found guilty of any form of academic dishonesty, such as plagiarism or cheating on an examination, are subject to discipline, including suspension or dismissal from the college. Any student who has been admitted on the basis of forged or altered transcripts will be subject to dismissal.

For retention in any graduate program at Queens College, students must show evidence of good character and those personal characteristics required to fulfill course and certification requirements. Performance in classes may be taken as evidence of these personal characteristics.

EDUCATIONAL LEADERSHIP FACULTY

Nathalis Wamba (Professor and Coordinator) Received his M.A. and Ph.D. from New York's 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, the New York University Delta Pi Epsilon Recognition Award, the teacher Appreciation Award from Brooklyn College, the Samuel Eshborn Service Award and the New York University Chancellor's Award for Community Service. Professor Wamba has also been a Fulbright scholar in Mzuzu, Malawi (Africa) and a Fulbright specialist at The University College Cork (UCC) in Cork, Ireland. He is currently involved in a high school disability study in Port-au-Prince in Haiti.

His scholarly work focuses on transcultural education leadership, exceptional children, decolonization and participatory action research. He has published over sixty articles in scholarly journals and he is the co-editor of *Learning Differences: Research, practice and advocacy,* published by Learning Disabilities Worldwide; the co-author of *Exit narratives: Reflections of four retired teachers* published by University Press of America and the editor *of Poverty and Literacy* published by Routledge.

Soribel Genao (Associate Professor) Earned her PhD from the School of Public Affairs and Administration at Rutgers University –Newark. She received her BS in Mass Communications from St. Johns' University and her MA in Urban Affairs from CUNY Hunter College. She has also studied abroad in Ghana and South Africa. Her research interests include education policy, collaborative measurement and administrative and organizational behavior. Before her doctorate, Dr. Genao worked in a variety of public, private and non-profit agencies conducting research and directing education-based social service programs in New York City and Newark, New Jersey. As a research associate, she developed the Human Capital Plan for Newark Public Schools' Office of Alternative Education. Her participation in district -wide reform efforts led to the formation of several collaborative efforts with external partners for the instructional and managerial capacity to serve schools, built partner autonomy, and drove high quality support to the alternative education programs that chose to align with the partner organizations.

While collaboration is the focal point of her research agenda, the connection with diversity, global education leadership, and curriculum enhancements have been initiated under educational collaboration and leadership. As a result, Dr. Genao

has collaborated with Friends Beyond Borders and Rebuilding Haiti One Trip at a Time, not-for profit organizations created by and for classroom teachers with a special interest in educational leadership and reform, global immigration and human rights in the context of Haiti, the Dominican Republic and the United States.

Her work can be found in the *International Journal of Education Management, Education and Urban Society,* the *Journal of Management in Education, Academic Journal of Education Research* and the *Journal of Secondary Alternate Education.*

Nakia Gray-Nicolas (Assistant Professor) Earned her Ed.D. in Educational Leadership at New York University's Steinhardt School of Education, Culture and Human Development. She received her BA in English from Cornell University and two MS.Ed. degrees (English Education and Inclusive Special Education) from the Syracuse University Graduate School of Education. Her research is centered around leadership for social justice and more specifically to promote equitable access to post-secondary endeavors. Her work examines how school leaders and school communities address the college access and persistence of traditionally underrepresented populations (e.g., first-generation college students, low-income individuals, and racial/ethnic minorities) through the examination of experiences and outcomes of students across institutional contexts in secondary and post-secondary education.

Dr. Gray-Nicolas has experience working in secondary teaching (7-12), college and graduate level teaching, non-profit management, higher education administration, and conducting research. She is also an avid volunteer and continues to mentor high school and college students. She is an active member of Delta Sigma Theta Sorority, Inc.

For additional information, please contact Dr. Nathalis Wamba at nathalis.wamba@qc.cuny.edu or 718 997 5256 or Shaneeza Gulmahamad, College Assistant, at Shaneeza.gulmahamad@qc.cuny.edu or 718 997 5140.

Important Resources and Contacts

Department of Educational and Community Programs

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