

Student Advisement Sheet
School District Business Leadership (SDBL)
School of Professional Development (SPD) at Stony Brook University
N-201 Social and Behavioral Sciences
Stony Brook University, Stony Brook, NY 11794-4310
Web: www.stonybrook.edu/spd
Tel: 631.632.7078

Student ID: _____

Course Requirements (*Effective Fall 2012*)

FOUNDATIONS

- Completion of Six Credits of Accounting prior to matriculation and admission
- CEQ501: Educational Leadership Theory I
- CEQ502: Educational Leadership Theory II
- CEQ515: School District Leadership

REQUIRED COURSES

- CEQ520 – School Finance
- CEQ 528 – School Law
- CEQ 571 – School Business Administration
- CEQ 572 – School Personnel Management
- CES 514 – Collective Bargaining and Arbitration in the Public Sector
- CEQ 525 Managerial Accounting for the School Business Official

INTERNSHIP AND RESEARCH SEMINAR

- CEQ 565 – Internship in School District/School Building Leadership* (co-requisite: CEQ 566)
- CEQ 566 – Seminar in School District/School Building Leadership*
- CEQ 595 – Educational Leadership Research Project Seminar*

EDUCATIONAL LEADERSHIP RESEARCH PROJECT SEMINAR (CEQ 595) - 3 credits

Each student is required to conduct an individual research project on a topic of special academic interest or professional relevance. The topic must be approved by and completed under the direction of the faculty member teaching this course.

Please Note: There are field hours embedded in each course through authentic activities. Assignments will be given that would require collaboration with administrators in a public school district. This is in addition to the full semester and summer portion of the Internship. (The following section will elaborate on this.)

The Internship Experience

The internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. It is strategically designed to immerse candidates in educational experiences that support and rely upon the information and skills attained from courses taken in the program.

Candidates in the Educational Leadership Programs begin these educational experiences within each course, which enables specific core concepts to be applied to authentic work settings. These clinical internship experiences (CIE) are worth a particular number of hours, which are added to the hours attained during the Professional Internship (PI) occurring at the conclusion of the program. (See "[Clinical and Professional Internship Hours](#)" as they are applied to the Internship hours distribution.)

The two-semester professional internship (PI) can be accomplished in the following ways:

- Integrated with the school day during the summer and adjacent fall semester.
- Integrated with the school day during the spring semester with an adjacent summer.

The professional internship (PI) includes a variety of substantial concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel and conducted in schools and school districts over an extended period of time. The experiences need to provide interns with substantial responsibilities, which involve direct interaction and involvement with students, staff, parents, community leaders, and social service organizations involved with inter-agency activities affecting schools.

Students are encouraged to develop a relationship with an Assistant Superintendent for Business or District Business Manager in the school district near where they live or where they are employed. The School of Professional Development can assist you in this effort upon request. The university and the school district each provide a supervisor who assists the intern in the design of an appropriate Internship Proposal. These same university and district officials are then responsible for the implementation, supervision, and evaluation of the intern's efforts during the internship. (CEQ 565 - SDBL)

Three guiding principles should help focus the internship experience and enable the candidate to become an effective educational business leader.

- The internship should allow for both district and building level school business experiences.
- The internship should allow the candidate to work outside their assigned area.
- The internship should be challenging, allowing the candidate to engage people at all levels of the educational system.

The purpose of the Internship Seminar (CEQ 566 - SDBL) is to facilitate the blending of practical field experiences with academic learning. Attendance at the seminar sessions is mandatory.

Educational leadership candidates have broad opportunities to work with diverse students during the internship because they work in schools and districts that mirror the diversity of the Long Island and New York City regions. Within each placement candidates work to create positive inclusive learning environments for students from all socioeconomic, linguistic, and ethnic groups and of all age and ability levels.

Semesters for Program Completion

All program requirements must be completed within five (5) years from the semester date of admission as a matriculated student. The courses required for the School District Business Leadership Certificate are offered regularly during the fall and spring semesters. Although some graduate courses will be offered during the Summer Sessions, students should plan on meeting most course requirements during the regular academic year. With this frequency of course offerings, a full-time student will need four semesters to complete the program's 36 credits and a somewhat longer period will be required for the part-time student.

Scheduling Note: Courses are scheduled online and on-campus. At this point in time, students should anticipate taking a proportion of their courses [online](#) to fulfill program requirements. Related courses used to fulfill requirements for another certificate, master's, or other advanced degree may not be used to fulfill course requirements for this certificate. If courses were taken that duplicate courses within this certificate program, appropriate substitutions will be made upon advisement and consent of the program director. Under all circumstances, the student must complete the total number of credits prescribed for this program.

Timeline note: When students are admitted or readmitted to an SPD degree or certificate program, they may petition SPD to have Stony Brook University graduate level courses that are **older than five (5) years, and no older than 10 years**, individually evaluated by the appropriate academic department/faculty to determine if the credits may be applied toward current SPD degree/certificate requirements. Grades in such courses must be "B" or better. (B- grades are ineligible for review.) For transfer credits from external institutions, please see guidelines at: www.stonybrook.edu/spd/assets/pdf/transferform.pdf (PDF).

GRADUATION ELIGIBILITY

Candidates are eligible for graduation when they have met the published requirements for a degree and/or certificate. To qualify for graduation in any semester, the candidate must have all academic requirements completed by the last day of that semester.

In addition, certificate candidates must:

- Attain at least a 3.00 (B) cumulative grade point average (GPA) for all graduate courses taken at Stony Brook, as well as a 3.00 cumulative GPA for the credits required to earn a degree and/or certificate. Grades earned in transferred courses are not included in any calculation of the cumulative GPA to determine eligibility for graduation.
- **Examination Requirement:** The School District Business Leader (SDBL) examination is a graduation requirement for any students completing this program after February 1, 2009. It is

highly recommended that students delay taking the New York State School Business Leader Certification Examinations until they are fully engaged in the internship experience. The Internship (CEQ 565) and accompanying Seminar (CEQ 566) will provide both practical experience and in-depth test preparation. This experience and preparation is invaluable for the successful completion of the tests. Spring/ Summer interns should plan on registering for the June test and those students in the Summer/ Fall internship should register for the October test.

- Complete all requirements within five years of matriculation.

Statement of Student Responsibility

Students themselves—whether new, returning, or continuing—are responsible for reviewing, understanding, and adhering to their degree and/or certificate program requirements. (SPD's non-matriculating [non-degree] graduate students [GSP] are responsible for adhering to the guidelines related to non-matriculated status.) All SPD students are responsible for reviewing, understanding, and complying with University and SPD regulations, policies, and procedures, as described in all official publications, the [University website](#), and the [SPD website](#), including, but not limited to, SPD's online references, the [SPD Bulletin](#) and [SPD Academic Calendar](#).