

Central Connecticut State University

Department of Educational Leadership
& Instructional Technology



Sixth Year (092) Certification (SYC)
Program in Educational Leadership

Student Handbook
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The Department of Educational Leadership & Instructional Technology

We are a department of scholar-practitioners committed to preparing the next generation of exceptional leaders in Connecticut. Our shared values guide this work, including:

- Valuing diversity and inclusion
- Working in service of educational equity
- Supporting school improvement through systems change
- Leveraging reflective, action research as a tool for continuous school improvement
- Incorporating innovation in educational technology into research-based practice

The department offers a variety of graduate programs including:

- Sixth Year (092) Certification (SYC) Program in Educational Leadership
- Superintendent (093) Certification Program in Educational Leadership
- Master of Science degree in Educational Technology
- Ed.D. in Educational Leadership
- Additionally, we offer undergraduate educational technology courses to support teacher preparation.

Relevant Standards Overview

The SYC is guided by several national and state standards documents. These include:

- [National Educational Leadership Preparation \(NELP\) Program Recognition Standards—Building Level](#)
- [Professional Standards for Educational Leaders \(PSEL\)](#)
- [Common Core of Leading: Connecticut School Leadership Standards](#)
- [Connecticut Code of Professional Responsibility for School Leaders](#)

Program Design

The SYC program is designed for part-time students to complete in two years. However, some students may choose to extend the program for professional, personal, or financial reasons. The University allows 6 years for program completion. Accelerated programs may be designed in collaboration with the program coordinator.

The SYC is a 30-credit program that leads to eligibility for the CT 092 Intermediate Supervision and Administration endorsement. While the state will award the 092 upon completion of 18 credits, we offer our program in a full 30-credit format. We believe that 30 credits will better prepare our students for leadership in the field. Additionally, having the full 30-credit program avoids potential issues for renewing the endorsement in the future. There may be limited exceptions to this policy if a candidate has already earned an advanced degree such as another sixth-year degree or a doctorate, but these are considered on a case-by-case basis and at the discretion of the program coordinator.

We offer two tracks for students to select: the Educational Leadership track and the Special Education track. Regardless of track, all students take one course within the special education department. For the Educational Leadership track all remaining courses are taken within the educational leadership department. For the Special Education track, three of the remaining classes are taken within the special education department, and the rest in educational leadership. The tracks do not lead to any difference in credentialing or certification but allow students the choice to focus their studies in their area of most interest. Students will select their track at the end of their first semester of coursework, and they will be expected to remain in the track they select until program completion.

Students will be assigned an academic advisor upon acceptance to the program.

Applying for Admission

The SYC accepts students for admittance in the fall, spring, and summer semesters based upon application due dates set by the University.

For consideration, applicants must submit a completed online graduate application with the following supplemental materials. The online application can be accessed at ccsu.edu/apply.

- Proof of a minimum of 3 years teaching experience
- Proof of possession of, or eligibility for, a Connecticut teaching certificate
- Official undergraduate and graduate transcripts from a regionally accredited institution of higher education.
- Master's degree
- GPA of at least 3.00 on all post-baccalaureate coursework
- Two letters of recommendation from school administrators
- Personal essay about the reason for pursuing the certificate and future career goals
- \$50 application fee

Following the application deadlines and once the application materials are complete, applicants will be contacted to participate in an interview with SYC faculty.

Program Costs

The tuition for the SYC program is set at the University level. Current rates for tuition and fees can be found through the [Bursar's Office](#). Students may also be eligible for federal financial aid. All inquiries about financial aid, including applications and deadlines should be directed to the [Financial Aid Office](#).

Expectations of Student Professional Behavior

The Department of Educational Leadership & Instructional Technology at CCSU develops educational leaders who conscientiously exhibit the knowledge, skills, and dispositions of

transformational leadership in all of its programs. To that end, students in the SYC Program are expected to demonstrate and maintain a high level of professional, ethical, and just behavior, as part of their responsibilities to the learning community of the program, to the community in their work contexts, and to the community at large.

As members of the educational leadership profession, SYC students are expected to understand and demonstrate commitment to professional standards in the areas of ethics and professional norms (see PSEL Standard 2; NELP Standard 2). Acting in a professional and ethical manner includes interactions with other students, professors, internship advisors, and professional colleagues, whether in person, in writing, or through technology. Given this context, all students in the Sixth Year Program will be expected to exhibit the following professional standards of behavior:

Diversity:

- Act with respect toward all people, including those with cultural beliefs and experiences with which you are not familiar with. Embrace diversity.
- Maintain speech free of racism, sexism, ableism, heterosexism, or any form of stereotyping or bias.
- Demonstrate a willingness and capacity to work with and serve diverse groups of people.
- Demonstrate a willingness and capacity to learn with and from diverse groups of people.

Communication:

- Practice positive, constructive, respectful, and professional communications skills (in speech, writing, body language, applying empathy, deep listening).
- Seek clarity in one's own communication.
- Demonstrate effective, respectful, and proactive communication with peers, colleagues, and instructors.

Social Justice:

- Seek to deepen commitment to social justice for all populations, especially those who have been marginalized or minoritized by systems in education and in society.
- Demonstrate an understanding of how institutional and personal oppressions impede the experience of social justice and exacerbate injustices for individuals and groups.
- Seek to learn about and apply methods of empowering populations and enhancing social justice in educational systems, through actions at micro, meso, and macro levels.
- Be a role model for equity and social justice—in advocacy and activism.

Integrity:

- Apply intentionality and conscientiousness to facilitate open, respectful, and effective collaborations in all course and professional learning experiences.
- Seek out appropriate support when having difficulties to ensure success in completing course requirements.

- Take responsibility for the quality and timely submission of completed assignments.
- Practice honesty with yourself, your peers, and your instructors.

Respect:

- Acknowledge and maintain the dignity of others with respectful interactions at all times.
- Employ active listening while others are speaking.
- Provide feedback to peers in a considerate and constructive manner.
- Approach conflict with peers or instructors in a cooperative, collaborative manner.
- Use positive, nonjudgmental, and context-appropriate language.

Accountability:

- Attend all classes, arrive on time, and return from breaks in a timely manner.
- Participate in group activities and assignments at a comparable level to peers.
- Complete work in a timely fashion and according to directions provided.
- Come to class prepared, with readings and other assignments completed.

Confidentiality:

- Treat any personal information that you hear about a peer, colleague, or an instructor as strictly confidential.
- Use judgment in self-disclosing information of a very personal nature in the classroom.

Academic:

- Citing the work of others properly. In all educational leadership programs, we use APA style (most current edition is APA 7th ed.)
- Do your own work and take credit only for your own work.
- Acknowledge areas where improvement is needed. Accept and work with constructive feedback to grow the quality of and your capacity to do the work of educational leadership.

Conflict Resolution

The Department of Educational Leadership & Instructional Technology recognizes that conflicts may sometimes arise between students and faculty. We encourage students to first address their concerns with their course instructor in a professional manner and attempt to work through the issue and create a mutually satisfactory resolution. If the issue remains unresolved, then the student may wish to reach out to others, beginning with the sixth year program coordinator and then the department chair. Students have the right to bring their concerns to other members of the CCSU administration; however, in the spirit of professionalism and leadership development, we would expect students to work at the class, program, and department levels before escalating any conflicts and resolutions. Please note that there are formal channels students may pursue in some cases, and information on those can be found through the [CCSU Office of Student Rights and Responsibilities](#), [Office of the Registrar](#), and [Office for Equity and Inclusion](#).

CCSU Emails

After admission, students will be assigned a CCSU email address. Students will be expected to use their CCSU email address for all correspondence with their instructors and all other CCSU faculty, staff, and administrators. They will also be expected to check their CCSU email on a regular basis, as this will be the primary way for instructors and other members of the CCSU community to communicate information.

Program Maps

The following program maps outline typical course progressions for students who plan to complete the program in two years. Course numbers and descriptions can be found later in this handbook. Each course on the map is followed by its number of credits.

While many of the SYC courses are offered in specific semesters and follow a predetermined order, for the spring and summer program starts the courses marked with the *, EDL 620 and 630 and SPED 620 and 630, can be taken either in the summer or during the fall and spring semesters. Students may choose the option that works best for their scheduling and financial needs. In order to qualify for Federal Financial Aid, students must be taking 6 credits that semester. All inquiries about financial aid, including applications and deadlines should be directed to the [Financial Aid Office](#).

Educational Leadership Track—Fall Start

Fall #1	Spring #1	Summer #1	Fall #2	Spring #2
EDL 590 (3 c.)	SPED 592 (3 c.)	EDL 620 (3 c.)	EDL 605 (3 c.)	EDL 606 (3 c.)
EDL 610 (3 c.)	EDL 611 (3 c.)	EDL 630 (3 c.)	EDL 690 (2 c.)	EDL 691 (2 c.)
			EDL 688 (1 c.)	EDL 689 (1 c.)

Educational Leadership Track—Spring Start

Spring #1	Summer #1	Fall #1	Spring #2	Summer #2	Fall #2	Spring #3
EDL 590 (3 c.)	*EDL 620 (3 c.)	EDL 605 (3 c.)	EDL 606 (3 c.)	*EDL 620 (3 c.)	EDL 690 (2 c.)	EDL 691 (2 c.)
SPED 592 (3 c.)	*EDL 630 (3 c.)	EDL 610 (3 c.)	EDL 611 (3 c.)	*EDL 630 (3 c.)	EDL 688 (1 c.)	EDL 689 (1 c.)
					*EDL 620 (3 c.)	*EDL 630 (3 c.)

Educational Leadership Track—Summer Start

Summer #1	Fall #1	Spring #1	Summer #2	Fall #2	Spring #2
EDL 590 (3 c.)	EDL 605 (3 c.)	EDL 606 (3 c.)	*EDL 620 (3 c.)	EDL 690 (2 c.)	EDL 691 (2 c.)
SPED 592 (3 c.)	EDL 610 (3 c.)	EDL 611 (3 c.)	*EDL 630 (3 c.)	EDL 688 (1 c.)	EDL 689 (1 c.)
				*EDL 620 (3 c.)	*EDL 630 (3 c.)

Special Education Track—Fall Start

Fall #1	Spring #1	Summer #1	Fall #2	Spring #2
EDL 590 (3 c.)	SPED 592 (3 c.)	SPED 620 (3 c.)	SPED 605 (3 c.)	EDL 606 (3 c.)
EDL 610 (3 c.)	EDL 611 (3 c.)	SPED 630 (3 c.)	EDL 690 (2 c.)	EDL 691 (2 c.)
			EDL 688 (1 c.)	EDL 689 (1 c.)

Special Educational Leadership Track—Spring Start

Spring #1	Summer #1	Fall #1	Spring #2	Summer #2	Fall #2	Spring #3
EDL 590 (3 c.)	*SPED 620 (3 c.)	SPED 605 (3 c.)	EDL 606 (3 c.)	*SPED 620 (3 c.)	EDL 690 (2 c.)	EDL 691 (2 c.)
SPED 592 (3 c.)	*SPED 630 (3 c.)	EDL 610 (3 c.)	EDL 611 (3 c.)	*SPED 630 (3 c.)	EDL 688 (1 c.)	EDL 689 (1 c.)
					*SPED 620 (3 c.)	*SPED 630 (3 c.)

Special Educational Leadership Track—Summer Start

Summer #1	Fall #1	Spring #1	Summer #2	Fall #2	Spring #2
EDL 590 (3 c.)	SPED 605 (3 c.)	EDL 606 (3 c.)	*SPED 620 (3 c.)	EDL 690 (2 c.)	EDL 691 (2 c.)
SPED 592 (3 c.)	EDL 610 (3 c.)	EDL 611 (3 c.)	*SPED 630 (3 c.)	EDL 688 (1 c.)	EDL 689 (1 c.)
				*SPED 620 (3 c.)	*SPED 630 (3 c.)

Program Grading

The SYC program uses the following grading scale:

Grade	Percentage
A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
F	Below 70

The SYC program requires that students receive a grade of C or higher in order for the course to be counted toward degree requirements. If a student receives a grade of C- or lower, they will need to retake the class. If the course is prerequisite or part of a sequence, such as EDL or SPED 605 is to EDL 606, the course will need to be retaken and a passing grade earned before the student can continue on to the next course in the sequence.

If a student has extenuating circumstances, they may receive an Incomplete (INC) grade for the course. Incomplete grades are negotiated with and up to the discretion of the course instructor. The University policy allows one year for the INC to be resolved before automatically converting into an F grade. However, if a student receives an INC grade for a course that serves as a prerequisite for another course in the program, students will not be allowed to progress until the INC is resolved.

Course Descriptions

The courses in the SYC are designed to have students consider educational leadership from the individual, classroom, building, district, community, state, national, legal, and policy lenses. The following are the course numbers and titles in the SYC. For more information, please access the [University Undergraduate/Graduate Catalog](#).

EDL 590: The Leader as Learner

SPED 592: Effective Leadership for Inclusive Schools

EDL 605: Leadership in Teaching and Learning I

SPED 605: Special Education Leadership in Teaching and Learning

EDL 606: Leadership in Teaching and Learning II

EDL 610: School Leadership I

EDL 611: School Leadership II

EDL 620: Educational Policy, Communities, and Pluralistic Governance

SPED 620: Collaborative Leadership for Special Education Leaders

EDL 630: Education Law, Ethics, and Equity

SPED 630: Special Education Law, Ethics, and Equity

EDL 688: Administration Programs for Diverse Learners I

EDL 689: Administration Programs for Diverse Learners II

EDL 690/691: Internship/ Seminar

Internship Overview

The culminating experience of the 6th-Year Degree Program is the Internship in Educational Administration. The internship requires that candidates complete a total of 350 hours of internship work. Of these 350 hours, 150 hours are acquired through previous or concurrent coursework. These hours are accounted in the internship portfolio (See next section for more detailed information about the portfolio.) by submitting major assignments from the coursework. The remaining 200 hours are to be completed during the internship year in accordance with the candidate's action plan, which is created by the candidate at the start of the internship experience and approved by the candidate's on-site Mentor and University Supervisor. Of these 200 hours, up to 50 may be completed in the summer prior to the start of the candidate's school year.

Most candidates complete their internship within their own schools and/or districts. However, this is not a program requirement. Working within one's school/district provides some advantages for ease of access to hours and allows many internship hours to be completed

within or closely surrounding the candidate's normal working hours. Candidates are required to select one or more on-site Mentors, who must (a) have their 092 certification (Intermediate Administrator and Supervisor) and (b) be working in an administrative role that requires the use of their 092 certification. Though not required, having at least one member of a candidate's leadership team working as a building leader (i.e., principal, assistant principal, dean of students, etc.) is useful, since many internship requirements involve building-level experiences, and these building administrators can provide such access more readily than administrators outside of a school building. All mentorship teams are shared with and are subject to the approval of a candidate's district superintendent.

The Internship in Educational Administration is designed for candidates to apply their learning in the 6th-Year Degree Program to real-life leadership in schools. The internship action plan for candidates is a combination of required leadership experiences and those selected by the candidate due to personal interest, future employability, and school/district direction. In addition to completing internship hours in accordance with their action plans, candidates will meet in a small seminar group with their University Supervisor one afternoon per month of the internship.

Portfolio

At the culmination of the internship in educational administration, all candidates will submit a comprehensive portfolio of their work. All projects completed as part of the internship must be included in the internship portfolio under the appropriate major performance areas. This includes projects from coursework. To ensure that candidates are prepared to create this portfolio, we recommend that students electronically save a Microsoft-compatible version (i.e., Word, Excel, PowerPoint, PDF, etc.) of all projects from coursework in all classes while in the program.

Connecticut Administrator Test

All candidates will need to take the ETS-administered Connecticut Administrator Test (CAT), which is coded 6412 on the ETS website, in order to obtain their State of Connecticut certification for Intermediate Administration or Supervision (#092). This is a 120-question multiple-choice test. Preparation materials for this test can be found here: <https://www.ets.org/sls/resources/connecticut-administrator-test-prep.html>. There is a free, 56-page PDF bulletin that outlines the standards for and content of the test, along with practice items and an answer key. Candidates can make the professional decision about when to take the ETS CAT. There is no particular point in the program, relative to their coursework, when students are required to take this exam.

Certification Process and Requirements

The process for completing the application for certification is pretty straightforward. Using your CECS account credentials log in to your account -

https://portal.ct.gov/sdecertification/cecs-login?language=en_US

First and foremost, you must have served 50 months under your current teaching certificate to be eligible for the 092 certification.

You must have passed the Connecticut Administrator Test (CAT). The passing score for Connecticut is 146. Be sure to list CCSU as a recipient for your results.

The state requires an official copy of your transcripts to be forwarded to the State Department of Education. The Certification Officer, within the School of Education and Professional Studies Dean's Office, recommends that candidates obtain and mail in a hard copy of the transcripts, as the electronic version link tends to no longer work by the time the state certification office is able to get to it. You should write your EIN (Educator Identification Number) on the sealed envelope with the transcript in it. Mail official transcripts to

Bureau of Educator Standards and Certification
Connecticut State Department of Education
PO Box 150471
Hartford CT 06115-0471

Notify the Certification Officer that you are applying for your 092 Certificate at this email SEPS-ProfProg@ccsu.edu. The Certification Officer will forward the 170A form for you to complete. Complete the highlighted sections on both pages and return it to the Certification Officer as an attachment.

Have your Superintendent's Office/HR Department complete the Verification of Employment form. This has to have an original signature. You will forward this to the Bureau of Educator Standards and Certification once your Superintendent/HR Department has completed this.

Pay the initial fee of \$50.00. The State cannot accept personal checks. You will need to submit a bank check or money order to pay for this fee and the remaining balance.

APPENDIX

Standards Details

NELP 2017 Building Level Standards:

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Standard 5: Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Standard 6: Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand

and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

PSEL 2015:

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Connecticut School Leadership Standards:**PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals**

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.