Educational Leadership/Public School Administration

**Degrees Offered**
- Master of Arts
- Doctor of Education

**Certifications Offered**
- Certification for elementary and secondary school principals
- Certification for instructional supervisors
- Certification for superintendents

**Nature of the Program**
The Educational Leadership – Public Education Administration Program at West Virginia University prepares individuals for leadership positions in elementary, secondary, and post-secondary educational institutions. Although most of our students pursue administrative careers at the secondary-education level, some prepare for college or university research, teaching, and/or staff positions.

*Note:* Currently not accepting new students into this program.

**FACULTY**

**CHAIR**
- Samuel F. Stack, Jr - Ph.D. (University of South Carolina)
  Social Foundations of Education

**PROFESSOR**
- Helen Hazi - Ph.D. (University of Pittsburgh)
  Public Education Administration

**Admissions**
We are not currently accepting applicants into this program.

**Masters**
We are not currently accepting applicants into this program.

**Doctoral**
*NOTE:* Our program is currently not accepting new applications due to oversubscription.

**Major Learning Outcomes**

**EDUCATIONAL LEADERSHIP/PUBLIC SCHOOL ADMINISTRATION**
The learning goals for this program are to prepare students who:
- Have commitment and skills to engage in life-long learning;
- Are effective communicators;
- Recognize that teaching is a professional, moral, and ethical enterprise with well-developed ethical frameworks which facilitate effective teaching;
- Will serve as a facilitator of learning for all students;
- Possess in-depth knowledge of both pedagogy and content, and the relationships between them;
- Are reflective practitioners;
- Are aware of, and have respect for, human diversity;
- Value and integrate knowledge from a wide variety of fields, are creative and open to new ideas, and are able to act constructively in a world characterized by technological, cultural, and societal diversity and change.
COURSES

EDLS 601. Dynamics of Educational Organizations. 3 Hours.
A foundation course which introduces students to school cultures, systems theory, hierarchy of school organizations, impact of global issues and forces, strategic planning, and the expanding role of technology as a learning and management tool.

EDLS 602. Human Resources Dynamics. 3 Hours.
An overview of personnel functions with a focus on recruitment, selection, orientation, evaluation, and development; interpersonal skills; motivational theories; and the utilization of technology in the personnel process.

EDLS 603. Principles of Educational Leadership. 3 Hours.
An exploration of the role of leadership in modern education. Topics and simulations include group processes, verbal and non-verbal communication, leadership styles, team building, interpersonal relations, conflict management, and ethical practices.

EDLS 610. School Business Administration. 3 Hours.
Efficient and effective operational procedures at the school and district level relating to the fiscal, spatial, physical conditions, safety and security, and information management systems are explored, including the use of technology.

EDLS 611. Principles of Supervision. 3 Hours.
Students develop instructional leadership skills in working with teachers to understand and improve classroom instruction. Topics include: developing a learning culture, supervisory theories and models, and integration of technology and best instructional practices.

EDLS 612. School: Policies, Politics and Laws. 3 Hours.
An overview of statutes, common law and court decisions. Topics include the politics of education, due process, policy development, the role of federal, state, and local government in public education, and the issues of diversity and equity in a school setting.

EDLS 613. Research-Evaluation-Assessment. 3 Hours.
PR: Consent. Research, evaluation, and assessment procedures related to administrative decision making and problem solving to increase the general effectiveness of educational institutions.

EDLS 614. Community and Media Relations. 3 Hours.
This course will explore community attitudes, cultures, and communication strategies. It will provide students with resources to understand, evaluate and improve internal and external school-community relations.

EDLS 620. Site-Based Leadership. 3 Hours.
PR: Consent. An overview course that focuses on the principal's active role of applying theory to practice with a special emphasis on emerging trends and issues, goal setting, testing, curricular alignment with goals, facilities management, and the change process.

EDLS 625. Topics in Supervision. 3 Hours.
Special knowledge and skills for supervisors K-12 including media, computers, reading, multicultural education, testing, and special education.

EDLS 691. Advanced Topics. 1-6 Hours.
Investigation of advanced topics not covered in regularly scheduled courses.

EDLS 693A-Z. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

EDLS 695. Independent Study. 1-15 Hours.
Faculty supervised study of topics not available through regular course offerings.

EDLS 697. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U).

EDLS 702. Superintendency: Role and Responsibilities. 3 Hours.
PR: M.A. in education leadership or equivalent or consent. This course is designed to examine the concepts of effective school district leadership. Students will examine the roles, relationship behaviors, and competencies which characterize an effective educational organization.

EDLS 703. Economics and Education Funding. 3 Hours.
PR: M.A. in education leadership or equivalent or consent. This course will focus on the macro and micro economics concepts and their application to financing education and its infrastructure. The content will incorporate forces of economic change, development of new societal and educational infrastructures, and implications for social spending.

EDLS 704. Education Facilities: Planning and Evaluation. 3 Hours.
PR: M.A. in education leadership or equivalent or consent. The planning, evaluation, and management of current and future school facilities.

EDLS 705. Public Education: Ethics/Laws/Policies. 3 Hours.
PR: M.A. in education leadership or equivalent or consent. This course will focus on ethics, educational responsibility, and the legal concepts relating to human resources management and student rights. The content is designed to develop an understanding of the judicial process and its effect on public school law and to understand the legal parameters within which the educational CEO operates.
EDLS 706. Learning Organizations: Culture, Technology and Change. 3 Hours.
PR: M.A. in education leadership or equivalent or consent. This course will focus on the concepts of results-based strategic planning, critical inquiry, and new assessment paradigms. The content will emphasize beginning where we are, authentic assessment of learning and horizontal assessment of processes, and broadening the base of responsibility for processes and results (outcomes). New knowledge about and use of information systems, integrating technology and high performance learning expectations, and the CEO's role in the process will be addressed.

EDLS 707. Politics and Education. 3 Hours.
PR: M.A. in education administration or equivalent or consent. The purpose of this course is to raise the student's awareness and comprehension of the role political processes play in shaping the fundamental governance and organizational structures of American education. A special emphasis will be placed on the role of the state and national government.

EDLS 708. Changing Organizations. 3 Hours.
PR: M.A. in educational leadership or equivalent or consent. Interdisciplinary study of the major concepts of educational administration theory and its application to educational settings. Topics include organizational change, understanding of organizational dynamics and relationships, motivation, empowerment, and responding to human resource needs.

EDLS 761. Prospectus Development in Higher Education. 3 Hours.
Students review an array of instruments designed to assess college students' perceptions, satisfaction, and learning. They will also critique these instruments to determine their quality.

EDLS 785. Education Administration Internship. 1-6 Hours.
(May be repeated for credit.) PR: Consent. Practical experiences in the administration of an organizational unit under the supervision of an administrator within the unit. (Grading is P/F).

EDLS 790. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of education leader- ship studies. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading will be S/U.).

EDLS 791A-Z. Advanced Topics. 1-6 Hours.
EDLS 791Z. Advanced Topics. 1-6Hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

EDLS 792. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

EDLS 793A-Z. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

EDLS 794A-Z. Seminar. 1-6 Hours.
Seminars arranged for advanced graduate students.

EDLS 795. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

EDLS 796. Graduate Seminar. 1 Hour.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

EDLS 797. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U.).

EDLS 798. Thesis or Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.

EDLS 799. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking coursework credit but who wish to meet residency requirements, use the University's facilities, and participate in its academic and cultural programs. Note: Graduate students who are not actively involved in coursework or research are entitled, through enrollment in their department's 699/799 Graduate Colloquium to consult with graduate faculty, participate in both formal and informal academic activities sponsored by their program, and retain all of the rights and privileges of duly enrolled students. Grading is S/U; colloquium credit may not be counted against credit requirements for masters programs. Registration for one credit of 699/799 graduate colloquium satisfies the University requirement of registration in which graduation occurs.

EDLS 830. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology.) These tuition-waived, continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.