



**DEPARTMENT OF  
ADMINISTRATIVE & ORGANIZATIONAL  
LEADERSHIP**

**ORGANIZATIONAL LEADERSHIP  
IN ADMINISTRATION & SUPERVISION**

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**Professional Education Programs**

*Revised Fall, 2012*

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**Virginia State University**  
**PROGRAM PHASES**  
**Organizational Leadership in Administration and Supervision**

**PHASE ONE: ADMISSION**

Candidates seeking admission must:

- \_\_\_\_\_ Complete a graduate application
- \_\_\_\_\_ Present a competitive GRE score, less than 6 years old. Under certain conditions, candidate may be admitted provisionally for one semester or 6 hours of coursework prior to submission of GRE scores.
- \_\_\_\_\_ Provide a reflective personal essay describing educational leadership aspirations.
- \_\_\_\_\_ Have an undergraduate GPA of not less than 2.8 on a 4.0 scale, or be granted provisional acceptance followed by a review after completion of 6 hours.
- \_\_\_\_\_ Maintain a 3.0 GPA at the graduate level in order to be retained in graduate school.
- \_\_\_\_\_ Have three letters of recommendations which speaks to candidate's potential as a future leader

*Those admitted unconditionally have met all prerequisites and provided appropriate documentation.*

*Those admitted conditionally must meet criteria within one semester of conditional acceptance.*

Candidates are solely responsible for meeting all requirements prior to being moved into Phase II of the program.

- *For verification of documents, see the program coordinator or advisor to view file*
- *Candidates who must demonstrate academic proficiency are responsible for scheduling an appointment with their advisor to view transcripts each semester for one year.*
- *Upon acceptance (conditional or unconditional) candidates must complete "yellow program cards" during their first semester of enrollment. Program cards can only be signed by GRADUATE FACULTY. Not all EDAS professors have received graduate faculty status.*
  - *Cards should be submitted electronically in collaboration with your advisor.*
  - *Upon approval, the program and candidate will receive a copy.*

## **PHASE II – ADMISSION TO CANDIDACY**

Master Candidates seeking candidacy must complete “Admission to Candidacy” paperwork with their advisor and submit to the graduate office. Paperwork is in attachment section of handbook as well as online.

Candidates must

1. Complete a minimum of 12 hours of course work
2. Maintain a B average or above in all content and core course
3. Submit an application for candidacy

### ***Other important information regarding admission to candidacy:***

- Admission to candidacy must be completed no later than one semester prior to graduation
- Candidates may not apply for candidacy and graduate in the same semester
- Candidacy cannot be obtained if any admission requirements have not been fulfilled.

## **PHASE III: CANDIDACY**

Upon submission and approval of candidacy paperwork to the graduate office, candidates advance to the candidacy phase of their program.

Candidates must

1. Advance to candidacy
2. Complete all required coursework

### ***Other important information regarding candidacy phase:***

- Candidates must complete all required coursework, receiving no more than 2 C’s.
- Candidates must enroll in the comprehensive exam course with no more than 3 hours remaining in the program.
- Candidates must apply to participate in comprehensive exams (at the graduate office) prior to the end of the first month of the graduation semester. (see Academic calendar)
- Candidates must apply for graduation at the graduate office. Applications are due prior to the end of the first month of the graduation semester. (see Academic calendar)

## **PHASE IV: PROGRAM COMPLETION**

Candidates must

1. Successfully complete all required coursework and phases of candidacy
2. Successfully apply for and complete oral and written comprehensive exam
3. Apply for graduation
6. Complete candidate exit survey

### ***Other important information regarding program completion:***

- Candidates must apply for graduation through the graduate office by the dates identified (see website).
- Exit surveys will be completed at the conclusion of oral exams.

**PHASE V: GRADUATE FOLLOW UP**

Candidates have an option to

1. Participate in a graduate follow-up survey
2. Give permission for employee follow-up survey

## **EDUCATIONAL ADMINISTRATION AND SUPERVISION: ORGANIZATIONAL LEADERSHIP**

### **Program Description**

The program in Educational Administration and Supervision, offers a program of study that leads to the MEd in Educational Administration and Supervision. The Organizational Leadership in Administration & Supervision degree is offered to candidates who do not seek licensure to work in schools. This MEd program is designed to enable candidates to acquire knowledge and develop competencies that will make them effective leaders at any level of an organization. All candidates will take 21 hours of core curriculum. The remaining 9 hours will be taken in one of several concentration areas.

**Program Requirements  
Master of Administration & Supervision  
Organizational Leadership**

**CORE:**

Course Number	Course Title	Semester Hours
EDAS 500	Leadership Theory & Practice	3
EDAS 501	Org. Beh.: Motivation, Teams & Coaching	3
EDAS 502	Org. Comm: Neg. & Effective Communication	3
EDAS 503	Org. Change: Implementation & Strat. Planning	3
EDAS 504	Action Research for Organizations	3
EDAS 505	Capstone/Comprehensive Exams	3
STAT 510	Statistical Procedures in Education	3

**Teacher Education Leadership**

EDAS 506	Critical Issues Seminar	3
EDAS 594	Data Driven Leadership	3
EDAS 584	Curriculum Development	3

**Pre-School Leadership**

EDAS 506	Critical Issues Seminar	3
EDAS 584	Curriculum Development	3
EDAS 507	Child, Family & Community	3

**Community Leadership**

EDAS 506	Critical Issues Seminar	3
EDAS 592	Human Resource & Fiscal Management	3
EDAS 508	Advocacy & Social Justice	3

**Special Education Leadership**

EDAS 506	Critical Issues Seminar	3
EDUC 503	Legal & Ethical Issues in Special Education	3
EDUC 502	Communication & Collaboration in Education	3

**School Management Leadership**

EDAS 506	Critical Issues Seminar	3
EDAS 587	School Plant Management	3
EDAS 589	School Community Relations	3

**Interdisciplinary Leadership**

EDAS 506	Critical Issues Seminar	3
Approved 500 level or above cognate		3
Approved 500 level or above cognate		3

***\*This program does not lead to licensure***



Course Descriptions  
Master of Administration & Supervision  
Organizational Leadership

**EDAS 501    Organizational Behavior**

**3 semester hours**

An understanding of human behavior within organizations. Candidates will study motivational theories, team management and coaching techniques as it relates to successful leadership within an organization.

**EDAS 502    Organizational Communication**

**3 semester hours**

An in depth study and practice of communication within organizations and major theories of organizational communication. Candidates will practice extensively written and oral communication practices

**EDAS 503    Organizational Change: Change Implementation & Strategic Planning**

**3 semester hours**

A proactive study of managing change and the organizational and human issues that accompany change. Topics include theories of change, resistance to change, and becoming agents of change.

**EDAS 504    Action Research for Organizations**

**3 semester hours**

An overview of the role of action research in communities and organizations. Candidates will examine the history and theory of action research. Candidates will be engaged in the action research process.

**EDAS 506 Critical Issues Seminar**

**3 semester hours**

An examination of the historical and contemporary leadership issues related to the cognate of study. Through critical analysis of assigned reading and class discussions, candidates will demonstrate an understanding of leadership and its influences

**EDAS 507    Child Family & Community**

**3 semester hours**

A study of the knowledge, skills, and attitudes needed in the development of the preschool child. An investigation of the historical attitudes of family and children as well as the cultural and political factors that impact child care and preschool programs

**EDAS 508    Advocacy & Social Justice**

**3 semester hours**

A study of the various theories of social justice and an examination of their roots. Candidates will explore opportunities to make a difference in social justice issues.

**EDAS 500 Leadership Theories and Practices**

**3 semester hours**

Candidates will investigate leadership theories and practices. An exploration of organizational structure and problem solving to include historical and modern day approaches to leadership.

**EDAS 592 Human Resource and Fiscal Management**

**3 Semester Hours**

A study of theories and policies related to resource projection and management in schools and school divisions. Finance topics include budget, purchasing and accounting, and procedures for obtaining equipment and materials. Human resource topics include staffing requirements, hiring, evaluation and dismissal procedures, and staff-personnel relationships. Appropriate field-based project relating theory to practice will be required.

**EDAS 584 Curriculum Development**

**3 Semester Hours**

This course provides a study of the fundamental aspects of school curriculum development and the basic issues underlying curriculum planning. Four significant aspects are educational directions, ordering potential experiences, patterns of curriculum organization, and the determination of principles and procedures by which change in the curriculum can be made, evaluated and sustained.

**EDAS 587 School Plant Management**

**3 Semester Hours**

This course provides a study of educational facility sites and the design of buildings to assure maximum accommodation of modern education programs. The course will focus on educational specifications, building, planning, constructing, school plant management and maintenance. Current regulations pertaining to the ingress and egress of the handicapped will be considered.

**EDAS 588 School Finance**

**3 Semester Hours**

This course provides theoretical and contemporary bases for the acquisition and distribution of local, state and federal funds for the support of education. Problems and issues of financial support for schools will be analyzed in terms of developing alternatives for obtaining resources.

**EDAS 589 School Community Relations/Multicultural Education**

**3 Semester Hours**

This course provides for the study of the place and function of the school in American social life and investigation of community agencies and institutions, including those concerned with drugs and behaviors, which may be utilized in the interpretation of the school to the community.

**STAT 510 Statistical Procedures in Education**

**3 Semester Hours**

This is a general terminal course designed primarily for graduate candidates enrolled in professional education research, psychology, guidance, or other behavior sciences. It is defined as an applications approach to methodology of modern research. This course will help prepare individuals to comprehend, interpret, and report statistical results for use in educational research, thesis presentation, and publication in research journals. Elementary and advanced statistical methods will be discussed. Statistical software will be used to analyze and interpret large databases occurring in real life situations.

***Organizational Leadership in Administration and Supervision  
and its relationship to the  
The Conceptual Framework***

The conceptual framework for the advanced level educational leadership program is based on the framework established in a collaborative partner with the professional education unit. The outcomes of the program have been aligned with the unit outcomes to support the development of competent, caring, effective and reflective professional administrators who are committed as leaders to addressing the challenges of educating all students for multicultural and global learning communities. As competent leaders, the candidate will understand the central knowledge, concepts and skills necessary in the administrative field. As caring leaders, the educational leadership candidate will show respect for all stakeholders in the educational setting and empower them to set achievable goals while maintaining high standards. As effective leaders, the candidate will use research-based instructional methods and best practice and performance assessments to guide the implementation of the instructional process. Finally, as reflective leaders, they will step back from themselves and the situation to examine all aspects of the teaching/learning/administrative process, including essential dispositions to create a positive school culture and learning environment.

To ensure the development of the necessary knowledge, skills and disposition to meet the goals of the conceptual framework, assessment documents have been developed to allow the program to collect data on candidate performance and the analysis of the data leads to program improvement.

***Candidate Proficiencies: Advanced Program –  
Educational Administration and Supervision: Organizational Leadership (Master)  
Competent***

KNOWLEDGE

- K.1. Candidates know, understand and can utilize the facts and principles of the subject matter.
- K.2. Candidates will have knowledge of both student and adult applied learning and motivational theories.
- K.3. Candidates have knowledge and understanding of values of a diverse school community.
- K.4. Candidates know and can demonstrate an understanding of the major historical, philosophical, social and economic issues and trends that potentially impact student learning in a democratic society.
- K.5. Candidates understand the principles of effective instruction, organizational/operational facilities management and community relations to facilitate an effective and safe learning environment
- K.6. Candidates know and recognize the issues and principles related to school safety and facility management.
- K.7. Candidates have knowledge to apply policies and procedures fair and wisely.
- K.8. Candidates know the purpose of education and the role of leadership in society.

*Caring*

DISPOSITIONS

- D.1. Candidates will demonstrate a respect for the accepted legal and ethical norms and values of education, schools, and the community.
- D.2. Candidates will demonstrate a willingness to continuously examine their beliefs and practices to ensure student learning and staff's professional growth.
- D.3. Candidates promote a culture of high expectations for self, student, and staff performances.
- D.4. Candidates demonstrate effective group consensus building and conflict resolution skills.
- D.5. Candidates are committed to ensuring that life-long learning is encouraged and modeled and that students have the knowledge, skills and values needed to become contributing members of society.
- D.6. Candidates are committed to acting with integrity, fairness and in an ethical manner and as well as model values, beliefs and attitudes that inspire others to higher levels of performance.
- D.7. Candidates understand and are committed to accepting the consequences for upholding principles and actions.
- D.8. Candidates reflect on and understand the impact of administrative practices on others.

*Effective*

SKILLS

- S.1. Candidates demonstrate the ability to protect the rights and confidentiality of students and staff.
- S.2. Candidates demonstrate appreciation for and sensitivity to the diversity of the school community and utilize this knowledge to mobilize community resources to help solve problems and achieve goals.
- S.3. Candidates treat people fairly, equitably and with dignity and respect.
- S.4. Candidates can promote the success of all students by facilitating the development, articulation and stewardship of a vision of learning that is shared and supported by the school community.
- S.5. Candidates know and can use multiple sources of information and data to identify, clarify, and address barriers to student learning and facilitate decision-making.
- S.6. Candidates demonstrate how to create an environment which operates safely, effectively and efficiently.
- S.7. Candidates understand and demonstrate the ability to use their office in a manner that benefits the students, staff and community.
- S.8. Candidates recognize the importance of and involve stakeholders in the decisions affecting schools.

# ATTACHMENTS



**DEPARTMENT OF ADMINISTRATIVE & ORGANIZATIONAL LEADERSHIP**  
**STUDENT'S PROGRAM AND DATA CARD**  
**MASTER: Administration & Supervision**  
**(Organizational Leadership): Does not lead to licensure**

**MAJOR COURSES**

**CORE & PREREQUISITE COURSES**

Course & No.	Description	G	H	Course & No.	Description	G	H
	<i>9 hours in selected area of study: (Teacher leadership, Pre-School Leadership, Community Leadership, Special Education Leadership, School Management Leadership, Interdisciplinary Studies)</i>						
	See advisor for course requirements		3	EDAS 505	Leadership Theory & Practice		3
			3	EDAS 501	Organizational Behavior.: Motivation, Teams & Coaching		3
			3	EDAS 502	Organizational Communication: Neg. & Effective Communication		3
				EDAS 503	Change: Implementation & Strategic Planning		3
				EDAS 504	Action Research for Organizations		3
				EDAS 505	Organizational Leadership Capstone/Comprehensive Exams		3
				STAT 510	Statistical Procedures in Education		3

**TRANSFER COURSES**

**GRE MAKE UP COURSES**

Course & No.	Description	G	H	Course & No.	Description	G	H

\* Transfer Credit (College/University) \_\_\_\_\_

Advisor \_\_\_\_\_ Graduate Major: MED

Approved: \_\_\_\_\_ DEGREE SOUGHT EDAS-Org. Leadership 30



**SCHOOL OF GRADUATE STUDIES, RESEARCH, AND OUTREACH  
VIRGINIA STATE UNIVERSITY  
PETERSBURG, VIRGINIA 23806**

**APPLICATION FOR ADVANCEMENT TO CANDIDACY  
M.A., M.S., M.Ed., M.I.S.  
REQUIRED AFTER 12 HOURS**

Name of Applicant \_\_\_\_\_

Major Field: \_\_\_\_\_

Total Semester hours completed toward the degree requirements (DO NOT INCLUDE TRANSFER CREDIT)

\_\_\_\_\_ GPA \_\_\_\_\_

***THIS PORTION TO BE COMPLETED BY ADVISOR***

Have departmental or prerequisite requirement been met? \_\_\_\_\_ YES \_\_\_\_\_ NO

English Proficiency: \_\_\_\_\_ Approved \_\_\_\_\_ Not Approved

Foreign language requirement met (where applicable) \_\_\_\_\_ YES \_\_\_\_\_ NO

Graduate Record Examination (GRE) GENERAL TEST SCORES (test scores must be on file in the Graduate Office)

VERBAL SCORE \_\_\_\_\_; QUANTITATIVE SCORE \_\_\_\_\_; TOTAL \_\_\_\_\_

**GRE MAKEUP COURSES**

(Verbal) \_\_\_\_\_ / (Quantitative) \_\_\_\_\_

**CANDIDACY ACTION**

\_\_\_\_\_ Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

Advisor's Signature

Date

\_\_\_\_\_ Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

Thesis Advisor (where applicable)

Date

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**ACTION BY GRADUATE OFFICE**

\_\_\_\_\_ **APPROVED**

\_\_\_\_\_ **NOT APPROVED**

\_\_\_\_\_  
DEAN

\_\_\_\_\_  
DATE

Approval indicates that the student is now eligible to enroll in Research and Thesis, or the Master's Project. Thesis Topic Cards may be secured from the Graduate Office.

## Candidate Checklist

### ADMISSION:

\_\_\_\_\_ Submitted 3 letters of recommendation

\_\_\_\_\_ Took GRE's and provided copy of scores

### FIRST SEMESTER:

\_\_\_\_\_ Took GRE's and provided copy of scores

\_\_\_\_\_ Met with advisor

\_\_\_\_\_ Completed Program Cards

\_\_\_\_\_ Developed a plan of study

\_\_\_\_\_ Verified contents of admission file

### AFTER 12 HOURS:

\_\_\_\_\_ Completed application for candidacy, advisor signed and submitted to grad office

\_\_\_\_\_ Met with advisor to ensure adequate progress through the program

\_\_\_\_\_ Verified 3.0 GPA

\_\_\_\_\_ Developed plan for remaining hours in program

### TWO SEMESTERS PRIOR TO GRADUATION

\_\_\_\_\_ Met with advisor

\_\_\_\_\_ Determined graduation eligibility in next two semesters

\_\_\_\_\_ Developed plan for completion of final coursework

### FINAL SEMESTER

\_\_\_\_\_ Met with advisor

\_\_\_\_\_ Verified completion of all coursework

\_\_\_\_\_ Identified any "I" on record and plan to complete

\_\_\_\_\_ Had advisor sign comprehensive exam application

\_\_\_\_\_ Enrolled in Capstone/Comprehensive Exam course

\_\_\_\_\_ Applied to take Comprehensive Exams (application in grad office)

\_\_\_\_\_ Applied for Graduation & Paid Fee (graduate office)