WESTERN CAROLINA UNIVERSITY
PRINCIPAL LICENSURE HANDBOOK
MASTERS IN SCHOOL ADMINISTRATION (MSA) &
POST MASTERS CERTIFICATE in Public School Licensure (Add-on)
*Fall 2012*

College of Education and Allied Professions
Department of Human Services
91 Killian Building Lane, Room 208
Cullowhee, North Carolina 28723

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(828) 227-3311
Living your leadership journey courageously

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Disclaimer

This handbook is in effect for all MSA and Certificate licensure candidates admitted for the Fall 2012 semester and later. Where policies in this handbook conflict with earlier policies, faculty will do everything possible to accommodate candidate needs and will remain flexible in the application of the handbook policies.

Up to date information is available for accepted candidates on the Blackboard advising site at: http://wcu.blackboard.com.

If you do not see this site in your Blackboard shell, please contact your advisor, a faculty member, or Denise Royer at droyer@wcu.edu.

PROGRAM GOALS

Living Your Leadership Journey Courageously

Does program philosophy matter? In the case of Western Carolina’s principal licensure programs, the answer is a resounding “Yes!” While leadership requires a complex and rich set of knowledge, skills, and experiences, the faculty is committed to the idea that leadership is, in essence, a virtuous activity. Our ability to serve children through leadership will be enhanced or limited by our abilities to act virtuously. This faculty is committed to the virtues that support:

1. Students as the center for action
2. Change as an opportunity and inevitability
3. Leadership as the process of serving others in their quest for self-actualization
4. Ethics as the fundamental basis for action
5. Creative action as an expression of virtue
6. Continual growth as a life-long quest

Living your leadership journey courageously©

This mantra implies active participation in learning, a sense of personal responsibility, service to others, continued growth, and creative moral action which provides evidence of courageous leadership.

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ADMISSION STANDARDS

Applicants must meet the following standards:

- Hold or be eligible to hold a North Carolina Class A teaching license or a comparable license from another state.
- Satisfactory GRE scores on the verbal and math portions and the writing portion (preferred 40th percentile and above). Alternatively, applicants may submit a Miller’s Analogy Test score (preferred 40th percentile). For PMC, there is no expiration date for when the test was taken.
- For MSA/PMC (Add-on), the GRE/MAT scores may be waived with a doctoral degree from an accredited university in an educationally related field.
- Satisfactory undergraduate GPA, preferred 3.0 or higher
- Have three years of successful teaching or equivalent experience in the public school setting. Pre-school teachers may include private sector experience.
- Obtain three satisfactory recommendations (at least one from current administrator)
- (Certificate only) Hold a Master’s Degree in education or a related field

Candidates not meeting preferred criteria may be admitted on a case by case basis and must meet additional criteria for provisional admission. Provisionally admitted candidates can expect to take a special topics seminar prior to full admission.

The MSA program requires a total of 39 hours divided among the following areas:

- Graduate Studies: 12 semester hours
- Professional Virtues, Knowledge and Skills: 12 semester hours
- Assessment: 3 semester hours
- Internship: 6 semester hours
- Seminar: 6 semester hours

The Certificate program requires a total of 24 hours divided among the following areas:

- Professional Virtues, Knowledge and Skills: 12 semester hours
- Assessment: 3 semester hours
- Internship: 6 semester hours
- Seminar: 3 semester hours

For the MSA, a maximum of 6 semester hours of transfer credit will be accepted from other institutions. You may find a transfer of credit form at http://www.wcu.edu/WebFiles/Transfer_of_Credit_Form.pdf

National Board Certification

We recognize the value of National Board Certification and the self-reflection that the process encourage. However, the focus of National Boards is teaching, not school leadership. As such we do not grant credit for National Board activities in our school leadership programs.

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ADMISSION PROCESS

All applications should be completed online using Apply Yourself. Also, please see the document Registering for the Correct Program in Apply Yourself.

Submit the following:

a. Graduate School Application
b. Application fee ($50)
c. Official Transcripts
d. GRE/MAT score
e. 3 Letters of recommendation (we prefer one reference be from your current supervisor – principal or superintendent.)
f. District Verification of licensure, employment for 3 years, health certificate and background check

The District Verification Form must be completed by the county personnel director or his/her representative. After completion, the form should be printed, signed by the official, returned to the candidate, and uploaded as a PDF file to Apply Yourself in the “Additional Documents” section.

After completing your application process in Apply Yourself, please contact the Student Services Specialist, Denise Royer at droyer@wcu.edu.

Cut-off dates for completed application to be considered for admission:

Fall – July 1st  
Spring – November 1st  
Summer – April 1st

Applicants will be notified 4 weeks prior to start of the semester.

Transfer of Credit Requests
Please note that requests for consideration of transfer of credit (MSA only) must be made in writing prior to the granting of full admission to the application coordinator. You may find a transfer Credit form at http://www.wcu.edu/WebFiles/Transfer_of_Credit_Form.pdf

General inquiries should be addressed to:

Graduate School and Research  
110 Cordelia Camp Building  
Western Carolina University  
Cullowhee, NC 28723-9022  
Telephone: 828-227-7398 or 800-369-9854  
Fax: (828) 227-7480

Specific MSA or PMC/(Add-on) program inquiries should be addressed to Denise Royer at droyer@wcu.edu.

The Graduate School welcomes the applications of applicants without regard to race, color, national origin, religion, sex, age, sexual orientation, or disability.
The Master of School Administration Program and Certificate (Add-on) require candidates to explore and collect data on the diversity of their communities and stresses the importance of diversity issues in school community relations. Candidates explore the needs of diverse learners and the implications of those needs for instructional leadership.

The most current course catalog is at the following link: http://catalog.wcu.edu. Please choose the current graduate catalog and click “Go.”

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PROGRAM STANDARDS

The MSA and PMC/(Add-on) programs are designed to go beyond minimal standards for compliance and licensure. Our intention is to take you on a personal journey to the heart of leadership. Through self-reflection, critical examination and application, candidates will become reflective leaders, conscious of their responsibility to serve others and committed to uplifting the human condition through virtuous action.

The Program Rubric is a formative assessment that evaluates candidate work in light of the six cornerstones described above. It is understood by the faculty that most entering candidates will perform at the lower end of the rubric. The faculty expects candidates to be at the midpoint of the rubric in most areas by the time each candidate has completed half of the program.

North Carolina’s 21st Century Standards for School Executives

The program intends to exceed all standards for principal licensure in the state of North Carolina. Candidates will gain insight, perspective, and practical experience in the seven North Carolina standards. Candidate progress towards exceeding these standards will be evaluated using the Program Rubric. The North Carolina standards include:

Standard 1: Strategic Leadership: School executives will create conditions that result in strategically re-imaging the school’s vision, mission, and goals.

Standard 2: Instructional Leadership: School executives will set high standards for the professional practice of instruction and assessment that result in a no nonsense accountable environment.

Standard 3: Cultural Leadership: School executives will understand and act on the understanding of the important role a school’s culture contributes to the exemplary performance of the school.

Standard 4: Human Resource Leadership: School executives will ensure that processes and systems are in place that result in the recruitment, induction, support, evaluation, development and retention of a high performing staff.
**Standard 5: Managerial Leadership:** School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building.

**Standard 6: External Development Leadership:** A school executive will design structures and processes that result in community engagement, support, and ownership.

**Standard 7: Micropolitical Leadership:** The school executive will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school’s vision for success.

Assessment of North Carolina’s 21st Century Standards for School Leaders will use the Pre-service Rubric provided by the North Carolina Department of Instruction.

**Each program completer is required to prepare an electronic document which details work they have completed and actions they have taken in each discrete descriptor listed for each standard. These Electronic Evidences supplant the need to take the SLLA.**

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**PROGRAM DESCRIPTION**

The MSA and PMC/(Add-On) programs prepare educators for North Carolina Certification: Administrator 1, Principal. While Western Carolina University is a regional comprehensive university, courses take place over the Internet in both synchronous and asynchronous online environments.

The program faculty believes that each candidate is on his/her own personal leadership journey. We expect *each candidate* to take ownership of his/her learning and to actively engage in all aspects of the program and exert and accept responsibility for that journey.

Instruction in the program focuses on the establishment of professional online learning communities. Candidates work with a cohort group. Experiences offer a substantive grounding in research and theory that are blended with intensive reflection and introspection as well as continual application.

Candidates apply theory into practice through a variety of projects and learning methods, including but not limited to: case studies, simulations, and role-plays, interviews, voice-chats, and applied projects. Internships are connected to course work and in-school leadership experiences are a core element of the program. Seminars are offered in a variety of topics and give candidates opportunities to explore personally relevant issues. Most of the faculty are former building level and central office administrators. Faculty share a passion for meeting candidate needs and developing exceptional leaders. WCU faculty establish close relationships with candidates and offer a variety of perspectives based on public school experiences as principals, superintendents, curriculum and special education coordinators.
Applicants are admitted each semester, including summer. A full schedule of courses is offered during the fall and spring, with some required courses during summer semesters. Cohort members will attend a one weekend workshop in the Hickory area beginning Friday evening through Saturday at the beginning of the program and one weekend in Cullowhee at the end of the program. Candidates will participate in a presentation and workshop during the weekend of graduation in their final semester. Candidates may meet regionally once per semester for a seminar.

In addition to coursework, each candidate will complete three semesters (6 total semester hours) of internship. The internships are usually completed in the candidate’s home school so as not to disrupt employment. Internships are competency based to promote a wide range of leadership experiences on the part of the candidate. Activities are correlated with topics in the core courses. At the culmination of the program, all candidates will submit an electronic portfolio and participate in a face-to-face presentation with peers and faculty. Candidates intending to apply for school licensure must apply to the Office of the Dean of the College of Education and Allied Professions for licensure after successful completion of the portfolio and exit presentation.

The program historically focused on the needs of leadership in rural schools. However, the online nature of the program has led to an increase in the diversity of candidates and their needs. At the same time, increased immigration, and changing economic and other demographics have changed the nature of rural education. The program strives to take advantage of the diversity of participants and to prepare leaders through developing knowledge, characteristics, and values capable of serving all of North Carolina’s children and children beyond our state and national borders. See page 18 for the course sequence for MSA students and page 19 for the PMC course sequence.

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**INTERNSHIP**

Candidates apply for the internship by submitting a Principal Licensure Internship Application to the Office of Field Experiences and Licensure (http://fieldexperiences.wcu.edu). The application is due 60 days prior to the start of the semester in which the internship will take place. **Candidates are expected to observe this deadline. The application must be updated each semester!**

Three things guide the development of internship activities: (1) knowledge of best practice gained through scholarly research; (2) knowledge of best practice in North Carolina gained through exemplary practice of field practitioners; and (3) standards for effective practice as stated in the North Carolina Standards for 21st Century School Executives and standards established by the School Leaders Licensure Consortium.

University mentors are responsible for ensuring that the internship reflects current scholarly research and exemplary practice. All required competencies must be initialed by the site supervisor. Internship requirements are extensive, reflective of the program and North Carolina standards, and the profession. The internship is competency based, rather than hours based, to ensure a broad range of experiences. Candidates have a variety of leadership experiences.
Site Selection
Most candidates will fulfill their internship responsibilities within their own school under the supervision of a building principal and a university mentor. No leave from teaching is required to fulfill the obligations of the internship, except for Principal Fellows. Candidates who do not work in a local school district will need to identify a building and a North Carolina licensed principal with whom to work. The candidate’s WCU advisor may also help with this process.

Site Supervisor Expectations
Site Supervisors are expected to be licensed school principals – not assistant principals. Exceptions to this are extremely rare. The bulk of internship experiences will be completed within the building in which the site supervisor works. Site Supervisors are expected to:

- Provide the candidate with both leadership and administrative opportunities and responsibilities
- Require the candidate to engage in a broad range of meaningful experiences
- Meet regularly with the candidate and help them to reflect on their experiences and to provide them with feedback and knowledge
- Periodically sign off on core activities, and at the end of the course, complete an evaluation form for the candidate.
- Include the candidate in such activities as special meetings, planning sessions, routine administrative activities, and conferences.

As part of the program orientation, candidates will be supported in sharing needs and expectations with their building principal.

University Mentors
In addition to the site supervisor, each intern will work in a group with a university mentor. University mentors conduct regular seminars, oversee regular evaluations of intern progress, periodically review logs, journals, case studies and other internship products, assign grades, and provide guidance for the portfolio development.

Exit Presentations
Exit Presentations will be held in Cullowhee on graduation weekend. It is expected that your presentation will address important aspects of leadership such as culture, change, collaboration, candidates, ethics, action, and growth. Beyond these guidelines, there is not a set of questions or a set format that you are required to use.

Presentation policies are subject to change as the faculty continues to evaluate and enhance the presentation experience. Notification of current presentation policy will be given in EDL 604 and EDL 704 classes.
HISTORY OF THE PROGRAM

In 1992 the North Carolina state legislature initiated activities that culminated in a series of recommendations for improving the quality of school administration preparation programs. Recommendations included an intensive, one year equivalent, internship and the requirement of a Master’s degree in School Administration for licensure.

After the elimination of the North Carolina Standards Board in 2000, the State Board of Education approved the North Carolina Standards for Educational Leaders in October 2002. In the spring of 2005, Western’s program was a face-to-face MSA program with an enrollment of 28 candidates. In Fall 2005, we became North Carolina’s only fully on-line MSA program. In Fall 2006, following State Board approval of an add-on license, we provided the Add-on program as an alternate path to administrative licensure for educators already holding advanced degrees. In Spring 2008, the Add-on program gained Certificate program status. Active enrollment for the Spring 2008 semester stands at approximately 65 MSA and 100 Certificate candidates.

Beginning in the Fall of 2008, a program redesign was piloted. The redesign features the use of cohorts, regional seminars, and a virtues-based program with fully integrated courses and internships aligned both vertically and horizontally. Faculty continue to improve and revise courses based on feedback from candidates and from mentor principals. Every attempt is made to address the current changes in education and to provide a foundation which supports the ever changing context of public education.

CONCEPTUAL FRAMEWORK

of the College of Education and Allied Professions

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

Candidates in the PMC/(Add-on) Certificate program explore the role of the educational leader in creating learning communities in schools. They experience such communities of learners through their coursework and internship experience. The knowledge, values and experiences they explore are consistent with the North Carolina Standards for School Executives, the Interstate School Leaders Licensure Consortium, and the National Policy Board Standards for Educational Leaders. Through coursework and the internship experience, candidates reflect on their practice through journaling and candidate-authored case studies; explore the needs of diverse learners; and demonstrate the responsible use of technology.
ADVISEMENT

Once you are fully admitted to the program, you will be assigned an advisor and will gain admission to the MSA/PMC(Add-on) Advising Site in Blackboard. Please review this site thoroughly and frequently. You are responsible for being familiar with all information provided on this site. Candidates will NOT be excused from deadlines, so it is your responsibility to know the information on this site. General tips:

- Register for classes early! Many fill up quickly and fees are not due until the day before classes begin (Registration for Spring is mid-October; for summer & Fall is mid-March)
- Set up and use a Catamount email account; it is the ONLY official means the university uses to contact candidates. This account does not allow you to forward to another address, so you will have to check this email regularly to ensure you have information sent through this account.
- The Registrar website has important items: http://registrar.wcu.edu/
- The Graduate School website has additional important items.
- Because this is a cohort program you can expect that your peers will be taking the same sequence of classes as you are. This helps establish a community of learners which will provide support for learning as well as application.

Technology

Candidates are required to have a computer. A relatively new computer at home and high-speed internet access are highly desirable. Voice chats, podcasts, videos, and other instructional elements make it VERY difficult to complete the program with only a dial-up connection. It is possible, but difficult. Also, be aware that many school networks routinely set up firewalls that block content from the courses. It is best to have a good computer and connection at home.

Candidates must be able to access syllabi on the Web, download handouts for classes, and participate in Web-enhanced instruction, including synchronous voice chats (therefore your computer should have either a headset or microphone/speakers). In addition, candidates must use the web for research and must demonstrate the use of presentation technology. Candidates explore the role of the school leader in the responsible management and use of technology in schools. Candidates unfamiliar with technology will need to spend considerable time learning the systems. Such candidates should limit themselves to one course during their first semester.

Academic Honesty

The faculty in Educational Leadership and Foundations take academic honesty seriously and will hold each candidate responsible for being familiar with the Academic Honesty Policy at WCU (found at http://catalog.wcu.edu) Choose Current Graduate Catalog from the drop-down menu with the correct year and click “Go.” Candidates can, and will, receive sanctions for plagiarism, cheating, etc. which are at the discretion of the professor and can include and “F” for the course.
One “F” will result in dismissal from the university. You must learn how to cite research that you use in your papers and can find assistance at the WCU Writing Center http://www.wcu.edu/WritingCenter/.

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THE NORTH CAROLINA PRINCIPAL FELLOWS PROGRAM

The North Carolina Principal Fellows Program is a scholarship loan program funded by the North Carolina General Assembly and based upon academic merit (financial need is not a consideration) to assist interested individuals to earn the master's degree in school administration in preparation for a career in school administration.

Candidates attend programs full-time for two years. This program offers one year of full-time academic study, enrichment activities, and a one-year full-time internship in a public school in North Carolina, along with coursework. The Principal Fellows Commission determines selection criteria for Principal Fellows and selects recipients to receive scholarship loans made under the program.

You must be enrolled as a full-time graduate candidate (9 hours minimum) and serve as a full-time intern in a public school during the second year as a Principal Fellow. While serving as an intern, Principal Fellows receive a stipend (pending legislative approval each year), in addition to the scholarship loan.

For more information: http://www.ncpfp.org/

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Registering for the Correct Program in ApplyYourself

Go to the “Apply Yourself” site: https://app.applyyourself.com/?id=wcu-grad

Click on “Create Account”

Create an account profile:
You will be assigned a PIN:

Frederick,

Your online application personal account has been created and an email containing your account information (excluding your Password) has been sent to tbuskey@email.wcu.edu.

PIN: 1

Please record this PIN and the password you entered in a safe place. You will need both of these items to access your application in the future.

And asked to accept terms of use:

Terms of Use
This online application service is provided by ApplyYourself, Inc. ("ApplyYourself"), doing business as AY Recruiting SOLd. ApplyYourself provides online application services for educational and other institutions. Your use of this online application subject to the terms and conditions below. This information you provide for this online application will not be sold by ApplyYourself to any third party and it will only be provided to the institution after you have completed the submission process.

By clicking "I agree" you acknowledge that you have read and understand the terms and conditions presented herein. Your acknowledgement is required for you to proceed.

Click "Application for Admission"
Go to the left hand menu and click on “Academic Information”:

Then go to the ”Program” drop down menu:

And select either

**School Administration - Distance - M.S.A.**

for the Masters of School Administration, or

**School Administration Licensure Only - Distance**

for the PMC/(Add-on) certificate

**Other choices will result in delays in your ability to begin the program!**

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**District Verification for Principal Licensure Candidates**
Department of Human Services, 91 Killian Building Lane, Room 208
Western Carolina University, Cullowhee, NC 28723

Please have a district personnel officer verify the following information. The candidate should then scan the completed form and submit it as a PDF file through ApplyYourself. Alternatively, the form may be submitted as a word document form if the personnel officer provided an electronic signature.

<table>
<thead>
<tr>
<th>Applicant’s Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer:</td>
<td></td>
</tr>
<tr>
<td>School Name:</td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td></td>
</tr>
<tr>
<td>School Phone #:</td>
<td></td>
</tr>
<tr>
<td>School Fax #:</td>
<td></td>
</tr>
</tbody>
</table>

Date: ______________________

**Full** years of experience (career):

- 0-2
- 3-4
- 5+
- Teaching
- Counselor
- Other

Applicant has a health certificate on record with the employer: Yes _____ No _____
Applicant has a background check on record with the employer: Yes _____ No _____

Name: ___________________________________________ Signature: ___________________

Title: ___________________________________________ Phone: ____________________

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## Program Rubric

### Live Your Leadership Journey Courageously

<table>
<thead>
<tr>
<th></th>
<th>Demonstrates Interest</th>
<th>Emerging Knowledge</th>
<th>Emerging Application</th>
<th>Artistic</th>
<th>Courageous</th>
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</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>- Students ignored</td>
<td>- Students addressed</td>
<td>- Student concerns addressed</td>
<td>- Students at the heart of thinking</td>
<td>- Students at the center of action</td>
</tr>
<tr>
<td><strong>Change</strong></td>
<td>- Change is Stagnant</td>
<td>- Change is addressed</td>
<td>- Change as a process</td>
<td>- Change as a complicated deep process</td>
<td>- Change as an opportunity and inevitability</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>- Leads from Isolated reaction</td>
<td>- Leads from Isolated reflection</td>
<td>- Leads a group</td>
<td>- Leads collaboration</td>
<td>- Leads through serving others and supporting self-actualization</td>
</tr>
<tr>
<td><strong>Ethics</strong></td>
<td>- Ethics as a lingo</td>
<td>- Ethics as an opinion</td>
<td>- Ethics as informed judgment</td>
<td>- Ethics as informed judgment in light of local situation</td>
<td>- Ethics as the fundamental basis for action</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>- Action as compliance</td>
<td>- Action motivated by reaction</td>
<td>- Action to solve a problem</td>
<td>- Creative action to fashion something positive</td>
<td>- Action from an ethical foundation to create something positive</td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td>- Growth is actively closed</td>
<td>- Growth is passively open</td>
<td>- Growth is actively questioning</td>
<td>- Growth is actively searching</td>
<td>- Growth is actively questing</td>
</tr>
</tbody>
</table>
Master’s in School Administration

Course sequence

*EDL 786-788 are the internship courses. They must be taken in conjunction with the course they correspond to.

EDL 793 elective 1 and elective 2 are topics courses. These are noted in the registration schedule as 790-796 courses. You only need two one hour courses to meet this requirement. Not all electives are offered in all semesters.

Courses in red are foundations courses. EDL 725, EDL 612 and EDRS 612 are required before taking EDL 601.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester Available</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>*EDL 725 Standards</td>
<td>1</td>
<td>Spring or Fall</td>
<td></td>
</tr>
<tr>
<td>*EDRS 612</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*EDL 612</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL 601</td>
<td>3</td>
<td>Fall or Spring</td>
<td>Attend meeting in Hickory</td>
</tr>
<tr>
<td>*EDRS 709</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDL 602</td>
<td>3</td>
<td>Spring or Fall</td>
<td></td>
</tr>
<tr>
<td>EDL 786 *</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>EDL 721 Law</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>EDL 788 Summer*</td>
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<td>Summer</td>
<td>EDL 601 prerequisite</td>
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<tr>
<td>*EDL 793 elective 1</td>
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<td>Any</td>
<td>EDL 601 prerequisite</td>
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<tr>
<td>*EDL 793 elective 2</td>
<td>1</td>
<td>Any</td>
<td>EDL 601 prerequisite</td>
</tr>
<tr>
<td>PSY 621</td>
<td>3</td>
<td>Any</td>
<td>EDL 601 prerequisite</td>
</tr>
<tr>
<td>EDCI 615</td>
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<td>Any</td>
<td>EDL 601 prerequisite</td>
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<td>EDL 603</td>
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<td>EDL 787*</td>
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<td>EDL 750 HR</td>
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<tr>
<td>EDL 604</td>
<td>3</td>
<td>Spring or Summer</td>
<td>Attend final event in Cullowhee</td>
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<tr>
<td>EDL 714 Sp Ed</td>
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**Post Masters Certificate in Public School Leadership**

**Course sequence**

*EDL 786-788 are the internship courses. They must be taken in conjunction with the course they correspond to.

Courses in red are foundations courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester Available</th>
<th>Notes</th>
</tr>
</thead>
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<td>EDL 701</td>
<td>3</td>
<td>Fall or Spring</td>
<td>Attend meeting in Hickory</td>
</tr>
<tr>
<td>*EDRS 709</td>
<td>3</td>
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<tr>
<td>EDL 702</td>
<td>3</td>
<td>Spring or Fall</td>
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<td>EDL 786 *</td>
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<td>Fall or Spring</td>
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<td>Spring or Summer</td>
<td>Attend final event in Cullowhee</td>
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Directions for logging into Blackboard

1) Go to www.wcu.edu
2) Click on Blackboard
3) OR type the following in the URL: https://wcu.blackboard.com/
4. Type in your user name and password. If you have problems with the user name and/or password, please see the phone number above under Need Assistance.
5. Once logged in, you will see the main screen with the course listed in the center of the top portion of the screen under “Blackboard 9 Courses”.
6. Click on the course title and you will see the course homepage.
7. Under “My Organizations” you will see the Educational Leadership Advising. If you cannot access this, please contact Denise Royer at droyer@wcu.edu.

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