

# DEPARTMENT OF EDUCATIONAL LEADERSHIP

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**Whitney S. Newcomb, Ph.D.**  
Professor and chair

The mission of the Department of Educational Leadership is to prepare visionary scholars and leaders who promote equity, inclusiveness and justice across a variety of spheres.

The department achieves this mission through an interdisciplinary integration of theory, research and practice. Students engage in course work, activities and projects that promote a deeper understanding for providing equitable educational opportunities for inclusive communities.

Intensive study of general, PreK-12 and higher education leadership policy and practice offers students opportunities to examine complex issues across a variety of contexts. Students work alongside dedicated, diverse and internationally recognized faculty that foster learning environments centered on intellectual integrity and advocacy.

For more information consult the department's website. (<http://www.soe.vcu.edu/departments/pages/educational-leadership/>)

- Education, Doctor of Philosophy (Ph.D.) with a concentration in educational leadership, policy and justice (<http://bulletin.vcu.edu/graduate/school-education/educational-leadership/education-phd-concentration-educational-leadership/>)
- Educational Leadership, Master of Education (M.Ed.) with a concentration in administration and supervision (<http://bulletin.vcu.edu/graduate/school-education/educational-leadership/educational-leadership-med-concentration-administration-supervision/>)
- Educational Leadership, Master of Education (M.Ed.) with a concentration in culturally responsive leadership (<http://bulletin.vcu.edu/graduate/school-education/educational-leadership/educational-leadership-med-concentration-culturally-responsive-leadership/>)
- Educational Leadership, Master of Education (M.Ed.) with a concentration in leadership studies (<http://bulletin.vcu.edu/graduate/school-education/educational-leadership/educational-leadership-med-concentration-leadership-studies/>)
- Leadership, Doctor of Education (Ed.D.) (<http://bulletin.vcu.edu/graduate/school-education/educational-leadership/leadership-edd/>)
- Culturally Responsive Leadership, Certificate in (Graduate certificate) (<http://bulletin.vcu.edu/graduate/school-education/educational-leadership/culturally-responsive-leadership-cert/>)
- Educational Leadership, Certificate in (Post-master's certificate) ([http://bulletin.vcu.edu/graduate/school-education/educational-leadership-certificate/](http://bulletin.vcu.edu/graduate/school-education/educational-leadership/educational-leadership-certificate/))
- Administration and supervision (ADMS) (p. 1)
- Educational leadership (EDLP) (p. 6)

## Administration and supervision

### **ADMS 500. Workshops in Education. 1-3 Hours.**

Semester course; 1-3 credits, repeatable for maximum of six credits. Designed to focus on a single topic within a curriculum area, the workshop offers graduate students exposure to new information strategies and materials in the context of a flexible instructional framework. Activities emphasize a hands-on approach with direct application to the educational setting.

### **ADMS 600. Public School Administration. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. An overview of the theory and practice of public school administration. Emphasis on the governance of education and leadership roles of school boards, superintendents, principals and supervisors. Leadership theories and characteristics of effective management systems related to student discipline and academic performance, school safety, internal and external communications, and coordination with outside agencies. Appropriate field-based project relating theory to practice will be required.

### **ADMS 601. Processes of Instructional Leadership. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Examines processes of instructional leadership in schools. Primary focus on developing school leadership skills necessary to provide a positive working environment through collaboration and team-building, as well as professional opportunities including supervision and evaluation of instruction. Focus will be on best practices that lead to school cultures that build communities of learning. Appropriate field-based project relating theory to practice will be required.

### **ADMS 602. Seminar in Elementary School Administration. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Problems and issues in elementary school leadership. Major responsibilities of the elementary school principal. Enrollment limited to specialists in administration.

### **ADMS 603. Seminar in Secondary School Administration. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Problems and issues in secondary school leadership. Major responsibilities of the secondary school principal. Enrollment limited to specialists in administration.

### **ADMS 605. Organizational Theory, Structure and Culture in Educational Settings. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. A study of organizational theory, structure and culture relating to schools. Emphasis on conceptual understandings needed for practical implementation.

### **ADMS 606. Organizational Behavior and Change in Educational Settings. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. A study of organizational concepts and practices in educational contexts. Emphasis on both conceptual understandings and specific professional skills relating to diagnosis and development.

### **ADMS 607. Principles of Educational Leadership. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Develop understandings for school leaders of effective leadership in organizations, personal leadership styles and modifying leadership styles. Leadership with respect to vision building, organizational communications, motivating others and group problem solving will serve as major areas of study. Lecture, individual study, group work and fieldwork will serve as major means of course delivery.

**ADMS 610. School and Community Relations. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Provides a conceptual and philosophical framework for evaluation and development of practices involved in implementing desirable school and community relations programs that focus on unique needs of communities. Special emphasis given to skills necessary to identify significant issues, assess current practice and engage in the processes involved in building and maintaining exemplary school-community programs. Appropriate field-based project relating theory to practice will be required.

**ADMS 611. School Law. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Legal aspects of school administration that include constitutional and statutory provisions and court decisions. Relationship of legal aspects to governance of schools in Virginia will be emphasized. Appropriate field-based project relating theory to practice will be required.

**ADMS 612. Diversity in Higher Education. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course provides a foundational understanding of diversity, inclusion and social justice issues in higher education and college environments. Students will gain knowledge to enhance administrative practice and policy-making in higher education related to issues of diversity, inclusion and equity.

**ADMS 615. Developmental Theories in Higher Education. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Comprehensive study of traditional and nontraditional college students with an emphasis on identification of development needs.

**ADMS 616. Higher Education Policy, Law and Finance. 3 Hours.**

Semester course; 3 seminar hours (delivered online, face-to-face or hybrid). 3 credits. This course is designed to provide students with a basic understanding of the legal, financial and political environment within higher education. To do this, students will gain knowledge related to historical and current influences on how policy is shaped and strategies on how to navigate this process as a higher education professional. It is expected that students will emerge from this class more knowledgeable about how their decisions and actions as professionals align with legal and political environments that they will work in. Class discussions and learning materials will assist in an understanding of financial structures and policies that shape higher education at the campus, state and federal level. Students will acquire an awareness of formal and informal power structures within educational organizations and how policy is implemented at varying levels. All students will have opportunities to learn how to develop and communicate policy decisions to relevant stakeholders.

**ADMS 618. Leadership for Educational Change and Improvement. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Students will reflect on the past, critically review current reality in schools and creatively predict the nature of schooling in the future in light of the responsive role of the school leader. Other constructs presented include change as an educational paradigm, the use of data to inform changes needed, the leader as change agent and 21st-century learning as a catalyst for 22nd-century learning. In addition, students will assess their school/organization for change readiness.

**ADMS 619. Higher Education Administration. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Higher education in social and historical contexts; organization and administration of colleges and universities.

**ADMS 620. Improving School Programs and Performance. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Introduction to principles of leadership for the improvement of school programs and performance. Participants discuss current literature and models of school improvement with an emphasis on identification, selection and measurement of appropriate student and school performance indicators. An understanding of school culture and change, the importance of planning for change, and the role of data in the process of change are topics included. Appropriate field-based project relating theory to practice will be required.

**ADMS 621. Management of School Operations and Support Programs. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Developing understanding and practices of the school principal with respect to key elements of managing school operations and support programs. Special attention will be given to goal setting for programs, securing, organizing and managing human, material and financial resources. Attention will be given to cost/time-effective practices and accountability.

**ADMS 622. Understanding Diversity and Leading for Social Justice. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. In this course, participants will engage in conversations related to diversity in schools and explore the critical role of education (and leadership) in a democratic society that is rapidly changing and becoming increasingly complex. Participants will reflect on how culture impacts leadership beliefs and practice and explore strategies for building schools that are equitable environments that support the needs of all stakeholders.

**ADMS 624. Principals as Human Resource Agents. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. The course examines the management of human resources in schools and school divisions. Legal issues, division policies, ethical considerations and professional interpersonal relationships are explored, along with evaluation of personnel. Students will participate in problem-solving in specific human resources cases and will critically examine human resource situations in their own contexts.

**ADMS 625. Leadership for Individualized Learning. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course represents a holistic approach to leadership for meeting needs of learners across the continuum with a focus on students with disabilities and to include gifted students and English-language learners. The constructs presented include legal and historical frameworks, equity issues, traditional and emerging policies and practices, models of instructional delivery, and roles and responsibilities of personnel.

**ADMS 627. Enhancing and Supporting Instruction. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. The focus is to learn ways to enhance and support instruction that improves student achievement. The content includes effective instruction, supervision, evaluation, professional development, diverse learners and capacity-building through the development of professional learning communities, as well as using data and curriculum alignment strategies to improve student performance.

**ADMS 629. The Business of Schools. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course presents financial considerations such as funding, revenue and expenditure audits; maintenance of a safe and productive learning environment; crisis management and media relations; physical plant management; meeting management; communication with internal and external publics; time management; and the ability to effectively navigate political waters. The approach to these constructs will be both diagnostic and prescriptive.

**ADMS 630. Understanding and Engaging School Communities. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Students will explore the broad social, economic, political and demographic shifts that have transformed metropolitan school communities over the past half century. Based on a deeper understanding of the complex forces that influence public education, students will develop leadership skills that focus on building relationships and communicating effectively with internal and external school communities.

**ADMS 632. Administration and Supervision of Special Education. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Examination of instructional practices and legal issues related to providing school programs for students with special needs. Appropriate field-based project relating theory to practice will be required.

**ADMS 633. Multiple Dimensions of Leadership. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course provides participants with the opportunity to understand their own unique beliefs and dispositions regarding teaching, learning and leading as well as to understand the roles and responsibilities of educational leaders, including the Virginia Performance Standards for School Leaders and the ethical dimensions of leadership and policymaking. Various leadership models/theories are presented and explored.

**ADMS 634. College Environments. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course will provide students with foundational knowledge regarding different environmental theories applicable to higher education settings.

**ADMS 635. Critical Issues in Urban Higher Education. 3 Hours.**

Semester course; 3 seminar hours (delivered online, face-to-face or hybrid). 3 credits. Students will explore urban higher education through a social, historical and political lens. Students will develop an understanding of the ways education policy shapes the practice of education, particularly for institutions in urban environments. Further, this course examines the relationship between schools and the larger society in which they exist and examines the interplay of social systems within urban environments. Through a combination of field experiences and scholarly reflection, students will use inquiry and analysis to investigate the contributions of urban-serving and urban-located institutions.

**ADMS 636. Crisis Leadership in Higher Education. 3 Hours.**

Semester course; 3 seminar hours (delivered online, face-to-face or hybrid). 3 credits. Higher education leaders are expected to respond, provide direction, and make strategic decisions during times of crisis. Whether emergencies related to students and staff or weather-related disasters, various types of crises threaten the viability and function of higher education institutions. Colleges and universities face a growing number of challenges that require a leadership response, including: campus shootings, flooding, vandalism influenced by racism, student activism, and athletic scandals. Each of these challenges can impact single and multiple stakeholders, requiring clear communication, appropriate planning and training for entry-/mid-level administrators. This course investigates relevant research about crises, crisis management, and effective leadership within higher education and other postsecondary settings. Additionally, this course considers the importance of decision making for administrators and what influences their decisions in managing varying levels of crises in higher education.

**ADMS 637. Special Mission Institutions. 3 Hours.**

Semester course; 3 seminar hours (delivered online, face-to-face or hybrid). 3 credits. In this course, students will be introduced to diverse institutional types – historically black colleges and universities, tribal colleges, Hispanic-serving institutions, Asian American and Native Pacific Islander-serving institutions, single-sex institutions, military colleges, work colleges, for-profit institutions and community/junior colleges. Students will gain knowledge regarding the historical, social, economic and political backgrounds of different institutions of higher education with unique missions to serve students, faculty and communities. This class encourages students to think outside of traditional institutions to consider the importance of mission, purpose and function of various higher education institutions. Further, students will be able to utilize qualitative research methods to engage conduct original research on special mission institutions.

**ADMS 638. Community Colleges. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. The history, philosophy and emerging missions of the community college will be studied in this course. The core content will focus on governance, administration, faculty and students, curriculum and services, funding, public affairs, and the presidency.

**ADMS 639. Enrollment Management in Higher Education. 3 Hours.**

Semester course; 3 seminar hours (delivered online, face-to-face or hybrid). 3 credits. In this course, students will be introduced to the theory and practice of enrollment management by higher education institutions. Students will engage in critiques of the effects of institutional enrollment practices on students, institutions, public policy and the public interest. Through readings and course discussion, students will be able to engage with contemporary and controversial topics that influence higher education, including, but not limited to, access and equity, college rankings, bias and discrimination, standardized testing, financial aid, selective admissions, and enrollment management tools.

**ADMS 640. Human Resource and Fiscal Management. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. 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.

**ADMS 641. School Personnel Administration. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. A study of the personnel function in educational organizations. Designed to explore techniques and problems of staff-personnel relationships in contemporary education.

**ADMS 643. The Community School. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. The development and utilization of the community school concept will be examined. Communitywide use of school facilities and the involvement of the total community in the learning process will be studied. Emphasis will be placed on the physical plant design, organizational structure, staffing and curriculum of the community school. The utilization of the community school to implement "lifelong learning" will be stressed.

**ADMS 647. Educational Technology for School Leaders. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Provides an overview of the impact of technology – particularly Web-based technologies – on K-12 instruction, from pedagogical considerations and associated tool choices to more pragmatic leadership issues of planning, funding and faculty development. This course is designed for administrators, teacher leaders and other interested professionals who are or intend to be leaders in technology.

**ADMS 651. Topics in Education. 1-3 Hours.**

Semester course; 1-3 credits, repeatable for maximum of nine credits. Prerequisite: Check with department for specific prerequisites. A course for examination of specialized issues, topics, readings or problems in education.

**ADMS 655. Student-Centered Policy and Collaboration. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Students will explore the school/community ecology to understand the influences on and the potential for a more equity-oriented and culturally relevant K12 public education system. Students will explore the role of public K12 governance and advocacy for policy change, cross-sector collaboration and social entrepreneurship to increase their knowledge and application of the skills and conditions needed to advance equity, opportunity and achievement. The course will focus on organizational and community leadership that values stakeholders as equal partners to improve decision-making and policy oriented toward student success, particularly for historically marginalized populations.

**ADMS 656. Human Dimensions of Leadership: Empathy, Trust and Care in Organizations. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Effective, culturally responsive and sustaining leadership practices and approaches are grounded in humanistic relationship management with a clear understanding of human behavior and social processes. This course is about people in education-related organizations. It is designed to help leaders incorporate human dimensions of leadership focused on empathy, trust and care in organizational and community-based leadership. Course content is derived from contemporary theory, research and practice in educational, community-based and organizational behavior and leadership such as organizational theory and management; community cultural wealth; ecological/systems theory/models; community theories (sense of community, social capital, environmental psychology); and critical social and race theory, social justice and social determinants of well-being.

**ADMS 657. Educational Leadership and Civil Rights. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course will examine the evolution of civil rights in the U.S. educational system from historical, legal, policy and social science perspectives. Students will explore the grassroots organizing that supports landmark civil rights victories, as well as leadership across crucial spheres such as law and policy. The purpose of the course is to develop students' understanding of how key civil rights principles have been advanced and contested in schools. The class will do this with an ultimate goal of developing leadership capacity to respond to contemporary civil rights challenges related to education.

**ADMS 658. Community-Based Action Research for Education Stakeholders. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course introduces students to a research approach that engages school and/or community stakeholders. The course focuses on action-based research designs with a thoughtful and critical focus on community-based participatory action research and related approaches, such as participatory action research, youth participatory action research and community-engaged research. The course will explore this work as it occurs in school- and community-based settings, as well as within research-practice partnerships. Collectively, these approaches offer students not just a set of methods, but seek to equip them with the skills and insights to fundamentally change the relationship between researchers and research participants and the power dynamics of the knowledge production process. The course attends to the following questions: How can research help with addressing real-world problems in education? How can data collection and knowledge creation through praxis be participatory in a truly democratized, co-owned and emancipatory process? And, how can educational stakeholders use action research as a means to transcend disciplinary boundaries in order to positively impact social and educational change? Crosslisted as: EDUS 658.

**ADMS 659. Leadership in the "New Demography": Immigration Theory and Politics. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. As schools and communities experience significant demographic shifts, it is critically important for school and community-based leaders to interrogate the history, theories, politics and debates of immigration, particularly in relation to U.S. schooling and education. Doing so requires an examination of competing theories of race, immigration and identity, as well as notions of transnationalism, integration and citizenship. This course considers these issues from a culturally responsive lens with a keen focus on schools and communities.

**ADMS 660. Higher Education Internship. 3 Hours.**

Semester course; 3 field experience hours. 3 credits. This course provides field experiences to help students prepare for leadership roles in diverse college environments or other institutions which provide adult learning opportunities. The internship consists of work experiences in a higher education institution or in an adult education setting under supervision of a practicing professional and university supervisor. Graded as Pass/Fail. This course includes site-based requirements.

**ADMS 670. Administrative Internship I. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. This course must be taken as one of the first courses in the first semester of enrollment. The course serves as an orientation to the internship experience, which is an integral component throughout the master's and/or post-master's program of studies. Students will learn the specifics of the entire internship component of the program, such as the 320 internship hours required, the scope of internship work, and the variety of experiences needed and means by which all internship experiences are to be documented throughout the program. Students will develop their individual internship plans, which will guide them through their internship experiences throughout their entire program. This plan will include specific field experiences in each required course as well as plans that will be executed in Administrative Internship II and Administrative Internship III, such that a total of 320 hours of experiences are accrued and documented by the end of the program. Graded as S/U/F. This course includes site-based requirements.

**ADMS 671. Administrative Internship II. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Prerequisites: full admission status; no grades of Incomplete; evidence provided of meeting technology standards and completing child abuse/neglect recognition training; meet university's Graduate School academic requirements for graduation; adviser/department head approval of internship application; successful completion of ADMS 670. This course is to be taken in the semester immediately before Internship III. This course focuses on emerging topics from the students' internship experiences with emphases on leadership skills, professional dispositions and management. Field-based internship experiences developed in ADMS 670 are continued such that a total of 320 hours of experiences will be accrued and documented by the end of the entire program. A culminating experience taken at the end of the program, this course is designed for students to have opportunities to synthesize the essential knowledge and skills necessary to be a school leader. Reflection and refinement of skills and knowledge will be part of student-developed professional portfolio that could be used in securing a leadership position in a school system. Integration of theory and practice will take place in the internship as evidenced by documented experiences in a school/school district setting supervised by an approved professional and university instructor. Course will include seminars, selected readings, projects, discussion and other culminating activities. Graded as S/U/F. This course includes site-based requirements.

**ADMS 672. Principalship Seminar and Internship. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisites: Full admission status; no grades of Incomplete; evidence provided of meeting technology standards and completing child abuse/neglect recognition training; meet university's Graduate School academic requirements for graduation; adviser/department head approval of internship application. A culminating experience taken at the end of program designed for students to have opportunities to synthesize the essential knowledge and skills necessary to be a school leader. Reflection and refinement of skills and knowledge will be part of student-developed professional portfolio that could be used in securing a leadership position in a school system. Integration of theory and practice will take place in internship of at least 120 hours in a school/school district setting supervised by an approved professional and university instructor. Course will include seminars, selected readings, projects, discussion and other culminating activities.

**ADMS 675. Administrative Internship III. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Prerequisite: successful completion of ADMS 670 and 671. This course is continuation of the experiences in ADMS 670 and 671 and of seminar topics related to developing a personal portfolio and resume as well as interviewing skills. It provides a culminating review and professional reflection of the internship experiences. As part of successful completion of this course, 320 hours of documented internship experiences must be completed by the end of the program. Graded as S/U/F. This course includes site-based requirements.

**ADMS 700. Externship. 1-6 Hours.**

Semester course; 1-6 credits. May be repeated for a maximum of 9 credits. Prerequisite: Permission of department. Plan of work designed by extern with prior approval of the offering department. State certification or equivalent may be required for some externships. Off-campus planned experiences for advanced graduate students designed to extend professional competencies, carried out in a setting, under supervision of an approved professional. Externship activities monitored and evaluated by university faculty.

**ADMS 701. Education Policy Research. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Examines a set of applied research practices undertaken within a diverse community of scholars and analysts and that have implications for education. Explores processes involved in developing and implementing educational policy. Emphasis is given to the roles of federal and state governments in policymaking with attention to problems encountered in implementing educational policies. Focuses on research approaches relevant to policy research.

**ADMS 702. Educational Administration: Contemporary Theory and Practice. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Study of recent developments in administrative theory and the application of these theories to contemporary and future educational issues and problems.

**ADMS 703. Leadership for Social Justice and Equity in Education. 3 Hours.**

Semester course; 3 lecture/seminar hours. 3 credits. Students will study and engage in dialogue related to the critical role of education in a democratic society in a rapidly changing and increasingly complex world. Through a focused discussion of theories and concepts such as democratic schools, social justice, critical theory and power, feminism, critical race theory, and difference/normalization, students come to understand the possible roles education can play in society and their need to continuously reflect on their own vision for leadership in public schools.

**ADMS 704. Education Finance Policy and the Equitable Distribution of Resources. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. In addition to a traditional examination of some of the aspects of the economic, legal, financial and budgeting policies affecting the equitable distribution of education resources in the U.S., the social justice implications associated with several established theories and policies in the field of education finance are examined. Specific topics include the historical and philosophical perspectives of U.S. education finance; education finance reform litigation; conceptions and measurements of equity, adequacy and efficiency in school finance designs; the role of federal, state and local governance in equitable education finance in the U.S.; and the resource needs and organizational and fiscal implications of serving special populations in U.S. schools.

**ADMS 705. Planning Educational Facilities. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Study of the theory, principles, criteria, procedures and practices of planning educational facilities and the modernization, maintenance and operation of existing facilities.

**ADMS 706. Leadership Perspectives on Learning. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Explores contemporary leadership perspectives on learning. This general theme is refined into three focus areas of current theory and practice: perspectives on what it means to learn, the ways in which digital technology factors into teaching and learning, and perspectives on the future of the formal K-12 learning enterprise.

**ADMS 707. The Politics of Education. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Examination of how the political structure of public education determines the nature of schooling. Study of political theory of education, macropolitics of education and schooling from micropolitical perspective leading to synthesis and development of critical understanding of the politics of education.

**ADMS 708. Equal Educational Opportunity in the 21st Century Metropolis: Toward a Policy Framework. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course provides an overview of the economic, political and demographic shifts that have transformed metropolitan school systems over the past half century. Emphasis is given to the trajectory of education policy and leadership in light of these altered metropolitan spaces. Participants will evaluate the successes and pitfalls of contemporary and historical reforms as they relate to the distribution of educational opportunity across the urban/suburban/exurban divide. Culminating activities help students develop a framework for future policy efforts with a focus on the Richmond metro area.

**ADMS 709. U.S. Educational Policy. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course will promote a critical examination and evaluation of the major strands of educational policy over the past half century.

**ADMS 710. Current Topics in Educational Leadership and Policy. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Provides advanced study on selected topic or emerging issue in U.S. educational policy or leadership.

## Educational Leadership

**EDLP 700. Effective Learning Networks. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Explores theory and research regarding characteristics of effective leaders, team members and organizations. Participants are administered personal inventories related to leadership skills; team-building and -participation skills; learning preferences; preferences for processing information and for decision-making. Results of inventories are analyzed, combined with learned theories and applied to practical situations.

**EDLP 702. Understanding Self as Leader: Theory and Data Analysis. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Presentation of leadership and organizational theory. Study of statistical analyses appropriate for data sets provided in learning inventories and case studies. Critical analyses of research in the field related to leadership styles, personal inventories and organizations/communities as systems. Applications of theory, research and case-study analysis findings to organization/community settings.

**EDLP 704. Frameworks for Decision-making: Legal Perspectives. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Critical analyses of legal research, theory and laws related to case studies provided. Critical analysis of legal and policy issues, as well as policy development/implementation theory. Applications of research, laws and policies related to the case studies provided.

**EDLP 705. Frameworks for Decision-making: Ethical Perspectives. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. In-depth analyses of issues and problem-solving using research, ethics theory and frameworks. Application of research and theory to development of solutions in focused area of study.

**EDLP 708. Leadership Presence. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Selected topics for fostering effective leadership with particular attention placed on leadership presence, crisis response and public relations. The course will focus on facilitating leadership skills through better understanding of enhancing time management skills, fostering communication skills and leadership presence and planning for crisis.

**EDLP 709. Equity and Leadership. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Selected topics for fostering effective leadership with particular attention placed on equity and leadership. The course will focus on enhancing leadership skills through better understanding of equity issues and student psychosocial development.

**EDLP 711. Evidence-informed Perspectives on Practice I. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course implements a collaborative approach to the theory-infused practice of program evaluation in education. Participants will hone their project-planning expertise and their data-gathering and data-analysis skills in the process of both contributing to ongoing evaluation research and preparing to conduct evaluations of programs of their own choosing in their own school divisions. The course culminates in the production of an interim report which is delivered to the "client."

**EDLP 712. Planning for Sustainable Change I. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Using a case-study approach, students will focus on theory and research regarding implementing change in organizations, with attention to organizational culture as a context for change. The course addresses laws, policies and research regarding improvement plan development, implementation and evaluation.

**EDLP 713. Evidence-informed Perspectives on Practice II. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Students are mentored as they proceed throughout the semester to develop and enhance their earlier program review plan and interim report. Students establish a literature foundation for the ongoing evaluation of the program they chose to evaluate; gather further data by means of interviews, focus groups, document review; and analyze data to develop conclusions and recommendations. The summative product of this course includes an executive summary, a full report and a binder of relevant data.

**EDLP 714. Planning for Sustainable Change II. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Case study approach. Application of theory, laws, research to developing plans for implementing change, based upon case being studied. Study of methods for documenting, evaluating effectiveness of plan implementation and change implementation/sustainability.

**EDLP 715. Principles for Professional Writing I. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Study of scholarly writing styles and report formats appropriate to various audiences. Development of comprehensive written product suitable for distribution in student's setting. Focus is on conveying themes and drawing conclusions from scholarly research.

**EDLP 716. Principles for Professional Writing II. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Study of scholarly writing styles and report formats appropriate to various audiences. Development of comprehensive written product suitable for distribution in student's setting. Focus is on conveying themes and drawing conclusions from scholarly research.

**EDLP 717. Communicating Research Findings. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Study of data analysis methods relevant to capstone project. Styles and methods of writing related to conveying results of data analyses, including development of graphs, tables, charts and figures, and presentation materials.

**EDLP 790. Capstone Development. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Supervised research. Client-based project. Designed to develop and refine the skills applicable to the preparation of an acceptable description of a capstone project. Development of background, review of research, project objectives and methods for gathering data, in consultation with capstone chair and client.

**EDLP 798. Capstone Plan Implementation. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Prerequisite: EDLP 790. Supervised research. Client-based project. Conducting of research related to project developed in the prerequisite course, with guidance from capstone project chair and client. Study of data management processes. Development of interim reports for capstone committee and client. Graded as S/U/F.

**EDLP 799. Capstone Completion. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Prerequisite: EDLP 798. Supervised research. Client-based project. Continuation of capstone implementation. Focus on developing conclusions and recommendations based upon data analyses. Presentation of capstone project to capstone committee and client. Graded as S/U/F.