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/departmentpages/educational-leadership/)

- Adult Learning, Master of Education (M.Ed.) with a concentration in human resource development (http://bulletin.vcu.edu/graduate/school-education/educational-leadership/adult-learning-med-concentration-human-resource-development/)

- Adult Learning, Master of Education (M.Ed.) with a concentration in instructional design and technology (http://bulletin.vcu.edu/graduate/school-education/educational-leadership/adult-learning-med-concentration-instructional-design-technology/)

- 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 higher education administration (http://bulletin.vcu.edu/graduate/school-education/educational-leadership/educational-leadership-med-concentration-higher-ed-admin/)

- 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-certificate/)

- Educational Leadership, Certificate in (Post-master’s certificate) (http://bulletin.vcu.edu/graduate/school-education/educational-leadership/educational-leadership-certificate/)

- Medical Education, Certificate in (Graduate certificate) (http://bulletin.vcu.edu/graduate/school-education/educational-leadership/medical-education-certificate/)

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- Adult education (ADLT) (p. 6)
- Educational leadership (EDLP) (p. 8)

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 related 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. Develops 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 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.

Adult education

ADLT 601. Adult Learning and Development. 3 Hours.
Semester course; 3 lecture hours. 3 credits. An examination of the research findings from the applied behavioral sciences that affect adult learning throughout the lifespan, including psychological, social and physical attributes of adults as learners. Explores the philosophical and theoretical foundations of the field, including schools of thought and associated theorists. Emphasis on the effects of age on learning, the importance of self-image and factors affecting adult motivation for learning. Addresses different learning styles, application of adult learning theories to practice and the relationship of adult learning to adult development.

ADLT 606. Design and Delivery of Adult Learning Programs. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Provides a comprehensive understanding of the design, development and delivery process necessary to create a program, course or workshop for adult learners. Emphasis is on actual design of an adult learning experience from initial stages of needs assessment to concluding evaluation and assessment of effectiveness, including development of instructional strategies and methods for delivery.

ADLT 610. Consulting Skills In Adult Learning Environments. 3 Hours.
Semester course; 3 lecture hours. 3 credits. An introduction to the consultation skills necessary to effect change when the educator is in a position of influence, rather than direct control or management responsibility. Presents historical and theoretical models of change, facilitation skills necessary for introducing and sustaining change, strategies for dealing with resistance, and ethical issues involved in consultation. Students gain practical experience by conducting an intervention as the major project assignment in the course.

ADLT 611. Learning in Groups and Teams. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Explores fundamentals of learning in groups and teams, including effects of leadership, group member roles and processes, performance, development, goals, and culture. Examines group theory, models and practices of collective learning. Addresses the situated nature of learning, effects of social context and the concepts inherent in sustaining communities of practice.
ADLT 620. Human Resource Development Overview. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides an overview of the HRD field to include theories, practices and emerging concepts. Emphasis is on roles, functions and responsibilities of the HRD practitioner in supporting the strategies, mission and goals of the enterprise, whether public, private or nonprofit.

ADLT 623. Organizational Learning. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines the theoretical basis for organizational learning and the practices inherent in developing a learning organization. Examines organizational culture and socialization; systems thinking; organizations as interpretative systems; the leader’s role in creating, sustaining and changing culture; strategies for enhancing collective learning; distributed cognition; and strategies for knowledge management.

ADLT 625. Change Strategies for HRD Practitioners. 3 Hours. Semester course; 3 lecture hours. 3 credits. Develops skills in change intervention strategies by employing the theoretical frameworks of organization development and organization transformation to address critical organizational issues and problems. Explores the HRD practitioner’s role in facilitating organizational change through action research, action science, action learning and large-scale, whole-system interventions. Examines the differing roles and ethical issues for improving organizational effectiveness with special attention to organizational culture and a systems perspective of change.

ADLT 632. Understanding Social Foundations and Contemporary Issues in American Higher Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines the purpose of higher education and whether this purpose has changed over time, exploring the reasons for change; studies how the academy is responding to social pressures; and explores scenarios for future change. Crosslisted as: EDUS 632.

ADLT 636. Capstone Seminar in Action Learning. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisites: Restricted to students who have completed all other foundation and core courses or are taking this course in conjunction with the final specialty track courses in the M.Ed. in Adult Learning program; permission of adviser required. An integrative end-of-program course that utilizes skills and knowledge gained in all earlier courses, including philosophical and theoretical assumptions of adult learning and strategies for creating effective individual and collective learning environments. Students consult with a community-based, educational, nonprofit or for-profit organization using action learning methods of inquiry to solve a real organizational problem. Requires synthesis of knowledge and expertise in all aspects of adult learning and demonstrated proficiency in research and evaluation skills appropriate for the master’s degree level. An end-of-semester presentation and consulting report are provided to the organization’s leaders.

ADLT 640. Theory and Practice of eLearning and Digital Media in Adult Learning. 3 Hours. Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. Prerequisite: ADLT 601. Provides learners with a theoretical foundation and rationale for the successful integration of eLearning into formal and informal adult learning environments. This course begins with an overview of educational theory and social constructivist teaching philosophy before addressing the fundamental issues that instructional designers should consider when designing, delivering and assessing eLearning in adult learning environments. Students will also explore the use of digital media to enhance adult learning. Through hands-on experience with tools, examination of emerging media formats and the evaluation of course learning products, students will learn to create, critique and explore a variety of digital media to support learning in a variety of instructional contexts. Special emphasis will be placed on using digital technology tools to support communication, knowledge building and learning in both formal and informal adult learning settings.

ADLT 642. Design Challenges in Creating eLearning for Adults. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisites: ADLT 640 and ADLT 643; or permission of instructor. Provides learners who have developed a deep understanding of the theoretical and philosophical underpinnings of instructional design in eLearning environments and a fluency in developing content using new freely available digital media tools through prerequisite courses. This course provides students with an opportunity to undertake a major project in online learning design. Note: This is a blended learning course with some sessions held online.

ADLT 643. Advanced Instructional Design for Adult Learning. 3 Hours. Semester course; 3 lecture hours (delivered in a hybrid format). 3 credits. Prerequisite: ADLT 640. The focus of this course is to understand and explore how to enhance learning through online instruction. This class will focus on designing instruction for adult learners for online learning. Students will be introduced to a variety of instructional design models and other systems and tools they will encounter in the workplace. They will also have the opportunity to evaluate online learning activities and instructional designs to determine if they are effective for adult learning in the workplace. Additional focus will be on evaluating the effectiveness of online learning initiatives and creating evaluations.

ADLT 650. Adult Literacy and Diversity. 3 Hours. Semester course; 3 lecture hours. 3 credits. Surveys the field of adult literacy and its many purposes, definitions, contexts and ideologies by exploring relationships between literacy and learning in numerous contexts, from corporate HRD programs to refugee communities. By applying analytical tools of critical theorists to raise awareness of the ideological nature of adult learning, and by examining contexts and foundations of adult literacy, the course takes up epistemological, ethical and instructional issues that relate to all aspects of adult learning.

ADLT 670. Curriculum Design in Health Professions Education. 3 Hours. Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Enrollment is restricted to faculty teaching in medicine and health care professions. Introduces adult learning principles and practices for the design and assessment of courses, units and individual lessons within a health professions education curriculum in both preclinical and clinical settings.
ADLT 671. Theory and Practice of Adult Learning for Health Professions Educators. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Enrollment is restricted to faculty teaching in medicine and health care professions. Provides an overview of the major adult learning theories that are applicable to health professions education and explores how these form the basis for teaching and learning in medicine. Examines behavioral, cognitive, social, experiential and transformative learning orientations for relevance in health professions education. Emphasis is on how knowledge is constructed and organized in the development of expertise.

ADLT 672. Instructional Strategies for Teaching in Health Professions. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Enrollment is restricted to faculty teaching in medicine and health care professions. Designed to provide health professions educators with knowledge and skills practice in teaching effectively in large and small groups using discussion-based strategies, team-based learning, process-oriented guided inquiry learning and problem-based learning, as well as other active learning methods. Learners design and implement a small-group learning strategy appropriate for a health professions educational setting.

ADLT 673. Teaching as Scholarship in Health Professions Education. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Enrollment is restricted to faculty teaching in medicine and health care professions. Orient the health professions educator to basic design principles for conducting research that contributes to the scholarship of teaching and learning in health professions education using qualitative, quantitative or mixed methods. Examines basic research paradigms, problem identification, question development, selection of methodology, IRB preparation and requirements for journal submission and publication.

ADLT 674. Performance Feedback and Simulation in the Medical Education Curriculum. 2 Hours.
Semester course; 2 lecture hours (delivered online, face-to-face or hybrid). 2 credits. Enrollment is restricted to faculty teaching in medicine and health care professions. Introduces medical educators to the use of simulated learning experiences in preparing health care professionals for patient care. The emphasis is on acquiring skills to develop and lead simulation exercises and on developing facilitation skills needed to provide effective feedback to debrief the activity. Requires hands-on observation and participation in simulation at the VCU Center for Human Simulation and Safety.

ADLT 675. Group and Team Facilitation for Medical Educators. 2 Hours.
Semester course; 2 lecture hours (delivered online, face-to-face or hybrid). 2 credits. Enrollment is restricted to faculty teaching in medicine and health care professions. An introduction to the nature of learning in groups and teams. The course explores basic issues fundamental to all groups such as leadership, goals, group member roles, stages of group and team development, issues in team performance and an understanding of how institutional culture shapes group behavior.

ADLT 676. Digital Media Technologies for Teaching in Medicine. 2 Hours.
Semester course; 2 lecture hours (delivered online, face-to-face or hybrid). 2 credits. Enrollment is restricted to faculty teaching in medicine and health care professions. Introduces digital media technologies to bring state-of-the art teaching and learning strategies into the medical education curriculum. Explores Web 2.0 tools including wikis, blogs, podcasts and other emerging media, as well as the evaluation of digital media technologies to support learning in the preclinical or clinical curriculum. Emphasis is on building student engagement and community through participatory strategies for learning.

ADLT 677. Reflective Practice in Medical Education. 2 Hours.
Semester course; 2 lecture hours (delivered online, face-to-face or hybrid). 2 credits. Enrollment is restricted to faculty teaching in medicine and health care professions. Introduces the concept of reflective practice for medical educators, including the educator's role in developing trainees as reflective practitioners and the role of reflection in one's own professional development. Includes the concept of narrative medicine as a reflective practice that enables a more holistic understanding of patients and their illnesses, with application for the education of medical professionals.

ADLT 688. Lifespan Issues for Adults with Learning and Behavioral Disabilities. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Explores the literature, research, issues and best practices for the population of individuals with learning disabilities and behavior disorders (including ADHD) beyond the school-age years. Focus on disabilities as they are manifested in a variety of settings and contexts in which adults with learning and behavior disorders function. These include areas such as employment, post-secondary education, community, family and leisure. In addition, social-emotional functioning and daily living challenges will be interspersed in the course material. Course goal is to develop understanding and the skill of critical reflection about persons with learning disabilities and behavior disorders in their adult years.

ADLT 702. Seminal Readings in Adult Learning Literature. 3 Hours.
Semester course; 3 lecture hours. 3 credits. A seminal readings course to explore some of the prominent classics in adult learning literature. Designed for doctoral students in adult learning and other disciplines in which knowledge and understanding of the theoretical underpinnings of adult education is desirable as a foundation for effective pedagogy/andragogy. While prior participation in a master's-level adult learning theories class may be beneficial, it is not a prerequisite.

Educational Leadership

EDLP 641. Independent Study. 1-6 Hours.
Semester course; 1-6 independent study hours (delivered online, face-to-face or hybrid). 1-6 credits. May be repeated for a maximum of nine credits. Determination of the amount of credit and permission of the instructor and department chair must be procured prior to registration. An individual study of a specialized issue, problem or topic in leadership. Study is conducted under the guidance of a VCU faculty mentor who assists the student in planning and implementing the course of study.

EDLP 700. Learning Networks. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Exploration of characteristics of effective leaders, team members and organizations. Personal inventories related to leadership skills; team-building and team-participation skills; learning preferences; preferences for processing information and for decision-making. Results of inventories are analyzed, combined with learned theories and applied to practice.
EDLP 702. Organizational Analysis. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Critical analysis of equity issues and leadership actions in a
specific context. Application of theory and research approaches to an
organizational setting.

EDLP 704. Legal Perspectives. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Study of the U.S. legal system, legal opinions and the impact
of laws and policy on educational sectors. Critical analysis of legal and
policy issues. Application of legal understandings to a specific identified
issue.

EDLP 705. Policy and Ethics. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Study and analysis of leadership and organizational issues
from policy and ethics perspectives.

EDLP 708. Leadership and Crisis. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Study of leadership with a focus on crisis management, trauma-
informed practice, leadership presence and communication strategies.

EDLP 709. Equity and Leadership. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Explores theory and research regarding diversity, equity,
inclusion, social justice and decolonization in organizational contexts.

EDLP 711. Data and Leadership I. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Introduction for scholar-practitioners to quantitative
approaches on gathering and analyzing data, such as measurement
principles, secondary database analysis and survey design. Emphasis
on consumption of research, communicating about research and using
research to inform practice and policy.

EDLP 712. Culture Change. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Study of theory and research about organizational
structures, culture and change. Emphasis on assessment and analysis of
organizational structures and culture, developing inclusive cultures, and
implementing change processes.

EDLP 713. Data and Leadership II. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Introduction for scholar-practitioners to qualitative
approaches to gathering and analyzing data, such as interviews, focus
groups, document analysis and observation. Emphasis on consumption
of research, communicating about research and using research to inform
practice and policy.

EDLP 714. Systems Change. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Study of theory and research about systems and
systems change utilizing principles of improvement science. Emphasis
on analyzing root historical and institutionalized issues at the core of
a system's ability to change, and generating theories of change and
coherent strategies that address diverse elements of the system.

EDLP 715. Professional Writing. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Develop skill sets to become scholar-practitioners. Focus on
what it means to be a scholar-practitioner; critical review and synthesis
of literature sources and of scholarly sources and practical knowledge;
translation of research and theory to practice and policy to effectively
communicate writing across various audiences.

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. Data Visualization. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Study of data analytics relevant to communicating effectively
about data and their implications for leadership decisions. Focus on
styles and methods of writing related to conveying results of data
analyses, including development of graphs, tables, charts and figures, and
presentation materials.

EDLP 718. Budgeting and Finance. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid).
3 credits. Study of finance systems, budgeting and cost analysis.
Analysis and development of budgets using equity, efficiency, legal
and ethics perspectives. Understanding of cost analysis principles and
techniques. Application of theory to practical, real-life contexts.

EDLP 720. 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.