

## Master and Post Master Course Descriptions

### **ADMS 611. School Law**

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 618. Leadership for Educational Change and Improvement**

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 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 622. Understanding Diversity and Leading for Social Justice**

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**

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. 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**

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**

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.

### **ADMS 629. The Business of Schools**

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**

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 633. Multiple Dimensions of Leadership**

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.

## **ADMS 640. Human Resource and Fiscal Management**

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 670. Administrative Internship I**

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.

## **ADMS 671. Administrative Internship II**

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.

## **ADMS 675. Administrative Internship III**

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.

## **EDUS 660. Research Methods in Education**

Designed to provide an introductory understanding of educational research and evaluation studies. Emphasizes fundamental concepts, procedures and processes appropriate for use in basic, applied and developmental research. Includes developing skills in critical analysis of research studies. Analyzes the assumptions, uses and limitations of different research designs. Explores methodological and ethical issues of educational research. Students either conduct or design a study in their area of educational specialization.