

ELS - Educational Leadership and Services

ELS 496/596 Topics in Education (1-3 Credit Hours)

The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

Prerequisites: permission of the instructor

ELS 497/597 Topics in Education (1-3 Credit Hours)

The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

Prerequisites: permission of the instructor

ELS 498/598 Topics in Education (1-3 Credit Hours)

The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

Prerequisites: permission of the instructor

ELS 596 Topics in Education (1-3 Credit Hours)

The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

Prerequisites: permission of the instructor

ELS 597 Topics in Education (1-3 Credit Hours)

The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

Prerequisites: permission of the instructor

ELS 598 Topics in Education (1-3 Credit Hours)

The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

Prerequisites: permission of the instructor

ELS 623 Design of Service Delivery Plans to Meet the Needs of Military Connected Children and Families (4 Credit Hours)

Students will apply their foundational and assessment knowledge for supporting military students to a capstone project in service delivery program design. This course will engage participants in surveying and considering a range of services, program elements, and strategies that may be employed to improve educational, social, and emotional school experiences for children of military-related families. Participants will engage in processes for selecting and preparing to implement optimal support strategies and structures to meet the identified needs of military students in their school setting. They will become familiar with and prepared to craft specific plans to utilize, for the benefit of military children, their peers and families: (a) various school, community, and government services; (b) classroom- and school-based programs designed to improve academic achievement and/or emotional well-being; and (c) classroom- and school-based strategies for designing and implementing programs and services that meet the needs of these children and their families.

Prerequisites: FOUN 662 and acceptance into the Military Child and Family Education Certificate Program or approval from the certificate program director

ELS 660 Program Evaluation, Research and Planning (3 Credit Hours)

In this course principal licensure candidates learn to identify organizational needs, develop research-based strategies to address those needs, and use data-driven planning to implement, monitor, and manage processes involved in implementing change strategies.

Prerequisites: ELS 600

ELS 667 Cooperative Education (1-3 Credit Hours)

ELS 668 Internship in Educational Leadership (3-6 Credit Hours)

The internship is designed to establish a bond between theory and practice, while providing opportunities for independent and guided practice, feedback, coaching, and reflection. Ultimately, it will engage prospective administrators in planned and coordinated active learning experiences. Pre- or

Corequisites: ELS 700 or ELS 800

ELS 669 Instructional Internship (3 Credit Hours)

Each internship course will require students to complete a minimum of 160 hours in each course. Course is designed to provide field experiences which will prepare them to serve as instructional and curriculum leadership in K-12 environments. Student must produce 1) a portfolio with required artifacts; 2) prepare a 10-12 reflective paper according to identified guidelines and 3) complete internship evaluation with mentor and college supervisor at least three times during the term.

Prerequisites: ELS 673

ELS 673 Critical Issues Research (3 Credit Hours)

The student completes an in-depth study of a critical issue in his/her profession and documents the work in a critical issue paper. Student must be able to demonstrate written and oral communication skills and critical and analytical skills in dealing with a major issue in educational leadership. Course to be taken near completion of program.

Prerequisites: ELS 600, ELS 610, ELS 621, ELS 626, and ELS 660

ELS 697 Topics in Educational Leadership (1-6 Credit Hours)

The study of selected topics in educational leadership. Arranged individually with students.

ELS 700 Strategic Leadership and Management for School Improvement (3 Credit Hours)

This course is designed to give students entering the ODU Licensure program an understanding of the complex roles and challenges of a school principal, while focusing on the constantly changing nature of administrative responsibility. Students develop an integrated view of the knowledge base, research and practice of administration within a context of multiple perspectives and a wide range of thinking. The purpose of the course is to increase understanding of education, the role of educational administration, the forces that are moving education into a new era, the transitions that are occurring, and the use of the latest, best practices to improve the education of all children.

ELS 701 Accountability and Organizational Improvement (3 Credit Hours)

This course is an in-depth study of effective data based decision-making practices for contemporary school leaders. Formative and summative data based decision making practices will be explored, as well as how to work with large and small groups of staff members to analyze multiple measures of data and create school improvement designs for student and school success. An emphasis is placed on using data to make decisions at the division, school, and classroom levels.

Prerequisites: ELS 600 or ELS 700

ELS 702 Educational Politics and Policymaking (3 Credit Hours)

This course teaches aspiring school leaders how politics and policy shapes school-based decision making and how school leaders can influence politics and policy processes to improve learning environments for children. The course focuses contemporary problems that confront school leaders as they work to improve the conditions of learning for their students, faculty and staff. To effectively address and solve problems school leaders need to understand the processes of policymaking at various educational levels and to develop the relevant skills of policymaking needed at the school level. Thus, this course addresses the following three essential principles of educational politics and policy as they apply to school level administrators: political and policy dynamics that influence their work in schools; accurately identify, diagnose, and develop the right solutions to the right problems in order to achieve instructional goals of the school and division; and confront, engage in, and effectively deal with conflict (i.e., politics) emanating from within the school, division, or community in order to achieve school and division learning goals.

Prerequisites: ELS 600 or ELS 700

ELS 710 Strategic Communication and External Relations (3 Credit Hours)

This course serves as an introduction for prospective administrators to the social and political context of the educational environment. The underlying concept of this course is collaboration. Today's administrators face a variety of multifaceted challenges in their daily routines. Therefore, they must recognize the impact of political, socioeconomic situations, community diversity, equity issues, and school community relations on their leadership practices.

Prerequisites: ELS 600 or ELS 700

ELS 727 Learning Theories and Professional Development (3 Credit Hours)

This course exposes students to the essential elements of instructional leadership. Central to the skills and knowledge necessary to be an effective instructional leader are a deep understanding of the learning sciences that inform us about the essence of effective teaching. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school's organizational capacity of sustained growth in student achievement. Students will engage in reading, reflection, dialog, writing, problem solving and field-work, designed to build an understanding of how these topics are intrinsically tied to supporting teachers in their classrooms through facilitating better understandings of standards and accountability, effective lesson planning and curriculum development, assessment and grading, classroom management and discipline.

Prerequisites: ELS 600 or ELS 700

ELS 728 Instructional Leadership and Supervision (3 Credit Hours)

This course develops student's skills, knowledge and dispositions in the area of instructional leadership. Students will explore how effective instructional leaders can use their integrated knowledge of quality instruction and the core principles of learning to set the mission and vision for the school, facilitate school improvement planning and professional development and finally how instructional supervision is used to integrate these activities and support the growth of individual teachers as well as building organizational capacity. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school's organizational capacity for sustained growth in student achievement. Students will engage in reading, reflection, dialog, writing, problem solving and field-work, designed to help them build an integrated understanding of those leadership practices that help support teacher instructional growth and those that build organizational capacity for sustained improvement.

Prerequisites: ELS 600 or ELS 700

ELS 753 Educational Finance and Budgeting (3 Credit Hours)

This course examines how public schools are financed, including an analysis of the sources of revenues, the distribution of revenue, and the budgeting and expenditure of revenue. Special emphasis will be placed on the Virginia funding formula, education as an investment in human capital, and how funding relates to student achievement. Students will learn the fiscal management skills and understandings necessary to manage the finances of a school or school system, including the study of system and school procedures related to budget planning, budget management, internal school account management, inventory control, and purchasing procedures.

Prerequisites: ELS 600 or ELS 700

ELS 757 Educational Law and Ethics (3 Credit Hours)

This course is an introduction to law, particularly with respect to federal and state statutes and court decisions dealing with the public schools. The topics span a wide spectrum of law-related concerns. The study of law is intended to be practical by providing the legal understanding necessary for a school administrator to negotiate his or her way through the maze of difficult legal and ethical matters commonly faced each day.

Prerequisites: ELS 600 or ELS 700

ELS 787 Pupil Personnel Services for Diverse Populations (3 Credit Hours)

This course focuses on the theories and skills that leaders need in order to administer the broad array of special services (i.e., special education, bilingual programming, counseling, and psychological, social work, and therapy services) so that students with all diverse needs are included in regular education.

Prerequisites: ELS 600

ELS 795 Topics in Educational Leadership (1-3 Credit Hours)

Study of selected topics in educational leadership.

Prerequisites: permission of the instructor

ELS 797 Topics in Educational Leadership (1-3 Credit Hours)**ELS 800 Strategic Leadership and Management for School Improvement (3 Credit Hours)**

This course is designed to give students entering the ODU Licensure program an understanding of the complex roles and challenges of a school principal, while focusing on the constantly changing nature of administrative responsibility. Students develop an integrated view of the knowledge base, research and practice of administration within a context of multiple perspectives and a wide range of thinking. The purpose of the course is to increase understanding of education, the role of educational administration, the forces that are moving education into a new era, the transitions that are occurring, and the use of the latest, best practices to improve the education of all children.

ELS 801 Accountability and Organizational Improvement (3 Credit Hours)

This course is an in-depth study of effective data based decision-making practices for contemporary school leaders. Formative and summative data based decision making practices will be explored, as well as how to work with large and small groups of staff members to analyze multiple measures of data and create school improvement designs for student and school success. An emphasis is placed on using data to make decisions at the division, school, and classroom levels.

Prerequisites: ELS 600 or ELS 700 or ELS 800

ELS 802 Educational Politics and Policymaking (3 Credit Hours)

This course teaches aspiring school leaders how politics and policy shapes school-based decision making and how school leaders can influence politics and policy processes to improve learning environments for children. The course focuses contemporary problems that confront school leaders as they work to improve the conditions of learning for their students, faculty, and staff. To effectively address and solve problems school leaders need to understand the processes of policymaking at various educational levels and to develop the relevant skills of policymaking needed at the school level. Thus, this course addresses the following three essential principles of educational politics and policy as they apply to school level administrators: political and policy dynamics that influence their work in schools; accurately identify, diagnose, and develop the right solutions to the right problems in order to achieve instructional goals of the school and division; and confront, engage in, and effectively deal with conflict (i.e., politics) emanating from within the school, division, or community in order to achieve school and division learning goals.

Prerequisites: ELS 600 or ELS 700 or ELS 800

ELS 810 Strategic Communication and External Relations (3 Credit Hours)

This course serves as an introduction for prospective administrators to the social and political context of the educational environment. The underlying concept of this course is collaboration. Today's administrators face a variety of multifaceted challenges in their daily routines. Therefore, they must recognize the impact of political, socioeconomic situations, community diversity, equity issues, and school community relations on their leadership practices.

Prerequisites: ELS 600 or ELS 700 or ELS 800

ELS 811 Leadership Theory for Educational Improvement (3 Credit Hours)

This course provides the necessary knowledge to become an integral part of the educational improvement process at the school, division, and state levels. Students will analyze and relate the significant educational trends of the past 20 years to the political process, analyzing the impact on school planning. Students will take an active and vocal role in the discourse and debate about educational policy and practice. Emphasis will be placed on analyzing the context and implementing planning systems to develop mission, goals and programs that result in educational improvement.

ELS 815 Leadership for Equity and Inclusive Education (3 Credit Hours)

This course focuses on the theories and practices that help educational leaders ensure that students with special needs receive an equitable and inclusive education. Emphasis is on perspectives of difference versus deviance, historical foundations of specialized programs, current social and legal contexts that influence programming, questions of social justice, and possibilities for the inclusion of all students. While this course addresses the needs of all students, concentration is on individuals with disabilities and the laws that safeguard their rights.

ELS 821 Policy and Politics in Educational Leadership (3 Credit Hours)

This course focuses on the theories and practices needed to build relationships and support from the state political process, the local community, businesses, and media. Emphasis will be placed on the use of influence, and its impact on relationships, policies, and programs. Focus is placed on developing a shared vision to bring schools and communities together as partners in improving student learning. Two-way communication mechanisms for school improvement using political influence and power are examined.

Prerequisites: ELS 811

ELS 827 Learning Theories and Professional Development (3 Credit Hours)

This course exposes students to the essential elements of instructional leadership. Central to the skills and knowledge necessary to be an effective instructional leader are a deep understanding of the learning sciences that inform us about the essence of effective teaching. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school's organizational capacity of sustained growth in student achievement. Students will engage in reading, reflection, dialog, writing, problem solving and field-work, designed to build an understanding of how these topics are intrinsically tied to supporting teachers in their classrooms through facilitating better understandings of standards and accountability, effective lesson planning and curriculum development, assessment and grading, classroom management and discipline.

Prerequisites: ELS 600 or ELS 700 or ELS 800

ELS 828 Instructional Leadership and Supervision (3 Credit Hours)

This course develops student's skills, knowledge and dispositions in the area of instructional leadership. Students will explore how effective instructional leaders can use their integrated knowledge of quality instruction and the core principles of learning to set the mission and vision for the school, facilitate school improvement planning and professional development and finally how instructional supervision is used to integrate these activities and support the growth of individual teachers as well as building organizational capacity. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school's organizational capacity for sustained growth in student achievement. Students will engage in reading, reflection, dialog, writing, problem solving and field-work, designed to help them build an integrated understanding of those leadership practices that help support teacher instructional growth and those that build organizational capacity for sustained improvement.

Prerequisites: ELS 600 or ELS 700 or ELS 800

ELS 831 Accountability Systems in Public Education (3 Credit Hours)

This course addresses the design, development, implementation, and alignment of public education accountability systems at the federal, state, and local levels. Particular attention is given to how the design and implementation of accountability systems affects educational equity and school reform efforts.

Prerequisites: ELS 660 and ELS 880

ELS 835 Organizational Theory and Behavior in Education (3 Credit Hours)

This course includes the psychology of organizational behaviors, theories of managing people, individual and organizational learning, individual motivation and organizational behavior, interpersonal communications and perceptions, group dynamics, problem management, managing multigroup work, managing diversity, leadership and organizational culture, leadership and decision making, the effective exercise of power and influence, supervision and employee development, organizational analysis, and managing change.

ELS 853 Educational Finance and Budgeting (3 Credit Hours)

This course examines how public schools are financed, including an analysis of the sources of revenues, the distribution of revenue, and the budgeting and expenditure of revenue. Special emphasis will be placed on the Virginia funding formula, education as an investment in human capital, and how funding relates to student achievement. Students will learn the fiscal management skills and understandings necessary to manage the finances of a school or school system, including the study of system and school procedures related to budget planning, budget management, internal school account management, inventory control, and purchasing procedures.

Prerequisites: ELS 600 or ELS 700 or ELS 800

ELS 857 Educational Law and Ethics (3 Credit Hours)

This course is an introduction to law, particularly with respect to federal and state statutes and court decisions dealing with the public schools. The topics span a wide spectrum of law-related concerns. The study of law is intended to be practical by providing the legal understanding necessary for a school administrator to negotiate his or her way through the maze of difficult legal and ethical matters commonly faced each day.

Prerequisites: ELS 600 or ELS 700 or ELS 800

ELS 869 Instructional Internship (3 Credit Hours)

Course is designed to provide field experiences that will prepare students to serve as instructional and curriculum leadership in K-12 environments. Student must 1) produce a portfolio with required artifacts; 2) prepare a 10-12 page reflective paper according to identified guidelines and 3) complete internship evaluation with mentor and college supervisor at least three times during the term. Each internship course will require students to complete a minimum of 160 hours.

Prerequisites: ELS 673

ELS 871 Educational Systems Planning and Futures (3 Credit Hours)

The course covers the theoretical framework of strategic, operational, cooperative and future planning in education, leading to the development of a cyclic planning process which includes the appropriate tasks, steps and skills to effect administrative and policy change.

ELS 874 Advanced School Finance, and Operations (3 Credit Hours)

This course examines social justice issues related to the financial, political, and operational aspects of America's public schools. The politics of current legislation, court cases, finances, and operations of the school system are included.

Prerequisites: ELS 753/ELS 853 or equivalent

ELS 876 Leadership for Social Justice (3 Credit Hours)

In this course, students 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.

ELS 878 Leadership for Teaching and Learning (3 Credit Hours)

In this course, participants examine what is currently known and explore what needs to be known about pedagogy in a context of school renewal. The foundational perspective for the course is social justice in which course participants seek ways to transform teaching/instruction so that all schools work for all students particularly those students who historically have been disenfranchised from receiving an equitable education.

ELS 879 Field Research in School Administration and Supervision (3 Credit Hours)

Field study approach to problems related to school administration and supervision.

Prerequisites: a master's degree

ELS 880 Multicultural Curriculum Leadership and Globalization (3 Credit Hours)

This course examines social justice issues related to the curriculum leadership aspect of America's public schools and abroad. This course is designed to provide advanced understanding of the curriculum development process through conception, implementation, and evaluation with a particular focus on multiculturalism. Theoretical and philosophical bases of curriculum development are addressed as well as current trends including brain-based learning, multiculturalism, globalization, organizational thinking and the strategic change process.

ELS 883 Contemporary Issues in Education (3 Credit Hours)

This course is a survey of current issues in education, as well as the political, financial, and social issues affecting education leadership. The course will explore relationships between current issues, historical perspectives, philosophical theories, and sociologic influences. The exploration of contemporary issues related to equity and achievement will serve as a critical component of the class.

ELS 895 Topics in Educational Leadership (1-3 Credit Hours)

Study of selected topics in educational leadership.

Prerequisites: permission of the instructor

ELS 896 Topics in Urban Educational Leadership (1-3 Credit Hours)

Study of selected topics in urban educational leadership.

Prerequisites: master's degree and permission of the instructor

ELS 897 Topics in Educational Leadership (1-3 Credit Hours)**ELS 899 Dissertation (1-12 Credit Hours)**

1-12 credits.

Prerequisites: permission of faculty advisor

ELS 998 Master's Graduate Credit (1 Credit Hour)

This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

ELS 999 Doctoral Graduate Credit (1 Credit Hour)

This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.