The Administration and Supervision Program in the Department of Leadership, Foundations, and Policy, Curry School of Education, University of Virginia

Margaret Grogan  
*Claremont Graduate University*

Whitney H. Sherman  
*Old Dominion University*

George J. Petersen

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Margaret Grogan, Whitney Sherman, (University of Virginia) & George J. Petersen (UCEA)

The Department of Leadership, Foundations, and Policy at the University of Virginia is designed to meet the demand for educational leaders who can combine vision and practice. It houses three integrated academic units: leadership, foundations, and policy. The leadership programs prepare leaders who are committed to social justice and formal education as a means of personal and civic improvement. Graduates of the programs go on to careers in school administration as well as university careers. Graduate students of the educational foundations programs learn concepts and skills related to research and evaluation, human development, learning and motivation, social and cultural contexts of education, multicultural education, new information technologies and education of gifted and talented students. They go on to careers in college teaching, research, instructional technology and administration. The policy studies programs are designed to help students understand and master the processes by which social, political and economic forces influence education policy. Graduates of these programs commonly assume positions in local, state and national or international agencies and organizations.

The Program in School Administration and Supervision
The Program in Educational Administration and Supervision, established in 1932 at the University of Virginia, is an instructional, research and service unit of the Curry School of Education. The major purpose of the program is the preparation of educational leaders for the public schools of the state and nation. The leadership program seeks to prepare leaders in the tradition of Thomas Jefferson - liberally educated men and women of broad vision and personal integrity who are committed to social justice, the life of the mind and formal education as a means of personal and civic improvement. It enjoys a long tradition of producing college and university administrators, superintendents, principals, and others who have gone on to distinguished careers. The program additionally seeks to contribute to human understanding and knowledge through continuing inquiry into the nature of educational leadership and leader effectiveness at all levels - elementary, secondary and post-secondary; local, state and federal; public and private.

Administration and Supervision offers masters degrees and doctoral, both Ed.D. and Ph.D., degrees. In addition, the department offers administration endorsements as part of a degree program or separately for those students who have already attained graduate degrees. The department also offers licensure for the superintendency.

Principal preparation programs that lead to masters degrees are offered on-grounds at the University of Virginia in Charlottesville and at several off-grounds centers including: Northern Virginia; Hampton Roads; Richmond; and Lynchburg. Doctoral programs leading to the Ed.D. or the Ph.D. are offered on-grounds at the university. Ed.D. Degree programs are also offered at off-grounds centers including: Northern Virginia; Hampton Roads; and cohorts in other localities.

Leadership and Policy programs also include Higher Education and Education Policy and Evaluation. The Center for the Study of Higher Education provides adult education leaders with the opportunity to explore established and emerging practices in higher education, to analyze current issues and programs and to think in a critical fashion about institutional priorities and commitments. The objectives of the Education Policy and Evaluation Program are to provide graduate students with an opportunity to acquire quantitative and qualitative skills required to interpret research and evaluation studies related to educational policy; to design and conduct research and
evaluation policy studies; to acquire expertise to conduct policy research; and communicate the
findings of policy research to multiple constituencies.

**Educational Foundations programs** include Social Foundations, Educational Psychology,
Educational Research and Instructional Technology. The graduate degree offerings in Social
Foundations are aimed at providing students with conceptual tools essential for a full
understanding of educational processes that reach beyond educational specialists and
practitioners and delve into the complex interrelationships between school and society,
education and culture. The purpose of the Educational Psychology Program is to prepare
students to become professionals who apply the principles, empirical methods and accumulated
knowledge of psychology to problems faced by educators. The Educational Research Program
consists of a sequence of courses in quantitative methods ranging from elementary statistics to
advanced multivariate techniques. The Instructional Technology Program is based on the
systematic application of research and applied learning theory and the use of current learning
technologies and methodologies.

**Innovative Programs in the School Administration and Supervision Program**

*The Collaborative Masters Degree Program* is tailored to the needs of three suburban school
districts. Currently, professors of Administration and Supervision are collaborating with
Chesterfield, Henrico and Hanover Counties in Central Virginia. School district representatives
teach three of the courses offered in the master's program and give input into the syllabi for
additional courses. Some courses may be co-taught by university professors and school
district representatives. Students participating in these masters degree programs are also
involved in Leadership Academies offered by the school district to prepare future leaders. The
school districts administer internships to allow students to put theory into practice. In class,
students from each of the school divisions share experiences and explore different district
approaches. University professors provide a reflective piece to the internship as they
encourage students to debrief their experiences and relate research to practice.

*The Principal Preparation Internship Program* is designed to meet the needs of students
who wish to pursue masters degrees in administration and supervision and also complete
internships as administrators. While students serve as administrative interns in schools, they
attend weekend courses to gain their degrees. Internships are tailored to meet the needs of
individual students so that they can remain employed while taking classes simultaneously.
Internships range from six months to a year. Students are placed in school districts in several
locations and are monitored by university faculty.

*The Superintendency Program* is created to allow practicing administrators to gain licensure
for the superintendency while preparing for an Ed.D. degree. Oversight of the program and
program development is provided by an advisory board of practicing superintendents. Practicing
superintendents also serve as clinical instructors and work collaboratively with university
professors to provide administrators with classes on a weekend basis so that they may
remain employed. Students commute to the university from as far away as New York to do the
program. Students in this program do a six month internship either with their own superintendent
or one from a different district. The aims of the internship are to allow students opportunities for
shadowing, debriefing and working with current superintendents.

**Associated Centers:**

UCEA Center for the Study of Leadership and Ethics
Virginia Center for Educational Policy Studies (VCEPS)
Thomas Jefferson Center for Educational Design
Virginia Association for School Superintendents
For more information on any of these programs or centers, please contact the University of Virginia, Curry School of Education, Charlottesville, VA.

Several of Thomas Jefferson's original buildings are still in use on the University of Virginia campus.