Chair. A failing grade in dissertation credits for one semester places the student in probationary status and does not automatically dismiss the student from the program. However, two failing grades in dissertation credits will result in dismissal from the program. Students may follow the Grade Appeal Procedure in the ODU Graduate Catalog. In the event a grade is appealed such that the student comes into compliance with the EFL Continuance Policy, he/she will be reinstated. In accord with University policy, ODU email is considered official communication.

Educational Leadership Services (PK-12)
120 Education Building
757-683-5163
http://www.odu.edu/efl

Karen L. Sanzo, Program Coordinator

The purpose of graduate programs in educational leadership is to prepare individuals to assume leadership responsibilities in education, training, and other human service organizations. Educational leadership offers the M.S.Ed. and the Ed.S. degrees for candidates seeking PK-12 administration and supervision licensure. Educational leadership also offers the Ed.S. degree without initial licensure and the Ph.D. in educational leadership. The programs prepare leaders who are visionary, who have depth of knowledge, and who can be effective and responsive organizational leaders. The programs develop graduates who can apply research-based knowledge, skills, and dispositions that translate into effective practice through innovative program instruction and authentic field-based experiences. The concentration area in educational administration and supervision is approved by the state of Virginia and is fully accredited by the National Council for Accreditation of Teacher Education.

The administration and supervision concentration area is based on the standards of the National Council for Accreditation of Teacher Education and approved by the Commonwealth of Virginia. Through this program participants will develop and demonstrate competence in the following areas.

1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by creating and managing a safe, efficient, and effective learning environment.
3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by designing and supervising classrooms where students are engaged in meaningful learning experiences.
4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by making learning visible, understandable, and accessible to all students.
5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by being a leader who is a role model for personal growth and professional development.
7. Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1 - 6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
Master of Science in Education - Administration and Supervision Concentration
120 Education Building
757-683-5163
http://www.odu.edu/efl
Karen Sanzo, Program Coordinator

Admission
To gain admission, applicants must:

1. meet all University admissions requirements;
2. have an undergraduate grade point average of 2.80 overall and 3.00 in the major;
3. provide two letters of recommendation, including one from a school administrator; and,
4. write a one page essay that explains the applicant's professional experiences and personal goals, specific ways the applicant hopes to improve public education as an educational leader, and how this degree will help the applicant address her/his professional goals.
5. write a one page, single-spaced statement about a contemporary and critical issue facing educational leaders. Address the following:
   - What is the contemporary issue and why is it critical?
   - Why is this issue relevant to school and/or division leaders?
   - What role should school and/or division leaders play in addressing this issue and how?

In addition, all students who wish to enter the administration and supervision program with Commonwealth of Virginia accreditation must satisfactorily complete an administrative skills portfolio assessment process. ELS 700 must be the first course in which students enroll. Non-degree students may not take more than two ELS courses prior to admission. Performance in classes as a non-degree student will not guarantee admission into the program.

Exit
Students must successfully complete:

1. the School Leaders Licensure Assessment (SLLA);
2. the required course of study;
3. three self assessments, one at the start of the program, one after the first internship, and one upon completion of all coursework;
4. Two internships of 320 hours and 5 placements per VDOE administrative licensure regulations; and,
5. have a minimum 3.00 grade point average in order to graduate.

Program Requirements
For the Master of Science in Education with a concentration in administration and supervision, a student must have completed an approved 30-hour minimum graduate program including two internships and a culminating written comprehensive examination. Approved internship experiences are required by the Commonwealth of Virginia.

Administration and Supervision Preparation for Public School PreK-12 Licensure
Requirements for this concentration area are as follows.

Prerequisite/Corequisite

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 700</td>
<td>Leadership and Management for School Improvement</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 701</td>
<td>Accountability and Organizational Improvement</td>
<td>3</td>
</tr>
<tr>
<td>ELS 702</td>
<td>Educational Politics and Policymaking</td>
<td>3</td>
</tr>
<tr>
<td>ELS 710</td>
<td>Strategic Communication and External Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

* This course must be taken first and include the start of an Administration Portfolio Skills Assessment.

Education Specialist - Educational Leadership (K-12 Licensure)
http://www.odu.edu/efl
Karen Sanzo, Program Coordinator
Students who have a master’s degree in another area and do not have a license in administration supervision PreK-12 may be accepted into the Ed.S. with Licensure Program. These students would complete the following 33 semester hours of coursework to lead to licensure as an administrator.

Admission
To gain admission, applicants must:

1. meet all University admissions requirements;
2. have an undergraduate grade point average of 2.80 overall and 3.00 in the major;
3. provide two letters of recommendation, including one from a school administrator; and,
4. write a one page essay that explains the applicant's professional experiences and personal goals, specific ways the applicant hopes to improve public education as an educational leader, and how this degree will help the applicant address her/his professional goals.
5. write a one page, single-spaced statement about a contemporary and critical issue facing educational leaders. Address the following:
   - What is the contemporary issue and why is it critical?
   - Why is this issue relevant to school and/or division leaders?
   - What role should school and/or division leaders play in addressing this issue and how?

In addition, all students who wish to enter the administration and supervision program with Commonwealth of Virginia accreditation must satisfactorily complete an administrative skills portfolio assessment process. ELS 800 must be the first course in which students enroll. Non-degree students may not take more than two ELS courses prior to admission. Performance in classes as a non-degree student will not guarantee admission into the program.

Exit
Students must successfully complete:

1. the School Leaders Licensure Assessment (SLLA);
2. the required course of study;
3. three self assessments, one at the start of the program, one after the first internship, and one upon completion of all coursework;
4. Two internships of 320 hours and 5 placements per VDOE administrative licensure regulations; and,
5. have a minimum 3.00 grade point average in order to graduate.

Curriculum

Prerequisite/Corequisite

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 800</td>
<td>Strategic Leadership and Management for School Improvement (Curriculum)</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Requirements
ELS 801 Accountability and Organizational Improvement 3
ELS 802 Educational Politics and Policymaking 3
ELS 810 Strategic Communication and External Relations 3
ELS 827 Learning Theories and Professional Development 3
ELS 828 Instructional Leadership and Supervision 3
ELS 853 Educational Finance and Budgeting 3
ELS 857 Educational Law and Ethics 3
ELS 660 Program Evaluation, Research and Planning 3
Clinical Experience
ELS 668 Internship in Educational Leadership (Clinical Experience) 3
ELS 669 Instructional Internship (Clinical Experience) 3

Total Hours 33

* The classes marked with an asterisk are required classes for licensure.
** Other doctoral-level classes may be taken in consultation with your advisor.

Students must successfully complete the School Leaders Licensure Assessment (SLLA).

Education Specialist - Educational Leadership (Non-Licensure)

120 Education Building
757-683-5163
http://www.odu.edu/efl

Karen Sanzo, Program Coordinator

The Education Specialist (Ed.S.) with a concentration in Educational Leadership program is designed to provide further opportunities for holders of master’s degrees to develop expertise at a higher professional level. Emphasis is on continued development for leadership in policy formulation, planning, and executive action related to educational and training institutions and human service organizations. Individuals who aspire to advance in educational leadership will find in this program a meaningful base for building toward their professional objectives. The Ed.S. program in educational leadership includes emphasis areas in administration and supervision and in higher education.

Admission

Students must:
1. meet all University requirements;
2. provide two letters of recommendation;
3. hold a master’s degree from an accredited institution (minimum 3.25 graduate grade point average on a 4.00 scale); and,
4. provide a one-page essay explaining why he/she should be admitted into the program.
5. Applicants whose admission credentials are slightly below the required minimum will be considered for provisional admission. Performance in classes as a non-degree student will not be taken into consideration in the admission process.

Continuance

Students must meet all University requirements and maintain a 3.00 or higher grade point average.

Exit

Students must successfully complete:
1. a written comprehensive examination;
2. the required course of study; and,
3. have a 3.00 grade point average or above.

Education Specialist Program Requirements

The Ed.S. requires the completion of a minimum of 30 approved semester credit hours consisting of at least 18 hours at the 800 level.

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 835</td>
<td>Organizational Theory and Behavior in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELS 853</td>
<td>Educational Finance and Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>ELS 871</td>
<td>Educational Systems Planning and Futures</td>
<td>3</td>
</tr>
<tr>
<td>ELS 876</td>
<td>Leadership for Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>ELS 878</td>
<td>Leadership for Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ELS 879</td>
<td>Field Research in School Administration and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three Electives from the following:

Total Hours 30

Doctor of Philosophy, Education - Educational Leadership Concentration

Karen Sanzo, Program Coordinator

http://www.odu.edu/efl

Program Requirements

The Ph.D. Program in Education with an Educational Leadership Concentration consists of a minimum of 48 academic credit hours beyond the master’s degree and a minimum of 12 credits for the dissertation. The curriculum includes 18 hours of ELS content area credit, 15 hours of research methods and design credit, 12 hours of elective credit, and 3 hours of dissertation seminar credit. Students entering the program may also need to complete one or more introductory statistics courses if they have not had such coursework or cannot demonstrate competency at a satisfactory level. Students who come into the Ph.D. program with a master’s degree in an academic field that is unrelated to educational leadership and/or who have not completed courses to develop competency in specified areas may need to complete other courses in lieu of electives.

Program Completion and Exit

In order to graduate from the program, students must successfully complete all degree requirements including all coursework, candidacy requirements, and the dissertation.

Continuance

Students must meet all department, college, and university policy requirements for continuation in their academic program. See department policy above. In addition, students must be continuously enrolled in the cohort.

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 660</td>
<td>Program Evaluation, Research and Planning</td>
<td>3</td>
</tr>
<tr>
<td>or FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
<td></td>
</tr>
<tr>
<td>or FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td></td>
</tr>
</tbody>
</table>

Old Dominion University
FOUN 722  Introduction to Applied Statistics and Data Analysis (or equivalent)  3

Research Core
ELS 831  Accountability Systems in Public Education  3
FOUN 822  Applied Linear Models in Educational Research  3
or FOUN 823  Analysis of Variance Applied to Educational Research  3
FOUN 812  Research Design and Analysis  3
FOUN 814  Qualitative Research Design in Education  3
FOUN 813  Program Evaluation in Education  3

Educational Leadership and Services Concentration Courses
ELS 811  Leadership Theory for Educational Improvement  3
ELS 815  Leadership for Equity and Inclusive Education  3
ELS 821  Policy and Politics in Educational Leadership  3
ELS 835  Organizational Theory and Behavior in Education  3
ELS 876  Leadership for Social Justice  3
ELS 878  Leadership for Teaching and Learning  3

Select four Electives from the following (other electives may be substituted with advisor approval): *  12
ELS 864  History and Philosophy of American Public School Reform  3
ELS 871  Educational Systems Planning and Futures  3
ELS 874  Advanced School Finance, and Operations  3
ELS 880  Multicultural Curriculum Leadership and Globalization  3
ELS 883  Contemporary Issues in Education  3

Capstone Course
FOUN 881  Dissertation Seminar  3

Dissertation (minimum 12 hours)  12
ELS 899  Dissertation

Total Hours  66

* With advisor approval, two of these courses may be substituted with courses outside of the educational leadership program to allow students to form cognate areas.

Higher Education and Community College Leadership
The department offers a concentration area in higher education in the M.S.Ed., Ed.S., and Ph.D. degrees as well as the option to pursue a Ph.D. in Community College Leadership.

Master of Science in Education - Higher Education Concentration
120 Education Building
757-683-3702

Chris R. Glass, Program Coordinator

The Higher Education program offers professional graduate degrees for careers in advanced leadership positions in colleges, universities, non-profit organizations, or educational associations. The program has specialized curricular tracks in student affairs administration, international higher education leadership, and leadership and administration.

Students gain professional experience through internships with a wide-variety of colleges, universities, agencies, and associations in the U.S. and abroad. A capstone experience engages students in real-life research projects that are commissioned by university and community leaders.

The program meets the requirements for graduate programs of the American College Personnel Association (ACPA), the National Association of Student Personnel Administrators (NASPA), and the Association for the Study of Higher Education (ASHE). The program meets standards established by the Council for the Advancement of Standards in Higher Education (CAS).

Admission
Prospective students seeking admission to the Master’s degree program in Higher Education must:

1. Meet all University admission requirements as listed in the Old Dominion University Catalog;
2. Submit transcripts of all undergraduate work with an undergraduate GPA of 2.8 overall and 3.0 in the major (students with a GPA lower than 3.0 in the major may be admitted provisionally);
3. Provide two letters of recommendation that showcase the applicant's academic ability and leadership;
4. Provide a well-crafted, 1-page, single-spaced personal statement;
5. Provide a writing sample that demonstrates analytical and integrative thinking;
6. Submit official scores from the Graduate Record Examination (GRE) taken within the last five years;
7. Provide a resume that describes the applicant’s academic and professional background;
8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOFEL) iBT of at least 80.

Applicants whose admission credentials are slightly below the required minimum will be considered for provisional admission.

Continuance
Students must meet all department, college, and university policy requirements for continuation in their academic program. See department policy above.

Exit
In order to graduate from the program, students must successfully complete:

1. the required course of study for a total of at least 36 credit hours of coursework; and
2. pass a written comprehensive examination.

Non-Degree
Non-degree students are limited to a maximum of 2 courses prior to admission unless they receive permission from the program coordinator. Students must receive academic advising from a program faculty member prior to enrollment in any course as a non-degree student. Taking courses as a non-degree student does not guarantee admission into the program.

Curriculum
Higher Education - Student Affairs Administration
The Student Affairs Administration track prepares professionals for positions in student affairs, including academic advising, admissions, campus activities, greek life, judicial affairs, multicultural affairs, orientation, and residence life and housing.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 611</td>
<td>Introduction to Research Methods in Education</td>
</tr>
<tr>
<td>or FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
</tr>
<tr>
<td>HIED 708</td>
<td>Contemporary Issues in Higher Education</td>
</tr>
<tr>
<td>HIED 752</td>
<td>The Law of Higher Education</td>
</tr>
<tr>
<td>HIED 757</td>
<td>The Multicultural University</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 710</td>
<td>Introduction to Student Affairs Administration</td>
</tr>
</tbody>
</table>

*
Higher Education - Leadership and Administration

The Leadership and Administration track prepares professionals for positions in mid- and senior-level positions in academic affairs in colleges, universities, agencies, and associations.

Core Courses

- FOUN 611 Introduction to Research Methods in Education
- or FOUN 722 Introduction to Applied Statistics and Data Analysis
- HIED 708 Contemporary Issues in Higher Education
- HIED 752 The Law of Higher Education
- HIED 757 The Multicultural University

Cognate

- HIED 712 Strategic Planning and Institutional Effectiveness
- HIED 758 Higher Education Leadership
- HIED 794 Organization and Administration of Higher Education in the United States

Electives

Select 2 from the following:

- HIED 710 Introduction to Student Affairs Administration
- HIED 733 Professional Helping Skills in Higher Education
- HIED 720 The Private College and University
- HIED 743 Introduction to International Higher Education Administration

Electives

Select 2 from the following:

- HIED 712 Strategic Planning and Institutional Effectiveness
- HIED 733 Professional Helping Skills in Higher Education
- HIED 720 The Private College and University
- HIED 743 Introduction to International Higher Education Administration

Field Experiences

HIED 668 Internship in Higher Education Administration (A)
HIED 668 Internship in Higher Education Administration (B)
or HIED 744 Comparative Higher Education Systems
HIED 761 Higher Education Capstone

Total Hours

36

Higher Education - International Higher Education Leadership

The International Higher Education Leadership track prepares professionals for positions in international education, including study abroad, international student and scholar services, international campus programming, and higher education for international development.

Core Courses

- FOUN 611 Introduction to Research Methods in Education
- or FOUN 722 Introduction to Applied Statistics and Data Analysis
- HIED 708 Contemporary Issues in Higher Education
- HIED 752 The Law of Higher Education
- HIED 757 The Multicultural University

Cognate

- HIED 743 Introduction to International Higher Education Administration

Electives

Select 3 from the following:

- IS 713 Global Political Economy
- IS 741 Globalization and Social Change in the World System
- IS 760 International Cultural Studies: History, Theory and Application
- HIED 710 Introduction to Student Affairs Administration
- HIED 712 Strategic Planning and Institutional Effectiveness
- HIED 720 The Private College and University
- HIED 733 Professional Helping Skills in Higher Education
- HIED 744 Comparative Higher Education Systems
- HIED 745 Today’s College Student and Diversity
- HIED 756 Higher Education Finance
- HIED 758 Higher Education Leadership
- HIED 762 Development and Fund Raising
- HIED 763 Case Studies in Higher Education
- HIED 764 College and the University Presidency
- HIED 765 Adult and Continuing Education
- HIED 766 The Modern Community College
- HIED 770 External and Internal Relations for Higher Education
- HIED 771 American Higher Education in a Global Context
- HIED 793 The History of Higher Education in the United States
- HIED 795 Topics in Higher Education Administration

Total Hours

36
6. Submit official scores from the Graduate Record Examination (GRE) taken within the last five years.
7. Provide a CV or resume that describes the applicant’s academic and professional background.
8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOFEL) iBT of at least 80.

Applicants whose admission credentials are slightly below the required minimum will be considered for provisional admission.

**Continuance**

Students must meet all department, college, and university policy requirements for continuation in their academic program. See department policy above.

**Exit**

In order to graduate from the program, students must successfully complete:
1. the required course of study for a total of at least 30 credit hours of coursework; and
2. pass a written comprehensive examination.

**Non-Degree**

Non-degree students are limited to a maximum of 2 courses prior to admission unless they receive permission from the program coordinator. Students must receive academic advising from a program faculty member prior to enrollment in any course as a non-degree student. Taking courses as a non-degree student does not guarantee admission into the program.

**Curriculum**

The Education Specialist in Higher Education Concentration requires the completion of a minimum of 30 credit hours beyond the master’s degree. Due to the wide variation of backgrounds among students seeking this degree, the curricular requirements will be determined based upon the applicant’s background.

**Required Courses**

Students, with the assistance of their advisor, will choose six courses from the following that do not repeat courses taken for the Master’s degree:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 808</td>
<td>Contemporary Issues in Higher Education</td>
</tr>
<tr>
<td>HIED 810</td>
<td>Introduction to Student Affairs Administration</td>
</tr>
<tr>
<td>HIED 812</td>
<td>Strategic Planning and Institutional Effectiveness</td>
</tr>
<tr>
<td>HIED 820</td>
<td>The Private College and University</td>
</tr>
<tr>
<td>HIED 825</td>
<td>Higher Education Policy</td>
</tr>
<tr>
<td>HIED 833</td>
<td>Professional Helping Skills in Higher Education</td>
</tr>
<tr>
<td>HIED 843</td>
<td>Introduction to International Higher Education Administration</td>
</tr>
<tr>
<td>HIED 844</td>
<td>Comparative Higher Education Systems</td>
</tr>
<tr>
<td>HIED 845</td>
<td>Today’s College Student and Diversity</td>
</tr>
<tr>
<td>HIED 852</td>
<td>The Law of Higher Education</td>
</tr>
<tr>
<td>HIED 856</td>
<td>Higher Education Finance</td>
</tr>
<tr>
<td>HIED 857</td>
<td>The Multicultural University</td>
</tr>
<tr>
<td>HIED 858</td>
<td>Higher Education Leadership</td>
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<td>HIED 870</td>
<td>External and Internal Relations for Higher Education</td>
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<td>American Higher Education in a Global Context</td>
</tr>
<tr>
<td>HIED 893</td>
<td>The History of Higher Education in the United States</td>
</tr>
</tbody>
</table>

**Education Specialist – Concentration in Higher Education**

Chris R. Glass, Program Coordinator

Working professionals who aspire to advance in higher education administration will find the Ed.S. program a meaningful base for building toward their professional objectives. Students who enter the Ed.S. program have diverse backgrounds, experiences, and goals. For this reason they have the ability, through consultation with their advisor, to tailor the cognate chosen to fulfill their degree obligations towards these goals.

**Admission**

Prospective students seeking admission to the Ed.S. program with a Concentration in Higher Education must:

1. Meet all University admission requirements as listed in the Old Dominion University Catalog;
2. Have a completed Master's degree in an appropriate discipline from a regionally accredited university, and submit transcripts of all undergraduate and graduate work with a minimum GPA of 3.5. Degrees that are equivalent to a Master’s degree such as L.L.B., J.D., and D.D.S. are also acceptable;
3. Provide two letters of recommendation that showcase applicant’s academic ability and leadership;
4. Provide a well-crafted, 1-page, single-spaced personal statement;
5. Provide a writing sample that demonstrates analytical and integrative thinking;
6. Submit official scores from the Graduate Record Examination (GRE) taken within the last five years;
7. Provide a CV or resume that describes the applicant’s academic and professional background;
8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOFEL) iBT of at least 80.

Non-degree students are limited to a maximum of two HIED, CCL, and/or FOUN courses prior to admission unless they receive permission from the program coordinator. Non-degree students must receive academic advising by a Higher Education program faculty member prior to enrollment in any course as a non-degree student. Performance in classes as a non-degree student will not guarantee admission into the program.
Higher Education Concentration must:

Prospective students seeking admission to the Ph.D. Program in Education -
Admission parts: core courses, research courses, electives, and dissertation.
organizations, and create new knowledge. The curriculum includes four
intended to prepare individuals for administrative and faculty positions and
The Ph.D. Program in Education with a Higher Education Concentration
is designed for those who aspire to senior administrative and faculty roles

Chris R. Glass, Program Coordinator

Doctor of Philosophy, Education - Higher Education Concentration

The Ph.D. Program in Education with a Higher Education Concentration
is designed for those who aspire to senior administrative and faculty roles
institutions of higher education. Possession of this degree also provides
those who have earned it with entry into business, government, research, and
other leadership positions. The Higher Education Concentration is
intended to prepare individuals for administrative and faculty positions and
to provide these students with the skills to carry out scholarly research, lead
organizations, and create new knowledge. The curriculum includes four parts: core courses, research courses, electives, and dissertation.

Admission

Prospective students seeking admission to the Ph.D. Program in Education -
Higher Education Concentration must:

1. Meet all University admission requirements as listed in the Old
Dominion University Catalog;
2. Have a completed Master’s degree in an appropriate discipline from
a regionally accredited university, and submit transcripts of all
undergraduate and graduate work with a minimum GPA of 3.5 overall
for the Master’s degree. Degrees that are equivalent to a Master’s degree
such as L.L.B., J.D., and D.D.S. are also acceptable;
3. Provide three letters of recommendation that showcase the applicant’s
readiness for advanced graduate study, addressing the applicant’s
academic ability and leadership;
4. Provide a well-crafted, 1-page, single-spaced personal statement;
5. Provide a writing sample that demonstrates analytical and integrative
thinking;
6. Submit official scores from the Graduate Record Examination (GRE)
taken within the last five years;
7. Provide a CV or resume that describes the applicant’s academic and
professional background;
8. Applicants whose native language is not English must submit a current
score for the Test of English as a Foreign Language (TOFEL) iBT of at
least 80.

Applicants must submit completed application materials by February 1.
The admissions committee composed of Higher Education and Community
College Leadership faculty will review all applications then will select
applicants for an interview with the committee or committee member(s). Interviews will be used to determine final admissions decisions.

Admitted students will begin in the summer semester of the same year.
First- and second-year students are expected to attend the Summer Institute,
a series of intensive courses offered on Old Dominion University’s main
campus each summer. The dissertation requires a minimum of twelve credit
hours depending on the length of time necessary for completion.

Continuance

Students must meet all department, college, and university policy
requirements for continuation in their academic program. See department
policy above.

Exit

In order to graduate from the program, students must successfully complete
all degree requirements including all coursework, candidacy requirements,
and the dissertation.

Non-Degree

Non-degree students are limited to a maximum of 2 courses prior to
admission unless they receive permission from the program coordinator.
Students must receive academic advising from a program faculty member
prior to enrollment in any course as a non-degree student. Taking courses as
a non-degree student does not guarantee admission into the program.

Curriculum

<table>
<thead>
<tr>
<th>Core Courses *</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 808</td>
<td>Contemporary Issues in Higher Education</td>
</tr>
<tr>
<td>HIED 809</td>
<td>Proseminar in Higher Education</td>
</tr>
<tr>
<td>HIED 825</td>
<td>Higher Education Policy</td>
</tr>
<tr>
<td>HIED 856</td>
<td>Higher Education Finance</td>
</tr>
<tr>
<td>HIED 857</td>
<td>The Multicultural University</td>
</tr>
<tr>
<td>HIED 893</td>
<td>The History of Higher Education in the United States</td>
</tr>
<tr>
<td>HIED 843</td>
<td>Introduction to International Higher Education Administration</td>
</tr>
<tr>
<td>HIED 844</td>
<td>Comparative Higher Education Systems</td>
</tr>
<tr>
<td>HIED 845</td>
<td>Today’s College Student and Diversity</td>
</tr>
<tr>
<td>HIED 852</td>
<td>The Law of Higher Education</td>
</tr>
<tr>
<td>HIED 858</td>
<td>Higher Education Leadership</td>
</tr>
<tr>
<td>HIED 862</td>
<td>Development and Fund Raising</td>
</tr>
<tr>
<td>HIED 863</td>
<td>Case Studies in Higher Education</td>
</tr>
<tr>
<td>HIED 864</td>
<td>College and the University Presidency</td>
</tr>
</tbody>
</table>

Total Hours 30

* Required courses must include the following if they have not already been
taken at the 700 level within a Master’s degree program

<table>
<thead>
<tr>
<th>Field Experience</th>
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<tbody>
<tr>
<td>HIED 868</td>
<td>Internship: Higher Education Administration</td>
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<tr>
<td>or HIED 844</td>
<td>Comparative Higher Education Systems</td>
</tr>
</tbody>
</table>

Total Hours 15

Special Courses

These courses may be used for a variety of specialized topical seminars and
may fulfill requirements in one or more of the cognate areas noted above.

<table>
<thead>
<tr>
<th>Special Courses</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED 895</td>
<td>Topics in Higher Education Administration</td>
</tr>
<tr>
<td>or HIED 844</td>
<td>Comparative Higher Education Systems</td>
</tr>
</tbody>
</table>

Total Hours 15

Cognate (12 credits minimum) ** | 12 |

* Required courses must include the following if they have not already been
taken at the 700 level within a Master’s degree program

HIED 808 | Contemporary Issues in Higher Education |
| HIED 809 | Proseminar in Higher Education |
| HIED 825 | Higher Education Policy |
| HIED 856 | Higher Education Finance |
| HIED 857 | The Multicultural University |
| HIED 893 | The History of Higher Education in the United States |
| HIED 843 | Introduction to International Higher Education Administration |
| HIED 844 | Comparative Higher Education Systems |
| HIED 845 | Today’s College Student and Diversity |
| HIED 852 | The Law of Higher Education |
| HIED 858 | Higher Education Leadership |
| HIED 862 | Development and Fund Raising |
| HIED 863 | Case Studies in Higher Education |
| HIED 864 | College and the University Presidency |

Total Hours 30

* Required courses must include the following if they have not already been
taken at the 700 level within a Master’s degree program

HIED 808 | Contemporary Issues in Higher Education |
| HIED 809 | Proseminar in Higher Education |
| HIED 825 | Higher Education Policy |
| HIED 856 | Higher Education Finance |
| HIED 857 | The Multicultural University |
| HIED 893 | The History of Higher Education in the United States |
| HIED 843 | Introduction to International Higher Education Administration |
| HIED 844 | Comparative Higher Education Systems |
| HIED 845 | Today’s College Student and Diversity |
| HIED 852 | The Law of Higher Education |
| HIED 858 | Higher Education Leadership |
| HIED 862 | Development and Fund Raising |
| HIED 863 | Case Studies in Higher Education |
| HIED 864 | College and the University Presidency |
Some courses may be waived based on previous study.

Students who enter the Ph.D. program have diverse backgrounds, experiences, and goals. For this reason they have the ability, through consultation with their advisor, to tailor the cognate chosen to fulfill their degree obligations towards these goals. Cognate courses may be taken in the following departments: Community College Leadership, Foundations, Higher Education, International Studies, and Sports Management. The program coordinator may allow other cognate areas to be developed and implemented by students and advisors upon request if a particular justification is made in writing.

HIED 868 Internship in Higher Education (3-6 credits) is required for all doctoral students who have not served in a full-time administrative position for at least three years prior to admission.

Special Courses

These courses may be used for a variety of specialized topical seminars and may fulfill requirements in one or more of the cognate areas noted above.

HIED 895 Topics in Higher Education Administration 1-6

Doctor of Philosophy, Community College Leadership

120 Education Building
757-683-4375

Chris R. Glass, Program Coordinator

The Ph.D. degree in Community College Leadership is designed to meet the executive leadership needs of the nation’s community colleges. The curriculum is designed for professionals who want to increase their knowledge and leadership opportunities in areas such as: curriculum, finance, leadership and administration, policy development, and workforce development. Students develop skills that enable them to assume advanced leadership positions at community colleges; work for state councils of higher education; or work at regional, national, and discipline-specific accrediting bodies.

Students take classes as part of a cohort which provides a shared learning experience, builds community, and broadens students' professional networks throughout their careers. Working professionals across the U.S. engage in live, online weekly class meetings throughout the year, as well as attend an annual, two-week Summer Institute where they engage faculty, colleagues, and guest scholars. The curriculum includes four parts: core courses, a research courses, electives, and dissertation.

Admission

Prospective students seeking admission to the Ph.D. program in Community College Leadership must:

1. Meet all University admission requirements as listed in the Old Dominion University Catalog;
2. Have a completed Master's degree in an appropriate discipline from a regionally accredited university, and submit transcripts of all undergraduate and graduate work with a minimum GPA of 3.5 overall for the Master’s degree. Degrees that are equivalent to a Master’s degree such as L.L.B., J.D., and D.D.S. are also acceptable;
3. Submit official scores from the Graduate Record Examination (GRE) taken within the last five years;
4. Provide a 1-page, single-spaced essay that addresses their academic and professional goals;
5. Provide a writing sample that demonstrates analytical and integrative thinking;
6. Provide a CV or resume that describes the applicant’s academic and professional background;
7. Provide three letters of recommendation that showcase the applicant's readiness for advanced graduate study, addressing the applicant’s academic ability and leadership;
8. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) iBT of at least 80.

Applicants must submit completed application materials by February 1. The admissions committee composed of Higher Education and Community College Leadership faculty will review all applications then will select applicants for an interview with the committee or committee member(s). Interviews will be used to determine final admissions decisions.

Admitted students will begin in the summer semester of the same year. First- and second-year students are expected to attend the Summer Institute.
a series of intensive courses offered on Old Dominion University's main campus each summer. The dissertation requires a minimum of nine credit hours depending on the length of time necessary for completion.

Continuance

Students must meet all department, college, and university policy requirements for continuation in their academic program. See department policy above.

Exit

In order to graduate from the program, students must successfully complete all degree requirements including all coursework, candidacy requirements, and the dissertation.

Non-Degree

Non-degree students are limited to a maximum of 2 courses prior to admission unless they receive permission from the program coordinator. Students must receive academic advising from a program faculty member prior to enrollment in any course as a non-degree student. Taking courses as a non-degree student does not guarantee admission into the program.

Curriculum

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>24</th>
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</thead>
<tbody>
<tr>
<td>CCL 820</td>
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<tr>
<td>CCL 824</td>
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<tr>
<td>CCL 826</td>
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<td>CCL 830</td>
<td></td>
</tr>
<tr>
<td>HIED 808</td>
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</tr>
<tr>
<td>HIED 809</td>
<td></td>
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<tr>
<td>HIED 852</td>
<td></td>
</tr>
<tr>
<td>HIED 866</td>
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<td></td>
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<tr>
<td>Research Courses</td>
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</tr>
<tr>
<td>FOUN 812</td>
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</tr>
<tr>
<td>FOUN 813</td>
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</tr>
<tr>
<td>FOUN 822</td>
<td></td>
</tr>
<tr>
<td>or FOUN 823</td>
<td></td>
</tr>
<tr>
<td>FOUN 814</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
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<td>CCL 868</td>
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<td>HIED 812</td>
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<td>HIED 843</td>
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<tr>
<td>HIED 844</td>
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<td>HIED 871</td>
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<td>HIED 894</td>
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<td>HIED 895</td>
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<td>SEPS 865</td>
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<td>COUN 807</td>
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<tr>
<td>Dissertation Seminar</td>
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<td>FOUN 881</td>
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<tr>
<td>Dissertation (minimum 9 credits)</td>
<td>9</td>
</tr>
<tr>
<td>CCL 899</td>
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</table>

Total Hours: 54

Educational Foundations

120 Education Building
757-683-5163
http://www.odu.edu/efl

Shana Pribesh, Program Coordinator

Doctor of Philosophy, Education - Educational Psychology, Research & Program Evaluation Concentration

Doctoral students pursuing the Ph.D. in Education with a Concentration in Educational Psychology, Research and Program Evaluation at Old Dominion University will develop a strong foundation in theories of learning, human development, cognition, motivation, self-regulation, and formative assessment as well as training in applied quantitative and qualitative research methods. Educational psychologists study learning across the lifespan and apply psychological principles to formal and informal educational settings in order to promote the success of students in these learning environments. Program evaluators collect and analyze quantitative and qualitative data in order to examine the effectiveness of programs and policies. Our program is designed for students who are interested in teaching, research, and program evaluation-oriented careers. For example, students may be interested in careers as university faculty, researchers in non-profit research organizations, or program evaluators in university research and evaluation centers.

We include two specialized emphasis areas: educational psychology and program evaluation. Students will complete core coursework in research methods and learning theories. Then, students will specialize in coursework and experiences tailored for positions in educational psychology or program evaluation. Along the way, students may take electives that could prepare them for work in PK-12, Higher Education or Instructional Design.

Admission

Prospective students seeking admission to the Ph.D. in Education with a Concentration in Educational Psychology, Research, and Program Evaluation must:

1. Have earned a Master’s degree in psychology, education, statistics, higher education or other related field. When you submit transcripts, the transcript for your Master’s degree must show that degree conferred and a date of completion.
2. Submit GRE scores that are no more than five years old. Although we do not specify minimum scores. However, the students in this program average GRE scores of Verbal Reasoning 158 (570 on prior scale) and Quantitative Reasoning 155 (700 on prior scale). Students in this program have scored an average of 4.5 on the analytical writing portion of the GRE.
3. Submit three letters of recommendation from sources capable of commenting on the applicant’s readiness for advanced graduate study. These letters are very important in the selection process so you may consider sharing your Statement of Purpose with your references so they can candidly comment on your preparation and purpose for attending this program.
4. Complete a Statement of Purpose essay that shows evidence of motivation, competence, intellectual passion as well as potential as a graduate student/scholar. We are interested in why you think you fit this program, which faculty you would like to work with and why, as well as how you intend to use this degree. You are welcome to talk about your past accomplishments as well as goals. We suggest you emphasize...
a positive perspective, use concrete examples, and make sure the essay is well-written.

5. Submit transcripts from all colleges and universities previously attended.

6. We encourage applicants whose native language is not English to apply. Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOFEL).

7. Selected applications will be asked to participate in a 30-minute phone interview with program faculty to discuss your Statement of Purpose.

8. Prior course work is assumed in statistics and research methods. If that coursework has not been completed, then additional coursework will be added to the candidate’s graduate program of study.

9. Complete and submit an online application. There is a non-refundable application fee for application to any ODU graduate program.

10. Non-degree students are limited to a maximum of two program courses prior to admission unless they receive permission from the program coordinator. Performance in classes as a non-degree student will not guarantee admission into the program.

Applications are accepted and students may start the program year round.

Continuance
Student must meet all department, college, and university policy requirements for continuation in their academic program. See department policy above. After completion of coursework, students must be enrolled in either dissertation credit course or FOUN 899 until graduation.

Program Requirements
Consistent with other Ph.D. in Education concentrations, students complete a minimum of 15 core content area credits and 15 research course credits. The student, with advice and consent of the concentration advisor, will select 18 credits of emphasis courses. Lastly, content and research practices will be melded in a 12 credit research project culminating in a dissertation.

Exit
In order to complete the program, students must fully comply with the curriculum below and with all requirements noted elsewhere in the University Catalog for graduate students. It is the responsibility of the student to obtain these materials and comply with required portions.

Curriculum
Prerequisite Coursework*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUN 612</td>
<td>Applied Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>FOUN 722</td>
<td>Introduction to Applied Statistics and Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

* Students who do not have equivalent coursework or appropriate educational experiences must complete the prerequisite courses as listed above or equivalent as approved by the Graduate Program Director.

Research Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FOUN 812</td>
<td>Research Design and Analysis</td>
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</tr>
<tr>
<td>FOUN 814</td>
<td>Qualitative Research Design in Education</td>
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<tr>
<td>FOUN 822</td>
<td>Applied Linear Models in Educational Research</td>
<td></td>
</tr>
<tr>
<td>FOUN 823</td>
<td>Analysis of Variance Applied to Educational Research</td>
<td></td>
</tr>
<tr>
<td>FOUN 840</td>
<td>Educational Measurement and Assessment</td>
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</table>

Professional Preparation Courses

<table>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FOUN 830</td>
<td>Theories of Learning and Instruction</td>
<td></td>
</tr>
<tr>
<td>FOUN 850</td>
<td>Sociological and Philosophical Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>ELS 821</td>
<td>Policy and Politics in Educational Leadership</td>
<td></td>
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<tr>
<td>IDT 849</td>
<td>Instructional Systems Design</td>
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<tr>
<td>FOUN 813</td>
<td>Program Evaluation in Education</td>
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Emphasis Areas (Choose One)

<table>
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<tbody>
<tr>
<td>FOUN 831</td>
<td>Human Development in Education</td>
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<td>FOUN 835</td>
<td>Motivation in Education</td>
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<td>FOUN 836</td>
<td>Meta Cognition and Self-Regulated Learning</td>
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<tr>
<td>FOUN 870</td>
<td>Formative Assessment of Student Learning for School Leaders and Curriculum Specialist</td>
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<tr>
<td>IDT 860</td>
<td>Cognition and Instructional Design</td>
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Elective

Program Evaluation

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<tr>
<td>FOUN 818</td>
<td>Analysis with Large Datasets</td>
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<tr>
<td>TLCI 895</td>
<td>Topics in Education (Grant Writing)</td>
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<tr>
<td>FOUN 829</td>
<td>Teaching and Research Practicum</td>
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<tr>
<td>FOUN 815</td>
<td>Advanced Qualitative Research</td>
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<tr>
<td>ELS 821</td>
<td>Policy and Politics in Educational Leadership</td>
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Dissertation Research Project

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Total Hours

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